

AP[®] German Language

Syllabus 1

Course Overview

The AP[®] German Language course has been designed to prepare students for the AP Exam on a high and challenging level. The course objective is to perfect the four skills of language learning: listening, speaking, reading, and writing.

- **Listening.** I use a wide range of current German productions (fictional and nonfictional) on German television, radio, video, and DVD in the [C4] classroom. Also, German Hörbücher (i.e., audio versions of fictional texts) have been a very profitable tool for refining students' listening skills.
- **Speaking.** The whole class is conducted exclusively in German. In addition to daily class discussions, students give oral presentations and speeches on fictional as well as nonfictional topics. They also practice [C1] transforming visual information (e.g., cartoons, picture stories, etc.) into spoken language.
- **Reading/Writing.** I use a variety of genres that include grammar reviews (Gerda Dippmann's *A Practical Review of German Grammar* is the main tool; I usually pick selected exercises from others), short stories, fairy tales (primarily those of Grimm, and I take a structural approach), cartoons, poetry, plays, and novels. The teacher resources section of this [C3, C6] syllabus lists the individual titles by genre. I also use current articles from German magazines and newspapers (*Der Spiegel*, *Focus*, *Süddeutsche Zeitung*, local papers, etc., most available online) whose topics cover politics, culture, sports, and so on. In dealing with these texts, I put special emphasis on the development and refinement of students' essay writing skills.

C4—Instructional materials include authentic audio and video recordings that develop students' listening abilities.

C1—The teacher uses German almost exclusively in class and encourages students to do likewise.

C3—Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in German.

My course varies from year to year, especially with regard to the amount of grammar review that is necessary; less grammar means time for more (longer) works of literature. I try to be as flexible as I can to meet each student's needs. As a specific preparation for the AP German Language Exam, I give and test students on material from old AP Exams the College Board has released. Students take at least two complete AP Released Exams for practice before the real exam in May.

Course Planner

First Semester, First Quarter

Weeks 1 and 2

After giving students an outline of the course and the exam, **I usually start with a series of short stories from the *Sonderbare Kurzgeschichten* section in the [C2] *ALM German: Level 4* short story collection. The stories' language level makes them challenging**, and students find the stories quite fascinating because they all address basic issues of human nature.

Students read Peter Bichsel's "Der Mann mit dem Gedächtnis" (in *Allerlei zum Lesen*, pages 66–69), Kurt Kusenberg's "Wer ist man?" (in *ALM German: Level 4*, pages 1–5), and Hermann Hesse's "Ein Mensch mit Namen Ziegler" [C2] (in *ALM German: Level 4*, pages 23–27). They are tested on Ilse Aichinger's "Wo ich wohne" (in *ALM German: Level 4*, pages 13–17). For all the short stories, students do graded class and homework assignments designed to improve their essay writing skills. For the last short story, "Wo ich wohne," they write an essay under AP Exam conditions (i.e., no notes or dictionaries). [C6]

C2—Instructional materials, activities, assignments, and assessments are appropriate to that of a third-year college course in German.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in German

These stories are great for motivating students to speak in the target language, retell sequences of events, and voice their opinions. They also allow students to practice their essay writing skills both in class and for homework. At the end of this unit I give the first essay test. [C7]

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

Week 3

I give students three composition topics from the AP Released Exams, one for [C6] practice and two under exam conditions. I have found that this is also a good time to give students individual homework assignments that consist of providing [C3] them with different newspaper articles on topics of current interest and instructing them to speak on a topic for three minutes in front of the class. They are to introduce their articles and be ready to answer questions.

C3—Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.

Weeks 4 and 5

Time for the first grammar review unit. We briefly go over chapters 1–8 in Dippmann's grammar book. Student performance determines the chapters on which we will concentrate. The unit provides practice opportunities in class and for homework. It ends with a major grammar test.

