《语篇分析与德语学术写作（一）》课程教学大纲

**一、课程基本信息**

|  |  |  |  |
| --- | --- | --- | --- |
| **英文名称** | Text Analysis and German Academic Writing 1 | **课程代码** | GERM1036 |
| **课程性质** | 专业必修课程 | **授课对象** | 德语专业全日制本科生 |
| **学 分** | 2 | **学 时** | 36 |
| **主讲教师** | Anja Spiller | **修订日期** | 2025年3月23日 |
| **指定教材** | Own material | | |

**二、课程目标**

（一）**总体目标**

The overall objective of Text Analysis and German Academic Writing 1 is to equip students with the skills necessary to produce advanced written work in German. Students will learn to craft a variety of text types, adhering to appropriate stylistic and structural conventions. They will develop the ability to articulate their opinions clearly and persuasively in writing, and practice constructing compelling arguments to effectively convey their viewpoints on diverse topics. Through text analysis, students will also gain insights into the characteristics of different academic genres, enhancing their critical thinking and writing abilities.

（二）课程目标

The teaching objective of this course is to empower students to confidently produce advanced written work in German. Students will develop the ability to construct compelling arguments, craft persuasive letters, and analyze various topics by weighing pros and cons to reach well-reasoned conclusions. Through these activities, students will enhance their critical thinking and organizational skills, enabling them to express complex ideas clearly and effectively. The course aims to build students' self-confidence in their writing abilities and provide a solid foundation for further development in advanced German writing.

**课程目标1：Practice Writing Convincing Arguments**

1.1 Understand what makes arguments convincing.

1.2 Understand how to write a convincing argument.

**课程目标2：Practice Writing Advanced Argumentations**

2.1 Learn the differences between argumentativer Brief, Leserbrief and lineare and dialektische Erörterung.

2.2 Understand which text to write in which situation.

2.3 Learn how to write argumentativer Brief, Leserbrief and lineare and dialektische Erörterung.

（三）课程目标与毕业要求、课程内容的对应关系

**表1 课程目标与课程内容、毕业要求的对应关系表**

|  |  |  |  |
| --- | --- | --- | --- |
| **课程目标** | **课程子目标** | **对应课程内容** | **对应毕业要求** |
| 课程目标1 | 1.1 | 第一到 | The student must be able to know what makes arguments convincing. He or she as to be able to write convincing arguments. |
| 1.2 |
| 课程目标2 | 2.1 | 第二到第五章 | The student must know the characteristics of each type of text and be able to write convincing argumentations. He or she can use the right structure and language according to the type of texts. |
| 2.2 |
| 2.3 |

**三、教学内容**

**第一章 Wann ist ein Argument überzeugend?**

课时：1周，共2课时

Objective: The goal is to learn what makes arguments convincing. We will learn four points that convincing arguments need to fulfill. We will practice writing convincing arguments.

**第二章 Argumentativer Brief**

课时：3周，共6课时

Objective: The goal is to understand the structure of an argumentativer Brief, the situations when to write it and the language used in the letter. We will practice writing multiple letters about different topics. The goal is to help students write convincing letters.

**第三章 Leserbrief**

课时：4周，共8课时

Objective: The goal is to understand the structure of a Leserbrief, the situations when to write it and the language used in the letter to newspapers. We will practice writing multiple letters to newspapers about different topics. The goal is to help students write convincing letters to newspapers.

**第四章 Lineare Erörterung**

课时：4周，8课时

Objective: The goal is to understand the structure of a lineare Erörterung, the situations when to write it and the language used in the lineare Erörterung. We will practice writing multiple lineare Erörterung about different topics. The goal is to help students write convincing lineare Erörterung.

**第五章 Dialektische Erörterung**

课时：4周，8课时

Objective: The goal is to understand the structure of a dialektische Erörterung, the difference to a lineare Erörterung, the situations when to write it and the language used in the dialektische Erörterung. We will practice writing multiple dialektische Erörterung about different topics. The goal is to help students write convincing dialektische Erörterung.

