

Britta Kallin
SDG Fellows Project
Spring 2022

GRMN 4813/6xxx/8xxx Sustainable Development in Germany – Syllabus Revision

Project's purpose

Brief description of what I created/modified

The purpose of the project was to include graduate students in the class that I have previously taught to UG students in the past. In addition, the UN SDGs feature more prominently in the class and the design of the topics and assignments that the class covers.

I have added a number of new reading materials and updated the assignments for both UG and GR students. I have added comments in the syllabus where I added the GR components of the class.

Brief explanation of how someone might use what I produced

Other instructors can use the updated syllabus and modify the course suggestions and materials according to their needs and interests.

GRMN 4/6xxx
Sustainable Development in Germany



Instructor: Dr. Britta Kallin,
Email: bkallin@gatech.edu
Office Hour: Swann 216, TBD
Phone: 404-385-0196
Class times: TBD

Course Description:

This course will provide students an insight into sustainability in Germany, its history, and its role in today's German culture. Sustainability and concepts related to it have played an important role in the shaping of Germany's business world, attitudes towards shopping, consumption, travel, public transportation, biking, education, and other areas of German culture. You will be able to gain an overview of certain aspects of sustainability issues such as intercultural communication, concepts of culture and how they influence ideas of sustainability, the economic, environmental, and social pillars of sustainability and newer concepts and definitions of ideas regarding sustainability and people's use of non-renewable and renewable energies and natural resources.



The federal and local governments in Germany as well as non-governmental organizations have long supported technologies, engineering efforts, and the reduction of coal-powered and nuclear energy. We will discuss what attitudes exist towards efforts from different political parties and other organizations, groups and individuals. In addition, the class will examine how certain cities include sustainable development in their economic plan. As a port city that has actively traded with other continents around the world, Hamburg is a prime example of a German city that sees itself close to the cause of sustainable living. Its river Elbe and the big lake in the center of the city, the Alster, contribute to the idea of Hamburg as a city on the water or the “Waterkant.” The German National Park Wadden Sea will allow students to get a glance of sustainability initiatives that closely work in conjunction with Denmark and the Netherlands whose beaches border the Wadden Sea. The history of sustainability in the federal state of Saxony provides the opportunity to study various aspects of sustainability because it is another center of sustainability efforts in Germany. It has a long history because of its role as cultural center of Germany during the 18th and 19th century, as political center during the early 20th century as well as its role in the divided Germany as one of the towns in East Germany that still represents the heart of German classical culture. Students will gain insights into various approaches towards sustainability and German culture. You will engage with past and contemporary topics regarding sustainability and see where Germany is at this point in time when dealing with sustainability. Classroom discussions will open opportunities for creative engagement with the topic in the form of an individual essay, interviews, and a video project.

This class is designed to expand students’ reading and listening comprehension skills by exposing them to excerpts of films, poetry, essays of sociopolitical nature, and historical writing. Oral skills will be developed through in-class activities such as collaborative mini-presentations, role-play activities, discussions, and a video documentary. Students will further develop their writing skills in German through question-generating activities, and through the composition of a longer essay. These projects aim to engage students in discussion and critical reflection on contemporary German culture and sustainability.

Expected Learning Outcomes (Course Objectives):

By the end of this class, you will...

- Have learned about different models of sustainability
- Have learned about the 17 UN SDGs
- Have learned how to articulate issues of sustainability by improving your vocabulary, register, comprehension, writing and speaking skills
- Have gained new insights into the history of sustainable development in Germany
- Have learned about the connections between German culture and the approach to issues of sustainability by the German federal and local governments as well as NGOs
- Have gained an insight into local and federal efforts to live a more sustainable life
- Have written an essay, conducted an interview, and made a movie that describes a topic you investigate further: transportation, recycling, education, consumption, local farming, integration of refugees, renewable energies etc.

Participation:

Be prepared to actively volunteer in class during every meeting. This class will greatly benefit from you taking an active role in it by volunteering during classroom discussions or activities.