Weeks 6 and 7

After the "dull" grammar section, a cartoon unit helps keep up student motivation. We start with *Der Struwwelpeter* and then go on to *Max und Moritz* and other episodes by Wilhelm Busch. Talking and writing about the contents of the stories is not the only aspect of this unit; the picture series also offers a good opportunity for students to practice describing pictures in detail and telling the story in their own words, skills that are needed for the AP Exam. See the student activities section of this syllabus for an example of a cooperative learning activity that uses a *Max und Moritz* cartoon. At the end of this unit I give the students some picture sequences from the AP Released Exams, at least two of them under exam conditions. All stories are recorded and then analysed in the classroom. [C5]

C5—The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

Weeks 8 and 9

We move from the visual emphasis of the cartoon unit to a section that concentrates on listening comprehension skills. I usually start with a lecture and a story from section I, part A of an AP Released Exam, usually the 1984 or 1988 AP Released Exam, though I also use the longer selections in the 1997 and 2002 exams. Then, if my time frame allows, we work with taped news from German radio stations on the same day, answer comprehension questions, and discuss the topics in class. I also have a few short stories on tape that I recorded myself. They provide useful practice for the listening comprehension part of the exam. [C4]

C4—Instructional materials include authentic audio and video recordings that develop students' listening abilities.

At the end of this unit we watch a German movie on DVD or videotape. *Lola rennt* is a good start because the action in all three parts is repetitive. The [C4, C7] repetitiveness helps students' comprehension and the slight differences of each section keep up their interest. Afterward, the students write a report that includes an evaluation of the film. It is just a great movie and my students love it.

C4—Instructional materials include authentic audio and video recordings that develop students' listening abilities.

This is the end of the first quarter. The class takes an AP Released Exam, which serves as an important orientation for each student. Their results let them see how successful they are at this point and show their individual strengths and weaknesses. This information helps all of us plan accordingly for the upcoming weeks and months.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

First Semester, Second Quarter

Weeks 1 and 2

We start off with a longer work of literature. Friedrich Dürrenmatt's *Die Panne* has proven to be a good choice. It is a 45-page radio play that deals with such fundamental subjects as justice, law, guilt, and punishment. Students relate very well to these topics and are therefore motivated to work. *Die Panne* is a great tool to use for practicing reading comprehension, in class and for homework, and it presents lots of opportunities for class discussion and cooperative group work. The written assignments help students improve their essay writing skills, and they can use the taped version of the play to practice their listening comprehension skills. A motivated group can also come up with its own production of the play to record on tape. This unit ends with a written test consisting of essay questions. [C7]

C2—Instructional materials, activities, assignments, and assessments are appropriate to that of a third-year college course in German.

Weeks 3 and 4

During these weeks I give the class some more composition topics and also one or two picture sequences from the AP Released Exams under exam conditions. I use the AP Exam scoring guidelines to grade the essays, and I thoroughly correct and analyze all student work individually with each student. [C5, C6]

C5—The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

As a little stress relief during this time we watch short, taped productions from German television. Anything from the news to soaps to comedy is appropriate. The tapes are approximately 20 to 30 minutes long. Whenever possible, these activities come up again in later units as well. Continuous practice throughout the school year is very important. [C4]

C6—The course provides instruction and frequent opportunities to write a variety of compositions in German

Weeks 5 and 6

At this time in the course a second grammar unit is on the agenda. Dippmann's grammar book (chapters 9–12) is again the main resource, with additional exercises being added from other grammar resources. At the end of this unit I give another grammar test and also a few *Lückentexte* (paragraph completions) from the AP Released Exams.

Weeks 7 and 8

Watching a movie for pleasure at this point helps students relax after the stress of reviewing grammar. *Das Wunder von Bern*, *Alles auf Zucker*, or *Das fliegende Klassenzimmer* are just fine before beginning a new unit.

After its movie break, the class works with a different category of shorter literary texts. I usually pick either poems (e.g., Brecht, Goethe, Kunze, Rilke, Schiller, etc.) or fairy tales; if I pick fairy tales one year, I usually do poems the next. Poetry and fairy tales can be approached in similar ways: They are both great for reading aloud to students (listening comprehension practice), they use a different type and style of language (reading comprehension practice), they follow specific structural patterns that can be discussed and analysed, and they can both be used for creative writing (e.g., students write their own fairy tales or poems for extra credit). [C3,C7]

C3—Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

Let's use fairy tales as an example. It is best to start with one in which students are familiar to make it easier for them to get used to the different style of language. The first objective is reading comprehension, which is tested orally and in writing. Fairy tales were originally stories one would listen to rather than read, which makes them great for practicing listening comprehension skills as well. I simply pick one—"Die Bremer Stadtmusikanten," with a few vocabulary aids, is a good choice—and read it aloud to my students.

