# German Language (Language, Morpho-Syntax and Lexicon; Language and Professional Communication) (LLS, LCM, ELTI; 2nd - 3rd ELI, 2nd - 3rd ELRI; 2° LC)

## Prof. Alessandra Lombardi

# German Language Classes (Year 2, Three-Year Course Students)

## Marlene Kuppelwieser, Claudia Menzel

# German Language Classes (Year 3, Three-Year Course Students)

Claudia Menzel, Marlene Kuppelwieser, Giovanna Vitali,

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***COURSE AIMS***

The first part of the course, EINFÜHRUNG IN DIE LINGUISTISCHE ANALYSE DES DEUTSCHEN (conducted in the first semester), aims to consolidate and expand basic linguistic skill through an introduction to the key concepts of German linguistics and the main methods (semantic-lexical, morphological and syntactical) of analysing and describing contemporary German. The course will also examine the diachronic dimension (making reference to the history of the German language) as well as the more significant forms of geo-and sociolinguistic variation (variety of contemporary German).

In the second part of the DEUTSCH ALS FACHSPRACHE course (delivered in Semester 2), the linguistic, textual and pragmatic features of communication in the German language in the specialist field will be studied in detail. The lectures will be complemented by practical modules that aim to provide basic methodological skills in the field: (a) the analysis of specialised corpora (*Fachtextkorpora*) and (b) terminology management for the purposes of specialised translations into the German language (*übersetzungsorientierte Terminologiearbeit*).

***INTENDED LEARNING OUTCOMES***

At the end of the first part of the course, students will be able to:

1. 1. recognise and describe the basic structures of the German language (forms, functions and variation) using methodologies, categories of analysis and the specific terminology of the linguistic disciplines covered on the course;
2. 2. make simple observations about the evolution, conventions and uses of the German language (both written and oral, observed in authentic contexts);
3. 3. apply the concepts and descriptive tools acquired in class to the analysis of “language in use”.

At the end of the second part of the course, students will be able to:

1. explain and describe (also in a diachronic key and from an it-de contrastive perspective) the most important characteristics of specialist communication in the German language (the lexical, syntactic, stylistic and typological-textual aspects of the communication forms presented in class, representative of the different areas of specialisation);
2. use in a targeted and conscious way the resources available online (specialised corpora and terminology databases) to support language production activities in the field of specialised communication in the German language (translation and drafting of specialised texts in L2);
3. functionally adopt operational strategies – also transferable to the professional field – to manage the access, selection and storage of information and specialist knowledge in the German language (*strategisches Wissensmanagement* and *Ad-hoc-Terminologiemanagement*).

***COURSE CONTENT***

First part (Semester 1): third-year *annual students'* and second-year *semester students'* curricula in Business Linguistics Expert (ELI) and International Relations Linguistics Expert (ELRI), and second-year semester students of the Master's Degree course in Linguistic Sciences who have chosen German as their LC:

EINFÜHRUNG IN DIE LINGUISTISCHE ANALYSE DES DEUTSCHEN

a) German linguistics: introduction to the subject

b) Key stages in the history of the German language

c) German morphology: inflection and formation of words

d) Elements of German syntax (written vs. oral)

e) Variation within contemporary German: socio- and geo-linguistic factors.

Second part (Semester 2): third-year *annual students'* and third-year *semester students'* curricula in Business Linguistics Expert (ELI) and International Relations Linguistics Expert (ELRI):

DEUTSCH ALS FACHSPRACHE

a) Common language and specialist languages

b) New scenarios of specialised communication

c) Linguistic and pragmatic aspects of specialised communication in the German language (sectorial lexicon, text types, specific cultural features, multimodality)

d) Terminology: theoretical foundations, tools and methods for working with terminology

e) Specialised corpora as sources of discipline-based and linguistic knowledge to support specialised translation (IT-DE)

f) Translation and terminology issues of specialised texts (comparing Ital ian and German, examples from various specialist areas).