**四、学时分配**

**表2：各章节的具体内容和学时分配表**

|  |  |  |
| --- | --- | --- |
| 章节 | 章节内容 | 学时分配 |
| 第一章 | Überzeugende Argumente | 2 |
| 第二章 | Argumentativer Brief | 6 |
| 第三章 | Leserbrief | 8 |
| 第四章 | Lineare Erörterung | 8 |
| 第五章 | Dialektische Erörterung | 8 |

**五、教学进度**

**表3 教学进度表**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 周次 | 日期 | 章节名称 | 内容提要 | 授课时数 | 作业及要求 | 备注 |
| 1 |  | 第一章 | Arguments | 2 | Be able to write convincing arguments. Know what makes arguments convincing. |  |
| 2 |  | 第二章 | Argumentativer Brief – kostenloser Nahverkehr | 2 | Know the characteristics of argumentativer Brief. Be able to write convincing letters using the right structure and language. |  |
| 3 |  | 第二章 | Argumentativer Brief – Handyverbot | 2 | Know the characteristics of argumentativer Brief. Be able to write convincing letters using the right structure and language. |  |
| 4 |  | 第二章 | Argumentativer Brief – Onlineunterricht | 2 | Know the characteristics of argumentativer Brief. Be able to write convincing letters using the right structure and language. |  |
| 5 |  | 第三章 | Leserbrief - Hausaufgaben | 2 | Know the characteristics of Leserbrief. Be able to write convincing letters using the right structure and language. |  |
| 6 |  | 第三章 | Leserbrief - Bargeld | 2 | Know the characteristics of Leserbrief. Be able to write convincing letters using the right structure and language. |  |
| 7 |  | 第三章 | Leserbrief - Führerschein | 2 | Know the characteristics of Leserbrief. Be able to write convincing letters using the right structure and language. |  |
| 8 |  | 第三章 | Leserbrief - Anwesenheitspflicht | 2 | Know the characteristics of Leserbrief. Be able to write convincing letters using the right structure and language. |  |
| 9 |  | 第四章 | Lineare Erörterung - Haustier | 2 | Know the characteristics of lineare Erörterung. Be able to write convincing lineare Erörterung using the right structure and language. |  |
| 10 |  | 第四章 | Lineare Erörterung - Schuluniformen | 2 | Know the characteristics of lineare Erörterung. Be able to write convincing lineare Erörterung using the right structure and language. |  |
| 11 |  | 第四章 | Lineare Erörterung - Tempolimit | 2 | Know the characteristics of lineare Erörterung. Be able to write convincing lineare Erörterung using the right structure and language. |  |
| 12 |  | 第四章 | Lineare Erörterung – Social Media | 2 | Know the characteristics of lineare Erörterung. Be able to write convincing lineare Erörterung using the right structure and language. |  |
| 13 |  | 第五章 | Dialektische Erörterung – E-Books | 2 | Know the characteristics of dialektische Erörterung. Be able to write convincing dialektische Erörterung using the right structure and language. |  |
| 14 |  | 第五章 | Dialektische Erörterung – Werbung | 2 | Know the characteristics of dialektische Erörterung. Be able to write convincing dialektische Erörterung using the right structure and language. |  |
| 15 |  | 第五章 | Dialektische Erörterung – Feuerwerk | 2 | Know the characteristics of dialektische Erörterung. Be able to write convincing dialektische Erörterung using the right structure and language. |  |
| 16 |  | 第五章 | Dialektische Erörterung – Rente | 2 | Know the characteristics of dialektische Erörterung. Be able to write convincing dialektische Erörterung using the right structure and language. |  |

**六、教材及参考书目**

Own material.

**七、教学方法**

Our teaching method in this course is designed to be highly interactive and structured, ensuring that students gain a deep understanding of different text types and develop their writing skills through practical application. Here’s an improved version of the teaching method:

Step 1: Understanding Text Characteristics and Structures

Introduction to Text Types

Lectures and Analysis: We will begin by examining the characteristics of various text types, such as argumentative essays, persuasive letters, and comparative analyses. The teacher will provide clear explanations of the structure and language used in each type.

Examples and Case Studies: We will analyze multiple examples of each text type to fully understand their features and requirements. This will include discussions on how to organize ideas, use appropriate vocabulary, and maintain coherence and cohesion.

Interactive Learning

Class Discussions: The teacher will facilitate interactive discussions, asking questions to gauge students' understanding and encourage active participation. Students will have the opportunity to share their insights and ask questions to clarify any doubts.