Listening comprehension and reading comprehension are not the only benefits of working with this genre. Fairy tales follow certain rules and have a lot of structural elements in common, so it is not too difficult for students to analyse and compare the texts and find out the *Spielregeln* of fairy tale writing. Some shared features include a plot consisting of three parts, a lot of contrasting and repetition, characters who are stereotypes and anonymous, characters who show only a few emotions, lonely heroes, the occurrence of many symbolic numbers, and the use of standard formulas to begin and end the story. "Rumpelstilzchen," "Frau Holle," "Dornröschen," and "Aschenputtel" are adequate choices for the classroom.

At the end of the unit I give a test on "Der Teufel und seine Großmutter." This is a fairy tale my students do not know, but it is short and not too hard to understand. As an extra credit project students can create and write their own fairy tales.

Week 9

At the end of the quarter I give the class some nonfiction texts, frequently those related to the news we have watched on German television. Students present their articles to the class and voice their own opinions. Individual research on the Internet is also appropriate in this unit. [C3,C7]

As a semester exam, the students take their second practice AP Exam.

During the first semester we usually have two German American student exchange visits, both from and to our partner schools.

Second Semester, Third Quarter

Weeks 1, 2, and 3

After students have taken the first semester exam is a good time for a longer work of literature, Bertolt Brecht's *Leben des Galilei* (131 pages). The main topics [C3,C7] of this play—freedom of thought versus oppression, creativity versus mediocrity,

courage versus cowardice, progress versus standstill—are quite attractive to the students and guarantee a high level of motivation. Although these are abstract ideas, the language of the play is not too difficult.

The skills students refine in this unit are reading comprehension, voicing one's own opinion in a class discussion, giving oral presentations to the entire class, describing different characters in detail, answering essay questions on abstract ideas, and doing Internet research on selected subjects. The following is an example of a meaningful research assignment.

Mach dir Notizen zu folgenden Fragen

- Gib eine Biographie der historischen Person Galileo Galilei!
- Beschreibe die politischen Verhältnisse, in denen er lebt!

Usually I give two major essay tests during this unit.

Weeks 4 and 5

I make the connection between the previous unit and the AP Exam obvious by giving the class some more composition topics from the AP Released Exams under exam conditions. Moreover, this is also a good time to work on additional picture sequences as well as short questions and answers (the directed responses) from the AP Released Exams. By now one should see considerable improvement in these areas. [C5,C6]

C5—The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

Weeks 6 and 7

At this point in the course, the third block of grammar review is on the agenda. Dippmann's grammar book (chapters 13–17) and additional selected exercises from other sources are the basis of this unit. At the end I give a major grammar test as well as several *Lückentexte* from the AP Released Exams to help students prepare for the AP Exam.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in German

Weeks 8 and 9

Speaking and listening comprehension practice are the main focus of these two weeks. Watching taped German television productions and/or movies followed by class discussions and written assignments help achieve this objective. [C4,C5,C7]

C4—Instructional materials include authentic audio and video recordings that develop students' listening abilities.

This is also a good time for a field trip to Nürnberg (about 25 miles away) for some cultural experiences, including eating out at a German restaurant with the conversation at the table being exclusively in German.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

At the end of the third quarter I give the class a third AP Released Exam.

Second Semester, Fourth Quarter

We have reached the second week of April: There are four more weeks until the AP Exam. This is the time to bring things to a close and give students the feeling that they are well prepared for it. Successful testing helps build up their self-confidence.

I have not subdivided the following big block because the amount of time that is needed for each topic varies considerably from year to year and from course to course. Every year I must adjust the course content of the next four weeks to meet my students' individual needs.

Weeks 1, 2, 3, and 4

I start these final weeks with the last part of our grammar review (Dippmann's grammar book, chapters 18–20). The unit ends with a written test. In addition to this, students work on some more *Lückentexte* from the AP Released Exams.

The rest of the class time is devoted to the final practice of all of the skills the students will need for the exam. I use material from the AP Released Exams exclusively: composition topics, picture sequences, and short questions (directed responses). All of the testing is done under exam conditions (especially all of the speaking parts, which students record) and discussed on an individual basis. I use the AP Exam scoring guidelines to give students an idea of the level they are performing on and which areas they still need to improve. On the day of the exam they should be 100 percent familiar with the exam's format and able to concentrate fully on the subject matter.

Week 5, the AP Exam

If the AP German Language Exam is held on a Monday, the content of the next four weeks begin a little earlier. If the exam is given at the end of the week, the review unit of the previous four weeks continues a little longer.

Weeks 6, 7, 8, and 9

Because the AP Exam occurs four weeks before the end of the school year, the AP German course is different from the other courses. The main goal students have worked toward all year has been achieved. In order to keep the class motivated, the teaching during the last four weeks of school needs to be different as well. The main project for each student is picking a German book of their choice, writing a book report by the end of the school year, and giving a short presentation to the class. I allow them to use class time every other day to work on this.

The rest of the time can be used in a very flexible way. I encourage my students to be part of our school's tutorial program, which takes place once a week during the seminar period. Students from all levels who need help in German have the opportunity to get additional practice and assistance from my AP students, who receive credit for their work.

This is also the time to go on a field trip together with a class from one of our German partner schools, go to a local restaurant, watch another German movie, and so on. Although we still do a fair amount of work on the book report project, I feel the fun factor of foreign language learning should definitely be emphasized.

Teaching Strategies

As the course planner section shows, I use a broad variety of teaching strategies in my AP German Language course. I try to make the class as student oriented as

possible (i.e., I allow each student a maximum amount of time to actively produce work in class). The amount of lecture is minimal; I spend my “active” time mostly on arranging the material used in class, providing guidance during class discussions, and coaching, that is, individually evaluating students’ work and suggesting strategies for improvement. More examples of the methods I use to help students perfect the four language skills are described here.

- **Listening Comprehension Practice.** Since listening comprehension is one of the fundamental skills needed for the AP German Language Exam, it plays an important role in the course. Variations of listening practice include reading fairy tales aloud to the class, students listening to taped productions of German radio and television as well as German [C4] movies on video or DVD, students working with the audio version of the radio play *Die Panne*, students listening to each other’s presentations of individual assignments, and students being tested with the listening comprehension material (section I, part A) from Released Exams under exam conditions whenever possible. Students usually watch German television in class every week, depending on the current class topic. Since all of my students have access to German television at home, most of them watch almost every day for pleasure.
- **Speaking Practice.** The class is conducted exclusively in German, which gives students speaking practice every day. The course planner identifies various examples of teaching strategies for speaking practice. These [C1] include individual presentations, class discussions, and working on picture sequences and short questions (directed responses) from section II, part B of the AP Released Exams.
- **Essay Writing.** Because essay writing is one of the main requirements of the AP German Language Exam, it makes sense to practice this skill as often as possible. Besides the composition topics from the AP [C6] Released Exams, all of the literature units in my course planner provide a broad variety of practice opportunities on all levels. Essay writing is always closely related to reading comprehension and to the outcomes of class discussion. See the student activities section of this syllabus for examples of some basic and advanced writing assignments.
- **Group Work/Cooperative Learning.** The units on German literature, especially, offer numerous opportunities for cooperative learning using the target language. Sometimes I start off with individual assignments and then coordinate results in a group activity; sometimes I begin with a partner assignment right away. See the student activities section of this syllabus for an example of the first approach.
- **Exchange Program and Field Trips.** We take advantage of our location in Germany as often as possible by making contact with the “real world” beyond the school building. Since entering the German program, our students have become used to having regular contact with our four German partner schools. Besides cultural experience and language exposure, the main objective of the exchange program is to build up

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personal contacts between our students and young Germans their own age. This has had a tremendous effect on our students' motivation and proficiency in the target language.