1. *Participation and preparation:* It will be expected that you come to class prepared, on time, and that you participate actively in class discussion and activities.
2. *Test:* There will be one exam in this class. On the exam, you will be asked to answer several short identification questions and to write an essay on a text-based question and/or photo.
3. *Video:* In the course of the class your group will make several short interviews and you will be asked to engage with an individual essay, an interview segment, and a video for your presentation. Be creative!

Participation grade profiles:

- A: volunteers frequently and is actively engaged in class activities
- B: volunteers several times and is actively engaged in class activities
- C: does not usually volunteer but is generally actively engaged in class activities
- D: does not volunteer and does not take an active part in class

Course Lectures:

Each class is introduced by a brief PowerPoint lecture or short video, which will introduce the necessary background information. You will then take part in short brainstorming and group work activities.

Reading Load/Classroom Conventions in this Class:

Preparation time for the class will be approximately 10-20 textbook pages per class. These pages do not necessarily constitute all text, there can be images and film clips as well. You are responsible for preparing the material on time. In the classroom, we will approach new and often previously unprepared material together in the form of lectures, group research tasks, and by means of video and listening comprehension exercises. You will be expected to engage with short excerpts of literature, political speeches, popular culture items, with visuals, and filmic texts. This class thrives on active classroom discussion. It is expected that you come to class ready to participate. Please ask questions, state your ideas and impressions, and try to make as much of the communicative opportunities to improve your German and learn about sustainable development efforts and outcomes as possible.

Sample Topics for Presentation and Final Paper:

1. UN SDGs (UN Sustainable Development Goals) and corporate efforts in regard to sustainability issues: Porsche, Mercedes Benz, Siemens, G+D and others. (UN SDGs: climate change, clean energy, clean drinking water, healthcare etc.)
2. Refugees in Germany (integration efforts, education, success stories & difficulties)
3. Renewable Energies (wind energy, solar energy, photovoltaic, biomass, biogas, water compared to fossil fuels)
4. Democracies (inequalities, women's rights, LGBTQIA rights, racism, colonial history, decolonialization efforts)
5. Smart Cities (recycling of plastics & chemicals, public transportation, use of bikes and e-scooters, architecture, water and electricity use, sustainable consumption, etc.)
6. Food & Consumption (resources, eating habits, local farming, organic foods, certification of organic foods, GMOs etc., farm to table, certified fair trade, use of crops, meat production, etc.)

Communication

It is easiest to communicate with me outside the classroom via email. If you have not received a response from me within 48 hours, please resend the original email. Please include the course number **GRMN 4813/8803 in the subject line** of any email correspondence that you send me. You are responsible to complete make-up work within the time specified by the instructor

Special needs:

Georgia Tech provides upon request appropriate academic accommodations for students with disabilities. To determine whether you qualify, please contact the Office of Disability Services (<https://disabilityservices.gatech.edu>). Once they certify your needs, the School of Modern Languages will work with you to make appropriate arrangements. Please do not hesitate to talk to your instructor to get the necessary assistance.



Helpful Links

- www.modlangs.gatech.edu (ML website, student resources)
- <http://oie.gatech.edu/content/international-plan> (International Plan)
- <http://oie.gatech.edu/content/german-lbat> (LBAT, study abroad)

- http://oie.gatech.edu/content/gip?qt-gip_quicktabs=1#qt-gip_quicktabs (Internships in Germany)
- www.dw.de (Deutsche Welle – World News and German News in German and English)
- <https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030> (German news spoken slowly for Level B2-C1)
- <https://www.tagesschau.de/> (German news from the ARD)
- <https://www.ardmediathek.de/ard/>
- <https://www.zdf.de/>
- <https://modlangs.gatech.edu/study-abroad/campoamor-scholarship> (scholarship to study abroad)
- www.nthuleen.com (Nancy Thuleen's website with German grammar exercises)
- www.leo.org (online English-German and German-English dictionary)
- <https://weltenschmiede.wordpress.com/2014/08/24/gastartikel-er-sie-xier-nin-genderneutrale-pronomen/> (genderneutrale Pronomen)
- https://grenzenlos-deutsch.com/sozial/e1/l5/erw/#Gender_definieren (Gender und Sprache)
- <https://geschicktgendern.de/> (geschickt gendern)
- <https://nonbinarytransgermany.tumblr.com/language> (Trans Infos)