***READING LIST***

In addition to studying the contents of the slides (and other materials used in class), students are required to prepare the following reading list for the final assessment:

Part 1 (Semester 1)

a. Required readings for all:

Hans Ulrich Schmid (2010): *Die 101 wichtigsten Fragen Deutsche Sprache*, C.H. Beck, München.

3 essays on German linguistics (recently published and aimed at exploring more deeply the course topics, the titles of which will be communicated at the end of the lectures and with a notice on Blackboard).

b. *Supplementary* material (consultation manuals to support individual study, for students unable to attend lectures regularly):

Albert Busch/Oliver Stenschke (2014): *Germanistische Linguistik*, Narr, Tübingen;

Eva-Maria Thüne (et al.) (2007): *Le lingue tedesche: per una descrizione sociolinguistica*, BA Graphis, Bari.

Part 2 (Semester 2):

The Reading List is differentiated here according to the *status* of the student (semester or annual) and in consideration of their choice to either present a course-end Individual Terminology Project (ITP) or not during the exam (see section "Assessment method and criteria", point 2):

1. *Semester students* (ELI/ELRI) with Individual Terminology Project:

2 single subject essays for a deeper study of the topics covered in the course (the titles of which will be communicated at the end of the lectures and with a notice on Blackboard);

1. *Semester students* (ELI/ELRI) without Individual Terminology Project:

5 single subject essays for a deeper study of the topics covered in the course (the titles of which will be communicated at the end of the lectures and with a notice on Blackboard);

1. *Annual students* with Individual Terminology Project:

1 single subject essay for a deeper study of the topics covered in the course (the title of which will be communicated at the end of the lectures and with a notice on Blackboard);

1. *Annual students* without Individual Terminology Project:

3 in-depth essays (whose titles will be communicated at the end of the course and published with a notice on Blackboard).

*Supplementary* text (consultation manual to support individual study, for students unable to attend lectures regularly):

Kirsten Adamzik (2018); *Fachsprachen. Die Konstruktion von Welten,* A. Francke Verlag, Tübingen.

***TEACHING METHOD***

Lectures, some of which will take place in the multimedia lab. There will also be contributions from German linguistics scholars or language professionals (who use German in professional contexts) to promote in-depth understanding of specific issues relating to the syllabus. During Semester 2, frontal teaching will be complemented by a practical tutorial aimed at acquiring basic methodological skills in analysing specialist corpora (it-de) using *corpus tools* (*Sketch Engine*) and in using digital tools for terminology management. All the materials used in lectures, and any supplementary content, will be made available on Blackboard.

***ASSESSMENT METHOD AND CRITERIA***

Part 1 (Semester 1) EINFÜHRUNG IN DIE LINGUISTISCHE ANALYSE DES DEUTSCHEN

Oral exam (in German). Students must demonstrate adequate understanding of key concepts, specific terminology and suitable analytical tools for linguistic topics covered on the course (German lexicology, morphology, syntax and sociolinguistics). The oral exam is designed to assess students’ ability to apply the descriptive categories presented in lectures (combining the various levels of linguistic analysis in an appropriate way, including the diachronic analysis of words), based on examples taken from new (and authentic) materials presented to the student by the lecturer during the exam. The final mark is calculated as follows: 50% is based on the preparation of the theoretical and applied aspects on the syllabus; 50% is based on presentation of the essays on the reading list. Further assessment criteria: appropriate use of language, clarity of presentation and ability to provide pertinent and critical responses to the stimuli and linguistic relationships presented during the exam.

Part 2 (Semester 2): DEUTSCH ALS FACHSPRACHE

The final exam (which will be held orally and in German) will be divided into two stages aimed at verifying respectively (1) the knowledge and (2) the disciplinary skills acquired during the course of teaching.

