Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area   German
Fiscal Unit/Academic Org   Germanic Languages & Lit - D0547
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3510
Course Title   ALI German for the Professions
Transcript Abbreviation   German Professions
Course Description   This course explores professional practices in German-speaking countries, focusing on business
                                                             language, intercultural communication, and sustainable practices in Germany, Austria, and Switzerland.
                                                             Students engage in workshops with guest speakers, COIL, and virtual exchanges, gaining skills for
                                                             effective communication and understanding corporate and environmental dynamics.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance Yes
education component?
Is any section of the course offered   Less than 50% at a distance
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: 2101 and Soph, Jr, or Sr standing, or permission of instructor.
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   16.0501
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Please see pp. 3-4 in the syllabus.
Content Topic List	• Please see pp. 21-22 in the syllabus.
Sought Concurrence	No

Attachments

• CurriculumMap_Update_2024Dec10.pdf: Curriculum Map

  (Other Supporting Documentation. Owner: Miller,Natascha)

• German 3510 Syllabus - 3cu.pdf: syllabus

  (Syllabus. Owner: Miller,Natascha)

Comments

• 12/12/24 we would like to submit this as a 3cu German course. *(by Miller,Natascha on 12/13/2024 12:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	11/20/2024 10:30 AM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	11/26/2024 02:33 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/27/2024 12:32 PM	College Approval
Submitted	Miller,Natascha	12/13/2024 12:24 PM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	12/13/2024 12:24 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/03/2025 03:55 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/03/2025 03:55 PM	ASCCAO Approval

SYLLABUS
GERMAN 3510
ALI-GERMAN FOR THE PROFESSIONS
(3 CREDIT HOURS)
AUTUMN 2025

Instructor: Dr. Budimka Uskokovic

Email address: uskokovic.2@osu.edu

Office hours: TBA

Class Time and Location: Twice a week for 80 minutes

Prerequisites: 2101 and Soph, Jr, or Sr standing, or permission of instructor.

This course is taught in German.

Course overview

Course description

This course offers a virtual education abroad experience that includes immersive opportunities such as virtual reality visits to important companies in Germany, online conversations and collaborations with students in Germany, and workshops and demonstrations with German professionals to learn about the German corporate world, and more. This course offers an in-depth exploration of the professional cultures and business environments of the German-speaking world, with a focus on Germany, Austria, and Switzerland. Students will engage with a wide range of topics, including intercultural communication, corporate structures, sustainability, and innovation. The course is designed to develop students' language skills in professional settings, while also examining how historical and environmental factors shape modern business practices. Through lectures, role-plays, case studies, and collaborative projects, students will learn to navigate the cultural nuances of working in German-speaking countries, with a particular emphasis on how businesses interact with their environments and broader society.

Throughout the course, students will tackle five essential questions: How do historical events influence modern business practices in German-speaking countries? How do human-environment interactions shape professional attitudes and behaviors in Germany, Austria, and Switzerland? What are the key differences between organizational hierarchies in German-speaking countries and the U.S., and how do they influence corporate governance? What are the cultural differences in business communication and etiquette between these regions and the U.S.? And, finally, how are businesses in German-speaking countries addressing sustainability, and what lessons can be drawn for global enterprises? These questions will guide the course's structure, enabling students to critically examine the intersection of culture, business, and the environment.

Class materials will include a variety of readings, videos, and case studies that illuminate the professional and environmental landscapes of German-speaking countries. Students will explore resources such as articles on "Living and Working in Germany," interviews comparing German and American business

cultures, and readings on sustainability practices in leading German companies. The course's highlight is a collaborative (COIL) project with students from Karlsruhe University of Applied Sciences, in which participants will work together to develop an innovative business solution. The virtual exchange will allow students to share cultural insights, tackle common business challenges, and present a final project that showcases both American and German perspectives. Through this cross-cultural partnership, students will refine their communication skills, deepen their understanding of international business, and create practical solutions for real-world issues.

Education abroad is proven to benefit undergraduates by broadening their perspectives, developing their intercultural competence, and contributing to their career opportunities. This virtual education abroad program promises to deliver many of the benefits of education abroad as an intensive program with direct synchronous instruction, including online interactions with experts in the German professional world, and with college students at Karlsruhe University of Applied Sciences.

This course conforms to goals set by the [European Common Framework of Reference for Languages](#) at the B1 level.

Course Goals and Expected Learning Outcomes

By the end of this course, students should be able to:

1. **Develop Intercultural Competence**: Students will enhance their understanding of the professional cultures in Germany, Austria, and Switzerland and gain insight into how cultural values and social norms shape business practices in these regions.
2. **Master Professional Communication in German**: Students will improve their ability to communicate effectively in German in various professional contexts, including business correspondence, formal presentations, and job interviews.
3. **Analyze Human-Environment Interactions**: Students will examine how businesses in German-speaking countries interact with and impact their environments, focusing on sustainability, corporate social responsibility, and environmental policies.
4. **Collaborate on International Business Projects**: Students will engage in a virtual exchange

with German students, developing a joint project that addresses a real-world business challenge, fostering cross-cultural collaboration and problem-solving skills.

5. **Apply Theoretical Knowledge to Real-World Scenarios**: Through case studies, role-plays, and presentations, students will apply their understanding of German corporate structures, communication practices, and sustainability efforts to real-world business scenarios.

Placement Tests

You are required to fill out the "Student Information Survey" on the course's CARMEN CANVAS site to ensure that you are taking the appropriate level of German. If your last German language class was in junior and/or senior high school, you most likely have already taken the placement test. If you have not taken the placement test yet, you are required to take it promptly to make sure that you are in the right German language course. The German placement test is a computerized exam, administered by the *Center for Languages, Literatures, and Cultures*. You can find more here: https://germanic.osu.edu/foreign-language-placement-testing. If you have any questions regarding your German language placement talk to your instructor or contact the language program director Dr. Budimka Uskokovic at uskokovic.2@osu.edu.