German Club at GT

The GT German Club meets regularly to watch movies, attend lectures, discuss topics, do excursions etc. You can find out more about their activities through their Facebook page or GroupMe group.

Kaffeeklatsch

Please note that graduate students offer language practice in a stress-free environment at the "Kaffeeklatsch." The group usually meets once every other week on campus on the ground floor in CULC.

Authorized collaboration and unauthorized collaboration FOR THIS CLASS:

Plagiarism: Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. Quote and attribute any words that are not your own. Do not cut and paste anything into your paper. You may insert quotes but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at www.mla.org

For Homework/Essays/Quizzes/Tests: Unless specifically identified as group work, homework, essays, quizzes, tests, etc. are to be completed alone. You are allowed (and encouraged) to work together with other students on homework, as long as you write up and turn in your own words. You are also allowed (and encouraged) to ask me questions. Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. Use of any previous semester course materials is allowed for this course; however, I remind you that while they may serve as examples for you, they are not guidelines for any tests, quizzes, homework, projects, or any other coursework that may be assigned

during the semester. (“*Word*” is saved copies of old tests, quizzes, homework, projects, or other coursework teachers have given in past semesters.) For any questions involving these or any other Academic Honor Code issues, please consult me or www.honor.gatech.edu

Georgia Tech Academic Honor Code

The Georgia Tech Academic Honor Code applies to this course: www.honor.gatech.edu and will be enforced.

IMPORTANT FERPA INFORMATION:

This course requires you to complete a significant online component by creating a video. As far as the coursework is concerned, the video should be posted to YouTube PRIVATE and/or Canvas, so that no privacy concerns will arise out of your coursework. See the following tutorial on how to post to YouTube and setting the video setting to “private:” https://www.youtube.com/watch?v=OrgOlin-B_c Should you want to make your film on YouTube public, *all* members of the group will have to agree to that. This is then not related to the course.

PROJECT INFORMATION:

Potential Approaches to the Project:

You have a lot of freedom in creating your contribution – be creative and bring your interest to the project! In broad terms, you should relate the course content and your personal experience to the class. The written essay should offer a more complex and detailed analysis of the topic, whereas the video should guide the viewer not necessarily familiar with the topic through a tour of visual impressions and reactions. The video needs to contain an interview segment, during which you have to present at least two people and their opinions and impressions about your topic of inquiry.

Video:

Together, you are responsible for the creation of a 4 ½-5-minute video feature or documentary. The essay should either creatively engage with the issue of sustainability that you are describing or offer a comparative analysis of it. The video is generally meant to supply further, visual and aural information on the topic, but it could also be a creative treatment regarding the sustainability issue of your choice. The video has to have an interview segment in which you collect impressions from German speakers on the topic. You will present a 4 ½-5-minute PowerPoint presentation on your topic to your peers, in which you give an overview on your project. Your peers and the instructor will provide feedback and suggestions.

Video/Film Segment:

The film segment will be made in several stages:

1. The first stage is reserved for planning. During the first planning meeting, you will create a concept for the film and a shooting schedule for your video. The shooting schedule should detail the planned visits to the location and the nature of the material to be produced on that day: outside/inside shots, interviews, etc.
2. The video will contain an interview segment in which you gather the points of view of at least two people on your topic. The interview will be in German. Please develop 10 questions in German that you can ask during the interview. Your instructor will proofread the questions that you submit on Canvas.