1. Students must demonstrate an adequate knowledge of the theoretical foundations, specific terminology and survey methodologies of the linguistic disciplines addressed during the course (linguistics of specialty languages, textual and pragmatic linguistics, terminology and terminography, corpora linguistics, translatology).
2. The exam interview also aims to verify the ability to apply in a relevant and critical way the descriptive categories and analysis tools presented in class, starting from examples taken from unpublished (and authentic) specialist texts proposed by the lecturer during the exam. As an alternative to this second part, for the purposes of assessing disciplinary *skills,* students are given the opportunity to develop (following the methodological and editorial criteria illustrated in class and made available on Blackboard) an *Individual Terminology Project:* the creation of a *Fachglossar*, specialist mini-glossary, monolingual or bilingual, relating to a specialisation sector of their choice and accompanied by a short critical comment (*Kurzbericht*) in German. The ITP must be sent by email to the lecturer at least 15 days before the scheduled exam session and will then be presented orally during the exam interview.

The final mark is based 50% on the preparation of the theoretical and application aspects indicated in the programme, and the remaining 50% on the presentation of the contents of the in-depth essays in the Reading List. For students who opt for the development of the specialist mini-glossary as an individual end-of-course project, there is a reduction in the compulsory reading list (see Reading List, points a-d) and the assessment will be broken down as follows: general preparation on the theoretical and application aspects indicated in the programme (50%), presentation of the contents of the in-depth essays (20%), critical and reasoned presentation of the terminography sheets contained in the glossary developed within the ITP (30%). Additional assessment elements include linguistic appropriateness, presentation clarity and the ability to respond adequately, and in a scientifically appropriate manner, to the stimuli and connections suggested during the interaction.

For students on the ELI and ELRI curricula, the final mark is based on the weighted average of the results of the interim written and oral language tests (up to a maximum of 1/6 and 2/6 of the final mark, respectively).

***NOTES AND PREREQUISITES***

*Non-attending* students, willing to take the exam interview in a given session, are requested to contact the lecturer in due time (at least one month before the established session) to clarify any doubts about the programme carried out in class or about the preparation of the Individual Terminology Project and/or to agree, as needed, appropriate bibliographic additions to support self-learning.

With reference to the first part of the course (Semester 1), given its introductory nature, which aims to provide an overview of the main areas of study of German linguistics (theoretical and applied), no particular prerequisites are required. However, a solid knowledge of the basic structures of the German language (between a level A2 and B1 CEFR level) is assumed, as this is essential to profitably following the course lectures, conducted entirely in German. For a fruitful attendance in Semester 2, given the specialist nature of the topics addressed, knowledge of the basic concepts and topics covered in Semester 1 would be desirable, as well as a level of linguistic competence equivalent to a B1/B2 CEFR level.

# German Language Classes (Year 2, Three-Year Course Students)

Marlene Kuppelwieser, Claudia Menzel

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

* The practical language classes in the second year are designed to bring students to advanced level B2 in the European Language Portfolio across all the four skills (*Hören, Sprechen, Lesen, Schreiben*).
* By the end of the practical classes, students will: have acquired and consolidated their knowledge of morpho-syntactic structures and spelling conventions of the German language reaching an advanced level; have broadened and enhanced their lexical knowledge (up to an active vocabulary of approximately 3,000 words); and will be able to apply this knowledge when using the language, both written and oral.
* Students will understand medium-high difficulty texts (written and oral) and be able to extrapolate the key points of long and complex texts.
* In terms of written skills, they will be able to produce and summarise texts on a wide range of issues (including topical) and will be able to accurately translate authentic texts (from Italian to German) on the topics covered in the course text.
* Orally students will have a firm grasp of German phonetics and prosody; they will be able to sustain a spontaneous conversation and clearly express their point of view on a variety of topics reaching a certain level of complexity. They will demonstrate their ability to extrapolate and summarise information from familiar texts.

