

GERMAN 406W

SURVEY OF GERMAN LITERATURE II

Texts: The following texts are recommended for reference. Reading selections will be distributed to the class separately.

A Concise History of German Literature to 1900, ed. by Kim Vivian.

Camden House, 1992. ISBN: 1-879751-30-5.

Von der deutschen Klassik bis zum Naturalismus: An Anthology of German Literature, Volume 2, ed. by Kim Vivian, et al. Waveland Press, 1998. ISBN: 1-57766-026-9.

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Objectives: To provide a survey of German literature during the 19th and early 20th centuries, and to situate this period within the overall context of the German literary tradition.

Procedure: Selections from assigned readings will provide points of departure for lectures and discussions of various aspects of this period. Each student will focus on a particular theme which will culminate in a term paper.

EXPECTED STUDENT LEARNING OUTCOMES:

Upon completion of GR 406W, students will have a grasp of 19th and early 20th century German literature as it relates to literature of other places and periods, historical circumstances, and German culture in general, and will be able to discuss and interpret the literature of this period critically, as reflected in class discussions and in the required research paper. More specifically, upon completion of GR 406W, it is expected that students will be performing at ACTFL Level Advanced. As regards the targeted four skills of listening, speaking, reading, and writing, this proficiency level reflects competency as follows:

- **Listening:**

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra-linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

- **Speaking:**

Able to satisfy the requirements of everyday situations and routine school and

work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

- Reading:

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

- Writing:

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

Course Objective and Assessment

OBJECTIVE	ASSESSMENT
290-3-3-.11(2)(b)2.(ii) Ability to ask questions and compare answers to interpret literary and cultural texts from both native and target cultures for the	Discussion/interpretation of reading assignments. Midterm Exam, Final Exam, Term Paper and MOPI Exams.

purpose of interpreting and reflecting on the perspectives of both cultures.	
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Grade:	Term Paper:	25%
	Midterm Exam:	25%
	Final Exam:	25%
	Participation*:	25%

*Participation reflects homework preparation and taking part in classroom discussions.

As a course fulfillment requirement, and as a means of assessing progress and performance with respect to the *ACTFL Guidelines*, a Modified Oral Proficiency Interview (**MOPI**) will be administered at the beginning and end of the course. In addition, you will take the **Webcape Placement Exam** in the Foreign Language Lab, or online at <http://webcape.byuhttrsc.org/nwcregister.php?acct=una>], **twice**: once during the first week of class, and once again during the final week of class. This will provide me, and you, a measure of your achievement and appropriate placement level for continuing study in the language.