



# POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

## COURSE SYLLABUS

ACADEMIC YEAR: 2020/2021

### 1. GENERAL COURSE INFORMATION

<b>1.1 Course name</b>	Foreign Language I – German language			
<b>1.2 Study program/s</b>	Undergraduate professional study Sustainable Development			
<b>1.3 Course status (O,E)</b>	O	<b>1.6 Mode of instruction (number of hours)</b>	<b>Lectures</b>	15
<b>1.4 Course code</b>			<b>Exercises</b>	15
<b>1.5 Course abbreviation</b>			<b>Seminars</b>	
<b>1.6 Semester</b>	I		<b>E-learning</b>	
<b>1.7 ECTS</b>	3	<b>1.7 Place and time of instruction</b>	Premises of the Polytechnic of Međimurje in Čakovec, according to the schedule published on the website.	

### 2. TEACHING STAFF

<b>2.1 Course leader/s-title</b>	Martina Sobočan, senior lecturer	<b>contact</b>	martina.sobocan@mev.hr
		<b>contact</b>	
<b>2.2 Assistant/s- title</b>		<b>contact</b>	
		<b>contact</b>	
<b>2.3 Instruction held by- title</b>		<b>contact</b>	

### 3. COURSE DESCRIPTION

<b>3.1 Course goals</b>	In addition, the aim is to master the basics of professional communication in written and spoken, all in accordance with the language competencies developed within the Common European Framework of Reference for Foreign Languages of the European Council.
<b>3.2 Prerequisites</b>	None
<b>3.3 Course outcomes</b>	After successfully completing the course, students will be able to: O1 - Independently recognize and apply appropriate grammatical expressions as specifics of written and spoken language, formal and informal communication in the field of profession in German, adapt them to the given register and compare linguistic and grammatical terminology in Croatian and German. O2 - Describe the basic concepts and processes using professional terminology - sustainable development, water, air and soil pollution processes, climate change and their consequences, ecological footprint and environmental protection in German. O3 - Design a presentation related to the profession or culture and civilization of German-speaking countries and present it to the group. O4 - Write a CV, an application, a short business letter and a summary of the professional text.
<b>3.4 Course content</b>	The course presents contents related to the concept of sustainable development, air, water and soil pollution, climate change, global warming and