My advanced students even work on projects together with their German partner classes. An example of one of these projects is what we called "Model European [C7] Union." Together with a German partner, each of our students assumed the role of a member country of the European Union. This involved Internet research and presentations to the whole class—in German for my students, in English for their German partners. Half of the group discussions were in English, the other half were in German. In general, the exchange activities are not only extremely profitable for my students but they also provide an important fun factor.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

- **Using Technology.** Various units of the AP German Language course require the use of technology. Success, however, does not depend on the most expensive and advanced technological equipment. For [C4,C5] listening comprehension and speaking practice a CD player and a tape recorder are perfectly all right. For the audiovisual units I use a television, a VCR, and a DVD player. Research on the Internet has never been a problem since the school has two computer labs.

C4—Instructional materials include authentic audio and video recordings that develop students' listening abilities.

C5—The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

Student Evaluation

The AP German Language course focuses on refining and perfecting students' skills in all areas of language learning. In order to give students a clear idea of their performance, continuous evaluation by rigorous (AP) standards is a must. It is equally important, however, to connect evaluation with "coaching," that is, to provide specific help and assistance on an individual basis. The AP student must be willing to develop strategies for improvement and put in the necessary additional time and effort to master the challenge of college-level work.

As evidenced in the course planner section of this syllabus, I use the 1984, 1988, 1997, and 2002 AP Released Exams to evaluate my students throughout the school year. I test students both with different question types from the exam and entire AP Exams. I try to integrate the material into as many units as possible to make the connection between the contents of the class and the exam transparent. All oral testing is done under exam conditions and taped and analysed in the classroom. This is time consuming but worth the effort because the whole class profits from listening to me giving individual help.

I also introduce the concept of holistic grading at the very beginning. It is essential to their success that students are familiar with the scoring guidelines that are used to score the AP Exam. The only way to achieve this goal is to use these standards when grading their class work. I mark and correct all student work in detail and have students rewrite everything so they can learn from their mistakes and improve their essay writing skills.

Student grades are made up of the following components:

	% of Final Quarter Grade
Tests (unit tests and tests using material from Released Exams) and class presentations	50%
Grammar tests, vocabulary quizzes, and reading comprehension quizzes	25%
Homework (credit given for timeliness and completeness)	25%

The practice AP Exam given at the end of the first semester counts as a semester exam and is worth 20 percent. It is a DoDDS regulation that each quarter counts as 40 percent of the semester grade. Instead of taking a final exam for the second semester, students write a German book report (described at the end of the course planner section). The AP Exam is not part of their class grade simply because the results come in too late.

Tests

Essay Questions

All of the literature units provide numerous and various opportunities to [C6] evaluate students' essay writing skills. Here are some examples:

C6—The course provides instruction and frequent opportunities to write a variety of compositions in German

- **Test über Ilse Aichingers Kurzgeschichte “Wo ich wohne”**
 1. Fasse die Geschichte mit eigenen Worten zusammen!
 2. Was ist die Hauptperson für ein Mensch? Charakterisiere!
 3. Erkläre warum die Hauptperson akzeptiert, dass sie immer tiefer sinkt!
 4. Wie hättest du reagiert? Begründe!
- **Test über Friedrich Dürrenmatts Hörspiel, *Die Panne***
 1. Charakterisiere den Angeklagten Alfredo Traps!
 2. Welche Veränderungen gehen in Traps während des Spiels vor?
 3. Lies die Rede des Richters S. 41. Wie rechtfertigt er die Existenz des Privatgerichts?
 4. Findest du es richtig, wie hier Gericht gehalten wird? Begründe!
- **Test über Bertolt Brecht Schauspiel, *Leben des Galilei* (Szenen 2 und 3)**
 1. Warum verkauft Galilei das Fernglas als seine eigene Erfindung, obwohl er weiß, dass er die Regierung damit belügt?
 2. Wie beurteilst du sein Verhalten?
 3. Beschreibe mit deinen eigenen Worten, welche unterschiedlichen Ideen Galilei und Sagredo vom Menschen haben!
 4. Wer hat deiner Meinung nach Recht?

Grammar

All grammar review units end with a test. This provides important feedback for the students because they need to know if they have to do more studying and practicing of the material of a particular unit.

Class Presentations

One important aspect of oral proficiency is the ability to speak in the target language for a longer period of time. Students can achieve this by making [C5] presentations on newspaper or magazine articles, movies, the literature discussed in the classroom, or Internet research they have done. I use the AP Exam scoring guidelines to evaluate their presentations.

C5—The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

Quizzes

Reading Comprehension

The essay questions are based on reading comprehension skills. These skills [C3] are evaluated with reading comprehension quizzes throughout the school year. Students are required to read all of the assigned texts in detail. Here is an example of a reading comprehension quiz.

C3—Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.

- **Quiz über Bertolt Brechts Schauspiel, *Leben des Galilei* (Szene 9)**
 1. Was plant Virginia?
 2. Warum ist sie zu einem anderen Astronomen gegangen?
 3. An welchen Experimenten arbeitet Galilei?
 4. Aus welchem Grund ändert Galilei seine Experimente?
 5. Was ist Ludovicos Meinung über Galileis Arbeit?

Vocabulary

Students are required to regularly take notes on new vocabulary items that occur in the texts discussed in class. Sometimes I also hand out vocabulary lists. Together we select items that should be memorized. These then appear on a quiz, an evaluation that forces students to work on expanding their active and passive vocabulary.

Homework

I strongly believe in homework, especially at the AP level. The enormous amount of reading, writing practice, and memorization cannot possibly be mastered in the classroom alone. I use quizzes to evaluate homework, whereas written assignments receive credit for timeliness and completeness. (I still take up all the papers and correct them in detail.) This is the part of the grade that honors work effort, a very essential part of an AP course.

Teacher Resources

Cartoons

Busch, Wilhelm. *Max und Moritz: Eine Bubengeschichte in sieben Streichen*. Rastatt: Favorit-Verlag, 2005.

Hoffmann, Heinrich. "Der Struwwelpeter." In *Die Klassiker in einem Band!* Alsdorf: Nelson Verlag, 2005.

Fairy Tales

Grimm, Jacob, and Wilhelm Grimm. *Grimms Märchen: Gesamtausgabe*. Illustrated by Ludwig Richter. Munster: Nelson Verlag, 2000.

Grammar

Dippmann, Gerda. *A Practical Review of German Grammar*. New York: Macmillan, 1987.

Moeller, Jack, et al. *Kaleidoskop: Kultur, Literature und Grammatik*. 5th ed. Boston: Houghton Mifflin College Division, 1998.

Moeller, Jack, et al. *Kaleidoskop: Instructor's Resource Manual*. Boston: Houghton Mifflin College Division, 1998.

Moeller, Jack, et al. *Kaleidoskop: Übungsbuch*. Boston: Houghton Mifflin College Division, 1998.

Moeller, Jack, and Helmut Liedloff. *Concise German Review Grammar*. 2nd ed. Boston: Houghton Mifflin, 1995.

Movies

Alles auf Zucker! 2004. Directed by Dani Levy. Distributed by Warner Home Video, 2005. 90 minutes.

Das fliegende Klassenzimmer. 2003. Directed by Tomy Wigand. Distributed by Bavaria Film International, 2004. 110 minutes.

Good Bye Lenin! 2003. Directed by Wolfgang Becker. Distributed by Sony Pictures Classics, 2004. 121 minutes.

Lola rennt. 1998. Directed by Tom Tykwer. Distributed by Sony Picture Classics, 1999. 80 minutes.

Das Wunder von Bern. 2003. Directed by Sönke Wortmann. Distributed by Universal Pictures Germany, 2004. 118 minutes.

Novels

Dürrenmatt, Friedrich. *Der Richter und sein Henker*. Reinbek bei Hamburg: Rowohlt, 2000.

Frisch, Max. *Homo Faber*. Reinbek bei Hamburg: Rowohlt, 2004.

Hesse, Hermann. *Der Steppenwolf*. Berlin: Suhrkamp, 2005.

Kästner, Erich. *Drei Männer im Schnee*. Munich: Deutsche Taschenbuch Verlag, 1988.

