



# POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

## COURSE SYLLABUS

ACADEMIC YEAR: 2020/2021

### 1. GENERAL COURSE INFORMATION

|                                |  |  |  |    |
|--------------------------------|--|--|--|----|
| <b>1.1 Course name</b>         | Foreign Language II – 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:<br>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.<br>O2 - Describe the basic concepts and processes using professional terminology - sustainable construction and mobility, waste, waste management and recycling in German.<br>O3 - Design a presentation related to the profession or culture and civilization of German-speaking countries and present it to the group.<br>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           |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| <b>3.8 Assessment and evaluation of students' work during classes and at the final exam</b>  | <table border="1"> <thead> <tr> <th>Activity specification</th> <th>Percent %</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Assessment during instruction</td> </tr> <tr> <td>Presentation</td> <td>10%</td> <td>10</td> </tr> <tr> <td>Midterm exam 1</td> <td>35%</td> <td>35</td> </tr> <tr> <td>Midterm exam 2</td> <td>35%</td> <td>35</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i></td> </tr> <tr> <td><i>Written exam</i></td> <td><i>70%</i></td> <td><i>70</i></td> </tr> <tr> <td><i>Oral exam</i></td> <td><i>30%</i></td> <td><i>30</i></td> </tr> <tr> <td><b>Total:</b></td> <td><b>100%</b></td> <td><b>100</b></td> </tr> </tbody> </table> |                        |                        |                        |                  |                    |              |                        |                            |            | Activity specification | Percent % | Points | Assessment during instruction |  |  | Presentation | 10% | 10 | Midterm exam 1 | 35% | 35 | Midterm exam 2 | 35% | 35 | <i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i> |  |  | <i>Written exam</i> | <i>70%</i> | <i>70</i> | <i>Oral exam</i> | <i>30%</i> | <i>30</i> | <b>Total:</b> | <b>100%</b> | <b>100</b> |
|  | Activity specification  | Percent %              | Points                 |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | Assessment during instruction   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | Presentation  | 10%                    | 10                     |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | Midterm exam 1  | 35%                    | 35                     |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | Midterm exam 2  | 35%                    | 35                     |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | <i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i>   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | <i>Written exam</i>   | <i>70%</i>             | <i>70</i>              |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | <i>Oral exam</i>  | <i>30%</i>             | <i>30</i>              |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | <b>Total:</b>   | <b>100%</b>            | <b>100</b>             |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| <b>3.9 Assessment criteria – analysis per learning outcomes</b>  | <b>Ways of evaluating learning outcomes</b>   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  |   | <b>Presentation</b>    | <b>Mid-term exam 1</b> | <b>Mid-term exam 2</b> | <b>Oral exam</b> |                    | <b>Total</b> |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | 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          |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | Grading of outcomes (in order to pass the mid-term exam/exam the student must achieve at least 50% points for each learning outcome)  |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
|  | Points      Grade   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| 89 – 100    excellent (5)  |   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| 76 – 88     very good (4)  |   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| 63 – 75     good (3)   |   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| 50 – 62     pass (2)   |   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |
| 0 – 49      fail (1)   |   |                        |                        |                        |                  |                    |              |                        |                            |            |                        |           |        |                               |  |  |              |     |    |                |     |    |                |     |    |   |  |  |                     |            |           |                  |            |           |               |             |            |

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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>                                 | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li></li> <li></li> <li></li> </ol>  | <p>Materials and exercises uploaded on Merlin</p> <p>Duden, universal German dictionary<br/> <a href="https://www.duden.de/woerterbuch">https://www.duden.de/woerterbuch</a></p>  |
| <b>3.14 Additional reading</b>                               | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>  | <p>Marčetić, T. Pregled gramatike njemačkoga jezika. Školska knjiga, Zagreb, 2001 (or any other grammar practice book)</p> <p>Kljajić, J. Njemačko-hrvatski praktični rječnik, Školska knjiga, Zagreb, 1998.</p> <p>Štambuk, Z., Marinić, D.: 'Deutsch und Technik: Materie, Energie, Information', Školska knjiga, Zagreb, 1993.</p> |

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#### 4 ADDITIONAL COURSE INFORMATION

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| <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

| <b>Classes</b> | <b>Topic and description</b> | <b>Method</b>  | <b>Learning outcomes</b>   | <b>Course outcome</b> |
|----------------|------------------------------|--|--|-----------------------|
|                |                              | <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> |  |                       |
| <b>1.</b>      | Causal clauses               | Direct teaching, group learning  | Use causal clauses in a correct way and in the correct order in the sentence | O1                    |
| <b>2.</b>      | Causal clauses – use         | Direct teaching (lecture, instruction, Discovery learning, Group learning  | Use causal clauses in summarizing  | O1                    |
| <b>3.</b>      | Final clauses                | Direct teaching (lecture, instruction, Discovery learning, Group learning  | Apply the rule and make final clauses  | O1                    |

|     |   |  |  |    |
|-----|---|--|--|----|
| 4.  | Final clauses – use   | Direct teaching (lecture, instruction, Discovery learning, Group learning  | Use final clause when describing intentions                                | O1 |
| 5.  | Final and infinitive clauses                                  | Direct teaching (lecture, instruction, Discovery learning, Group learning  | Understand the difference in use of the two clause forms                   | O1 |
| 6.  | Infinitive clauses  | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Use infinitive clauses to express a purpose of an activity                 | O1 |
| 7.  | Passive – the verb werden and its form                        | Direct teaching (lecture, instruction), Discovery learning, Group learning | Recognize the forms needed to create the passive voice                     | O1 |
| 8.  | Present passive   | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Use the form to describe processes and procedures                          | O1 |
| 9.  | Passive preterite   | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Use the form to describe past processes and procedures                     | O1 |
| 10. | Presentations   | Individual learning  | Research a chosen topic and present it                                     | O3 |
| 11. | Indirect speech - form  | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Recognize correct forms of direct speech and compare it to indirect speech | O1 |
| 12. | Indirect speech – use   | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Use the correct form of direct speech                                      | O1 |
| 13. | Environmental disaster  | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Describe environmental disasters   | O2 |
| 14. | Examples of environmental disasters – causes and consequences | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Summarize the content of a video on an environmental disaster              | O4 |
| 15. | Presentations   | Individual learning  | Research a chosen topic and present it                                     | O3 |

**EXERCISES/ SEMINARS**

| <b>Classes</b> | <b>Topic and description</b> | <b>Method</b>  | <b>Learning outcomes</b> | <b>Course outcome</b> |
|----------------|------------------------------|--|--------------------------|-----------------------|
|                |                              | <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.  | Sustainable construction                  | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Describe new trends in construction                           | O2 |
| 2.  | Passive house – history, origin, features | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Describe the beginnings of the passive house and its features | O2 |
| 3.  | The passive house today                   | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Name examples of passive houses                               | O2 |
| 4.  | Living in a passive house                 | Direct teaching (lecture, instruction) Discovery learning, Group learning  | List (dis)advantages of living in a passive house             | O2 |
| 5.  | Rooftop gardens                           | Direct teaching (lecture, instruction) Discovery learning, Group learning  | Describe rooftop gardens and their purpose                    | O2 |
| 6.  | Sustainable mobility                      | Direct teaching (lecture, instruction), Discovery learning, Group learning | Describe examples of alternative mobility                     | O2 |
| 7.  | Electric cars – mode of operation         | Direct teaching (lecture, instruction), Discovery learning, Group learning | List main parts and the mode of operation                     | O2 |
| 8.  | Midterm exam                              |  |   |    |
| 9.  | Electric cars – examples                  | Direct teaching (lecture, instruction), Discovery learning, Group learning | List and describe examples of electric cars                   | O2 |
| 10. | Waste                                     | Direct teaching (lecture, instruction), Discovery learning, Group learning | Define waste and its impact on the environment                | O2 |
| 11. | Waste management                          | Direct teaching (lecture, instruction), Discovery learning, Group learning | List ways of waste management                                 | O4 |
| 12. | Waste incineration                        | Direct teaching (lecture, instruction), Discovery learning, Group learning | Describe a waste incinerator                                  | O2 |
| 13. | An incineration plant - example           | Direct teaching (lecture, instruction), Discovery learning, Group learning | List incineration plants as an example                        | O2 |
| 14. | Recycling                                 | Direct teaching (lecture, instruction), Discovery learning, Group learning | Describe the process of recycling                             | O2 |
| 15. | Midterm exam                              |  |   |    |