	environmental protection. The contents are processed from the point of view of recognizing typical linguistic and grammatical constructions and their application.																																																									
<b>3.5 Types of coursework</b>	x	Lectures	x	Exercises		Blended e-learning	x	Individual activities		Laboratory																																																
		Seminars and workshops		Distant learning		Field classes		Multimedia and network		Mentorship																																																
		Other																																																								
<b>3.6 Language of instruction</b>	German /Croatian																																																									
<b>3.7 Monitoring students' work (enter the number of ECTS credits for each activity so that the total number of ECTS credits is equal to the total ECTS value of the course, 1 ECTS = 30 hours)</b>	1	Class attendance				Seminars			Essay																																																	
		Class activity				Project			Presentation																																																	
	1	Midterm exams				Practical task			Continuous knowledge check																																																	
		Written exam				Experimental work																																																				
	1	Oral exam				Research																																																				
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<b>3.9 Assessment criteria – analysis per learning outcomes</b>	<table border="1"> <thead> <tr> <th colspan="6">Ways of evaluating learning outcomes</th> </tr> <tr> <th></th> <th>Presentation</th> <th>Mid-term exam 1</th> <th>Mid-term exam 2</th> <th>Oral exam</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td></td> <td>15</td> <td>10</td> <td></td> <td>25</td> </tr> <tr> <td>Outcome 2</td> <td></td> <td>10</td> <td>15</td> <td>30</td> <td>55</td> </tr> <tr> <td>Outcome 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Outcome 4</td> <td></td> <td>10</td> <td>10</td> <td></td> <td>20</td> </tr> <tr> <td>Outcome not-related</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>35</td> <td>35</td> <td>30</td> <td>100</td> </tr> </tbody> </table> <p>Grading of outcomes (in order to pass the mid-term exam/exam the student must achieve at least 50% points for each learning outcome)</p> <p>Points      Grade</p> <p>89 – 100    excellent (5)</p> <p>76 – 88     very good (4)</p> <p>63 – 75     good (3)</p> <p>50 – 62     pass (2)</p> <p>0 – 49      fail (1)</p>										Ways of evaluating learning outcomes							Presentation	Mid-term exam 1	Mid-term exam 2	Oral exam	Total	Outcome 1		15	10		25	Outcome 2		10	15	30	55	Outcome 3						Outcome 4		10	10		20	Outcome not-related						<b>Total</b>		35	35	30	100
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<b>3.10 Specific features related with taking the course</b>	<p>If a student collects 50% of the points of each outcome, he / she directly takes the oral exam. The condition is that he made a presentation.</p> <p>If a student does not achieve a sufficient number of points on the midterm exam, he / she cannot take the next midterm exam.</p> <p>Once won points in intermediate exams for each learning outcome are no longer deleted unless the student decides to correct the result for a particular learning outcome, whereby the points won until then are deleted and newly earned points are entered for that learning outcome.</p> <p>The points can be corrected only exceptionally, with the express approval of the subject teacher.</p> <p>A student cannot access the exam period if he has not made a presentation.</p> <p>The final grade is obtained at the exam deadline.</p>	
<b>3.11 Students obligations</b>	<p>Full-time students are required to attend at least 70% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. Part-time students are required to attend at least 30% of the total number of hours of lectures and exercises in order to exercise the right to take the exam.</p> <p>If the student has not fulfilled all the obligations set by the course, he is obliged to attend the lectures again and meet the conditions for taking the exam. Attendance can be offset by online tuition, organised webinars and added assignments given by teachers. One lesson lasts 45 minutes, and several hours form a teaching unit. Absence from one teaching unit is counted as one absence. Delays and apologies are recorded separately. In that case, if the student missed more than 50% of classes, and has a justifiable reason/apology, the request should be submitted to the Department Council, which then decides on the justification of student absences with the obligatory opinion of the course leader.</p>	
<b>3.12 Written assignments - Presentations</b>	<p>Presentations must be written on a computer, can be made in PowerPoint or students can use other tools, eg Prezi, PowToon, etc. The presentation must last a minimum of 5 and a maximum of 10 minutes. The presentation must contain an introduction, main part and conclusion, where the introductory slide must contain the key points of the presentation. The presentation must not contain long sentences or text. Instead, there must be only keywords on the slides, and the content, ie the topic of the presentation, must be freely presented, without reading from the slides. The last slide (s) of the presentation must contain a list of used literature. After the presentation, it is necessary to seek feedback from the audience, ie fellow students.</p>	
<b>3.13 Required reading</b>	1.	Learning materials published on the library webpage
	2.	Exercises uploaded on Merlin
<b>3.14 Additional reading</b>	1.	Marčetić, T. Pregled gramatike njemačkoga jezika. Školska knjiga, Zagreb, 2001 (or any other grammar practice book)
	2.	Kljajić, J. Njemačko-hrvatski praktični rječnik, Školska knjiga, Zagreb, 1998.
	3.	Štambuk, Z., Marinić, D.: 'Deutsch und Technik: Materie, Energie, Information', Školska knjiga, Zagreb, 1993.

#### 4 ADDITIONAL COURSE INFORMATION

<b>4.1 Quality control</b>	The quality of the program, teaching process, teaching skills and level of mastery of the material will be established by conducting a written evaluation based on questionnaires, and in other standardised ways and in accordance with the by-laws of the Polytechnic of Međimurje in Čakovec.
<b>4.2 Contact the teacher</b>	Students can contact the teacher during the office hours and during classes, while for short questions and explanations they can contact him/her any day during working hours by coming in person or by landline. It is also possible to ask questions by e-mail, which will be answered in 48 hours at the latest. It is desirable for students to come as often as possible for any possible questions during the teacher's office hours.
<b>4.3 Information about the course</b>	It is the obligation of each student to be regularly informed about the course. All notifications about the classes or possible postponement of classes will be posted on the bulletin board and on the website of the Polytechnic at least 24 hours in advance.
<b>4.4 Course contribution to the study program</b>	The use of German language in literature and everyday professional communication.