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HOW THIS COURSE WORKS

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Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Mode of delivery: This is a hybrid course. We will meet in person **TWO times a week**. In addition, students will complete their homework online and will have their COIL experience via Zoom.

Participation expectations: REGULAR ATTENDANCE will give you the opportunity to practice using the language with others and to receive feedback from your instructor. Therefore, you are encouraged to attend class regularly, volunteer often and participate actively. Making errors is natural and part of your language development, so it is necessary that you make your best effort to speak

German at all times, and do not wait to be called on before speaking. The following class participation scale is used to assess your weekly performance grade:

100%	high level of preparation; active participation in class activities and partner/group work; uses German almost exclusively; asks questions or volunteers information.
90%	regularly prepared; frequent participation in class activities and partner/group work; makes a conscious effort to use as much German as possible; volunteers answers to open questions (not directed at anyone).
80%	usually prepared, but preparation inconsistent; some participation in class activities and partner/group work; uses German when required.
70%	rarely prepared; rarely able to answer when called on; rarely volunteers.
0-60%	not prepared for class; does not participate.

How to succeed in this course: Becoming proficient in a world language (in your case, in German) means developing culturally appropriate language SKILLS in addition to understanding how the language works. Language skills are developed through continuous and meaningful PRACTICE, including practice in using the language to communicate with others. In this course, we will use a variety of practice activities and language tasks that require you to interact with others. These are designed to supplement the INDIVIDUAL STUDY and preparation that you can do best by yourself at home. You will find that REGULAR rather than sporadic PREPARATION is essential for steady progress and good performance. Prepare for your next class and review lessons every day for a period of 60 minutes each time. Keep up with your lessons! Language learning is cumulative. Timely completion of homework helps reinforce your learning and keep you up to date in class.

Absences: To do well in this class, you need to attend class sessions unless there are circumstances that make it impossible. If you miss class, you are responsible for all material. Make sure you have the contact

information (email, phone number) for one or two other students in class so that you can get the information that you need. Do not email the instructor to ask what you missed. If you need to miss several classes, especially if you miss more than one class in a row, please let the instructor know via email what's going on so that arrangements can be made for you to make up participation points. Keep in mind that **attendance and participation equal 15%** of your overall grade – if you aren't in class regularly, your grade will suffer.

COURSE MATERIALS AND TECHNOLOGIES

Required:

Article PDFs and links through our Carmen site.

Other fees or requirements

TalkAbroad Conversation: For the Intercultural Virtual Exchange (IVE), you are required to complete 3 thirty-minute conversations with German speakers on TalkAbroad, a video-conferencing platform. The price for **3 conversations is $30**.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)

- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)
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Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING

Homework + Reflection Journal	**15%**
Mini-Presentations	**15%**
Vocabulary Quizzes	**10%**
Attendance and Participation	**15%**
IVE (+ TalkAbroad) (3)	**15%**
Portfolio	**10%**

Final Project	**20%**
Total	**100%**

See Course Schedule for assignment details and due dates.

Grading scale

93–100: A	87–89.9: B+	80–82.9: B-	73–76.9: C	68–69.9: D+	Below 0-64.9: E
90–92.9: A-	83–86.9: B	77–79.9: C+	70–72.9: C-	65–67.9: D	

Descriptions of major course assignments

Homework and Reflection Journal (15%):

Homework:

Homework assignments will reinforce the material covered in class and provide students with opportunities to apply their knowledge of professional practices in German-speaking countries. These assignments may include reading articles, completing vocabulary exercises, preparing presentations, and analyzing case studies. Homework will be designed to deepen students' understanding of business structures, intercultural communication, sustainability, and human-environment interactions. All assignments must be submitted on time to receive full credit, and they will be graded based on completeness, accuracy, and engagement with the course material.

Reflection Journal:

The reflection journal is a key component of the course, requiring students to critically reflect on the readings, discussions, and activities each week. In their journals, students will explore how the concepts learned in class relate to their own experiences and to broader professional and environmental contexts. Each journal entry should address specific prompts provided in class, encouraging students to connect theory with practice and to analyze human-environment interactions in professional settings. Journal entries will be graded on depth of analysis, clarity of thought, and engagement with course topics.

Mini-Presentations (15%):

Throughout the course, students will prepare and deliver mini-presentations on various topics related to professional practices and industries in German-speaking countries. Each presentation will focus on

specific themes, such as sustainability efforts, corporate structures, or innovations within a particular company. Students will be expected to research their topic, organize their findings, and present them in clear, concise German, using relevant vocabulary and business terminology. Presentations will be graded based on content, clarity of communication, language use, and the ability to engage the audience with insightful analysis. These mini-presentations provide an opportunity to practice professional communication skills in German while deepening the understanding of key course concepts.

Vocabulary Quizzes (10%):

Quizzes will be administered periodically to assess students' understanding of key concepts, vocabulary, and topics covered in class. They will include questions related to professional communication, cultural differences, corporate structures, and human-environment interactions in German-speaking countries. The format may include multiple-choice, short-answer, and matching questions, with an emphasis on applying knowledge to real-world business scenarios. Quizzes are designed to help students stay engaged with the material and to ensure ongoing mastery of course content. They will be graded based on accuracy and comprehension.

Intercultural Virtual Exchange (IVE) (15%):

Throughout the course, you will complete **three** IVE modules that have the development of *interactional* and *intercultural* competencies at their core. Each IVE module consists of: a) Pre-TalkAbroad activities aiming to *awaken curiosity* and preparing for the TalkAbroad conversation, b) TalkAbroad conversation with a native speaker of German living in a German-speaking country, and c) Post-TalkAbroad structured reflection and in-class discussion. Instructions on parts of the module plus details about TalkAbroad and how to create an account are available on CarmenCanvas.

Portfolio (10%):

The portfolio is a cumulative project that showcases students' work throughout the course, demonstrating their understanding of professional practices in German-speaking countries. It will include key assignments such as resume, cover letter, detailed description of a company along with interview notes with an employee from that particular company, and a LinkedIn profile in German. The portfolio allows students to reflect on their growth, both in language proficiency and their understanding of human-environment interactions in professional settings. Portfolios will be graded on organization,

completeness, quality of work, and the depth of analysis across the included components. This final product provides a comprehensive view of students' engagement with the course material and their ability to apply it to real-world business contexts.

Final Project (20%):

The final project is a comprehensive assignment that allows students to apply their learning from the entire course in a practical context. Students will create a **start-up business** that reflects the principles and concepts studied in the course, focusing on corporate structures, sustainability, and professional communication within the German-speaking world. The project will be developed in stages, with feedback provided for each part. It consists of the following:

1. **Start-up Profile and Organizational Structure** – Students will design a profile for their start-up, outlining the company's mission, values, and business model. They will also describe the organizational hierarchy and the corporate governance structure of the company, providing an understanding of how the business operates in a German-speaking context.

2. **Job Ad** – Students will create a job advertisement for a key position in their start-up.

3. **Professional Introduction and Website** – Students will write and record a 3-minute professional introduction for their start-up and design a website that includes all essential pages (company profile, organizational structure, sustainability statement, etc.).

4. **Sustainability Statement** – In this part, students will draft a sustainability statement, outlining how their company addresses environmental concerns and contributes to sustainable business practices.

5. **Final Presentation** – Students will present their start-up company to the class, demonstrating how they have integrated the course's themes, including human-environment interactions, corporate structures, and sustainability.

The final project will be graded on creativity, thoroughness, the application of course concepts, and the quality of the written and oral presentation.

Academic integrity and collaboration policy for all assignments

Written assignments: Your written assignments, including discussion posts, should be your

own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should reviseor rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses,please discuss the situation with me.

Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make yourresults or your library research look more successful than it was**.**

Collaboration and informal peer-review: The course includes some opportunities for collaboration with your classmates. Remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please askahead of time.

Group projects: This course includes a small group project, which can be stressfulfor students when it comes to dividing work, taking credit, and receiving grades andfeedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Late assignments

Late submissions will be accepted for reduced credit up to 1 week past the deadline.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

Grading and feedback: For daily assignments, you can generally expect feedbackwithin **2 days**.

Email: I will reply to emails within **24 hours on days when class is in session atthe university**.

Discussion board: I will check and reply to messages in the discussion boardsevery **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style: While there is no need to participate in online discussions as if you were writing a research paper, you should remember to write using good grammar,spelling, and punctuation. Informality is fine for non-academic topics.

Formatting: All written assignments for this class, with the exception of the online discussions, should be double-spaced, 12 pt font, with 1" margins.

Tone and civility: Let's maintain a supportive learning community where everyonefeels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources: In all writing assignments, please cite your sources. Use credible, scholarly sources. (For the textbook or other course materials, list at leastthe title and page numbers. For online sources, include a link.) You may use any citation style you are familiar with, as long as you are consistent. You can access OSU library resources remotely: https://library.osu.edu/site/labs/2011/03/28/osu- library-labs-off-campus-sign-in-bookmarklet/

Backing up your work: Consider composing your discussion posts in a word processor, where you can save your work, and then copying into the discussion.

Collaboration: Students will sometimes collaborate in small groups. Each studentshould contribute equally to the activity and be responsible for their own work.

A significant component of our COIL interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meetand communicate in Zoom:

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at

go.osu.edu/it(link is external) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technicalissues during a live session.

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. Iask that you update your Zoom profile with your preferred name, pronouns, and adda picture with your face.

Participation: At the start of our sessions, I will share specific expectations for howto use the chat, how to interact, and how to raise questions or concerns as we go. Ifyou are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background(link is external). Many students and instructors prefer not to share theirremote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

A new menu item in CarmenCanvas courses highlights academic policies and syllabus statements. This <u>Academic Policies link</u> will direct you to a webpage that lists policies that are typically found in the syllabus. They are also copy/pasted below.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to

follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)
- Artificial intelligence and academic integrity (Artificial intelligence and academic integrity | Office of Academic Affairs, The Ohio State University (osu.edu)

Note that it is considered plagiarism if you cut and paste a text from the internet into your course work. It is also plagiarism to have a native speaker or fluent speaker of German do any of your work for you. In this course, it is considered cheating to use any sort of internet translator (such as Google Translate) to complete your course work. Also, keep in mind that these online tools are not accurate.

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here:

http://advising.osu.edu

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about people who are different from them. We are committed to

maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can befound here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that it may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This hybrid course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodation with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

The **third-party tools** we use in this course also offer support and answers to various questions users may have.