***COURSE CONTENT***

* Vocabulary and Conversation: in-depth study of the topics covered in the course text (*Daf kompakt*, see reading list) through activities such as listening, reading, comprehension, role plays, producing short oral and written texts, describing pictures, with a focus on the active use of vocabulary;
* Dictation: during the ‘Dictation and translation’ practical activities, students will have the opportunity to do dictation exercises (also aimed to promote the development of their knowledge of grammar and vocabulary), correct the orthography of texts, and analyse/comment on the different kinds of mistakes.
* Grammar: in-depth study of advanced level morpho-syntactic topics corresponding to the following chapters in the main grammar book Lehr- und Übungsbuch der deutschen Grammatik: Part 1: chapters 14-15, 19-21, part 3: chapters 41-51, part 4: chapters 52-56, part 5: chapter 62 (see Reading List).
* Summary: critical analysis of authentic texts of medium-high difficulty (e.g. extracts from [www.kalenderblatt.de](http://www.kalenderblatt.de)) and "guided" summary-writing of these texts, with a particular focus on the criteria for structuring texts and the most common types of errors (syntactic, lexical transphrasal).
* Translation: active translation exercises (from Italian into German) of short texts of medium difficulty (e.g. extracts from newspaper, books and magazine articles, also on-line), with a particular focus on comparing morpho-syntactic structures, lexical application and the analysis and commentary of the main types of translation errors.

***READING LIST***

Main text:

*DaF kompakt neu A1-B1* (Kursbuch + Übungsbuch mit MP3-CD), Klett, Stuttgart 2021. ISBN-Code 9788853622259

Further teaching material: advanced B2 texts (opportunamente didattizzati) will be made available to students during the course on *Blackboard.*

Grammar reference:

H. Dreyer - E. Schmidt, *Lehr- und Übungsbuch der deutschen Grammatik,* Hueber 2019.

Literary text to prepare for the oral exam:

Barbara leisner, *Sophie Scholl. Ich würde es genauso wieder machen*, Ullstein Taschenbuch Verlag , Berlin 2017

Non-mandatory texts for self-learning:

- G. Helbig - J. Buscha, *Übungsgrammatik Deutsch B1/C2,* Langenscheidt 2013

- *Lextra Deutsch als Fremdsprache – Grund- und Aufbauwortschatz nach Themen A1-B2* (this textbook is recommended to develop the knowledge of vocabulary).

Suggested dictionaries:

D. Götz, u.a., *Großwörterbuch Deutsch als Fremdsprache* mit Online-Wörterbuch, Neubearbeitung 2019, Langenscheidt, München

Other materials used in lectures and complementary exercises to build on the knowledge gained as the course progresses will be made available on Blackboard during the academic year.

***ASSESSMENT METHOD AND CRITERIA***

To assess students' language skills in the second year of the course (preparatory to the final German Language 2 - Language, Morphosyntax and Lexicon exam for ELI and ELRI students and the German Language and Literature 2 exam for students of other curricula), there is a written interim test and an oral interim test, each with a separate mark expressed out of thirty:

The *written test*, lasting a total of two and a half hours, is divided into three parts:

1. dictation (30 minutes)
2. vocabulary-grammar test (60 minutes)
3. translation (from Italian to German) of a short text (60 minutes).

Monolingual dictionaries are permitted fo summary-writing and translations tests only.

The oral exam is composed as follows:

* 1. questions on the subjects covered in the key text and in the supplementary materials made available on Blackboard (see reading list);
  2. summary and commentary on the reading text *Sophie Scholl – Ich würde es genauso wieder machen* (see reading list), reading aloud and translation (from German into Italian) of one or more paragraphs.

Students will be assessed on the following factors, in particular:

* lexical mastery, ability to interact spontaneously based on the topics covered in the key text; in-depth knowledge of the reading text and ability to make individual reflections on its content;
* formal accuracy (appropriate use of morpho-syntactic structures, adequate pronunciation and prosody); clarity and fluency in oral expression.

***NOTES AND PREREQUISITES***

This programme applies to all students, regardless of the starting level in the first year. The acquisition of the level of linguistic knowledge expected in the first year (between B1 and B2 CEFR level) constitutes the fundamental premise for a profitable attendance of the tutorials and for the achievement of the course aims expressed above.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

# German Language Classes (Year 3, Three-Year Course Students)

Claudia Menzel, Marlene Kuppelwieser, Giovanna Vitali,

Alessandra Alghisi

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The activities proposed in the cycle of language exercises for the third year of the course aim to achieve, in the four skills (*Hören, Sprechen, Lesen, Schreiben*), a level of skills that corresponds to level C1 of the European Language Portfolio.

By the end of the course, students will have developed an active vocabulary of at least 4,500 - 5,000 words (including specialist vocabulary), and will be able to understand a wide range of texts, including texts of a certain complexity, and recognise their communicative functions and various levels of meaning.

With reference to language production skills, students will be able to produce clear and well-constructed texts on specific topics of a certain degree of complexity, demonstrating good control over the structure of the text, connectives and other elements of textual cohesion and coherence. In terms of the spoken language, students will express themselves fluently and naturally, using flexible and effective language. They will be able to adapt their own communicative interventions to various communicative situations and social, professional or institutional contexts.

***COURSE CONTENT AND TEACHING METHOD***

The practical classes will be divided in two work groups and activities according to students’ chosen curricula:

Group 1: *Wirtschaftsdeutsch*

* Esperto linguistico d’Impresa (ELI) - “Business Language Specialist”
* Esperto linguistico per le relazioni internazionali (ELRI) - “International Relations Language Specialist”

Group 2: *Deutsch f. Tourismus, Medien- und Literaturwissenschaften*

* Lingue e letterature straniere (LLS) - “Foreign Languages and Literatures”
* Esperto linguistico per il turismo (ELT) - “Tourism Language Specialist”
* Lingue, comunicazione e media (LCM) - “Language, Communication and Media”

The activities are structured as follows:

Comprehension and text production (*Textverständnis und -produktion*): guided readings of complex texts will be proposed, including in specific areas (*Fachsprachen*), with exercises in lexical comprehension and syntactic reformulation, preparatory to the production of specialised texts of various types, either economic-business for ELI/ELRI students (e.g. reports, company presentations, commercial emails, etc.), or cultural and/or journalistic for LLS/ELT/LMC students (reviews, comments, posts referring to current topics, starting with newspaper articles, general culture magazines or journals specialising in the travel and media sector, etc.).

Video summary and commentary (*Video, Zusammenfassung und Kommentar*): Students will have to debate audio-visual materials of different types (accessible online and made available on *Blackboard*) and be able to practice understanding, summarising and commenting on the proposed content in writing and orally. The topics covered will be selected based on the specialised areas of the two macro-areas of reference (see previous point).

*Translation* exercises (from and into German) starting from authentic texts of a narrative, non-fiction, technical-scientific, tourist, economic-business nature, moving onto a preparatory analysis of the starting text to allow an initial approach to the different genres and communication styles and to the specific problems related to the Italian-German linguistic and cultural transfer, also in sectoral contexts; one of the main objectives will be the expansion of lexical and terminological knowledge, in particular in the socio-economic field.

In order to encourage the development of skills that are increasingly in demand in the world of work, short texts of a journalistic nature will also be *translated in print*, and then orally during the lectures, alongside the written translation.

***READING LIST***

***ELI/ELRI (Wirtschaftsdeutsch):***

Nadja Fügertet al., *DaF im Unternehmen B2*, Klett-Verlag, Stuttgart 2017, ISBN 978-3-12-676455-1

Additional teaching and self-learning materials (corresponding to CEFR level C1) will be provided during the tutorials and made available on Blackboard.

***LLS/ELT/LMC (Deutsch f. Tourismus, Medien- und Literaturwissenschaften):***

Text and audio-visual materials (level B2/C1), appropriately selected and taught, which will be provided during the course and made available on Blackboard.