#### 5. ANALYSIS OF COURSE TOPICS (the number of hours is equal to the number of lectures and exercises of the course)

LECTURES				
Classes	Topic and description	Method	Learning outcomes	Course outcome
		<ul style="list-style-type: none"> <li>• Direct teaching (lecture, instruction, pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul>		
1.	Introduction - introducing students to the way of working, obligations and the way of testing knowledge, choosing topics for presentations	Direct teaching, group learning	To tell the basics about oneself, to express oneself in a decent way at the level of basic communication in the classroom	-
2.	Nouns – gender and number	Direct teaching (lecture, instruction, Discovery learning, Group learning	Use the noun of the exact gender and number in communication	O1
3.	Nouns – case	Direct teaching (lecture, instruction, Discovery learning, Group learning	Recognize the noun form required in a particular context	O1

4.	Compound nouns	Direct teaching (lecture, instruction, Discovery learning, Group learning)	Recognize individual words within a compound noun	O1
5.	Verbs – Present	Direct teaching (lecture, instruction, Discovery learning, Group learning)	Apply the appropriate present tense to tell the facts	O1
6.	Compound verbs	Direct teaching (lecture, instruction) Discovery learning, Group learning	Apply the appropriate form of a compound verb	O1
7.	Past participle	Direct teaching (lecture, instruction), Discovery learning, Group learning	Apply the correct past participle form	O1
8.	Perfect	Individual learning	Apply the correct form of the past tense to tell past actions	O1
9.	Students' presentations	Direct teaching (lecture, instruction) Discovery learning, Group learning	Choose a topic, research it and present it	O3
10.	Preterite	Direct teaching (lecture, instruction) Discovery learning, Group learning	Use the correct form of the verb in the past form when describing past actions	O1
11.	Future	Direct teaching (lecture, instruction) Discovery learning, Group learning	Use correct forms of future for plans and future actions.	O1
12.	Adjectives – case	Direct teaching (lecture, instruction) Discovery learning, Group learning	Use the correct form of the adjective with respect to the case	O1
13.	Adjectives – comparison	Direct teaching (lecture, instruction) Discovery learning, Group learning	Apply the appropriate form of adjectives when comparing values and properties	O1
14.	Sentences – conjunction “dass”	Direct teaching (lecture, instruction) Discovery learning, Group learning	Summarize the text using the “dass” conjunction when merging sentences	O4
15.	Relative clauses	Individual learning	Summarize the text using relative pronouns when joining sentences	O4
<b>EXERCISES/ SEMINARS</b>				
<b>Classes</b>	<b>Topic and description</b>	<b>Method</b> • Direct teaching (lecture, instruction, pp presentation)	<b>Learning outcomes</b>	<b>Course outcome</b>

		<ul style="list-style-type: none"> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul>		
1.	Sustainable development - introduction	Direct teaching (lecture, instruction) Discovery learning, Group learning	Recognize the concept and meaning of the concept of sustainable development	O2
2.	Sustainable development – introduction	Direct teaching (lecture, instruction) Discovery learning, Group learning	Define the concept of sustainable development and its goals	O2
3.	Dimensions sustainable development	Direct teaching (lecture, instruction) Discovery learning, Group learning	Summarize the three dimensions of sustainable development	O2
4.	Ecology	Direct teaching (lecture, instruction) Discovery learning, Group learning	Define ecology	O2
5.	Ecological footprint	Direct teaching (lecture, instruction) Discovery learning, Group learning	Recognize factors influencing the formation of our ecological footprint	O2
6.	Climate change	Direct teaching (lecture, instruction), Discovery learning, Group learning	Explain the causes and consequences of climate change	O2
7.	Urban heat islands	Direct teaching (lecture, instruction), Discovery learning, Group learning	List causes and consequences of high temperatures in cities	O2
8.	Midterm exam			
9.	Energy	Direct teaching (lecture, instruction), Discovery learning, Group learning	Define energy	O2
10.	Fuels	Direct teaching (lecture, instruction), Discovery learning, Group learning	List fuels and their origin	O2
11.	CV and job application	Direct teaching (lecture, instruction), Discovery learning, Group learning	Write a CV and a job application	O4
12.	Nuclear energy	Direct teaching (lecture, instruction), Discovery learning, Group learning	Describe ways of nuclear energy utilization	O2
13.	Renewable energy	Direct teaching (lecture, instruction), Discovery learning, Group learning	Name renewable energy sources	O2
14.	Renewable energy – discussion and practice	Direct teaching (lecture, instruction), Discovery learning, Group learning	Present a form of renewable energy and evaluate it	O2

15.	Midterm exam			
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