Lenz, Siegfried. *Das Feuerschiff*. Munich: Deutsche Taschenbuch Verlag, 2003.

Online Periodicals

Focus Online. <http://focus.msn.de>.

Frankfurter Allgemeine: FAZ.net. www.faz.net.

Juma: Das Jugendmagazin. www.juma.de.

Nürnberger Nachrichten. www.nn-online.de.

Spiegel Online. www.spiegel.de.

Süddeutsche.de. www.sueddeutsche.de.

Plays

Brecht, Bertolt. *Der Kaukasische Kreidekreis*. Berlin: Suhrkamp, 2003.

Brecht, Bertolt. *Leben des Galilei*. Berlin: Suhrkamp, 2004.

Dürrenmatt, Friedrich. *Der Besuch der alten Dame*. Zurich: Diogenes Verlag, 1998.

Dürrenmatt, Friedrich. *Die Panne*. Zurich: Diogenes, 1998.

Dürrenmatt, Friedrich. *Die Panne*. Zurich: Die Arche, 1969. Audiocassette.

Dürrenmatt, Friedrich. *Die Physiker*. Zurich: Diogenes Verlag, 1998.

Short Story Collections

Johnson, Uwe, comp. *Das Neue Fenster: Selections from Contemporary German Literature*. New York: Harcourt Brace and World, 1967.

Teichert, Herman, and Lovette Teichert. *Allerlei zum Lesen*. Lexington, Mass.: D. C. Heath, 1992.

Wiese, Benno von, ed. *Deutschland erzählt*. Frankfurt am Main: Fischer Taschenbuch Verlag, 1986.

Winkler, George. *ALM German: Level Four*. New York: Harcourt Brace Jovanovich, 1972.

Winkler, George, and Margrit Meinel Diehl, eds. *Mal Ernst Mal Heiter*. New York: Harcourt Brace Jovanovich, 1985.

Student Activities

Sample Cooperative Learning Activities

During weeks 6 and 7 in the first quarter I give my students a cooperative learning activity that uses a *Max und Moritz* cartoon. Students work in two or three groups of three students per group. I assign one prank each with specific questions to each group:

Dritter, Vierter, und Fünfter Streich

- Welches “Verbrechen” begehen die Jungen?
- Was erfährt der Leser in der Einleitung?

Each student answers the questions individually and then shares the results with the group. Together the group comes up with an answer to these questions:

- Welche Funktion haben die Einleitungen?
- Vergleiche die bisherigen Streiche miteinander!

An example of a more difficult cooperative learning activity, which immediately requires partner work, uses Dürrenmatt’s *Die Panne* (pages 17–37). Partners A and B answer the question, “Wie begründet der Staatsanwalt seine Mordanklage?” Partners C and D answer the question, “Wann und wie ändert sich Traps’ Einstellung zu seiner Tat?” As a whole group the students discuss and answer the question, “Ist Traps ein Mörder? Begründet eure Antwort!” The tasks of this second activity require discussion, note-taking, and oral presentation. An adequate homework assignment is having students put the final results in essay form.

Sample Essay Writing Assignments [C6]

Basic Assignments

- Charakterisiere den Angeklagten Alfredo Traps! (*Die Panne*)
- Zeige die Anwendung der “Spielregeln” in “Dornröschen” (Märchen)
- Wie denken der Theologe, der Mathematiker und der Philosoph? (*Leben des Galilei*)

- Wie beurteilst du das Verhalten von Bäcker, Bauer und Müller? (*Max und Moritz*)

Advanced Assignments

- Hat das Spiel einen Sinn gehabt? Diskutiere Argumente dafür und dagegen und äußere auch deine persönliche Meinung! (*Die Panne*)
- Galilei lebte im 17. Jahrhundert. Welchen Sinn macht es, im 20. Jahrhundert ein Theaterstück über ihn zu schreiben (1938/39)? Zeige mindestens drei Parallelen zwischen Fiktion und Wirklichkeit auf! (*Leben des Galilei*)
- Welchen Wert haben Identität, Familie und Freundschaft in der Geschichte? Begründe deine Aussagen aus dem Text! (Kurzgeschichten, "Wer ist man?")