1. **Title of the module**

GRMN5940 (GE594) – Applied Language Skills: Writing in German in the Public and Professional Context

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: GRMN5070 – German Upper Intermediate B2; or equivalent Level B1 of CEFR must be demonstrated

1. **The programmes of study to which the module contributes**

Optional for BA German (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Recognise and apply German writing styles and communicative patterns in different professional and public contexts, e.g. in legal, academic and political registers, in the classroom, in a commercial environment and in a media/journalistic context;

8.2 Deploy a range of established critical knowledge in the production of German idiomatic texts;

8.3 Identify and critically analyse different linguistic criteria and aspects of the German language (for example register, sentence structure, tonal range) including an array of rhetorical and genre strategies necessary to produce idiomatically correct German texts;

8.4 Recognise and apply linguistic & stylistic criteria of electronic/digital text production in German;

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate their ability to communicate effectively to specialist and non-specialist audiences;

9.2 Write cogent, well-constructed prose, applying concepts and grammatical principles outside the context in which they were first studied;

9.3 Reflect on their own learning in a way which that shows understanding of the limits of their knowledge; plan their use of time; identify appropriate directions for further study through knowledge and critical understanding of the principles of text production;

9.4 Participate in group discussion and team work;

9.5 Use resources independently, developing transferable skills of resource management and qualities of judicious appraisal;

9.6 Use information technology effectively and in a way which enables critical analysis of information.

1. **A synopsis of the curriculum**

This module introduces students to the forms and varieties of modern written German through engagement with a wide variety of print and digital media. It explores the similarities and differences between different dimensions of German as it is used today, for example in the media, in teaching and in business. Students taking this module will examine the rhetorical patterns underlying all of these forms of communication, and will thereby improve their own language skills. Emphasis is placed on using a variety of resources (news media, websites, blogs) to build up a thorough awareness of the modern German language in context, and on encouraging students to work together in using up-to-date resources in producing German texts. In particular, the module aims to prepare students for their graduate life and for the uses of written German that will be expected of them on work placements, in their graduate jobs and in the German public sphere.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aitchison, J. (1991). *Language Change: Progress or Decay?* 2nd edition, Cambridge: CUP

Baumert, A. (2011). *Professionell texten*, 3rd edition, Munich: DTV

Crystal, D. (2001). *Language and the Internet*, Cambridge: CUP

*Der Duden –* *Stilwörterbuch* (2010). 9th edition, Leipzig: Verlag Bibliographisches Institut

Knorr, D., Jakobs, E.-M. (eds.) (1997). *Textproduktion in elektronischen Umgebungen*. Frankfurt a. M.: Peter Lang

Lord, R. (2005). *Culture Shock: Germany. A Survival Guide to Customs and Etiquette*. Portland (Oregon): Graphic Arts Centre Publishing

Runkehl, J., Schlobinski, P., Siever, T. (1998). *Sprache und Kommunikation im Internet. In: Muttersprache. Vierteljahresschrift für deutsche Sprache. 2*.

Smith, B. (1991). *German Philosophy: Language and Style*. Topoi.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Examination (3 hours) – 40%
* Group Project (1,000 words) – 30%
* Assignment 1 (500 words) – 10%
* Assignment 2 (500 words) – 10%
* Assignment 3 (500 words) – 10%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  |  | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Examination | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |
| Group Project | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** | **x** |
| Assignment 1 | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** |
| Assignment 2 | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** |
| Assignment 3 | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module teaches students to successfully recognise and apply German writing styles and patterns in a professional context and thus allows them to engage with a foreign culture on a linguistic and a cultural level and develop tools for intercultural communication.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |