



# UNIVERSITY OF TORONTO

CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2026

May 6 - June 26, 2026

## **GER300Y0: Advanced German Immersion I & II**

**Instructor** Sun-Young Kim  
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**Office hours** 2-3 pm on Tuesdays & Thursdays and by appointment

**Class meets** Monday-Friday 9 a.m. - 12:30 p.m. Some student presentations and course activities will take place in the afternoon.

### **Materials**

- *Weitblick – Das große Panorama. Deutsch als Fremdsprache Kursbuch und Übungsbuch* Band 2.1, Cornelsen, 2019
- *Grammatik aktiv B2 – C1, 2. Ausgabe*, Cornelsen, 2024
- *MOMO* Michael Ende, G. Thienemann, 2014
- Additional material to be distributed by the instructor

### **Course description**

This is an intensive course - a full-year curriculum condensed into six and a half weeks - designed to build on the comprehension, writing, reading, and speaking skills acquired in an intermediate German course. Students will hone and advance these skills through classroom instruction, excursions, and an immersion experience that includes living with a German host family. A review of key grammatical concepts, improvement in overall fluency, and deeper knowledge of German-speaking cultures, are central learning objectives of this course. The language of instruction is German, and all textbooks and readings are likewise in German.

### **Course objectives**

This course is organized around a few key objectives, namely: **linguistic proficiency, interpersonal communication, and intercultural understanding**. These goals are pursued through task-based language instruction, personal experiences, level-appropriate literary texts, and lectures. Emphasizing student-centered, communicative learning, the course encourages students to interact spontaneously and meaningfully in German. Students work on refining their reading, listening, speaking, and writing skills through a wide range of texts and communicative activities. Strategies to enhance language-learning skills, such as developing effective vocabulary routines, employing targeted listening techniques, and using reflective learning journals, are another integral part of this course.

### **Extra Help**

Additional help with of class work will be provided through individual consultation with the course instructor and other members of the CSSG team on Mondays through Thursdays, between 2:00 and 3:00 p.m.



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## Prerequisite

Two years of German study at a Canadian university or equivalent, including one year of Beginners' level and one year of Intermediate level. As first- and second-year German courses vary across the country, students might be asked to take a placement test to determine the appropriate course level.

## Program Requirements

To successfully complete the program, you must reside in Germany for its entire duration. You are required to attend all classes in Kassel, live with a host family, and participate in all mandatory program activities. These elements are fully integrated into the course and reflected in the assignments.

Students may travel within Germany and other German-speaking countries during their free time. Travel to additional European destinations is best planned before or after the program.

**Note:** If you leave the city for a trip, you must notify the onsite staff by email prior to the departure. Your email must include:

1. Where you are going
2. Your mode of transportation
3. Your exact departure and arrival times in Kassel

In addition, you must sign **an absence form** and submit it to Dr. Sun-Young Kim no later than 24 hours before departure.

## Attendance Policy

**Absences:** If you are unable to attend a lecture or field trip, you must notify me and on-site staff promptly by email before the start time of the lecture/fieldtrip, detailing the reason for your absence. Failure to attend a class or field trip without documentation (e.g., official medical note or approval of the On-site Coordinator) will result in a 5% deduction from a student's final grade. A subsequent absence without a documented excuse will result in an additional 10% deduction from a student's final grade. A third absence without a documented excuse will result in immediate dismissal from the program including residence/homestay, if applicable. Personal travel is not a valid excuse for missing class and no special consideration will be given.

**Lateness:** For every class hour you miss, 1 % will be deducted from your final participation grade.

## Language Agreement

The CSSG is an immersion program, and using German as much as possible is central to its success. We therefore ask all students to commit to speaking only German during CSSG activities. Each week the class votes anonymously to award a green card to the student who has made an exceptional effort to speak German outside the classroom.

All students will be asked to sign the CSSG Language Agreement at the start of the program. This policy is in place to support your immersion experience and will be applied consistently.

## Grading Policies, Required Work, and Late Assignments

Evaluation of your performance in this course will take several forms. The evaluation system is designed to reflect your ability to actively and effectively participate in various language-related activities, both in and out of the classroom. You are expected to attend class every day, be prepared to



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interact in German in different situations, keep up with the course material, complete and submit assigned homework when due, and complete the assessments outlined under “Evaluation” below.

We believe that learning a foreign language is the development of a skill, not the acquisition of a body of knowledge. You begin with the basics and through study and practice you advance to greater complexity. The key to expression is meaningful practice with other speakers and learning by working collaboratively with others. In class, we frequently engage in partner- and group-work as this maximizes your opportunities to practice your language skills. Consequently, the quality of the education you receive and your class performance will depend on the amount and quality of your own effort, as well as willingness to engage with others.

## Evaluation

- |                             |      |
|-----------------------------|------|
| • Pre-course assignment     | 5 %  |
| • Active participation      | 15 % |
| • Peer evaluation & support | 5 %  |
| • Language learning journal | 10 % |
| • Homework exercises        | 10 % |
| • Two oral presentations    | 15 % |
| • In-class essay            | 10 % |
| • 2 Tests                   | 30 % |

## Assignment dates

- Pre-course assignment: **first day of the orientation**
- Peer evaluation & support: **May 8, 20, June 5, 19**
- Language learning journal: **May 15, 26, June 3 and 16**
- Homework exercises: completed **daily**
- Test 1: **May 27**
- First oral presentation: **June 2**
- Berlin poster presentation: **June 9**
- In-class composition: **June 15**
- Second oral presentation: **June 18**
- Test 2: **June 22**

## Note:

- Late assignments will be accepted; however, **10%** will be deducted for each day past due. If you are falling behind on an assignment, it is always best to contact and talk to your instructor.
- Your instructor reserves the right to adjust the due dates. You will be notified of any changes in advance on Quercus and in class.

## Descriptions of Assignments and Evaluation Criteria

**Pre-course assignment (5%).** The purpose of this pre-course assignment is to help you become familiar with Kassel and to give your instructor an initial sense of your writing skills. This assignment may serve as the foundation for other course tasks, including oral presentations.



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**Research 3 places in Kassel** that you would like to visit and write in German why each location interests you. Please write approximately **80-100 words for each place**. You may use the internet, communicate with your host family, or consult travel guides and similar resources, but **do not copy or paste sentences from your sources**. Use your own words and cite all sources ([MLA-Style](#)). Aim to use basic to intermediate-level structures, such as correct subject–verb agreement, separable-prefix verbs, appropriate vocabulary, and some subordinate clauses.

**Active Participation (15%)** is evaluated based on the raw score of attendance combined with a mark for active participation in all aspects of class (based on preparedness, initiative taking, willingness to communicate, volunteering answers, asking questions, cooperation in pair- and teamwork, etc.). Active participation includes the placement test, attending other students' class presentations and personal engagement in the cultural program (e.g. tours, movies, Berlin poster and project presentations) as reflected in the language learning journal.

**Peer evaluation & support (5%)**. Across the program, students will engage with one another to set personal learning goals and support one another in striving toward them. You will pair up with a series of 4 different students from the program on **4 occasions** (outside of class on **May 8, 20, June 5, 16**). On these occasions, you will use a worksheet to self-evaluate and discuss your motivations, goals, and learning strategies with a peer who will complete that worksheet on your behalf.

You will not evaluate each other, but rather take notes, offer personal feedback, and help each other stay focused on your individual learning goals. After each meeting, you will submit the report about you to your instructor who will grade it based on task completion and depth of engagement. The report will be returned to you before the next evaluation day, so that you can refer to them when engaging with another peer. This task may be completed in English, but you are encouraged to shift toward using German over the course of the program.

**Language learning journal (10%)**. This regular assignment is used for personal writing development, language awareness, and learning awareness. You will write a total of 16 entries that are submitted 4 times (4 handwritten entries x 4 submissions. Length: ~80-100 words per entry; double-spaced). You will find the due dates in the "Assignment Dates" section above. Please note:

- The primary learning objective of the language learning journal is to improve your writing skills and active vocabulary. Writing small amounts regularly in a low-stakes format will help you develop greater fluency in German. Journal writing gives you an opportunity to develop your thoughts and opinions about your language learning journey in Germany. While you can write about any topic, you will be given writing prompts to help you reflect on the experiences, in which you communicated with a German speaker (e.g. a host family member, people at excursion sites, people at the CSSG). Try to incorporate newly learned vocabulary and grammatical structures as often as possible.
- Another function of this journal is to provide a record of your acquisition. Thus, at least once a week, write a journal entry concerning one communicative experience in German to reflect on whether, how, and why the communication was (not) successful ("Did you achieve what you intended or not?") and adjust personal learning goals (i.e. identify and tackle common errors, set targets for speaking more often and in varied places, strive to activate new vocabulary, use more complex sentences, ask more questions).



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- Your journal will be graded on the breadth and depth of your reflections, clarity at the sentence level, vocabulary, grammatical accuracy, complexity, and overall comprehensibility and coherence. Your incorporation of corrections and improvements over the course of the term will also factor into the final grade.

**Homework Assignments (10%)** include daily tasks for reading, listening, speaking, and writing derived from the *Weitblick Kursbuch* and *Grammatik Aktiv* as well as the novel *MOMO*. It is important for you to complete all assignments to keep up with the learning progression. The assigned tasks and exercises will be handed in (self-corrected, if required) for correction and feedback from the course instructors. Extra help is available during office hours; see “Extra help” above.

**Two oral presentations (7.5% x 2 = 15%)** concern thematic content of the *Weitblick* textbook and the novel *MOMO*. The first oral presentation may involve some research and may include the development of a **poster or slide presentation**, for instance. The second oral presentation is a **roleplay** based on *MOMO*. Both presentations will be graded and assigned scores according to the following criteria: 1. completion = preparation, any supporting material, creativity; 2. interaction = when relevant; 3. vocabulary = register, range, appropriateness, and fluency; 4. grammar = range and accuracy of grammatical structures; 5. pronunciation and intonation; 6. coherence = logical and comprehensible organization of content; 7. achievement of communicative goals; 8. consistency in speaking freely = only with use of cues.

**Tests (2 x 15% = 30%)**. Each assessment is cumulative, covering all material studied, and test your reading and writing skills, as well as your knowledge of grammar, vocabulary, and texts covered in this class.

**In-class essay (10%)**. You will write an essay on a topic related to the novel *MOMO* and demonstrate your ability to understand basic components of literary interpretation and (inter)cultural analysis and to use creative and academic writing skills. Your essay will be evaluated according to an error/wordcount ratio combined with the rubric below.

|   |  |
|---|--|
| 5 | Appropriate choice of vocabulary; good variety; appropriate sentence transitions; very good overall organization; and successful use of appropriate imagination, insight and ideas.                              |
| 4 | Generally appropriate vocabulary; some variety; generally appropriate sentence transitions; good overall organization; and attempts to use imagination, insight and ideas.                                       |
| 3 | Choice and variety of vocabulary is standard; sentence transitions are standard and limited in number; basic organization; none of the above interferes with the comprehensibility of communication.             |
| 2 | Choice and variety of vocabulary is limited; sentence transitions may or may not be present; basic or little attention to organization; some or all of the above inhibit the comprehensibility of communication. |
| 1 | Choice and variety of vocabulary is very limited; sentence transitions are not or only rarely present; little or no attention to organization; intended meaning can hardly be understood.                        |
| 0 | Intended meaning cannot be understood.   |



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## Grading – U of T Undergraduate Grade Scale

| Grade Meanings    | Refined Letter Grade Scale | Numerical Scale of Marks | Grade Point Value |
|-------------------|----------------------------|--------------------------|-------------------|
| <b>Excellent</b>  | A +                        | 90 – 100%                | 4.0               |
|                   | A                          | 85 – 89%                 | 4.0               |
|                   | A –                        | 80 – 84%                 | 3.7               |
| <b>Good</b>       | B +                        | 77 – 79%                 | 3.3               |
|                   | B                          | 73 – 76%                 | 3.0               |
|                   | B –                        | 70 – 72%                 | 2.7               |
| <b>Adequate</b>   | C +                        | 67 – 69%                 | 2.3               |
|                   | C                          | 63 – 66%                 | 2.0               |
|                   | C –                        | 60 – 62%                 | 1.7               |
| <b>Marginal</b>   | D +                        | 57 – 59%                 | 1.3               |
|                   | D                          | 53 – 56%                 | 1.0               |
|                   | D –                        | 50 – 52%                 | 0.7               |
| <b>Inadequate</b> | F                          | 0 – 49%                  | 0.0               |

\*\*\*Students may request feedback on the status of their overall grade at any given moment in the semester (and after a minimum of 15% of the gradable components of the course have been completed)

### CSSG Behavior Agreement

All students are required to sign the CSSG Behavior Agreement and are also bound by the University of Toronto's [Code of Student Conduct](#).

### Academic Integrity

**We take academic integrity very seriously.** Academic integrity is defined as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Dishonesty of any kind will not be tolerated in this course! Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, using autocorrect, online translators or Generative AI, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Academic Integrity office for possible further disciplinary sanctions. For more please visit [University of Toronto Code of Behavior on Academic Matters](#).



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## **Generative AI**

The use of translation and/or generative artificial intelligence tools or apps (including tools like DeepL, ChatGPT and other AI writing or coding assistants) for the preparation and completion of an examination, term test, assignment, or any other form of academic assessment in this course is strictly **prohibited** and will be considered an academic offence.

Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.

This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

## **Recording of Lectures**

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

## **Specialized Support and Disability Services**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with their instructor and must have written documentation of their disability from their home university.

## **Cell Phone Use**

Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom. Digital dictionaries or smart phones are permitted for checking single words and basic expressions. They are not permitted for sentence-length translating or during quizzes and other assessments.