3. For the group presentation of your project, you will put together a 3-minute PowerPoint presentation for the class that introduces your project. Please do not use more than 1-2 slides per student. First, present your topic in several images or a clip. Then, introduce your take on the topic together with key vocabulary that your peers will need to understand your topic. Then present the audience with an overview of the things you will say/do in the essay and video. Make clear: what extra information will the video add to the topic? The course participants and the instructor will provide feedback on your ideas and progress.
4. During the work phase on the video, you will edit the video you shoot on location into a film of 4 1/2-5 minutes length – not shorter or longer. You are expected to work largely independently. During this period, you will have the chance to work with the assistants and tutors on grammar and vocabulary to get the language close to perfect.
5. At the same time, you will prepare to write your **FINAL Paper of about 1400-1500 words** for which you need a topic and which you will discuss with the tutors and assistants. You will have the opportunity to work with the instructor and ask for feedback on your essays. The assistants will let you know when they can meet with you.
6. Finally, when you have completed creating the **FINAL VIDEO of about 4 ½-5-Minute**, you will upload your work to YouTube and/or Canvas, a process that you will finish during the final exam time slot.

TECHNICAL EQUIPMENT:

Each group should have at least ONE OF EACH of the following items:

1. **Video camera, photo camera, tablet capable of shooting HQ video.** This camera should produce good image quality and sound (HD video). Important: the device should produce digital files that can be imported to a computer through USB or Flash SD Cards. Watch out especially for the sound. Make sure that the camera produces audio good enough so that it can be used for interviews, moderations, and for capturing on-scene sound. Avoid using smart phones in the street, since they generally produce sound that is useless for our purpose due to background noise bleed. This needs to work fine when you are speaking into the camera on a busy street with cars going by, for example.
2. **A computer capable of handling video.** Rule of thumb: any reasonably recent notebook should work. Important: video files are very big.
3. **A basic video editing software**, such as iMovie (Mac), Windows Movie Maker (Windows). Make sure that the software accepts the media files the camera produces. This needs advance testing!
4. **Possibly a memory stick** to transfer/backup data.

Checklist video:

For final submission and the presentation, your film needs:

- a title
- credits at the end
- a corresponding statement signed by all group members that you equally shared the work; this can be submitted by email during the last week of class

- video file uploaded on Youtube and/or Canvas

Assessment and Grading:

All students are evaluated according to the same criteria: grammar, vocabulary, sophistication of sentence structure and idiomatic expressions, and argument. Excursions and information gathered during visits can be subject to quizzes and tests and count towards course grade.

Preview/Review

In addition to homework, you are required to preview and review on a daily basis the material that is currently discussed in class. **Reading Assignments:** Texts and other materials (videos/internet pages) will have to be prepared in advance and you are expected to do the work necessary to understand them: translate the words you do not know, review the necessary grammar. As a dictionary, please use www.leo.org or another online dictionary. Also try to use synonyms for words that you have already used once in your essays in order to avoid repetition and to achieve a more sophisticated way of expressing yourself. In addition, please include at least 5 "Redemittel" that are available on Canvas for **each oral presentations and each written assignment.** **Vocabulary:** This class will expose you to a large number of cultural topics and contexts which will expand your vocabulary. You should practice the new vocabulary daily, so that you gain full command of the new German words you will encounter this semester. This includes correct spelling and knowing the gender and the plural of the nouns, as well as any irregularities of the words. You are expected to use the new words correctly within the right context.

Materials

Students need to make sure they come prepared for each class and have easy access to the reading material on their tablet or laptop. Please also bring a notebook or paper and pens to each class session for handwritten assignments.

Homework: For every class session, you will have to prepare texts or videos at home, which means you will have to look up ideas, concepts, theories, and phenomena that you are unfamiliar with. Most texts will be made available as pdf files or a web address on Canvas. I expect that you bring the texts to class on your laptop or tablet and that you have annotated them and made notes about the texts' main arguments and central points.

GRADUATE STUDENTS: will receive different reading questions that foster a more thorough theoretical engagement with the texts and advanced intercultural comparisons.