- TalkAbroad Support

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held

religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Weather / Short-Term Closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

Weekly Schedule – Overview

Week	Main Content	Highlights
Week 1	Introduction and Course Overview	Cultural biases test, IDI
Week 2	Historical Context	Guest Lecture 1

Week 3	Industries and products	Mini-Presentations
Week 4	German Corporate Structure	VR
Week 5	Business Communication in Germany	Guest Lecture 2 & 3
Week 6	TalkAbroad Conversation I	Small Talk & Mozart's Kaffee in Columbus
Week 7	Job Applications	Guest Lecture 4
Week 8	Virtual Exchange	COIL project begins
Week 9	Social Benefits and Business	COIL discussion
Week 10	TalkAbroad Conversation 2	Diversity, equity and inclusion on the job market; Hofbräuhaus
Week 11	Human-Environment Interactions	Case analyses
Week 12	Innovation and Technology in Company	Mini presentations
Week 13	TalkAbroad Conversation 3	Role-playing
Week 14	Final Project Presentations	Start-ups
Week 15	Course Review and Reflections	COIL ends; IDI debriefing

Detailed Weekly Schedule

Week 1: Introduction and Course Overview

Goal for the Week: Students will be introduced to diverse professional cultures in the German-speaking countries (Germany, Austria, Switzerland), insider versus outsider perspectives, and the concept of lived environments. We will ask how tight the connections between the German-speaking countries and the U.S. are and what the most significant cultural differences can tell us about the professional environment.

Day 1: Introductions

Readings:
1. Course Syllabus and Schedule
2. Living and working in Germany: Living and Working in Germany - U.S. Embassy & Consulates in Germany (usembassy.gov)
3. Types of employment in Austria: Types of employment (migration.gv.at)
4. Living in Switzerland: Living in Switzerland - U.S. Embassy in Switzerland and Liechtenstein (usembassy.gov)
5. "German Culture: Core Concepts" in *Cultural Atlas*: Germany — Cultural Atlas (sbs.com.au)
6. "Austrian Culture: Core Concepts" in *Cultural Atlas*: Austria — Cultural Atlas (sbs.com.au)

In-Class Activities:
- Get to know each other: Icebreaker activities, naming activity, and cultural biases test
- Discuss syllabus, course schedule, course objectives and expectations, lived environments, and readings

Assignments (due before we meet on day 2):
- Put all the dates from our course calendar into your personal calendar
- Put the course ELOs into your own words and link them to your own goals for this class experience
- Complete the Intercultural Development (IDI) pre-assessment
- Reflection Journal: You have read about many cultural differences in the professional world of the German-speaking countries. Choose one that you would like to explore in depth. Find one short magazine/journal article that provides more information about that particular trait in German, and then write a summary consisting of two developed paragraphs. In the end, write your own opinion in a third paragraph and explain how this cultural trait is manifested in the U.S. or in your own professional circle.

Day 2:
Readings:
1. German Industry: The most impotant numbers and facts: Deutschlands Industrie: die wichtigsten Zahlen und Fakten

2. Germans and Americans: Deutsche und Amerikaner: Interview zum Deutschlandjahr USA – DW – 25.08.2018
3. Industry in different German states: Die Bundesländer in *Geschäftsdeutsch.* Hackett Publishing Company, pp. 5-22.

In-class Activities:
- Lecture on different industries in Germany
- Role-play: Insider/Outsider Perspectives
  - A friend of yours would like to open a new company in Germany. They ask you for your opinion as you have been studying German for some time. Ask them what field of industry they are interested in, what kind of company they would like to open, and then tell them what German state offers the best opportunities for their company, what they can expect there, and what cultural differences they might encounter.

Assignments (due before we meet for class on day 1 in week 2):
- Watch: Adidas vs. Puma: The Brother's Feud (*Duell der Brüder - Die Geschichte von Adidas und Puma)* -- Adidas Vs. Puma: The Brother's Feud streaming (justwatch.com)
- Reflection Journal: Write a 200-word summary of the movie in German and answer the following questions: What does it mean to own a family business in Germany? Why did the conflicts between the two brothers arise? What are some cultural differences regarding the professional world of the family business that you are still struggling to understand? Do you know a story of a family business in the U.S.? In the end pose a question that you would like us to answer in a group discussion in week 2.

Part One: Companies in the German-speaking countries

Week 2: Historical Context

Goal for the Week: Students will have a comprehensive understanding of the historical context of business practices in the German-speaking countries. They will be able to identify and discuss key historical events that have shaped modern business. Through lectures and group discussions, students will engage with the material, enhancing their ability to critically analyze how historical influences continue to impact contemporary business practices in the German-speaking countries and to understand the importance of family companies for industries in the German-speaking countries.
Day 1:
Readings:
1. These are the 50 oldest family companies in Germany -- Das sind die 50 ältesten Familienunternehmen Deutschlands: Das sind die 50 ältesten Familienunternehmen Deutschlands (handelsblatt.com)
2. The history of a Tchibo company -- Geschichte - Tchibo

3. Read an article about or a history of a company that you would like to explore in depth in the weeks to come. Try to find a company in Austria or Switzerland and to present your notes in class.

In-class Activities:
- Lecture on history of business in the German-speaking countries
- Small group discussion about the movie.
- Small group presentations about the history of different companies in the German-speaking countries.

Assignments (due before we meet on day 2):
- <u>Reflection Journal:</u> Write a 200-word reflection on historical influences on modern business practices and how the differ from those you are familiar with in the U.S.
- Write 5 questions for a guest lecture on day 2 and post them on CarmenCanvas.

<u>Day 2</u>:
Watch:
- [Familienunternehmen Krone: Landmaschinen mit Geschichte I Unsere Geschichte | NDR Doku (youtube.com)](youtube.com)

In-class Activities:
- Lecture on a family company and leadership by Marvin Brüggemann, Division Sales Manager for the U.S.A. and the Netherlands at KRONE Agriculture
- Watch: Einblicke in die Entwicklung: [20 Jahre BiG X – Einblicke in die Entwicklung (youtube.com)](youtube.com)

Assignments (due before we meet for class on day 1 in week 3):
- <u>Reflection Journal:</u> Write a 300-word summary of your experience with meeting with the first German business leader. What are your impressions? What are some similarities between this German business leader and an American business leader? What are some differences? Would a leader in a different field of industry behave differently? Are there some business/behavioral norms that you have noticed so far?

Week 3: Industries and Products

Goal for the Week: Students will be able get to know several well-known companies in the German-speaking countries and their products. By presenting the products of the companies, students are interested in, they will be able to elaborate on specific information and to practice their communicative skills.
<u>Day 1:</u>
Readings:

1. Germany: Export and Import -- Deutschland: Export und Import nach Waren | Globalisierung | bpb.de
2. Made in Germany: Made in Germany | Woher es kommt und was es bedeutet (deutschland.de)

Watch:
    1. So wurde der deutsche Teebeutel zum Exportschlager:
https://youtu.be/zrHK0cfyoGk?si=lhLdy3bXzH6Fg3ym

In-class Activities:

- Lecture on a number of well-known German companies and their products
- Introduction to vocabulary describing companied in relation to their industries
- Partner reading on Made in Germany: Unternehmen Deutsch Modul 1 – Wirtschaftsstandort Deutschland: Made in Germany: Vom Makel zum Markenzeichen

Assignments (due before we meet for class on day 2 in week 3):

- Vocabulary application exercises
- Make a presentation about a company you are interested in (preferably continue with the same company from week 2). Make sure to present the facts related to the contemporary moment and how it follows the principles of Made in Germany. Focus on two to three products.
- Reflection Journal: Write a 300-word summary of the principles of Made in Germany in German and how similar or different they are to the American principles of high quality.

Day 2:

Reading: Branchen & Wirtschaftszweige Deutschland | Branchenliste • arbeitdigital

In-class Assignments:

- Review: Wirtschaftsstandort Deutschland (worksheets): Who produces what? (Wer produziert was?), Typical German (Typisch Deutsch), company locations on a map (Firmenstandorte)
- Mini presentations
- Describing a graph: The best exporter (Exportschlager)

Assignments (due before we meet for class on day 1 in week 4):

- Quiz
- Grammar and vocabulary exercises
- Reflection Journal: Write a 300-word summary of the presentations you watched and listened to. What product/company from the presentations did you like the most? What did you like about them? What would you do to improve them?

Week 4: German Corporate Structure

Goal for the Week: Students will have a comprehensive understanding of the organizational hierarchies and corporate governance structures within German corporations. This will help them apply theoretical knowledge to real-world scenarios, enhancing their grasp of German corporate structures.

Readings:
1. 10 Types of Organizational Hierarchies -- 10 Arten von Organisationsstrukturen | Lucidchart Blog
2. Corporate Governence: Firmenstruktur aufbauen: Struktur & Aufbauorganisation (businessleben.de)

Watch:
1. Unternehmensformen: https://youtu.be/Xqer4ADWUd8?si=nkqC1atYzMaQT9V0

In-class Activities:
- Lecture on organizational hierarchies and corporate governance
- Small group discussion: Advantages and disadvantages of different forms

Assignments (due before we meet for class on day 2 in week 4):
- Reflection Journal: Write a 300-word summary. Choose a form of the organizational hierarchy you prefer, describe it and emphasize its advantages. Explain why you might choose it for your own start-up.
- Choose a company (preferably continue with the same company you already chose in week 2) and describe its organizational hierarchy.

Day 2:
Readings:
1. Company Profile: Bayer Global - Namen, Zahlen, Fakten zu Bayer | Bayer Global

In-class Activities:
- Vocabulary exercises
- Case analysis of different companies and matching activities
- Mini presentations
- VR: A company from inside: https://youtu.be/2bbe3EGpdUs?si=v4unQHFeaGDBRRvK

Assignments (due before we meet for class on day 1 in week 5):
Final project (part 1): For your final project you will need to create a website for your start-up. One of the obligatory webpages is a start-up profile, organizational hierarchy and how your virtual or physical offices (will) look like. You will need to write three pages (up to 300 words each) for this assignment. Before you create your webpages, submit your first draft so I can give you feedback prior to uploading your descriptions to your website. The deadline is in CarmenCanvas.

Week 5: Business Communication in Germany

Goal for the Week: Students will have a solid understanding of the nuances between formal and informal communication in a business context, as well as the key aspects of German business etiquette. Through role-playing exercises, students will practice and refine their communication skills. Additionally, they will demonstrate their understanding by writing a formal business email in German, adhering to the appropriate etiquette and language conventions.

Day 1:

Reading:
1. Lesetext 2 in *Geschäftsdeutsch* (pp. 80-91)

In-class Activity:
- Correspondence in Austria and Germany (workshop) with Ute Hoefel (Goethe-Institut)

Assignments (due before we meet for class on day 2 in week 5):
- Bring notes and questions from workshop to class
- Write a professional email adhering to the rules you learned in the workshop and send it to one person on HelloTalk - Sprachaustausch - Gratis Sprachen lernen. Make sure to contextualize your email and to ask for a reply. In the end, post your correspondence in CarmenCanvas.
- Reflection Journal: Write a 300-word summary about your newly gained knowledge about correspondence in German. How is it like or different from any professional correspondence in English in the U.S.? What was surprising for you? What will you pay more attention to from now on?

Day 2

Readings:
1. Small Talk | Deutsch perfekt (deutsch-perfekt.com)
2. Gespräche beginnen: Beispiele für Smalltalk Fragen + Themen (coachingass.de)

In-Class Activity:
- Small Talk & Business Etiquette (workshop) with Christine Connor (Goethe-Institut)

Assignments (due before we meet for class on day 1 in week 6):
- Recording: Small talk – Record yourself having small talk with a friend of yours. Pretend that you both work in a company and that you are in the professional environment.
- Reflection Journal: What did you learn about small talk and business etiquette in the workshop? What surprised you the most? How similar is German small talk to American small talk? Are there any differences? What differences have you noticed? What is your takeaway for your professionalization?

Week 6: TalkAbroad Conversation 1

Goal for the Week: Students will be able to engage in a meaningful conversation about business environments with a native speaker.

Day 1:

Reading:
1. Wirksame Kommunikation meistern: Der ultimative Leitfaden (impactivation.net)

Watch:
1. Meet the Germans: A guide to making small talk in Germany:
   https://youtu.be/539n0ahI0Ts?si=Tunw8bDA-24lIOWo
2. Meet the Germans: Taboos: What Germans don't like to talk about:
   https://youtu.be/dN3hs7WyE10?si=-PfW3e80tRRmhYQ1

In-class Activity:
- Module on the first topic: Business Communication (small talk, cultural etiquette, and networking and relationship-building)
- Role-plays

Assignment (due before we meet for class on day 2 in week 6):
- Write 5 questions you would like to ask your TalkAbroad Partner
- Quiz
- Vocabulary exercises in preparation for the first TalkAbroad conversation
- Schedule your first TalkAbroad conversation and conduct it by the end of week 8

Day 2:

No Readings

In-Class Activity:
- Meet at Mozart's for Kaffee and Kuchen (4784 N. High Stret) and to talk to the owner, Doris Saha, about her journey as an entrepreneur from Switzerland to Columbus

Assignment (due before we meet for class on day 1 in week 7):
- Bring notes and questions from our field trip to class.
- Reflection Journal: Reflect in 200 words on your first TalkAbroad conversation and write what else you have learned about small talk, cultural etiquette, and networking in Germany.

Week 7: Job Applications

Goal for the Week: Students will be able to understand and analyze a job ad and to start compiling their materials to apply for a job. In addition, they will be able to write their resume and cover letter and to conduct a job interview.

Day 1:

Readings:
1. Job ads – Lesetext 4 Stellenausschreibung in *Gesch*äftsdeutsch (pp. 109-112)

2. Cover Letters – Musterbriefe in *Geschäftsdeutsch* (pp. 97-98)
3. Resume – Lesetext 2 Lebenslauf in *Geschäftsdeutsch* (pp. 102-104)

In-class Activities:
- Lecture on applying for jobs in the German-speaking countries by Katja Garvey, partner and chair of Porter Wright's international business law group and new honorary consul of the Federal Republic of Germany in Ohio
- Vocabulary and grammar exercises

Assignments (due before we meet for class on day 2 in week 7):
- Final project (part 2): Write a job ad for your own start-up. Think about all the elements that a job ad entails. Submit your first draft in CarmenCanvas for feedback. After that, post it on your website.
- Choose a job ad in your field of industry (preferably at the company you chose in week 2) and reply to the corresponding person by writing your resume and cover letter in German. Submit the first draft for feedback, and then submit it for real.

Day 2:
Readings:
1. Job interviews – Lesetext 3 Vorstellungsgespräch in *Geschäftsdeutsch* (pp. 106-108)
2. Job Interviews - Bewerbungsgespräch Tipps 2024 [inkl. Leitfaden] (workwise.io)

Watch:
1. Job Interview - An Example: https://youtu.be/11BJb_sHFiw?si=WZXCknBmHOIn6UYb
2. Job Interview – 10 FAQs: https://youtu.be/dZGD1xemB5I?si=Iz5POpZfjWUZ4Kk7

In-class Activities:
- Lecture on verbal and non-verbal communication and cultural etiquette in job interviews
- Role-plays between employers and potential employees

Assignments (due before we meet for class on day 1 in week 8):
- Final project (part 3): Write your professional introduction. Submit it in CarmenCanvas for feedback. Then record your 3-minute-long professional introduction for your start-up company and post it on your website.
- Journal Reflection: Write a 300-word summary of the role-play and your thoughts about the job interviews in the German-speaking countries. Are they like those in the U.S.? Are they different? What differences have you noticed so far?

WEEK 8: VIRTUAL EXCHANGE WITH KARLSRUHE UNIVERSITY OF APPLIED SCIENCES

Goal for the Week: Students will be able to engage in a virtual exchange to learn about German business practices and collaborate on a joint project with German students.
Day 1:

Readings:
1. <u>Unternehmen in Karlsruhe: [Die 10 größten Firmen] | zutun.de</u> (prepare questions or discussion points to ensure a productive virtual exchange)

In-Class Activities:
- Synchronous meeting between Karlsruhe University of Applied Sciences
- Icebreakers, naming activities, arrange small groups for collaborative projects

Assignment (due before we meet for class on day 1 in week 9):
- Post your polished professional introduction in Microsoft Teams. Schedule weekly synchronous meetings to develop an innovative product or service that addresses a common challenge in both markets and to work on your final project. Present to your German fellow students the existing content on your website.

<u>Day 2:</u>
Autumn Break

Part Three: Social Policies of the Professional World

Week 9: Social Benefits and Business

Goal for the Week: Students will be able to understand and analyze social benefits in different companies in the German-speaking world and to explore new advancements regarding DEI.
<u>Day 1:</u>
Readings:
1. Social Security – Lesetext 1 Soziale Sicherheit in *Geschäftsdeutsch* (pp. 164-170)
2. Income and Expenses – Lesetext 2 Abgaben und Leistungen in *Geschäftsdeutsch* (pp. 170-175)
3. Social Help – Lesetext 3 Sozialhilfe in *Geschäftsdeutsch* (pp. 175-177)

In-class Activities:
- Lecture on social benefits in the German-speaking countries
- Role-plays

Assignment (due before we meet for class on day 2 in week 9):
- Explore the social benefits of the company you chose in week 2 and create a mini presentation.
- Final Project (part 4): Think about social benefits you would like to offer your employees in your start-up company and then write them down. Submit your first draft for feedback. After that, post it to your website.
- <u>Reflection Journal</u>: Discuss with your German fellow students the social benefits in Germany and the U.S. Then write a 300-word summary of your newly gained knowledge. How is it in Germany? Is it like in the U.S.? Is it different than in the U.S.? How so?

<u>Day 2:</u>
Reading:
1. Social and diverse: <u>Sozial und divers: Was nachhaltige Unternehmen auszeichnet - Wirtschaft - SZ.de (sueddeutsche.de)</u>

Watch:
1. How about diversity in German companies? Wie steht es um die Diversität in deutschen Unternehmen? <u>https://youtu.be/MlhM5eUwX4Q?si=_hGv5yWD3xmHbw4G</u>

In-class Activities:
- Lecture on diversity and social justice in German companies
- Grammar and vocabulary exercises
- Role-plays

Assignments (due before we meet for class on day 1 in week 10):
- <u>Reflection Journal</u>: Write a 300-word summary of what you have learned about diversity in German companies. Is it like in the U.S.? Is it different? How so? Where would you prefer to work?
- <u>Final project (part 5)</u>: Discuss with your German fellow student the practices on diversity in Germany and then write the first draft of your diversity, equity and inclusion statement. Submit it for feedback. Then upload it to your website.

Week 10: TalkAbroad Conversation 2 1

Goal for the Week: Students will be able to engage in a meaningful conversation about diversity, equity and inclusion in German companies.
<u>Day 1:</u>
Watch:
1. Meet the Germans: German Job Market

In-Class Activities:
- Module on diversity, equity and inclusion on the job market and work-life balance
- Vocabulary exercises
- Role-plays

Assignment (due before we meet for class on day 2 in week 10):
- Schedule your second TalkAbroad Conversation to talk about DEI issues, job market, and work-life balance and conduct your conversation by the end of week 12.
- <u>Reflection Journal</u>: Write a 300-word summary of your second TalkAbroad conversation. What else did you learn about DEI in Germany?

Day 2:
No Reading
In-Class Activities:
- We will meet at Hofbräuhaus Columbus at 800 Goodale Blvd to practice making deals over lunch and to give formal speeches in front of an audience and a German native speaker based on the OPI guidelines.

Assignment (due before we meet for class on day 1 in week 11):
- Bring your notes and questions from our field trip to our class.
- Reflection Journal: Discuss with your German fellow student business practices in a restaurant and then write a 300-word summary as to how German and American practices differ from each other.
- Quiz

Week 11: Human-Environment Interactions

Goal for the Week: Students will be able to explore the interactions between business activities and the environment, focusing on real-world case studies.
Day 1:
Reading:
1. Diese Unternehmen sind Vorreiter in Sachen Nachhaltigkeit

In-Class Activities:
- Lecture on sustainability in the German-speaking countries
- Case analysis of different companies I

Assignment (due before we meet for class on day 2 in week 11):
- Explore the sustainability of the company you chose in week 2 and create a mini presentation.
- Final Project (part 6): Discuss with your German fellow students the matter of sustainability in Germany and then write a sustainability statement for your start-up. Submit the first draft for feedback. Then post it on your website.

Day 2:
No Readings
In-class Activities:
- Mini presentations
- Case analysis of different companies II

Assignment (due before we meet for class on day 1 in week 12):
- Quiz
- Grammar and vocabulary exercises
- Reflection Journal: Write a critical analysis of the chose case study in 300 words in German, evaluating the business's environmental practices and suggesting improvements.

WEEK 12: INNOVATION AND TECHNOLOGY IN GERMANY

Goal for the Week: Students will be able to explore technological advancements and research and development (R&D) in Germany, focusing on a specific tech company.
Day 1:
Watch:
1. Vorsprung durch Innovation: https://youtu.be/ffwHCVUyhC8?si=4VUXL-nVS3v0kkJm

In-Class Activities:
- Lecture on technological advancements and R&D in Germany
- Small group discussion: How will the professional world look like in 2070?

Assignment (due before we meet for class on day 2 in week 12):
- Reflection Journal: Discuss with your German fellow student innovations in German and American companies and write a 300-word summary.
- Final project (part 7): How innovative is really your project? Make a commercial short video for the innovative product you have developed with your German fellow student.
- Create a mini presentation about an innovative company or the innovations that the company you chose in week 2 has come up with recently.

Day 2:
Reading:
1. The most innovative companies in Germany: Das sind Deutschlands innovativste Unternehmen 2024 - Capital.de

In-class Activities:
- Mini presentations
- Grammar and vocabulary exercises

Assignment (due before we meet for class on day 1 in week 13):
- Reflection Journal: Write a 300-word summary of what you have learned about the innovations in German companies. How advanced are German companies?
- Grammar and vocabulary exercises

WEEK 13: TALKABROAD CONVERSATION 3

Goal for the Week: Students will be able to engage in a meaningful conversation about role-playing in German companies.
Day 1:
No Readings
In-Class Activities:
- Module on role-playing: role-playing customer interactions, problem solving in professional settings

- Grammar and vocabulary exercises
- Role-plays

Assignment (due before we meet for class on day 2 in week 13):
- Schedule your second TalkAbroad Conversation to talk about DEI issues, job market, and work-life balance and conduct your conversation by the end of week 15.
- Reflection Journal: Write a 300-word summary of your second TalkAbroad conversation. What else did you learn about role-playing in Germany?
- Conduct an interview with an employee from the company you have been exploring throughout the semester and add your notes to the portfolio.

Day 2:
No Readings
In-class Activities:
- Discuss and reflect on your experience with German fellow students
- Small group activity: Imagine the future of your start-up

Assignment (due before we meet for class on day 1 in week 14):
- Prepare to present your start-up next week in class
- Submit your portfolio with your cover letter, resume and the information about the company you have explored through the semester
- Reflection Journal: Write a 300-word paragraph as to how your cultural understanding of the German-speaking countries and businesses has changed throughout the semester.

WEEK 14: FINAL PROJECT PRESENTATIONS

Goal for the Week: Students will demonstrate to themselves and each other a deep scholarly understanding of their start-up companies. Students will learn from each other and offer each other constructive feedback.
Day 1: Presentations by groups
Day 2: Presentations by groups

Week 15: Course Review and Reflection

Goal for the Week: Students will have the opportunity to reflect on what they learned in this class and their COIL experience; they will return to the course ELOs and consider if they have met their goals and how.

Day 1: Last Day of Classes

Reading:

- Course ELOs

In-class Activities:

- Revisit and discuss class ELOs

- Reflect on COIL experience
- IDI results debrief

Assignments (by the end of the day):

- Online Discussion: Discuss with your German fellow students the possibility to start a new company (together).
- Fill out the SEI and SRT evaluation.

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

10. Dec 2024 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Core Required Courses					
1101.01 German 1 -*GE*	B	B	B		B
1101.02 German 1 (DL) -*GE*	B	B	B		B
1101.51 German 1: Self-paced -*GE*	B	B	B		B
1102.01 German 2 -*GE*	B	B	B		B
1102.02 German 2 (DL) -*GE*	B	B	B		B
1102.51 German 2: Self-paced -*GE*	B	B	B		B
1103.01 German 3 -*GE*	B/I	B/I	B/I		B/I
1103.02 German 3 (DL) -*GE*	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -*GE*	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20th-century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B			B/I	I
3689 or equiv. (data) Words Across the World				I	I
Advanced Required Courses					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
3510 ALI German for the Professions	I	I	I	I	I
3600 Topics in German Linguistics/Language	I	I	I	I	I
3602 German for the Professions 1	I	I	I	I	I
3603 Translation 1	I	I	I	I	I
4200 Senior Seminar in German: Literature, Art and Film (German)	A	A	A	A	A
4300 Senior Seminar in German: Culture Studies, Social and Intellectual History (German)	A	A	A	A	A
4600 Senior Seminar in German: Linguistics/Language (German)	A	A	A	A	A
4602 German for the Professions 2	A	A	A	A	A
4603 Translation 2	A	A	A	A	A
Advanced Required Courses in English					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
Elective Courses in German					
5602 ALI: German for the Professional World	A	A	A	A	A

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Elective Courses in English					
2250 Berlin: Stories, Languages, and Ideas *GE*	B			B	B
2251 German Literature and Popular Culture *GE*	B			B	B
2252H The Faust Theme *GE*	B			B	B
2253 Magic, Murder and Mayhem *GE*	B			B	B
2254.01 Grimms' Fairy Tales and their Afterlives *GE*	B			B	B
2254.02 (DL) Grimms' Fairy Tales and their Afterlives *GE*	B			B	B
2255 Postwar Germany and Japan *GE*	B			B	B
2256 Fan Fiction: From Homer to Harry Potter *GE*	B			B	B
2310 Introduction to Literature, Culture, and the Environment	B			B	B
2352 Dresden Yesterday and Today *GE*	B			B	B
2367 German Literature and American Culture *GE*	B			B	B
2451 Hollywood: Exiles and Émigrés *GE*	B			B	B
2798.02 Berlin**,** Then and Now: People, Places, and Experiences *GE*	B			B	B
3250.01 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany *GE*	I			I	I
3250.02 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany *GE*	I			I	I
3252.01 The Holocaust in Literature and Film *GE*	I			I	I
3252.02 (DL) The Holocaust in Literature and Film *GE*	I			I	I
3253.01 German immigration in the US *GE*	I			I	I
3253.02 German immigration in the US *GE*	I			I	I
3254H Representations and Memory of the Holocaust in Film *GE*	I			I	I
3354.01 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures GE	I			I	I
3354.02 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures GE	I			I	I
3256 Coming to Terms with the Holocaust and War in Germany**:** *Vergangenheitsbewaeltigung* *GE*	I			I	I
3317 Black Identity & Culture in German-Speaking Europe *GE*	I			I	I
3317H Black Identity & Culture in German-Speaking Europe *GE*	I			I	I
3351 Democracy, Fascism and German Culture *GE*	I			I	I
3352 Dresden Yesterday and Today *GE*	I			I	I
3353H German Intellectual History: Marx, Nietzsche, and Freud *GE*	I			I	I

3434 Bad Science: Toxic Intersections Between Cultural Politics and Intellectual History in the German Tradition *GE*	I				I	I
3451H Religion in Modern German Literature and Philosophy *GE*	I				I	I
3456 Global Changemakers *GE*	I				I	I
4191 Internship in German	A				A	A
4252 Masterpieces of German Literature *GE*	A				A	A
4670H Cinema and the Historical Avant Garde *GE*	A				A	A

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Appendix

Program Goals of the German Major at The Ohio State University

Linguistic Proficiency Students demonstrate linguistic proficiency in German at the B2 or C1 level of CEFR, they reflect on their own language and gain translation skills.

Knowledge Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

Critical Analysis Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

Understanding/Perspective Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

Research/Inquiry Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, and to evaluate the validity of resources available in the media landscape.