Readings to be prepared for the oral interview:

Dörte Hansen, *Altes Land,* Knaus Verlag, München 2015

Recommended Grammars:

H. Weinrich, *Textgrammatik der deutschen Sprache,* 2. rev. Auflage, Olms, Weiden 2002 (available for consultation at the Library in Via Trieste)

Dictionaries (for profitable use during the tutorials and in preparation for the written interim test, students are highly recommended to buy them at the beginning of lectures):

*MONOLINGUAL:*

D. Götz, u.a., *Großwörterbuch Deutsch als Fremdsprache,* mit Online-Wörterbuch, Neubearbeitung 2019, Langenscheidt, München

*BILINGUAL:*

L. Giacoma - S. Kolb, *Il nuovo dizionario di tedesco. Dizionario Italiano-Tedesco,* *Tedesco-Italiano. Con contenuto digitale* Zanichelli 2019.

Dictionary (it-de) of economic German (available for consultation at the Library in via Trieste):

*Il Tedesco dell’economia. Dizionario economico, finanziario e commerciale. Tedesco-Italiano Italiano-Tedesco,* (a cura di Piergiulio Tàino), Zanichelli 2004.

Further bibliographic indications and suggestions for a targeted and conscious use of online resources for learning the German language will be provided by the Expert Linguistic Collaborators during the tutorials.

***ASSESSMENT METHOD AND CRITERIA***

To assess students' language skills in the third year of the course (preparatory to the final *German Language 3 - Language and Professional Communication* exam for ELI and ELRI students and the *German Language and Literature 3* exam for students of other curricula), there is a *written interim test* and an *oral interim test,* each with a separate mark expressed out of thirty.

The *written test*, lasting a total of three hours, consists of three distinct parts:

1. **Comprehension test** (in the form of a cloze test) of a newspaper article covering one of the thematic fields relating according to their own macro-area of specialisation (time available: 20 minutes).
2. **Write-up based on a video:**  
   writing a short text (comment, review, newspaper article) based on the theme covered in the video (time available: 90 minutes)
3. **Italian -> German translation:** translation of a newspaper article (length: max. 1000 characters - time available: 60 minutes)
   * on macroeconomic issues (e.g. the euro, global economy, employment/unemployment, etc.) for ELI/ELRI students
   * on cultural and/or socio-cultural topics (literature, travel, media, education, environment, etc.) for LLS/ELT/LMC students

Students are not allowed to use support materials during the comprehension test (1). Students may use monolingual dictionaries for the video write-up (2) and a monolingual and bilingual dictionary for the translation tests into and out of German (3 and 4).

**Oral test**, structured as follows:

1. based on a newspaper article provided by the lecturer at the time of the exam, the first part of the interview is aimed at ascertaining the student's ability to interact appropriately, starting from one of the "subject areas" covered in the textbook for adoption and/or in the supplementary material used in lectures and made available on Blackboard; in the second part, the oral translation (from German to Italian) of a short paragraph of the proposed article is required;
2. to verify their knowledge of the reading text indicated in the Reading List (Dörte Hansen, *Altes Land*), students must read aloud a short extract from the novel and must be able to summarise it and comment on it with lexical command. To properly prepare for the dialogue exchange on the reading text during the exam, it is necessary to have read and understood the novel in all its parts. Students are required to know and be able to describe, in German, the meaning of all the words contained in the text.

The following assessment criteria apply: lexical and grammatical mastery, correct pronunciation and accentuation, clear presentation of the contents and capacity for spontaneous communication on the subjects under discussion, specific linguistic and cultural knowledge acquired both on the *Landeskundecourse* and through reading the narrative text on the reading list.

***NOTES AND PREREQUISITES***

Students should have a good knowledge of the German language, corresponding to the B2-level CEFR level.

During lectures, students will receive further information on the best methodology to adopt in order develop their writing, reading, listening and translation skills; in addition, they will have the possibility to take part in a simulation of the written interim test.

Profitable and lasting language learning requires *proactive* participation in the tutorials and the regular performance of the tasks assigned from time to time, to consolidate the written, oral and translational knowledge and skills practised in class. Students are required to carefully read the detailed programmes of the different types of tutorials, published on the Blackboard platform at the start of lectures. These programmes provide precise and up-to-date information on the specific content of the lectures held in the classroom, as well as targeted advice for the self-use of supplementary materials and the additional exercises proposed for exam preparation.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.