Presentation:

You will engage in more detail with a topic that is of particular interest to you. Please choose a topic with a title and confirm with me by email that the topic choice and difficulty level is appropriate for this class. The presentation should be PowerPoint based and contain visuals to emphasize and illustrate your points. The last slide should include a list of works cited of which 80% should be German sources. The presentation **should be 4-5 minutes.** You are expected to speak freely with the aid of short notes or flash cards. Do NOT read full sentences off of your cards or of the PowerPoint presentation. Please upload your PowerPoint presentation on Canvas 3 days before your presentation and notify me that you have made it available for the class. Make sure I can edit the PPTX as I will make changes to the PPTX. Please use the PPTX with my corrections for your presentation. Do not edit the corrected presentation after you have received my feedback.

Please make the presentation as interactive as possible and engage the students who are listening with at least 3 brief questions on the topic of your choice. While one student will present, the other students are asked to mentally prepare 2 questions for the presenter and ask those questions that will lead the class to a discussion about the relevance of the topic in regards to perspectives of sustainability in Germany.

GRADUATE STUDENTS: the presentation should be around 12-13 minutes.

Commented [KB1]: Graduate component.

Tests: Tests will have to be taken on the assigned days. If you miss a test without documentation and notice given either in advance or, in case of accidents or other unforeseeable circumstances, within reasonable time limits (a couple of hours later), you will receive a zero and lose the entire test percentage of your final grade. If you have to miss a test, please notify me in advance and we will arrange a make-up opportunity.

GRADUATE STUDENTS: will receive a different exam with more in-depth questions that are geared towards intercultural comparison.

Commented [KB2]: Graduate component.

Seminararbeit/Final Paper: For your final paper you will write a report on the presentation of a topic that is of interest to you (and that you may have covered in your oral report). The final paper will be an investigation of how sustainability is similar and different in Germany. You will have to quote from news reports, newspaper commentaries, videos, possibly FB and Twitter, etc. **The final paper will be 5-6 double-spaced pages (approx. 1400-1500 words, excluding the bibliography), font 12, with a bibliography that consists of at least 5-10 secondary sources or references in the bibliography or works cited list [80% of which have to be in German].** The first draft of the final paper is due three weeks before the end of the semester and the final paper is due on the day that the final exam is scheduled to take place. Please upload the draft and the final paper on Canvas. I will provide some sample topics and you can choose the topic that most interests you. Your task in the paper is to critically engage with the topic about sustainability and explain cultural similarities and differences.

GRADUATE STUDENTS: The final paper will be 12 double-spaced pages (approx. 2900-3000 words, excluding the bibliography), font 12, with a bibliography that consists of at least 15 secondary sources or references in the bibliography or works cited list [80% of which have to be in German]. Topics will be geared towards research-oriented topics that allow for a greater level of engagement with theories and more complex sociopolitical and historical developments.

Commented [KB3]: Graduate component.

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language (TL)	Students will demonstrate oral proficiency at the advanced-low or higher level and aural proficiency at the advanced-low or higher level on the ACTFL scale. Students will demonstrate these skills in class through discussion activities, mini-presentations, dialogs, and listening comprehension activities.
ML Learning Outcome 2: Demonstrate effective presentation skills in the TL	Students will demonstrate the ability to present a 5-15 minute long presentation during the semester.

ML Learning Outcome 3: Demonstrate writing proficiency in the TL	Students will produce written descriptions, narration, position papers and reports at the advanced-low or higher level on the ACTFL scale.
ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in the TL	Through activities like summarizing, students will demonstrate reading proficiency at the advanced-low or higher level on the ACTFL scale.
ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE	
ML Learning Outcome 5: Demonstrate in-depth knowledge of a specific target-language, country or region	Students will analyze cultural issues of the German-speaking countries, such as topics connected to German history, media history, postwar traumas, and others. Students will be asked to engage with the local cultures of major German-speaking cultures.
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	Students will be asked to analyze current issues in the target culture by taking into account the German, Austrian, and Swiss experience of the 20 th century and to engage in intercultural comparisons between the US and German-speaking cultures.
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context	Students will identify factors that led to the call for more sustainable development in Germany in the 20 th and 21 st century.

Final Grade:






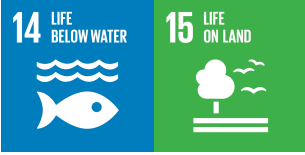

1. Participation and preparation (includes 2 quizzes, each 5%):	20%
2. Test	20%
3. Presentation	20%
4. Final Paper	20%
5. Video	20%








Total: 100%



Tentative Course Schedule¹

Date	Topic in Class	Discussion	Concepts, Ideas, Goals
Week 1	Introduction: What is sustainability? How did the idea and concept develop?	What are the UN SDGs? What is SLS?	

¹ NOTE: This course calendar represents current plans and objectives. Especially during a study abroad program, these plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

			
Week 2	Concepts, Theories and Models of Sustainable Development: What are the connections?	Other ways and traditions of living in/with nature: indigenous cultural approaches to nature, non-Western thoughts, decolonial approaches	
Week 3	Renewable Energies	History of German renewable energy laws (EEG – Erneuerbare Energien Gesetz), Energiewende, Ausstieg aus Atomkraft	
Week 4	Social Inequalities/ Social Justice: Equity and Equality	Social sustainability: how do members of a society want to live together?	
Week 5	RCE Atlanta (2019) and RCE Hamburg (2008) Research + Transfer Centre “Sustainability & Climate Change Management”	What are the RCEs? How can you help and get involved?	
Week 6	WWF Germany	National Park Wadden Sea; Biosphäre/Erde: Muttererde/Mutter Erde, Vaterland; Wasser, Luft, Klima, Klimawandel	
Week 7	Projects: What UN SDG relates to your topic? 5 Ps: People, Planet, Prosperity, Partnerships, Peace	Research the 17 UN SDGs, their targets, and indicators	

<p>Week 8</p>	<p>Transition Towns: What are they? Where are they?</p>	<p>The movement, its influence, and changes</p>	
<p>Week 9</p>	<p>Reducing Plastics and Trash</p>	<p>Recycling in Germany</p>	
<p>Week 10</p>	<p>Corporate Social Responsibility (CSR): What do companies do to incorporate the SDGs into their production?</p>	<p>Circular economy: how can we reuse what we produce?</p>	
<p>Week 11</p>	<p>Project Presentations</p>	<p>What UN SDG is important for your life, work, and your career?</p>	
<p>Week 12</p>	<p>Transportation: Public and private ways of moving around</p>	<p>Dependence on fossil fuels: oil and gas</p>	
<p>Week 13</p>	<p>Refugees in Germany: Racism, access to education, citizenship rights, asylum rights</p>	<p>Social integration of refugees: integration efforts, education, success stories & difficulties</p>	
<p>Week 14</p>	<p>Food and Consumption</p>	<p>Local farming, exports, imports, food insecurity, vegetarianism</p>	

Week 15	Waldkindergarten: How do children learn to live in nature? Videos & Discussion	Education and learning about trees, plants, animals, cycle of life Group Discussion	 
Week 16	Final Papers		

Homework, Reading and Writing Assignments are on Canvas.

Reading Material:

- UG: Articles on – (in German and English)
- Sustainable development
- Nature in German literature
- Ethnocentrism & racism
- Gender & eco-feminism
- Environmentalism & eco-criticism
- Renewable energies
- CSR
- Transition Towns
- Waldkindergarten
- Transportation
- Recycling system

- GRAD: Chapters/excerpts from – (in German and English)
- Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, 2013, 205-222.
- Elizabeth Kolbert, *The Sixth Extinction*, 2014, 236-258.
- Peter Wohlleben, *The Secret Life of Trees/Das geheime Leben der Bäume*, 2015, 198-208.
- David Haskell, *The Forest Unseen*, 2013.
- Suzanne Simard, *Finding the Mother Tree*, 2021
- Richard Powers, *The Overstory*, 2018
- Peggy Barlett and Jeffrey Chase, *Sustainability on Campus/Sustainability in Higher Education*, 2004.
- Andrea Wulff, *Alexander von Humboldt und die Erfindung der Natur*, 2015. (Original: *The Invention of Nature*)
- *Issues and Trends in ESD*

Commented [KB4]: Graduate student reading materials.

Endorsement Statement of the UN SDGs (United Nations Sustainable Development Goals)

The German Program in the School of Modern Languages at Georgia Tech wholeheartedly endorses the United Nations' Sustainable Development Goals (2015-2030) and understands them to be at the center of our pedagogic and research mission.



Student Name:

GRMN Rubric (Presentation Assessment)

	Exceeds Expectations		Meets Expectations (Strong)		Meets Expectations (Weak)		Does Not Meet Expectations		Performance Cannot be Assessed	
Communication of Task Adequacy of response to task; effectiveness of communication, content, expression culturally accurate and/or meaningful.	Student goes beyond a basic response to task; student uses correct language in a culturally meaningful way that is appropriate to audience; student meets all time and prompt requirements.	39 - 36	Student offers a culturally appropriate response to task/situation; most task demands are met; message mostly clear; student demonstrates understanding of concepts; responds with sufficient detail	35 - 31	Student offers nearly acceptable response to task/situation; some task demands not adequately addressed; parts of the message are unclear; student reveals miscomprehension of material; response is general or narrow.	30 - 26	Student attempts to communicate but does not fulfill most task demands; response to task/situation is inappropriate; student frequently demonstrates miscomprehension of details; avoids using the target language or resorts to English in some cases.	25 - 23	Student unable to perform task. Communication breaks down; large amount of English used.	0
Content/Vocabulary Use of new or relevant vocabulary; creative approach to material.	Good command of customary vocabulary for language level; some creativity in content.	24 - 22	Word choice is limited; reliance on simple vocabulary; performance marked by some hesitations and breaks in speech; little experimentation with material.	21 - 19	Word choice is inadequate for task or language level; performance is marked by prolonged hesitations and breaks; heavy reliance on anglicisms.	18 - 17	Student unable to respond to task; unsuccessful attempts to build sentences; heavy reliance on anglicisms.	16 - 15	Missing or incorrectly used vocabulary. Nearly total reliance on English. Student unable to perform task.	0
Accuracy Correct use of appropriate grammatical forms, register, and tense.	Grammar structures used go beyond expectations; highly accurate; very few errors in morphology/syntax; errors do not compromise meaning.	24 - 22	Grammar structures used are appropriate for task; good control of fundamental structures; some errors in morphology/syntax; some errors, but do not hinder communication.	21 - 19	Grammar structures are inappropriate for task. Inadequate control of basic structures; frequent errors in morphology/syntax; errors compromise communication.	18 - 17	Grammar structures are incomprehensible; no understanding or control of basic structures; morphology/syntax dominated by errors; comprehension impeded by incorrect formulations.	16 - 15	Student unable to perform task.	0
Pronunciation Accuracy with regard to native-like pronunciation; student can be comprehended by native speakers of German.	Native or near native pronunciation; accurate word stress and intonation; exceeds expectations for level.	13 - 12	Generally good but with some striking non-native sounds; occasional inaccuracies with word stress or intonation; pronunciation rarely impedes comprehensibility.	11 - 10	Frequent use of non-native vowels and consonants; frequent use of incorrect stress or intonation; pronunciation occasionally impedes comprehensibility.	9	Pronunciation marked primarily by non-native vowels and consonants; predominately incorrect word stress or intonation; pronunciation frequently impedes comprehensibility.	8-7	Student unable to perform task.	0

Rubric developed using ACTFL Standards.

Student Score:

Comments: