Title of Module: Introduction to German 2

Code: GERM07008	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	F Leon-Solis		

Summary of Module

This module will provide students with an introduction to the German language and some basic communication skills. It will equip students with linguistic survival skills such as shopping for items of daily necessity, ordering food and drink, identifying and locating facilities and amenities, and booking accommodation and events. The following lexical and grammar items will be covered: regular and irregular verbs in the present tense, definite and indefinite articles, personal, demonstrative, indefinite pronouns in adjectival form, predicative adjectives, numerals, simple sentence structure, questions, negation, complex predicate structures involving modal verbs, direct objects, adverbials, accusative and dative cases. Students will acquire oral language skills through guided interactive oral exercises in class, supported through independent listening and reading exercises. They will acquire reading and writing skills through guided exercises in class, supported by independent reading and writing work.

Linguistic "survival skills" in German, such as shopping for items of daily necessity, ordering food and drink, identifying and locating facilities and amenities, booking accommodation and events.

- Basic vocabulary and grammar.

- Basic conversational and listening skills.

- Basic reading and writing skills.

- Basic introduction to German culture.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓	✓	✓			

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Communicate orally at a basic level in situations involving basic interactions relating to personal information facilities and amenities, and leisure activities, at level A 1 of the CEFR. L2. Demonstrate competence in listening skills regarding basic interactions relating to personal information facilities and amenities, and leisure activities, at level A 1 of the CEFR. L3. Extract the gist and some specific details from written texts related to personal information facilities and amenities, and leisure activities, at level A 1 of the CEFR. L4. Write short messages relating to personal information, facilities and amenities, and leisure activities, at level A 1 of the CEFR.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7. Understanding key grammatical and syntactic concepts of the German language.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Use of language skills relevant to everyday situations Understanding of written and audiovisual texts based on everyday situations.
Generic Cognitive skills	SCQF Level 7. Relating abstract concepts (grammar) to practical applications.
Communication, ICT and Numeracy Skills	SCQF Level 7. Communicating effectively in a very limited range of everyday routine situations. Understanding uncomplicated written and audiovisual texts.
Autonomy, Accountability and Working with others	SCQF Level 7. Working effectively individually or in teams. Managing limited resources and being able to address own learning needs.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**

Co-requisites	Other:	
	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module is a practical and communicative language course. Students will be active participants in class and will work either in pairs and/or groups to practise their oral/aural and written skills. Independent learning is an integral part of this course, and students will be given independent written and oral tasks to prepare for and consolidate classroom work.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	24
Independent Study	76
	100 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Willkommen 3rd Ed., Hodder Arnold
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

For the purposes of this module, academic engagement equates to the following: All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/ |

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No

Subject Panel	Languages
Moderator	L Giraud
External Examiner	TBC
Accreditation Details	
Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)

Coursework 35%
Class Test 65%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	65	1
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓			35	0
		Combined Total For All Components			100%	1.1 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using our VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)