Guided Practice: Students will engage in guided practice exercises where they will identify key elements of different text types. This will help them internalize the structural and linguistic features required for each type.

Step 2: Practical Writing and Peer Feedback

Writing Practice

Diverse Topics: Students will practice writing each type of text on a variety of topics. This will help them apply their knowledge to different contexts and develop flexibility in their writing.

Step-by-Step Guidance: The teacher will provide step-by-step guidance during the writing process, helping students structure their texts and choose appropriate language. This will ensure that students understand the requirements and can produce high-quality work.

Peer Review and Collaboration

Peer Feedback: Students will engage in peer review sessions where they will help each other check if the requirements for each type of text are fulfilled. This collaborative approach will not only enhance their writing skills but also develop their critical thinking and analytical abilities.

Workshops: Regular writing workshops will provide a supportive environment for students to share their work, receive feedback, and make improvements. The teacher will facilitate these sessions, ensuring that students provide constructive and helpful feedback.

Step 3: Assessment and Continuous Improvement

Regular Homework and Feedback

Homework Assignments: Students will complete regular homework assignments to practice writing different text types. This will give them the opportunity to apply what they have learned and further develop their skills.

Teacher Feedback: The teacher will provide detailed feedback on students' homework, highlighting strengths and areas for improvement. This feedback will be used to guide students' progress and ensure they are meeting the course objectives.

Progress Monitoring and Support

Formative Assessments: Regular formative assessments, such as quizzes and short writing tasks, will be used to monitor students' progress and provide timely feedback.

Support Sessions: Additional support sessions will be available for students who need extra help with specific text types or writing skills. These sessions will provide personalized guidance and reinforcement.

**八、考核方式及评定方法**

**（一）课程考核与课程目标的对应关系**

**表4 课程考核与课程目标的对应关系表**

|  |  |  |
| --- | --- | --- |
| **课程目标** | **考核要点** | **考核方式** |
| 课程目标1 | Convincing Arguments | Participation, mid-term and final exam |
| 课程目标2 | Argumentativer Brief, Leserbrief, lineare und dialektische Erörterung | Participation, mid-term and final exam |

**（二）评定方法**

**1．评定方法**

平时成绩：30%（课堂表现和作业完成情况）

期中考试：20%

期末考试：50%

**2．课程目标的考核占比与达成度分析**

**表5：课程目标的考核占比与达成度分析表**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **考核占比**  **课程目标** | **平时** | **期中** | **期末** | **总评达成度** |
| 课程目标1 | 30% | 20% | 50% |  |
| 课程目标2 | 30% | 20% | 50% |

**（三）评分标准**

| **课程**  **目标** | **评分标准** | | | | |
| --- | --- | --- | --- | --- | --- |
| **90-100** | **80-89** | **70-79** | **60-69** | **＜60** |
| **优** | **良** | **中** | **合格** | **不合格** |
| **A** | **B** | **C** | **D** | **F** |
| **课程**  **目标1** | The student knows what makes and an argument convincing and can easily explain the four requirements. The student has no problems writing convincing arguments by himself or herself. | The student knows what makes and an argument convincing and can explain the four requirements. The student can write convincing arguments by himself or herself. | The student knows what makes and an argument convincing but has problems explaining the four requirements. The student has some problems writing convincing arguments by himself or herself. | The student barely knows what makes and an argument convincing and can’t explain the four requirements. The student has big problems writing convincing arguments by himself or herself. | The student doesn’t know what makes and an argument convincing and can’t explain the four requirements. The student can’t write convincing arguments by himself or herself. |
| **课程**  **目标2** | The student knows the characteristics of all types of texts practiced and can easily write each type in a very convincing way using the right structure and language. | The student knows the characteristics of all types of texts practiced and can write each type in a convincing way using the right structure and language. | The student knows some characteristics of all types of texts practiced and has problems writing each type in a convincing way. Structure and language used are not always right. | The student barely knows characteristics of all types of texts practiced and has big problems writing each type in a convincing way. Structure and language used are only sometimes right. | The student doesn’t know characteristics of all types of texts practiced and is not able to write each type in a convincing way. Structure and language used not right. |