

Department of Modern Languages  
Faculty of Humanities  
University of Kelaniya  
Sri Lanka

**SPECIFICATION FOR EXTENSION PROGRAMMES**

<b>Key Features of the Programme</b>	
<b>Programme title:</b>	Bachelor of Arts Honours in German Studies
<b>Final award: BA or BA (Hons), BSc. Hons)</b>	BA (Hons) in German Studies
<b>(SLQF) Level</b>	6
<b>Exit Award/Fall-back Award</b>	BA (Hons) in German Studies
<b>Programme Code</b>	GERM
<b>Cohort(s) programme/s to which this programme specification is applicable:</b>	None
<b>Awarding institution/body:</b>	University of Kelaniya
<b>Teaching institution:</b>	University of Kelaniya
<b>Faculty:</b>	Faculty of Humanities
<b>Language of study and assessment</b>	German for all course units except for ones conducted in English Medium and Professional Subject Stream units
<b>Departmental web page address:</b>	<a href="https://hu.kln.ac.lk/depts/modlang/">https://hu.kln.ac.lk/depts/modlang/</a>
<b>Method of study (Fulltime/Part-time/Split/Other)</b>	Fulltime
<b>Mode of teaching/delivery (direct classroom teaching/online/distance etc.)</b>	Blended Learning - Direct classroom teaching and online teaching
<b>Total no of notional hours</b>	50 x 120 = 6000

<b>Credit value of the programme</b>	The BA (Hons) in German Studies has a total value of 120 SLQF credits Each credit comprises 50 notional hours as defined by SLQF
<b>Maximum and minimum period of registration</b>	From the effective date of registration: 4 years (minimum) - 6 years (maximum)
<b>Placement and/or study Abroad</b>	1 semester internship
<b>Criteria for admission to the programme (including SLQF level)</b>	Minimum entry requirement is completion of SLQF Level 3  01. In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits. 02. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. 03. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.
<b>Length/duration of the programme</b>	4 years (8 semesters)
<b>Progression: Employment and further study opportunities</b>	Completion of SLQF Level 6 meets the minimum entry requirement for SLQF Level 7, 8, 9, 10, 11 and 12. German is one of the international languages much in demand in of business and international trade as well as in the hospitality industry. German-speaking communities are not confined to the EU alone. Hence, the graduates of BA (Hons) in German Studies have ample opportunity to find rewarding careers in numerous fields locally and overseas. The BA (Hons) Programme in German Studies prepares students to graduate with a proficiency in the German language, literature and cultural competence leading to careers in numerous fields including teaching, Linguistics, diplomatic service, public service, international trade and business, social work, airlines, hospitality and tourism, technical writing and translation, international organisations, non-governmental organisations, social media, publishing and advertising.
<b>Relevant Subject Benchmark Statement (SBS), if specified</b>	Reference to the Subject Benchmark Statement for Languages, Culture and societies published by the Quality Assurance Agency for UK Higher Education.
<b>Programme coordinator</b>	Snr. Prof. Neelakshi C. Premawardhena

<b>Board of Examiners:</b>	Examiners are nominated by the Head of the Department and the Faculty Board of Faculty of Humanities and are appointed with the approval of the University Senate.
<b>Professional body of accreditation</b> (if applicable):	N/A
<b>Brief Introduction of the Awarding Institution &amp; Department (approx. 500 words)</b>	
<p>The University of Kelaniya has a long history of over 150 years originating from the Vidyalankara Pirivena in 1875. The year 1959 saw the establishment of University of Kelaniya as a modern university.</p> <p>The Department of Modern Languages is one of the oldest departments in the University of Kelaniya. It is distinguished as a centre of excellence in foreign language studies in Sri Lanka. The Department offers language courses in German, French, Russian, Japanese, Chinese, Korean and Spanish for the Bachelor of Arts Degree Programme and two-year Certificate Courses. Chinese, French, Japanese, German, Korean and Russian Studies are also offered for the Bachelor of Arts Honours Degree Programme. Currently over 1200 students are registered for courses offered by the Department. The postgraduate study programmes include the research degrees Master of Philosophy and Doctor of Philosophy.</p> <p>The mission of the Department is to equip the students with a thorough and multidimensional knowledge of target language, culture and literature by utilizing methodological-didactical principles in language teaching and learning. Consequently, their newly gained knowledge will arm them with expert language skills which will be beneficial in the real-world working environment. With the intention of accomplishing these objectives, the language sections of the department have developed numerous mechanisms. In addition to the application of multifaceted teaching strategies, amplifying the level of language proficiency by aiming at developing four skills of language competency i.e. reading, writing, listening and speaking as well as cultural competence, knowledge in literature, arts, creative writing, presentation skills, computer literacy and social skills in preparing the students for their future careers are focal objectives of the Bachelor of Arts degree programmes.</p> <p>University of Kelaniya is the only university in Sri Lanka with a dedicated Department of Study for Modern Languages offering foreign language studies as main subjects for the Bachelor of Arts three year and four year Honours Degree Programmes. With the expertise and experience of the academic staff, the Department of Modern Languages also operates as a resource centre for Ministry of Education, Department of Examinations, Department of Official Languages, Department of Immigration and Emigration, Sri Lanka Tourism Development Authority and National Institute of Education.</p> <p>The Department of Modern Languages endeavours to integrate areas of competency to gratify the requirement of industry in its curriculum. Major areas that have been incorporated in the curriculum from the academic year 2004/2005 are specialised areas in German/ French/ Russian/ Chinese/ Japanese/ Korean for professional purposes, technical writing, research and translation skills; teaching methodology and training. The Education Ministry of the Government of Sri Lanka has created posts for graduate teachers in foreign languages from the year 2005. Thus, it is the Department's objective to produce well trained and qualified teachers for secondary schools. Foreign languages are offered at both national examinations, G.C.E. Ordinary Level Examination G.C.E. Advanced Level Examination. The</p>	

demand for foreign languages in secondary schools has revealed an extraordinary upsurge over the last decade. As a positive consequence a steady escalation of career prospects in local and international schools for graduates of the department was perceptible. Furthermore, the department carries the responsibility of conducting the course modules in foreign languages for the Honours Degree Programmes in International Studies and Tourism Studies offered by the Faculty of Social Sciences. In addition, many cultural events are organised for the students by the Department and the individual language societies that include the Annual Cultural Show and Exhibition, Food Festival, French Evening, German Evening, Essay and Poetry competitions, cultural exchange programmes with partner universities and field visits.

### **Introduction of the Programme**

The Bachelor of Arts Honours Degree Programme in German Studies entails a profound study of the language, literature, linguistics, history, culture and society and intends to impart the skills in oral, aural, reading and written communication, cultural competence, translation and interpretation, research methodology, teaching methodology and didactics including Computer Assisted Language Learning (CALL). The course is conducted exclusively in the target language with the exception of one unit in each level which is conducted in English in order to equip the students with advanced skills in English as a Second Language. The students are expected to have A1 Level of proficiency of the Common European Framework of Reference (CEFR) reached during the first year of study at the university. The Levels 1, 2 and 3 of the Honours Degree Programme will enable the students to reach B1, B2 and C1 of CEFR respectively. The thesis submitted at the end of Level 3 after conducting independent research is written in German that requires academic writing skills and language competency of C1 of CEFR. Learning a foreign language broadens the horizons of the students that lead to being tolerant, respectful and accept differences not only in the language, but also in culture, customs and norms. Thus, the students will be equipped with advanced linguistic skills and cultural competence that can be used effectively in social, academic and professional contexts. As learners of a foreign language they will develop intercultural competence, awareness of and sensitivity toward the linguistic and cultural diversity in the global village. One compulsory course unit at each level will be conducted assessed in English medium in order to enhance the English language competency of the students.

### **Overall Aims of the programme**

The course aims at imparting knowledge of the interdisciplinary field of German Studies including linguistic, literary, socio-cultural, historical, philosophical and other perspectives. The students are expected to attain advanced language proficiency corresponding to C1 level of Common European Framework of Reference (CEFR) in reading, writing, listening and speaking that enables them to understand a wide range of demanding texts or conversations, speak across a variety of registers, effectively use the language for social, academic or professional situations and create well-structured and detailed texts on complex topics. The intercultural competence gained during the study programme will enable to students to identify linguistic and cultural diversity between Germany and Sri Lanka, appreciate and value one's own culture and heritage.

The course aims to equip the students with diverse competencies apart from the linguistic skills, including translation and research skills, training in teaching German as a Foreign Language and tourism and hospitality industry as well as social skills, computer literacy and English language skills and that would open numerous career avenues for them upon successful completion of the Degree Programme. Moreover, the students will be prepared for real world working environment with hands on experience gained during the internship on the programme.

## **Programme Learning Outcomes (PLOs)**

At the completion of the degree programme the students are expected to demonstrate the following:

1. **Subject/Theoretical Knowledge**  
Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study - German Studies;
2. **Practical Knowledge and Application**  
Critically analyze data, make judgments and propose solutions to problems;  
Use practical skills and enquiry efficiently and effectively within the area of study;  
Accurately use the established techniques of analysis within the discipline.
3. **Communication**  
Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.
4. **Teamwork and Leadership, Managerial and Entrepreneurship**  
Exercise initiative, personal responsibility and accountability;  
Exercise leadership in the professional environment/work place;  
Work as a team member of a group to achieve given tasks or goals
5. **Creativity and Problem Solving**  
Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;
6. **Information Usage and Management**  
Engage in independent learning using scholarly reviews and secondary sources of information;
7. **Adaptability and Flexibility, Networking and Social Skills, Vision for Life**  
Demonstrate positive attitudes, adaptability, flexibility and social responsibility.
8. **Attitudes, Values and Professionalism**  
Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence
9. **Updating Self /Lifelong Learning**  
Demonstrate awareness of the current developments in the area of study;  
Undertake further training and develop additional skills;  
Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.

Aligned with Learning outcomes of SLQF Level 6

### Contribution of course units/modules to the compliance requirement

For each of the course unit/module in the study programme, indicate the learning outcomes that the students are expected to achieve in the following table.

**Name of the Study Programme: Bachelor of Arts Honours Degree Programme in German Studies**

**SLQF Level of the Study Programme: Level 6**

<b>Course Unit/Module:</b>		
<b>Categories of Learning Outcomes</b>	<b>SLQF Requirements<sup>1</sup></b>	<b>Which learning outcomes are achieved<sup>3</sup></b>
1. Subject / Theoretical Knowledge	demonstrate a substantive knowledge and understanding of the core aspects of the area of study	1
2. Practical Knowledge and Application	critically analyze data, make judgments and propose solutions to problems; use practical skills and enquiry efficiently and effectively within the area of study	2
3. Communication	communicate information, ideas, issues and solutions efficiently and effectively	3
4. Teamwork and Leadership	exercise leadership in the professional environment/work place; work as a team member of a group to achieve given tasks or goals	4
5. Creativity and Problem Solving	critically analyze data, make judgments and propose solutions to problems	5
6. Managerial and Entrepreneurship	exercise leadership in the professional environment/work place	4
7. Information Usage and Management	demonstrate awareness of the current developments in the area of study	6
8. Networking and Social Skills	undertake further training and develop additional skills	7
9. Adaptability and Flexibility	engage in independent learning using scholarly reviews and secondary sources of information	7

10. Attitudes, Values and Professionalism	demonstrate positive attitudes and social responsibility.	8
11. Vision for Life	Demonstrate positive attitudes, adaptability, flexibility and social responsibility	7
12. Updating Self / Lifelong Learning	exercise initiative, personal responsibility and accountability	1, 9

### Course Structure of the Degree Programme and Compliance with SLQF Level Descriptors for a 8 – Semester Study Programme

		Categories of Learning Outcomes											
Programme Learning Outcomes <sup>3</sup>		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 4	PLO 6	PLO 7	PLO 7	PLO 8	PLO 7	PLO 9
Semester	Course Unit	1	2	3	4	5	6	7	8	9	10	11	12
1	GERM 11212	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L4				L4
2	GERM 12242	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L4				L4
	GERM 13224	L1, L2	L2, L3	L3		L1, L2,		L1, L3	L4				L4

						L3							
	GERM 13232	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L4				L4
<b>3</b>	GERM 21533	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
<b>4</b>	GERM 23516	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L4				L4
	GERM 23524	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
	GERM 23546	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3		L3		L3
	GERM 22554	L1, L2	L2	L2		L1, L2		L1	L2				L2
	GERM 23564	L1, L2, L3, L4, L5, L6	L2, L3, L4, L5, L6	L5		L1, L2, L3, L4, L5, L6		L1, L2, L3, L4, L5, L6	L5				L5
	GERM 23574	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
<b>5</b>	GERM 31573	L1, L2, L3, L4	L2, L3, L4	L3, L4		L1, L2, L3, L4		L1, L3, L4	L3, L4				L3, L4
<b>6</b>	GERM 32583	L1, L2, L3, L4	L2, L3, L4	L3, L4		L1, L2, L3, L4		L1, L3, L4	L3, L4				L3, L4
	GERM 33515	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
	GERM 33526	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
	GERM 33534	L1, L2, L3, L4, L5, L6, L7	L2, L3, L4, L5, L6, 7	L5		L1, L2, L3, L4, L5, L6, L7		L1, L2, L3, L4, L5, L6, L7					L7



	GERM 33544	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
	GERM 33554	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
	GERM 33564	L1, L2, L3, L4, L5	L2, L3, L4, L5	L4, L5		L1, L2, L3, L4, L5		L1, L2, L3, L4, L5	L4, L5				L4, L5
7	GERM 41523	L1, L2	L2, L3	L3		L1, L2, L3		L1, L3	L3				L3
	GERM 41563	L1, L2	L2, L3, L4	L3, L4		L1, L2, L3, L4		L1, L2, L3, L4	L4				L4
8	GERM 42574	L1, L2	L2, L3	L2, L3	L2, L3	L1, L2, L3	L2, L3	L1, L2, L3	L2, L3	L2, L3	L2, L3	L2, L3	L2, L3
	GERM 43515	L1, L2, L3, L4	L2, L3, L4	L4		L1, L2, L3, L4		L1, L2, L3, L4	L4				L3, L4
	GERM 43534	L1, L2	L2, L3, L4	L3, L4		L1, L2, L3, L4		L1, L2, L3, L4	L4				L4
	GERM 43544	L1, L2	L2, L3, L4	L3, L4		L1, L2, L3, L4		L1, L2, L3, L4	L4				L4
	GERM 43554	L1, L2, L3, L4, L5	L2, L3, L4, L5	L4, L5		L1, L2, L3, L4, L5		L1, L2, L3, L4, L5	L4, L5				L4, L5
	GERM 43586	L1, L2	L1, L2	L1, L2		L1, L2		L1, L2	L1, L2				L1, L2

**Course Structure**

Course	Course Title	Status (Cor/opti o nal etc.)	SL QF Cre dit	Notional Hours	
				Direct contact hours (teaching/Tut oring)	Self-learning conducting Assessment, preparation for assessment etc
<b>2<sup>nd</sup> Year</b>					
GERM 23516	Oral and Written Communication Skills I	C	6	90	210
GERM 23524	Analysis and Interpretation of German Folk Literature	C	4	60	140
GERM 21533	Introduction to Creative Writing in German	C	3	45	105
GERM 23546	General Skills of Comprehension and Expression	C	6	90	210
GERM 23554	Introduction to German Literature	C	4	60	140
GERM 23564	Introduction to Linguistics*	C	4	60	140
GERM 23574	Social History of German Speaking Countries	C	4	60	140
GERM 21581	Community Service Engagement	C	1	15	35
<b>3rd Year</b>					
GERM 33515	Oral and Written Communication Skills II	C	5	75	150
GERM 33526	Analysis and Interpretation of Non-Literary Texts	C	6	90	210
GERM 33534	Introduction to German Linguistics	C	4	60	140
GERM 33544	History and Interpretation of German Literature	C	4	60	140
GERM 33554	Teaching German as a Foreign Language I	C	4	60	140
GERM 33564	Introduction to Technical Writing and Research Methodology*	C	4	60	140
GERM 31573	Translation of Literary and Non-Literary Texts	C	3	45	105
GERM 32583	Computer Assisted Language Teaching	C	3	45	105

PSIT 32522	ICT Skills for Education and Profession Part I	O	2	30	70
4thYear					
GERM 43515	German Linguistics and Discourse Analysis	C	5	75	150
GERM 41523	History of German Language	C	3	45	105
GERM 43534	Contemporary German Literature	C	4	60	140
GERM 43544	Teaching German as a Foreign Language II	C	4	60	140
GERM 43554	German Culture and Society	C	4	60	140
GERM 41563	Research Methodology*	C	3	45	105
GERM 42574	Internship	C	4	60	400
GERM 43586	Dissertation	C	6	90	300
PSIT 41512	ICT Skills for Education and Profession Part II	O	2	30	70
<b>Total no. of Credits of level 2,3 &amp;4</b>			90		
<b>Total no. of teaching hours</b>			1290		
<b>Total No. of notional Hours</b>			4700		

\* Course units conducted in English medium

## Course Specification

### Field of Study: German Studies

1.	<b>Code of the Course Unit</b>	GERM 23516
2.	<b>Title of the Course Unit</b>	Oral and Written Communication Skills I
3.	<b>Number of Credits</b>	6
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	<p>In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits.</p> <p>A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.</p> <p>“C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.</p>
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>

8.	<p><b>Main objective of the course</b></p> <p>Grammatical structures and vocabulary in corresponding to B1 level of Common European Framework of Reference for Languages (CEFR). Textbook and online teaching material for B1 Level. Authentic texts and video material from print and electronic media.</p>						
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:  L1: analyse different grammatical structures in sentences to understand their functions.  L2: classify the grammatical rules.  L3: use above grammatical structures in everyday conversation and written correspondences.  L4 review the foundations of German grammar and expand their skills at the B1 level of CEFR (intermediate level).</p>						
10.	<b>Content</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>
<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>					
1 <sup>st</sup>	Relative Clause		Students received a text with different relative clauses in nominative, accusative, and dative for introduction. These sentence are extracted from the text and analysed. Students compare and discover the grammatical rule. Students engage in a series of receptive and reproductive exercises practicing the above concept.	3	L1, 2	Reading Writing Speaking Listening Morphological, syntactic structures	
2 <sup>nd</sup>	Relative Clause	Relative clause with prepositions	Students do productive exercises where they practically use the above grammatical structure in everyday conversations. Students are introduced to relative clauses used with prepositions. They practice them in exercises.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures	
3 <sup>rd</sup>	Genitive		Students receive a text with genitive attributes. They scan the text to find out expressions revealing ownership. Students compare the genitives and nominatives of the nouns to discover the construction of Genitive. Students engage in a series of receptive, reproductive, and productive exercises.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures	

4 <sup>th</sup>	Prepositions governed by Genitive		Students receive a series of example sentences with prepositions governed by genitive. They analyse them to identify the meaning and means of use. Students produce sentences with above prepositions.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
5 <sup>th</sup>	Subjunctive II		Students are presented with sentences using subjunctive II, expressing wishes to match with people who express them. Students analyse the above sentences with the guidance of the teacher to determine the meaning and construction. Students practice the construction for different verbs.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures
6 <sup>th</sup>	Subjunctive II	Subjunctive II with modal verbs	Students do a series of productive exercises to practice the structure and to express their own wishes. Students are introduced with subjunctive sentences with modal verbs with exercises.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
7 <sup>th</sup>	Subjunctive II past tense		Students receive a text written in past tense with subjunctive II to analyse the sentences to identify the sentence structure. Students practice the above structure in a series of receptive, reproductive and productive exercises.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Two-part Connectors		Students receive example sentences to analyse them to determine the meaning of the connectors. Students analyse the sentence structures with the guidance of teacher to determine the construction of the sentences. Students will practice the structure in	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures

				receptive exercises.			
10 <sup>th</sup>	Two-part Connectors			Students will practice two-part connector in reproductive and productive exercises and use them in day-to-day conversations.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
11 <sup>th</sup>	Verbs with fixed Prepositions.			Students are introduced to verbs with fixed prepositions in a small personal interview. Students analyse the interview questions to identify the fixed prepositions. Students practice the grammatical structure in a series of receptive, reproductive and productive exercises.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures
12 <sup>th</sup>	Causal Cause	weil denn da		Students analyse example sentences presented in an authentic text to identify the structure of different causal connectors. Students convert causal sentences to other causal sentences. Students produce causal sentences freely in conversation.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
13 <sup>th</sup>	Temporal prepositions			Students receive authentic texts (announcements, advertisements) to extract the temporal information and identify the temporal prepositions and their means of use. Students do a series of receptive and reproductive exercises. Students produce their own announcements giving information on time using correct prepositions.	3		Reading Writing Speaking Listening morphological, syntactic structures

	14 <sup>th</sup>	Revision		Students try out different online grammatical tests of B1 Level to evaluate themselves and identify their strengths and weaknesses.	3	L1, 2, 3, 4	Reading Writing Speaking Listening morphological, syntactic structures
	15 <sup>th</sup>	Revision		Students do a variation of exercises to revise the above grammatical structures and clarify uncertainties.	3	L1, 2, 3, 4	Reading Writing Speaking Listening morphological, syntactic structures
	16 <sup>th</sup>	Clause of Purpose	um zu damit	Students are presented with a text of two people and their purposes that include sentences with um zu and damit. Students analyse sentences expressing purposes and to identify the difference between sentence structures and means of use. Students do a series of exercises 3to practice the structure.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures
	17 <sup>th</sup>	Clause of Purpose	um zu damit	Students practice the structure in reproductive and productive exercises and finally use the structures to talk about their personal purposes.	3	L1, 2, 3, 4	Reading Writing Speaking Listening morphological, syntactic structures
	18 <sup>th</sup>	Passive tense		Students are presented with a procedure or a process of production using passive. Students analyse it to identify the structure and meaning of passive. Students convert active tense sentences to to passive and vice versa.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
	19 <sup>th</sup>	Passive tense	Passive with modal verbs	Students are presented with example sentences using passive tense with modal verbs. They practice the structure in exercises. Students explain a given procedure using passive tense.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures



	20 <sup>th</sup>	Passive tense	Passive in past tense	Students are presented with a text comparing past and present written in passive. Students analyse the sentences to understand the structure. Student build sentences in passive past tense.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
	21 <sup>st</sup>	Temporal Connectors	als/ wenn	Students conduct small personal interviews with questions including als and wenn. Students analyse the questions and answers to understand the difference between the structures. Students practice the structures first in receptive exercises then use them in narrating personal experiences.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
	22 <sup>nd</sup>	Temporal Connectors	nachdem/ bevor	Students receive examples sentences to analyse and identify the construction and meaning of the structures. Students practice them in receptive, reproductive and productive exercises.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Discussion/ Revision		Evaluation and discussion on mid-term written examination and clarification of uncertainties.	3	L4	Reading Writing Speaking Listening morphological, syntactic structures
	25 <sup>th</sup>	Infinitive Clause		Students analyse sentences with purpose clause with infinitive clause to identify the difference. Students compare zu + Infinitiv sentences and dass sentences to understand the similarity in meaning and also to clarify the restrictions in building zu + Infinitive sentences.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures
	26 <sup>th</sup>	Infinitive Clause		Students do a series of exercises (receptive, reproductive and productive) to practice infinitive clause.	3	L1, 2, 3	Reading Writing Speaking Listening morphological, syntactic structures

	27 <sup>th</sup>	Concessive Clauses	obwohl trotzdem trotz	Students are presented with a text including concessive connectors Obwohl and trotzdem with the same meaning. Students analyse them to identify the structure and their meaning. Students convert sentences from one construct to the other. Finally, they make sentences freely in a personal context.	3	L1, 2	Reading Writing Speaking Listening morphological, syntactic structures
	28 <sup>th</sup>	Concessive Clauses	obwohl trotzdem trotz	Students are presented with sentences with the clause trotzdem, where they find a adequate nominalization for the concessive clause. They make sentences with trotz with them.	3	L1, 2, 3, 4	Reading Writing Speaking Listening morphological, syntactic structures
	29 <sup>th</sup>	Revision		Students will participate in a standardized language test for B1 Level.	3	L4	Reading Writing Speaking Listening morphological, syntactic structures
	30 <sup>th</sup>	Revision		Evaluation of the language test and clarification of uncertainties.	3	L4	Reading Writing Speaking Listening morphological, syntactic structures
<b>11.</b>	<b>Number of Notional Hours: 300</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 210				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> Through continuous assessments throughout the year and written examination at the end of the course.						
	Continuous assessments consist of class based assessment, mid semester tests, written assignments (20%), oral presentations at the end of each semester (30%)						
	Final assessment consists of a written examination (50%)						

**13. Recommended Reading:**

Aufderstrasse, H., Müller, J.; Storz, T. (2012). Lagune 3, Ismaning: Hueber.

Braun, B., Doubek M, Schöfer, N. (2017) Intensivtrainer Wortschatz und Grammatik B1 DaF Kompakt Neu, Stuttgart: Klett

Braun, B. Dengler, S. et al (2014) Mittelpunkt neu B1+, Stuttgart: Klett

Buscha, A., Szita, S., (2013). Begegnungen Deutsch als Fremdsprache B1+, Leipzig: Schubert-Verlag.

Hering, A., Matussek, M., Perlmann-Balme, M. (2019) em Übungsgrammatik, Ismaning: Hueber

Koithan, U. Mayr-Sieber, T. et al, (2014). Aspekte neu B1 plus. Stuttgart: Klett

1.	<b>Code of the Course Unit</b>	GERM 23524
2.	<b>Title of the Course Unit</b>	Analysis and Interpretation of German Folk Literature
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	The students are expected to analyse and interpret fictional texts from German folklore including fairy tales, fables, sagas and legends, folk poetry. Comparison and contrastive analysis of these genres and their typical characteristics.

9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:  L1: analyse classical German fairy tales, fables and sagas  L2: classify and differentiate the genres by giving examples  L3: narrate the key events and story lines of the above work.</p>						
10.	<b>Content</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>
<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>					
<b>1<sup>st</sup></b>	Introduction to the fairy tale red riding hood	<p>identify the characters of the fairy tale</p> <p>answer questions based on the fairy tale text</p> <p>analyze the narrative style and the structure of the text</p> <p>Compare the German fairy tale with the Sinhala translation of red riding hood.</p>	<p>Each group will receive a set of images from the red riding hood fairy tale.</p> <p>The learners find the order the correct order of the fairy tale and describe each picture in one sentence.</p> <p>The learners receive a worksheet with the fairy tale text with blanks.</p> <p>The learners fill the missing words while listening to the audio clip of the fairy tale.</p> <p>The fairy tale will be read in the class and answers will be written to the guided questions in pairs.</p> <p>The narrative tale, main characters of the story and the structure of the fairy tale will be analyzed in plenum.</p>	2	L1	<p>Reading</p> <p>Writing,</p> <p>Speaking,</p> <p>Listening,</p> <p>Cultural Competence,</p> <p>Analytical and critical thinking,</p> <p>Logical reasoning</p>	
<b>2<sup>nd</sup></b>	Narrate the red riding hood fairy tale in dialogue form.	<p>Write dialogues to the scenes of the fairy tale.</p> <p>Do a role play in front of the class.</p>	<p>The learners write dialogues in groups to narrate the fairy tale</p> <p>The main characters of the fairy tale are divided among group members.</p> <p>Each group come forward and play their roles in front of the class.</p>	2	L3	<p>Reading</p> <p>Writing,</p> <p>Speaking,</p> <p>Listening,</p> <p>Cultural Competence,</p> <p>Analytical and critical thinking,</p> <p>Logical reasoning</p>	
<b>3<sup>rd</sup></b>	introduction to the fairy tale Sterntaler	<p>identify the characters of the fairy tale</p> <p>answer questions based on the fairy tale text</p> <p>analyze the narrative style and the structure of the text</p> <p>Compare the German fairy tale with the Sinhala translation of red riding hood.</p>	<p>The learners watch a shadow video of the fairy tale and try to guess the story through the narration of the video.</p> <p>The learners discussing groups how the plot of the fairy tale could be and present their findings to the class.</p> <p>The learners receive the fairy tale text in a worksheet where guided questions will be given to write answers.</p> <p>The answers are discussed in</p>	2	L1	<p>Reading</p> <p>Writing,</p> <p>Speaking,</p> <p>Listening,</p> <p>Cultural Competence,</p> <p>Analytical and critical thinking,</p> <p>Logical reasoning</p>	

				the class. The learners analyze the characteristics of the fairy tale and make a check list.			
4 <sup>th</sup>	Introduction to the fairy tale “ Der Fischer und seine Frau”	Identify the characteristic of the fairy tale as an anti-fairy tale. Examine the narrative style of the fairy tale. Understand the plot of the fairy tale.	Each group receive a picture from the fairy tale and learners describe the picture in groups. The learners receive a worksheet with the fairy tale text. The text will be divided according to the scenes and each scene will be analyzed separately. A set of guided questions will be given to write answers while reading the text. The learners analyze the characteristic of the fairy tale as a n anti fairy tale and categorize the characteristics of an anti-fairy tale.	2	L1	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning	
5 <sup>th</sup>	An in-depth analysis of Snow White fairy tale.	Identify the main characters of the fairy tale, plot and the narrative style Find information about the origin of <i>Snow White</i> fairy tale. Examine character of the witch in snow white fairy tale and its relevance to the medieval witch hunt.	The learners read the fairy tale text in groups and categorize the main characters, plot and the narrative style. The learners search in groups the origin of the fairy tale in internet. The learners learn understand why the original fairy tale published in the first fairy tale collection is being revised during the second publication. The learners compare the witch character in the fairy tale with the character of medieval witch. A worksheet will be provided to each group with guided questions to be answered after reading the text.	2	L2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning	
6 <sup>th</sup>	An analysis of the role played by Grimm Brothers in writing German fairy tales	Historical background of the epoch romanticism The autobiography of Grimm Brothers Origin of the German fairy tales The role played by Brother Grimm in collecting folk tales.	The learners conduct a group project to find information about the life of Brother Grimm and their fairy tale collection. Each group present their findings to the class in form of a poster presentation	2	L2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning	

7 <sup>th</sup>	An interview with Grimm Brothers (A role play)	role play on the life of Grimm Brothers summarize the information collected through the group project write dialogues for a role play	The learners write dialogues for an interview with Grimm Brothers in groups Three members from each group will be selected to play the role of the moderator, Wilhelm Grimm and Jacob Grimm Each group will conduct their interview in front of the class. The learners who watch the interview are given a chance to raise questions from the Grimm brothers.	2	L1. 2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	analyze the characteristics of fairy tales as a literary genre	Identify the narrative - style, structure, main characters, the use of language and the setting. Examine the characteristics of folk fairy tales and written fairy tales separately. Analyze the characteristics of each fairy tales learnt during the teaching session and make a common checklist to identify the characteristics of the fairy tales.	The learners are given a checklist consisted of the characteristics of fairy tales, to be filled in groups The learners find examples from the fairy tales they've learnt to fill the checklist. Characteristics of folk fairy tales and written fairy tales are analyzed within groups. Examples of famous fairy tale authors are found through an internet research. Each group shares their findings with other groups.	2	L2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
10 <sup>th</sup>	Introduction to the legend "Der Rattenfänger von Hameln"	Identify the narrative style of the main characters, Setting and the plot of the legend, Analyze the characteristics of the literary genre Read the text understand the content and write answers to the given questions	The learners are given a set of images from the legend. The learners find the correct order of the images and describe each image in groups. The learners are given a worksheet with the legend and guided questions to be answered in groups. The learners discuss about the characters, the setting, and language and about the narrative style of the legend. The learners search in the internet about the city Hameln.	2	L1	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

11 <sup>th</sup>	A documentary on the historical background of the legend “ Der Rattenfänger von Hameln”	historical evidence based on the legend history of the city Hameln Hameln as a tourist destination	The learners watch a documentary on the origin of the legend “ Der Rattenfänger von Hameln” The learners do an internet research in groups to find evidence to prove that the legend has realistic setting. Each group present their findings to the class.	2	L1	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
12 <sup>th</sup>	Introduction to the legend “ die Loreley”	Identify the narrative style of the , main characters, Setting and the plot of the legend Analyze the characteristics of the literary genre Read the text understand the content and write answers to the given questions	The learners collect the information about the character “ Loreley’ from the poem by Heinrich Heine which they have learnt during poetry analysis. The learners discuss in groups how the character of Loreley is formed. The learners write a short imaginary story to describe how the character of Loreley was originated. The learners read in groups the Loreley legend and analyze its characteristics. The learners write answers to the guided questions.	2	L1	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
13 <sup>th</sup>	An analysis of two German native legends ( Das stille Volk zu Plesse und Der Werewolf)	Identify the narrative style of the , main characters, Setting and the plot of the legend Analyze the characteristics of the literary genre Identify the mythical beings portrayed in legends.	The learners read the two short legend in groups and summarize the content of the stories in their own words. The learners are given an exercise to find about common mythical characters in legends. The learners write answers to the given questions in groups.	2	L2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
14 <sup>th</sup>	An analysis of a Sri Lankan legend.	Identify the characters, narrative style, language, setting and the plot of the selected legend. Examine the characteristics common to Sri Lankan legends. compare the similarities and differences between native Sri Lankan and native German legends	Each group select a famous Sri Lankan legend which they prefer The legend will be translated in to German The characteristics of the legend is analyzed separately. The findings of each group is presented orally through a poster presentation to the class.	2	L2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning



	15 <sup>th</sup>	Analyze the characteristics of legends as a literary genre	Identify the narrative - style, structure, main characters, the use of language and the setting. Examine the characteristics of native German legends. Analyze the characteristics of each legend learnt during the teaching session and make a common checklist to identify the characteristics of the legends as a literary genre.	The learners are given a checklist consisted of the characteristics of native German legends, to be filled in groups. The learners find examples from the legends they've learnt to fill the checklist. Different types of legends are identified and their characteristics are listed separately. ( ex. Historical legends, heroic legends) The oral traditions of legends are analyzed. Discuss in groups how the origin of the legends could have a historical significance. Each group share their findings with other groups.	2	L2	Reading Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	16 <sup>th</sup>	Der Löwe und die Maus	write dialogues on given situations describe pictures identify the main character of the story find the moral of the story write answers to the given questions	Each group receive a set of images from the fable The learners describe the pictures and write dialogues and sentences for speak bubbles and think bubbles given in the images. The learners guess the content of the story by describing the images The learners read the fable text in groups and write answers to the given questions.	2	L3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	17 <sup>th</sup>	Der Fuchs und die Trauben	identify the main characters of the story, the narrative style, plot and the setting	The learners watch a video on the fable and write answers to the guided questions. The learners identify the main characters of the story and make a list of their characteristics in groups. The learners read the fable text and write answers to the given questions in pairs. The moral of the story is discussed in the class and its relevance to today's society is analyzed in plenum.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	18 <sup>th</sup>	Der Rabe und der Fuchs	identify the main characters of the story, the narrative style, plot and the setting	<p>The learners watch a video on the fable and write answers to the guided questions.</p> <p>The learners identify the main characters of the story and make a list of their characteristics in groups.</p> <p>The learners read the fable text and write answers to the given questions in pairs.</p> <p>The moral of the story is discussed in the class and its relevance to today's society will be analyzed.</p>	2	L1	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	19 <sup>th</sup>	A comparison between a Sri Lankan fable and German fable.	<p>The Sinhala translation of the German fable “ der Fuchs und die Trauben will be analyzed”</p> <p>The narrative style and the language of the both fables are compared.</p> <p>The main characters of each fable is analyzed separately.</p>	<p>The learners receive a worksheet with the Sinhala translation of the German fable.</p> <p>The learners read both Sinhala and the German versions of the fables and underline their characteristics.</p> <p>The learners discuss the similarities and differences of each version and present their findings in front of the class.</p>	2	L2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	20 <sup>th</sup>	The role of Fables in the literary epoch “ Aufklärung”	<p>The historical background of the epoch Aufklärung</p> <p>The importance of fables in this period as a medium of communication.</p> <p>The themes conveyed by fables in the epoch “Aufklärung”</p>	<p>The learners watch a video about the literary epoch Aufklärung and write down the important information individually.</p> <p>The learners are divided in to groups and each group will receive a text about the role of Fables in the literary epoch Aufklärung.</p> <p>The learners in groups analyze the text and understand the importance of fables as a communication medium during this epoch.</p>	2	L1	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	21 <sup>st</sup>	analyze the characteristics of fables as a literary genre	<p>Identify the narrative - style, structure, main characters, the use of language and the setting.</p> <p>Examine the characteristics of fables.</p> <p>Analyze the characteristics of each fable learnt during the teaching session and make a common checklist to identify the characteristics of the fables</p>	<p>The learners are given a check list consisted of the characteristics of Fables to be filled in groups</p> <p>The learners find examples from the fables they've learnt to fill the checklist.</p> <p>Information about famous fable authors are collected.</p> <p>The narrative style, language and dramatic qualities of fable stories are analyzed in groups.</p>	2	L2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

			as a literary genre. Compare the characteristics of German and Sri Lankan fables.	Each group present their findings to the class and finally the characteristics of fables are discussed in plenum.			
	22 <sup>nd</sup>	introduction to Jathaka stories	Identify the term Jathaka stories as a literary genre understand the origin of the genre Examine the main characters, narrative style and the setting. Collect information from the jathaka stories the learner are already familiar with.	The learners are given an Associogram in groups to write down information they already know about jathaka stories The main characters of jathaka stories, narrative style, language, setting and the oral tradition will be analyzed in groups. The groups share their findings with other groups at the end of the exercise.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Introduction to the jathaka story “ Der Affe und das Kroodil”	Identify the main characters of the story through a picture description. analyze the narrative style Examine the language and the setting of the story. Write answers to the given questions.	The learners receive an image from the jathaka story portraying the two main characters. The learners describe the image and guess the content of the story The learners read the story in pairs and write answers to the guided questions. The answers to the questions will be discussed in plenum.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	24 <sup>th</sup>	Die Affen und der Parkwächter	Identify the main characters of the story through a picture description. analyze the narrative style Examine the language and the setting of the story. Write answers to the given questions.	The learners read the story in groups and find answers to the given questions without the help of the teacher. The learners are instructed to read the text once again and find words written in other languages, such as in Pali and Sanskrit. The learners identify the influence of indian culture and language on jathaka stories. The adjectives used to describe the characteristics of each character are listed separately and examined how certain characteristics of the main character ( Bodhisatta) is being exaggerated.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	25 <sup>th</sup>	Sasa Jathaka	<p>Identify the main characters of the story through a picture description.</p> <p>analyze the narrative style</p> <p>Examine the language and the setting of the story.</p> <p>Write answers to the given questions.</p> <p>Examine how the narrative style of this story differs from other jathaka stories.</p>	<p>a set of questions are given for each paragraph to be answered in groups.</p> <p>The learners write answers to the questions in groups and correct the answers by sharing them with other groups.</p> <p>The starting and the ending paragraphs of the story are analyzed in pairs to identify the narrative style unique to this story.</p>	2		<p>Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning</p>
	26 <sup>th</sup>	analyze the characteristics of Jathaks stories as a literary genre	<p>Identify the narrative - style, structure, main characters, the use of language and the setting.</p> <p>Examine the characteristics of jathaka stories.</p> <p>Analyze the characteristics of each jathaka story learnt during the teaching session and make a common checklist to identify the characteristics of jathaka stories as a literary genre.</p>	<p>The learners are given a checklist consisted of the characteristics of jathaka stories to be filled in groups</p> <p>The learners find examples from the jathaka stories they've learnt to fill the checklist.</p> <p>Learners analyze in groups the narrative styles, characters and language styles common to jathaka stories.</p> <p>The mythical beings which are unique to this genre are listed separately.</p> <p>The learners present their findings in form of a poster presentation.</p>	2	L2	<p>Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning</p>
	27 <sup>th</sup>	summarize the characteristics of each literary genre (fairy tales, legends, fables and jathaka stories)	<p>The learners identify and reorganize the characteristics of each literary genre ( fairy tale, fables, legends and jathaka stories)</p>	<p>The learners are divided in to four groups according to the genre of the literary text.</p> <p>In each group the learners summarize the characteristics with examples taken from the texts.</p> <p>The summary of the findings are presented in groups through a power point presentation</p>	2	L2, L3	<p>Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning</p>

	28 <sup>th</sup>	A question and answer session	Make a list of questions in groups remind the contents of the literary works and analyze them again	The learners make 10 questions in each group based on the literary works they learnt within the two semesters. Each group forward their questions to the next group where the answers will be written and forwarded with a new set of questions further. finally the answers for all the questions will be discussed in class.	2	L3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	29 <sup>th</sup>	Class test	A class test will be given to evaluate the learners knowledge about the learnt literary works	The learners write answers to the question paper individually.	2	L3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	30 <sup>th</sup>	Discuss a model paper	Write answers to a model paper. understand the structure of the paper train to write answers in full sentences	The learners discuss the questions in groups and write answers. The answers are corrected in plenum.	2	L3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
<b>11.</b>	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours –		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> Continuous assessments throughout the year and written examination at the end of the course.						
	Continuous assessments contain written and oral assignments, mid semester tests, group presentations and theatrical performances (50%) Final assessment consists of a written examination (50%) Final assessment consists of a written examination (50%)						
<b>13.</b>	<b>Recommended Reading:</b>						
	Aesop. and Lynch, T. (2002). Fables from Aesop. New York: Puffin Books Bechstein, L. (1981) Deutsche Märchen und Sagen, Berlin: Aufbau Dreecken, I., Schneider, W. (1976). Die schönsten Sagen des Abendlandes. Munich: Südwest Grimm, J., Grimm, W. (1893). Kinder und Hausmärchen. Gutersloh: C. Bertelsmann Storm, T. (2010) Märchen, Novellen und Gedichte, Mannheim: Albatros						

1.	<b>Code of the Course Unit</b>	GERM 21533
2.	<b>Title of the Course Unit</b>	Introduction to Creative Writing in German
3.	<b>Number of Credits</b>	3
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	The students are expected to apply different techniques in creative writing and narrative styles, create poems, short stories, dialogues, simplified dramas and movie scripts, analyse different grammatical structures in sentences to understand their functions.

9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: describe different techniques in creative writing.</p> <p>L2: apply above techniques in different narrative styles.</p> <p>L3: create poems, short stories, dialogues, simplified dramas and movie scripts analyse different grammatical structures in sentences to understand their functions.</p>								
10.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>		
<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>	1 <sup>st</sup>					Introduction to creative writing.: Definitions and examples.	Differentiation of creative writing from other forms of writing.
2 <sup>nd</sup>	Concrete poetry and illustrated poetry		Presentation of different examples for concrete poetry and illustrated poetry. Students create their own concrete poetry in small groups and individually	2	L1	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills			
3 <sup>rd</sup>	Elevenie, growing poems (Wachsgedichte), Rhymes and Haikus		Presentation of different examples for Elevenie, Wachsgedichte, Rhymes and Haikus. Students create their own concrete poetry in small groups and individually for specific topics.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence			
4 <sup>th</sup>	Creating stories and dialog to given pictures and Photos.		Students are presented with a variation of pictures with integrated speech and thought bubbles. They discuss in small group and create stories for the given pictures. They present their group work in posters.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills			

5 <sup>th</sup>	Creating texts from provided expressions/ words (Wort-Satz- Text)		Students collect words for a specific topic in a mind map. They chose ten words and write sentences including chosen words. Finally, they are required to create a story from the above sentences. They can add up to 5 more sentences and omit one of their prewritten sentences to build a coherent story	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
6 <sup>th</sup>	Writing appropriate Endings for stories		Ice breaker game: Students are required to produce a story by writing a single sentence on a folding paper (Faltgeschichte). Students are provided with a short story without its Ending. In small groups students create an appropriate Endling	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
7 <sup>th</sup>	Recreate stories by change of perspective	Introduction to different story telling perspectives.	Informational text with definitions of different perspectives and examples. Students are required to discover the differences and similarities. Students narrate the same story in different perspectives. The groups will narrate their story and play it out according to their story telling perspective	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Creating and narrating Jokes		Students are required to find funny stories they know and narrate them in German language. Students are introduced to few typical German jokes, which they translate to Sinhalese or English. Students are provided with Cartoons to create funny dialogs/stories.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills



<b>10<sup>th</sup></b>	Writing a blog about some current political or social issue on social media.		Students are provided with some popular blogs in German language that discuss a current social or political issue and worksheet on text comprehension. Students are provided with useful phrases to express their opinion. Students write a blog post about current issue in Sri Lanka.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
<b>11<sup>th</sup></b>	Creating screenplay for a soap opera	Identifying characteristics of soap operas.	Students discuss about their favourite soap operas and collect their typical features in a mind map. Students are provided with photos of various people and they choose characters of their soap opera in small groups and write character descriptions for the characters.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
<b>12<sup>th</sup></b>	Creating screenplay for a soap opera		Students explain the relationship between their characters and develop a story line for their soap opera.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
<b>13<sup>th</sup></b>	Creating screenplay for a soap opera		Students refine their storylines. They are required to choose three different scenes from the story and write a screen play for the chosen scenes.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
<b>14<sup>th</sup></b>	Theatrical Play of the chosen parts of their soap opera.		Students refine their screen play and play one of the scenes in front of the class. Best screen play, best actor/actress is chosen at the end through student votes.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills
<b>15<sup>th</sup></b>	Creating a Portfolio with a collection of creative work though out the semester		Students are given time to clarify their questions and refine and correct their groupwork. Students should complete their Portfolio individually and handover them by the end of the semester.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Creative skills



1.	<b>Code of the Course Unit</b>	GERM 23546
2.	<b>Title of the Course Unit</b>	General Skills of Comprehension and Expression
3.	<b>Number of Credits</b>	6
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	In the first year, "D" or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. "C" or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	The students are expected to analyse and interpret authentic material from day to day life including articles published online and on print media, non-literary texts from textbooks, oral and aural comprehension corresponding to the B1 Level of Common European Framework of Reference for Languages (CEFR). Video material from internet sources: i.e. Deutsche Welle

9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: use different techniques to gather information from reading and listening texts and videos.</p> <p>L2: reproduce and summarize the content of the text</p> <p>L3: formulate one's own opinion on the topics of the given texts and compare them with their living environment</p>					
10.	<b>Contents</b>					
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>	<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>  <b>Integrated Skills/ Competencies</b>
1 <sup>st</sup>		Typically German	Stereotypes and prejudices about Germany	Students collect their preconceptions on Germany, Germans and their culture. They are presented with a text where Germans express their opinions on the stereotypes with comprehension questions. Students research online on the stereotypes as homework.	2	L1, 2, 3  Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
2 <sup>nd</sup>		Typically German	Comparing Stereotypes and prejudices about Germany and Sri Lanka	Students present the finding from their homework. They gather common stereotypes about Sri Lanka and formulate an opinion on them. They present a small text on them.	2	L1, 2, 3  Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
3 <sup>rd</sup>		Superstition	Positive and negative omens	Students are divided in to two groups and given texts on superstitions in Germany with different information. Students extract the key information on the text to present it to the other group. They research on their origins online as homework.	2	L1, 2, 3  Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
4 <sup>th</sup>		Superstition		Students present their findings from homework in small groups. Students gather superstitions in Sri Lanka in plenum. They chose few of them research on their origins and present it in the classroom.	2	L1, 2, 3  Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

5 <sup>th</sup>	Food Culture in Germany		Students talk about their personal preferences in food, cuisine, restaurants. Students are presented with a quiz on typical dishes from Germany. They watch video on different sausage types and how Germans would consume them with comprehension questions.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
6 <sup>th</sup>	Fast-food		Students discuss about typical fast-food in Sri Lanka and their characteristics. Afterwards, they are presented with an information text on fast-food with comprehension questions. As homework they are given a worksheet and link on popular fast-food restaurants in Germany.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
7 <sup>th</sup>	Free time and Leisure		Students discuss how they normally do in their free time. Students are presented with an information text about activities of Germans in their free time with comprehension questions. Students create a similar information text on Sri Lanka.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Education	School system	Students discuss about their school time, experiences, favourite subjects etc. in small group interviews. Students are presented with an infographic about the school system in Germany. They create small text on it. Students work in small groups to create an Infographic on Sri Lankan school system.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

10 <sup>th</sup>	Education	University education	Students receive a text on experiences of different university students who study in Germany about university life. Students gather key information about the degree programmes, extra-curricular activities and canteens etc. Students conduct small interviews with other students about their experiences.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
11 <sup>th</sup>	Sports		Students collect different Sports in Plenum and talk about their preferences. Students get an information text about popular Sports in Germany with comprehension questions. They chose a sport in small groups and present it in plenum.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
12 <sup>th</sup>	Football		Students watch video on football in Germany with a worksheet. Students work with a text on public viewing of football games. Students create a information text on Cricket.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
13 <sup>th</sup>	Public Holidays and Festivals: Christmas		Students watch a video of a Christmas market and note everything they see on it. Students will collect previous knowledge on Christmas and compare it with information text they receive. They also answer comprehension questions and exercises on the text.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
14 <sup>th</sup>	Public Holidays and Festivals: Carnival		Students do a research on the internet and gather information in a short period. They discuss their finding in plenum. Students receive a text or a video giving information on carnival in Germany. They reproduce the key information with flash cards.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	15 <sup>th</sup>	Public Holidays and Festivals: Easter		Students are presented with typical pictures representing Easter. They describe the pictures with help. Students work with an information text with comprehension questions and exercises.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	16 <sup>th</sup>	Public Holidays and Festivals: Project		Students select a Sri-Lankan festival to gather information on it and present it in the classroom.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	17 <sup>th</sup>	Family forms in Germany	Patchwork families/Single Parents	Students receive small descriptions on different families to discuss where they accept it as a family. They also receive text on new form of family with work sheets.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	18 <sup>th</sup>	New forms of families in Germany	Patchwork families/Single Parent	Students watch a informative video on modern forms of families in Germany. They define the new forms. They give their opinion about them. They also describe a modern family in Sri Lanka.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	19 <sup>th</sup>	Popular Films		Students get the chance to watch a modern popular film from Germany with exercises for comprehension. Students write small review of the film with helpful phrases.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	20 <sup>th</sup>	Fashion and Cloths		Students watch an information video on fashion and clothing in Germany with comprehension question. Students conduct small interviews with fellow students about their fashion preferences. Students create small posters on fashion trends in Sri Lanka.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	21 <sup>st</sup>	Popular Music		Students listen to a popular German song and fill in the blanks. They summarize the meaning of the song. Students receive information on popular rock/ pop band who sing the above song with comprehension exercises. Student chose their favourite Sinhala song and translate it to German language.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	22 <sup>nd</sup>	Revision		Students chose one of the previously discussed topics in small groups and revise key information in a Poster presentation.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Travelling in Germany		Students do a personal interview about their last experience in travelling. They receive a text about expanding about their experiences in holidays, which includes different types of holidays to extract key information to characterize them.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	25 <sup>th</sup>	Travelling in Germany		Students receive touristic information on different popular cities, their tourist attractions, and activities in Germany. They summarize their text and present it in plenum.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning



	26 <sup>th</sup>	Housing and Living in Germany		Students conduct small interviews about their dream home/apartment. Students watch a video on how Germans live typically with a work sheet. Students gather information how typically Sri Lankans live.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	27 <sup>th</sup>	Popular Films		Students get the chance to watch a modern popular film from Germany with exercises for comprehension. Students write small review of the film with helpful phrases.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	28 <sup>th</sup>	Political System: EU		Students watch an informative video explaining the structure of EU with a worksheet. Student also receive small informative texts about different part of EU to gather more information and reproduce them with flashcards.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	29 <sup>th</sup>	Political System in Germany		Students receive an informative text about the political system in Germany with comprehension exercises. They compare the German and Sri Lankan political systems.	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	30 <sup>th</sup>	Revision		Students chose one of the previously discussed topics in small groups and create a small quiz where other groups can take part.	2	L2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
<b>11.</b>	<b>Number of Notional Hours: 300</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 210				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				

12.	<p><b>Evaluation and Assessment:</b> Through continuous assessments throughout the year and written examination at the end of the course.</p> <p>Continuous assessment containing written assignments (10%), group presentations (10%), mid semester evaluation (20%), individual presentation (10%)  Final examination contains a written examination at the end of the course unit (50%)</p>
13.	<p><b>Recommended Reading:</b></p> <p>Aufderstrasse, H., Muller, J.; Storz, T. (2012) Lagune 3, Ismaning: Hueber.  Braun, B., Doubek M, Schöfer, N. (2017) Intensivtrainer Wortschatz und Grammatik B1 DaF Kompakt Neu, Stuttgart: Klett  Braun, B. et al (2014) Mittelpunkt neu B1+, Stuttgart: Klett  Buscha, A., Szita, S., (2013). Begegnungen Deutsch als Fremdsprache B1+, Leipzig: Schubert-Verlag.  Hering, A., Matussek, M., Perlmann-Balme, M. (2019) em Übungsgrammatik, Ismaning: Hueber  Koithan, U. Mayr-Sieber, T, et al, (2014). Aspekte neu B1 plus. Stuttgart: Klett  Matecki, U (2008) Dreimal Deutsch in Österreich, in Deutschland, in der Schweiz. Stuttgart: Klett.</p>

1.	<b>Code of the Course Unit</b>	GERM 23554
2.	<b>Title of the Course Unit</b>	Introduction to German Literature
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	In the first year, "D" or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. "C" or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	The students will learn about the main epochs of German literature from the 17 <sup>th</sup> to the early 19 <sup>th</sup> century, analyse and interpret excerpts from different genres (dramas, prose and poetry).

9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to :</p> <p>L1: define characteristics of different literary epochs by analysing their literary work: Enlightenment, <i>Sturm and Drang</i> Classicism and Romanticism.</p> <p>L2: exchange their ideas about key literary works of the above epochs</p>						
10.	<b>Content</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>
<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>					
<b>1<sup>st</sup></b>	Vocabulary related to the Ballad “Der Erlkönig” by Johann Wolfgang von Goethe through visual materials	Picture description with relevant phrases Identify the situation portrayed by the picture Write a creative story to describe the given picture.	A worksheet with an image describing a scene from the poem will be distributed to each group with guided questions. The learners first gather the important phrases used for picture description and discuss how they can be used in sentences. The group members discuss in the group the answers to the guided questions through which the picture will be described. The written description of each group will be orally presented in the class.	2	L1	Reading, Speaking	
<b>2<sup>nd</sup></b>	An analysis of the poem Der Erlkönig” von Johann Wolfgang von Goethe	Analyze the structure of the poem ( stanzas, rhyming couplets) Identify the literary techniques used in the poem ( personification, metaphor, simile) Examine the themes, genre and the epoch of the poem Write an interpretation.	An audio clip of the poem will be played and the learners have to listen to the audio clip and find the missing words of the poem in the worksheet. The learners read the poem once again and underline the dialogues in each stanza. The learners watch a video clip of the poem and summarize each stanza in one sentence. The literary techniques, themes and content of the poem will be discussed in plenum. The learners write answers to the guided questions given in a worksheet in groups and summarize the meaning of the poem using their own words.	2	L1, 2	Reading, Writing, Speaking, Listening, Analytical and critical thinking, Logical reasoning	

3 <sup>rd</sup>	An Introduction to the literary genre ballade.	Identify the characteristics of a ballade Analyze the themes of ballades and narrative style. Identify the historical background of ballades.	The learners fill an Associogram using their previous knowledge of ballades related to “ Der Erlkönig”.  A worksheet will be provided with a comprehension text on ballade and guided questions will be given to write answers.	2	L1, 2	Reading, Speaking, Listening, Analytical and critical thinking, Logical reasoning
4 <sup>th</sup>	An Analysis of the Poem “Die Loreley“ by Heinrich Heine	Analyze the structure of the poem (stanzas, rhyming couplets) Identify the literary techniques used in the poem (personification, metaphor, simile) Examine the themes of the poem in relation to the epoch “romanticism” Write an interpretation	The learners listen to an audio clip of the poem and find the missing words in the poem. The poem will be re-read in groups and a picture will be drawn by each group describing the poem. a worksheet with guided questions will be answered by the learners The literary techniques, themes and content of the poem will be discussed in plenum. The content of the poem will be summarized in groups and presented to the class with the previously drawn image.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
5 <sup>th</sup>	Analysis of the fable song “ die Grille und die Ameise’ by Jean de la Fontaine	Understand the characteristics of fable songs Identify the narrative form and literary techniques in fable poetry Examine the motif of the poem and message conveyed by the author Compare the characteristics of the genre with other poetic genres. ( ex. Ballades, Elfchen)	A worksheet will be provided with 4 images describing the poem. The learners describe the images in groups and vocabulary used to describe the images are listed separately. A video clip related to the poem will be played. A worksheet with short guided questions will be given to write answers while watching the video.  The content of the poem will be analyzed in the class in plenum and special attention is given in discussing the characteristics of the fable songs.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning

6 <sup>th</sup>	Introduction to the Drama Faust through visual materials	Picture description with relevant phrases Identify the situation portrayed by the pictures Make a list of vocabulary used to describe the pictures.	A worksheet with five images describing five main themes of the drama will be provided to each group. The learners describe each image in groups and pin their images with the written description underneath on a pin wall. All groups read the picture description written by other groups and write down new vocabulary used by other groups. The content of the pictures will be discussed in the class in plenum The learners guess how these images are interconnected and write a short story to describe the situation as a whole.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
7 <sup>th</sup>	An analysis of the summary of the Drama Faust by Johann Wolfgang von Goethe (Day 01)	Identify the main scenes of the drama Introduce the main characters of the drama Examine the plot of the drama Analyze the characteristics of the main characters Identify the scenes of the drama through images	A worksheet with the summary of the drama will be provided to each learner The learners read scene by scene in pairs and underline the difficult words Each scene will be discussed in plenum Images describing each scene of the drama will be shown. The learners identify the images related to each scenes and examine how different characters are portrayed in the images. The learners will write answers to the guided questions given in the worksheet The answers will be discussed in the class in plenum.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				

	<p><b>9<sup>th</sup></b></p>	<p>An analysis of the summary of the Drama Faust by Johann Wolfgang von Goethe (Day 02)</p>	<p>Identify the main scenes of the drama          Introduce the main characters of the drama          Examine the plot of the drama          Analyze the characteristics of the main characters</p>	<p>A worksheet with the summary of the drama will be provided to each learner          The learners read scene by scene in pairs and underline the difficult words          Each scene will be discussed in plenum          Images describing each scene of the drama will be projected.          The learners identify the images related to each scenes and examine how different characters are portrayed in the images.          The learners will write answers to the guided questions given in the worksheet          The answers will be discussed in the class in plenum.</p>	<p>2</p>	<p>L1, 2</p>	<p>Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning</p>
	<p><b>10<sup>th</sup></b></p>	<p>An analysis of the quotations from the drama (day 01)</p>	<p>Identify the scenes from the quotations          Analyze the importance of each quotation to the plot of the drama          Write an analysis for the quotations</p>	<p>A worksheet with selected quotations from the drama will be provided to each learner          The learners discuss in groups and identify the scenes and characters in each quotation          Another worksheet will be given to each group with phrases used for quotation analysis.          One quotation is analyzed with the help of the teacher in the class in plenum.          The learners analyze the given quotations in group using the given example.          The answers will be discussed in class in plenum.</p>	<p>2</p>	<p>L1, 2</p>	<p>Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning</p>

11 <sup>th</sup>	An analysis of the quotations from the drama (day 02)	Identify the scenes from the quotations Analyze the importance of each quotation to the plot of the drama Write an analysis for the quotations	A worksheet with selected quotations from the drama will be provided to each learner The learners discuss in groups and identify the scenes and characters in each quotations Another worksheet will be given to each group with phrases used for quotation analysis. One quotation is analyzed with the help of the teacher in the class in plenum. The learners analyze the given quotations in group using the given example. The answers will be discussed in class in plenum.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
12 <sup>th</sup>	Characteristics of the main characters of the drama	Identify the characteristics of the three main characters of the drama. Examine the role of each character to the plot of the drama	The learners will be divided in three groups and each group will receive the name of a main character of the drama The group members discuss the information they learnt about the character from the drama (profession, age, relationship to the other characters) Each group present their findings in front of the class. Characteristics of all three main characters is summarized in plenum.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
13 <sup>th</sup>	Analyze the themes of the drama	Infanticide as a theme in Faust Historical background of the drama in relation to infanticide in the late 18 <sup>th</sup> century	A worksheet with a picture related to the infanticide will be provided to each group with a set of guided question to be answered through picture description. The learners describe the picture in groups and answer the guided questions. The learners present their picture description to the class. A worksheet with a comprehension text on infanticide in the 18 <sup>th</sup> century will be given to learners with questions to be answered from the text. The learners search in internet how the execution of “ Susanne Margerta Brandt” inspired the character of Gretchen in Faust.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning



	14 <sup>th</sup>	The themes of the epoch "Sturm und Drang" in Faust	Identify the background of the epoch "Sturm und Drang" Examine the popular themes in the literary works belonging to this epoch Analyze the themes of Sturm und Drang in Faust	The learners are given a group project to find information about the themes of the literary works in the Sturm und Drang epoch and to analyze how they are portrayed through the drama Faust. The findings of each group is presented orally through a poster presentation to the class.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	15 <sup>th</sup>	A role play of the drama Faust	Translate the dialogues of the drama in to Sinhala Identify the climax of the drama Enhance the translating skills and the performing skills of the learners.	The main scenes of the drama are divided among pairs The dialogues of the main scenes are translated by the learners and corrected by the teacher The scenes of the drama are placed according to the correct order The participants play their roles in front of the class in Sinhala	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	16 <sup>th</sup>	Introduction to the ballad "Der Handschuh by Friedrich Schiller" through visual materials	Picture description with relevant phrases Identify the situation portrayed by the picture Write a creative story to describe the given picture.	A worksheet with an image describing a scene from the poem will be distributed to each group with guided questions. The learners first gather the important phrases used for picture description and discuss how they can be used in sentences. The group members discuss in the group the answers to the guided questions through which the picture will be described. The written description of each group will be orally presented in the class.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning

	17 <sup>th</sup>	An analysis of the poem “Der Handschuh by Friedrich Shiller”	Analyze the structure of the poem (stanzas, rhyming couplets) Identify the literary techniques used in the poem (personification, metaphor, simile) Examine the themes, genre and the epoch of the poem Write an interpretation.	A shadow video of the poem will be played and the learners are given a worksheet with questions to be answered during the video play. The learners identify the characters of the poem and discuss what the poem is about in groups. The learners receive a worksheet with guided questions given for each stanza of the poem to be answered in groups. The content of the poem, themes, narrative style and literary techniques will be analyzed in plenum. The learners discuss the characteristics of ballads conveyed in the poem.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	18 <sup>th</sup>	Introduction to the poem “ Unter der Linden by Walther von der Vogelweide”	Picture description with relevant phrases Identify the situation portrayed by the picture Write a creative story to describe the given picture.	A worksheet with an image describing a scene from the poem will be distributed to each group with guided questions. The learners first gather the important phrases used for picture description and discuss how they can be used in sentences. The group members discuss in the group the answers to the guided questions through which the picture will be described. The written description of each group will be orally presented in the class	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning

	19 <sup>th</sup>	An Analysis of the poem Unter der Linden by Walther von der Vogelweide	Analyze the structure of the poem (stanzas, rhyming couplets) Identify the literary techniques used in the poem (personification, metaphor, simile) Examine the themes, genre and the epoch of the poem Write an interpretation.	The learners receive a worksheet with the poem in medieval high German language The learners listen to an audio clip which narrates the poem in standard German and write down the meanings of the medieval high German in standard German. The learners write the summary of each stanza with one sentence in groups. The content of the poem will be discussed in plenum The literary techniques, themes, and the structure of the poem will be analyzed separately.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	20 <sup>th</sup>	An introduction to medieval courtly love poetry (Minnesang)	Identify unter der Linden as a medieval courtly love poem Analyze the characteristics of medieval courtly love poems. Find information about famous medieval courtly love poets Examine the role of Walther von der Vogelweide as a courtly love poet	The learners are given a group project to find information about the medieval courtly love poems. A set of guided questions to be answered during the research. The findings of each group is presented orally through a PowerPoint presentation to the class.	2	L1, 2	Reading, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	21 <sup>st</sup>	Jerusalem as a holy city for world religions	The geographical location of Jerusalem and neighboring countries. The importance of Jerusalem to world religions since middle ages. Religious places in Jerusalem related to Christianity, Islam and Judaism	A worksheet with a world map will be provided to each group. The learners find the location of Jerusalem and its neighboring countries in pairs. The learners are divided in to three groups and each group is given a name of a religious place in Jerusalem. Three you tube videos will be played describing the three main religious places in Jerusalem related to Christianity, Islam and Judaism. Learners present information about their religious place in a poster summarize information about their religious place and present their findings orally through a poster presentation.	2	L1, 2	Reading, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	22 <sup>nd</sup>	The crusades and the holy city of Jerusalem	An introduction to the medieval crusades The role of Jerusalem during the holy crusades The causes and effects of the crusades	A short video documentation on the crusades in Jerusalem is played and the learners have to write down the important information. A worksheet will be provided with a comprehension text on crusades with a set of guided questions to be answered in groups. The answers will be discussed in class in plenum.	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Introduction to the drama Nathan der Weise by Gotthold Ephraim Lessing	Introduce the main characters of the drama understand the setting of the drama Identify the relationship between the main characters	The learners are given a worksheet with a summary of the drama a set of guided questions are provided to read the text and find answers. The learners make a list of the main characters in drama and find information about their religious backgrounds. The learners make a family tree in groups to explain the relationship between the main characters.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	24 <sup>th</sup>	Introduction to world religions	Identify the religious Places, rituals and beliefs of Christianity, Islam and Judaism Analyze how the three religions are related to the drama and its historical background	The learners are divided in to three groups and each group is named after the three main religions. Each group is given a worksheet with a table to be filled while watching a video clip based on three main religions. While watching the video the learners should find information about religious activities, beliefs, rituals, holy symbols, and about founder of each religion. The learners present their findings in front of the class and analyze how the three main religions are related to the drama.	2	L1, 2	Reading, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	25 <sup>th</sup>	Introduction to the “Ring Parabel’ in Nathan der Weise.	Identify the main characters in the story Analyze the symbolic meaning of the story. Examine the message conveyed through the story and its relevance to the drama.	A worksheet with the ring parable is distributed to each group. The learners read the story and identify the main characters. The learners summarize the story and write the summary in their own words. The meaning of the ring parable and its relevance to the drama is discussed in class in plenum.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	26 <sup>th</sup>	Discuss the plot of the drama in detail	Analyze the characteristics of the main characters Identify the main theme of the drama Examine the scenes of the drama in detail Analyze the narrative style and the literary techniques used by the author.	The learners are given a group project to analyze the drama in detail. The learners find information about the characteristics of the main characters, narrative style, background of the drama and literary techniques presented in the drama. The findings of each group is presented orally through a PowerPoint presentation to the class.	2	L1, 2	Reading, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	27 <sup>th</sup>	The importance of the literary epoch “ Aufklärung ‘ to the drama.	An introduction to the literary epoch “ Aufklärung” Lessings dramas and their main themes. The themes of literary works in Aufklärung	A worksheet with a comprehension text on the literary epoch Aufklärung is distributed to the learners. The learners read the comprehension text and mark the important information. The themes of the epoch is listed separately in groups. The learners identify how these themes are related to the drama Nathan der Weise. The learners discuss in groups the role of Lessing as an author in this period.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	28 <sup>th</sup>	Summarize the contents of all the literary texts of semester 1 and semester 2	Make a list of all literary works learnt during the two semesters Categorize them according to the genre, epoch, narrative style, themes and literary techniques.	The learners are divided into group based on the number of literary texts learnt during both semesters Each group categorize the themes, epoch, and background of the literary work, name of the author, published year narrative style and literary techniques. The findings of every group will be hang on a pin wall. Every group read the findings of other groups and copy the information collected by each group. A summary of all literary works learnt during both the semesters	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning

				will be analyzed in the plenary session.			
	29 <sup>th</sup>	A question and answer session	Make a list of questions in groups Remind the contents of the literary works and analyze them again	The learners make 10 questions in each group based on the literary works they learnt within the two semesters. Each group forward their questions to the next group where the answers will be written and forwarded with a new set of questions further. Finally the answers for all the questions will be discussed in class.	2	L1, 2	Reading, Writing, Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	30 <sup>th</sup>	A class test as the semester end evaluation	A class test will be given to evaluate the learners knowledge about the learnt literary works	The learners write answers to the question paper individually.	2	L1, 2	Reading, Writing, Cultural Competence, Analytical and critical thinking, Logical reasoning
<b>11.</b>	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours –		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> Through continuous assessments throughout the year and written examination at the end of the course.						
	Continuous assessments consist of mid semester evaluation, class tests, written assignments (30%), oral presentations at the end of each semester (20%) Final assessment consists of a written examination )50(%)						
<b>13.</b>	<b>Recommended Reading:</b>						
	Goethe, J. and Nutz, M. (2013). Faust. Der Tragödie Erster Teil. Stuttgart: Klett. Pelster, T (2017) Nathan der Weise von Gotthold Ephraim Lessing: Lektüreschlüssel mit Inhaltsangabe, Interpretation, Prüfungsaufgaben mit Lösungen, Lernglossar. Leipzig: Reclam Verlag. Stein, P., Stein, H, (2013) Chronik der deutschen Literatur: Daten, Texte, Kontexte, Stuttgart: Alfred Kröner						

1.	<b>Code of the Course Unit</b>	GERM 23564
2.	<b>Title of the Course Unit</b>	Introduction to Linguistics
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	This course will be conducted in English. The students are expected to apply basic concepts in Linguistics, the scientific study of language, subfields of Linguistics: Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics. Sociolinguistics, language variation, Historical Linguistics, language change, Psycholinguistics, language acquisition.

9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: describe the fundamental assumptions about language</p> <p>L2: define fundamental linguistic terms and concepts</p> <p>L3: identify main communicative functions of language</p> <p>L4: distinguish the basic concepts in the core areas of linguistics, phonetics, and phonology, morphology, syntax, semantics, pragmatics and the interaction between them.</p> <p>L5: produce an overview of the field of modern linguistics.</p> <p>L6: apply basic skills in linguistic analysis.</p>						
10.	<b>Content</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>
<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>					
1 <sup>st</sup>	Introduction to Basics in Linguistics	What is Linguistics?	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2	Reading, Speaking	
2 <sup>nd</sup>	Introduction to Basics in Linguistics	What is Linguistics?	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2	Reading, Speaking	
3 <sup>rd</sup>	Introduction to Basics in Linguistics	What is language? definition, function	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking	
4 <sup>th</sup>	Introduction to Basics in Linguistics	What is language? definition, function	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking	
5 <sup>th</sup>	Introduction to Basics in Linguistics	What is language? definition, function	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking	
6 <sup>th</sup>	Introduction to Basics in Linguistics	Scope of Linguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking	



7 <sup>th</sup>	Scope of Linguistics	Phonetics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Scope of Linguistics	Phonology	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking
10 <sup>th</sup>	Scope of Linguistics	Morphology	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking
11 <sup>th</sup>	Scope of Linguistics	Syntax	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking
12 <sup>th</sup>	Scope of Linguistics	Semantics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking
13 <sup>th</sup>	Scope of Linguistics	Pragmatics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3	Reading, Speaking
14 <sup>th</sup>	Scope of Linguistics	Applied Linguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
15 <sup>th</sup>	Scope of Linguistics	Applied Linguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
16 <sup>th</sup>	Scope of Linguistics	Sociolinguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
17 <sup>th</sup>	Scope of Linguistics	Psycholinguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking

	18 <sup>th</sup>	Scope of Linguistics	Origin of language	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	19 <sup>th</sup>	Scope of Linguistics	Animal Communication, Design features of language	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	20 <sup>th</sup>	Scope of Linguistics	Language and Society, Culture	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	21 <sup>st</sup>	Scope of Linguistics	Intercultural Communication	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	22 <sup>nd</sup>	Scope of Linguistics	Intercultural Communication	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Scope of Linguistics	Verbal and nonverbal communication	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	24 <sup>th</sup>	Scope of Linguistics	Verbal and nonverbal communication	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4	Reading, Speaking, Critical and analytical thinking
	25 <sup>th</sup>	Scope of Linguistics	Language Universals	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Speaking, Critical and analytical thinking
	26 <sup>th</sup>	Key contributors to the field of Linguistics		Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Speaking, Critical and analytical thinking

	27 <sup>th</sup>	Key contributors to the field of Linguistics		Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Speaking, Critical and analytical thinking
	28 <sup>th</sup>	Key contributors to the field of Linguistics		Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Speaking, Critical and analytical thinking
	29 <sup>th</sup>	Scope of Linguistics	Synchronic and Diachronic Linguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Speaking, Critical and analytical thinking
	30 <sup>th</sup>	Scope of Linguistics	Synchronic and Diachronic Linguistics	Online/Face to face delivery PowerPoint presentation Handout with main points Discussion and feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Speaking, Critical and analytical thinking
11.	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 40		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 20		4. Hours for Field Surveys / Factory Visits / Social Activities –				
12.	<b>Evaluation and Assessment:</b> continuous assessments throughout the semester and a written examination at the end of						
	Continuous assessment consists of oral and written assignments 15%, mid semester evaluation (20%) and presentations 15%.						
	Final assessment contains a written examination (50%).						
13.	<b>Recommended Reading:</b>						
	Crystal, David (2006). How language works, London: Penguin						
	Crystal, David (1992). Introduction to Linguistics, Harmondsworth: Penguin						
	Crystal, David (1985). What is Linguistics? 4 <sup>th</sup> ed, London: Edward Arnold						
	Fasold, R., Connor-Linton, J. (2006). An Introduction to Language and Linguistics. Cambridge: Cambridge University Press						
	Halliday, M. A. K., Matthiessen, C. (2013) An Introduction to Functional Grammar (6 <sup>th</sup> ed, London: Edward Arnold						
	Lyons, J. (1981) Language and Linguistics. Cambridge: Cambridge University Press						
	Premawardhena, N. C. (2009) Foundations in Language Learning, Author publication						

1.	<b>Code of the Course Unit</b>	GERM 23574
2.	<b>Title of the Course Unit</b>	Social History of German Speaking Countries
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	In the first year, "D" or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. "C" or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree programme.
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	The students will be introduced to social and political changes that took place in Europe up to the period of Industrialisation and the basic aspects of the political and social system in Germany during the relevant period.

<b>9.</b>	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: outline the main developments in the social and political history of Germany, German speaking countries and their neighboring countries</p> <p>L2: give information about the above-mentioned developments.</p> <p>L3: conduct critical discussions about the social and political history.</p>
-----------	---

<b>10.</b>	<b>Content</b>		<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>
	<b>Week</b>	<b>Main Themes</b>				
<b>1<sup>st</sup></b>	Introduction to Medieval History	Witches and Myths	Pictures, photographs and images	2	L1, 2	Reading, Speaking, Cultural competence
<b>2<sup>nd</sup></b>	Introduction to Medieval History	Ancient Castles and daily life of Castles	Handout with images, <a href="https://www.youtube.com/watch?v=Yzk-28bBKGs">https://www.youtube.com/watch?v=Yzk-28bBKGs</a>	2	L1, 2	Reading, Speaking, Cultural competence
<b>3<sup>rd</sup></b>	Introduction to Medieval History	Plague and Black Death	Handout, <a href="https://www.youtube.com/watch?v=Xcs2_i_3qV4">https://www.youtube.com/watch?v=Xcs2_i_3qV4</a>	2	L1, 2	Reading, Speaking, Cultural competence
<b>4<sup>th</sup></b>	Introduction to Medieval History	Food and Beverages	Handout	2	L1, 2	Reading, Speaking, Cultural competence
<b>5<sup>th</sup></b>	Introduction to Medieval History	Women in the Middle Ages	Handout	2	L1, 2	Reading, Speaking, Cultural competence
<b>6<sup>th</sup></b>	Introduction to Medieval History	Crusades	Handouts and maps	2	L1, 2	Reading, Speaking, Cultural competence
<b>7<sup>th</sup></b>	Introduction to Medieval History	Crusades	Handout	2	L1, 2	Reading, Speaking, Cultural competence
<b>8<sup>th</sup></b>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
<b>9<sup>th</sup></b>	Introduction to Medieval History	Church and Knights, Karl der Große	Handout, Pictures, photographs and images	2	L1, 2	Reading, Speaking, Cultural competence

	10 <sup>th</sup>	Introduction to Medieval History	Agriculture	Handout and Documentary <a href="https://www.youtube.com/watch?v=Ofnfu07Z2o8">https://www.youtube.com/watch?v=Ofnfu07Z2o8</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	11 <sup>th</sup>	Introduction to Medieval History	Cities	Handout and <a href="https://www.youtube.com/watch?v=52JyGeya78">https://www.youtube.com/watch?v=52JyGeya78</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	12 <sup>th</sup>	Introduction to Medieval History	Life on the feudal Society	<a href="https://www.youtube.com/watch?v=BRXQvm-tG6U">https://www.youtube.com/watch?v=BRXQvm-tG6U</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	13 <sup>th</sup>	Introduction to Medieval History	Work and Jobs	Handout	2	L1, 2	Reading, Speaking, Cultural competence
	14 <sup>th</sup>	Introduction to Medieval History	Daily routine and Hobbies	Handout	2	L1, 2	Reading, Speaking, Cultural competence
	15 <sup>th</sup>	Introduction to Medieval History	School and Children	Handout	2	L1, 2	Reading, Speaking, Cultural competence
	16 <sup>th</sup>	Renaissance	art, painting, sculpture	Handout	2	L1, 2	Reading, Speaking, Cultural competence
	17 <sup>th</sup>	Renaissance	Exploration of oceans and conquest of non-European lands	<a href="https://www.youtube.com/watch?v=7TUKK10ZgnA">https://www.youtube.com/watch?v=7TUKK10ZgnA</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	18 <sup>th</sup>	Renaissance	Invention of Printing machine	Handout, <a href="https://www.youtube.com/watch?v=v04-wcKE3Pk">https://www.youtube.com/watch?v=v04-wcKE3Pk</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	19 <sup>th</sup>	Renaissance	Europe, America and Africa	Handout, <a href="https://www.youtube.com/watch?v=sk_7XHjxh_8">https://www.youtube.com/watch?v=sk_7XHjxh_8</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence

	20 <sup>th</sup>	New Era	Thirty year religion war #	Handout, <a href="https://www.youtube.com/watch?v=TJ7FX0A3yTU">https://www.youtube.com/watch?v=TJ7FX0A3yTU</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	21 <sup>st</sup>	New Era	Thirty year religion war	Handout	2	L1, 2	Reading, Speaking, Cultural competence
	22 <sup>nd</sup>	New Era	Thirty year religion war	Handout	2	L1, 2	Reading, Speaking, Cultural competence
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Reformation	Martin Luther	<a href="https://www.youtube.com/watch?v=0ZDc-xqOOYw">https://www.youtube.com/watch?v=0ZDc-xqOOYw</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	24 <sup>th</sup>	Reformation	Martin Luther	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	25 <sup>th</sup>	Reformation	Reformation und Gegenreformation	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	26 <sup>th</sup>	Industrial Revolution	Transformation of business, economics, and society	<a href="https://www.youtube.com/watch?v=mvNcgWrbBMo">https://www.youtube.com/watch?v=mvNcgWrbBMo</a>	2	L1, 2, 3	Reading, Writing, Listening, Speaking, Cultural competence
	27 <sup>th</sup>	The Industrial Revolution	Impact on textile Industry	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence

	28 <sup>th</sup>	The French Revolution	Content discussion: Text to Image	Handout, <a href="https://www.youtube.com/watch?v=YIvMsWDpD-A">https://www.youtube.com/watch?v=YIvMsWDpD-A</a>	2	L1, 2, 3	Reading, Writing, Listening, Speaking, Cultural competence
	29 <sup>th</sup>	The French Revolution	Bastille, Guillotine and Sonnenkönige	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence
	30 <sup>th</sup>	The French Revolution	main goals of the French Revolution: liberty, equality, and fraternity	Handout , <a href="https://www.youtube.com/watch?v=TzwQVtzxGto">https://www.youtube.com/watch?v=TzwQVtzxGto</a>	2	L1, 2, 3	Reading, Writing, Listening, Speaking, Cultural competence
11.	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 105				
	2. Tutorial / Practical / Presentation Hours – 15		4. Hours for Field Surveys / Factory Visits / Social Activities –				
12.	<b>Evaluation and Assessment:</b> Through continuous assessments throughout the year and written examination at the end of the course.						
	continuous assessment consists of mid semester evaluation (20%), written assignments (15%) and oral presentations (15%)						
	Final assessment contains a written examination at the end of the course unit (50%)						
13.	<b>Recommended Reading:</b>						
	<p>Beier, B., Harenberg, B. (1984). <i>Chronik der Deutschen</i>. Zürich: Buchclub Ex Libris.</p> <p>Caselli, G., Voss, E. (2004) <i>Weltgeschichte: die wichtigsten Ereignisse</i>. Köln: Paletti.</p> <p>Frank, A., &amp; Pressler, M. (2018). <i>Anne Frank Tagebuch</i>. Frankfurt am Main: Fischer.</p> <p>Kleindienst Jürgen. (2009). <i>Nachkriegs-Kinder: Kindheit in Deutschland 1945-1950. 67 Geschichten und Berichte von Zeitzeugen</i>. Berlin: Zeitgut.</p> <p>Mai, M. (2019) <i>Deutsche Geschichte erzählt von Manfred Mai</i>, Weinheim: Gulliver von Beltz &amp; Gelberg</p> <p>De Rosnay, T., Kaps, A. (2016). <i>Sarahs Schlüssel: Roman</i>. Berlin: Berlin Verlag Taschenbuch</p> <p>Schaller, A. (2013) <i>Das Mittelalter die Welt der Kaiser, Edelleute und Bauern</i>. Nürnberg: Tessloff.</p> <p>Vogt, M. (2002) <i>Deutsche Geschichte von den Anfängen bis zur Gegenwart</i>, Frankfurt am Main: Fischer</p>						



Field of Study: Professional Subject Stream						
1	<b>Code of the Course Unit</b>		GERM 21581			
2	<b>Title of the Course Unit</b>		Community Service Engagement			
3	<b>Number of Credits</b>		2			
4	<b>Type</b>		Optional			
5	<b>Pre-requisites</b>		None			
6	<p><b>Main objective of the course</b></p> <p>The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society.</p>					
7	<p><b>Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course unit the student will be able to</p> <p>1: Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society.</p> <p>2: Conceptualize the characteristics and meaning of ‘Community’ while understanding community dynamics in their life course.</p> <p>3: Improve students’ engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the concept of volunteerism.</p> <p>4: Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc.</p> <p>5: Develop community-oriented thinking pattern among various student groups within the faculties and the university, conceptualize, articulate and propose possible remedial actions to improve the targeted community livelihood or living standards.</p> <p>6: Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society.</p>					
9	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	An introduction to the nature of course unit, its ILOs and basic concepts		Direct classroom teaching/ online teaching/ blended	1	1, 2,
	2 <sup>nd</sup>	Historical background of community service engagements			1	1,2
	3 <sup>rd</sup>	community service engagements and volunteerism -part I			1	3,4
	4 <sup>th</sup>	community service engagements and volunteerism – part II			1	3,4
	5 <sup>th</sup>	community service engagements and volunteerism - part III			1	3,4
	6 <sup>th</sup>	community service engagements and volunteerism - part IV			1	3,4
	7 <sup>th</sup>	community service engagements and volunteerism - part V			1	3,4
8 <sup>th</sup>	Oral presentation on community service engaged in voluntarily				1	5

	9 <sup>th</sup>	A series of guidance will be provided through LMS, mentoring, and supervision on preparation project work targeted community service engagement proposed by a group of students in each department who are following the degree program.		1	1,2
	10 <sup>th</sup>	Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective departments.		1	1,2
	11 <sup>th</sup>	All respective students' groups who are engaging in community services are expected to have a healthy dialogue between group members and fellow students and teachers as well as other interested members or groups in different platforms, especially in online platforms.		1	3,4,5
	12 <sup>th</sup>	Community Service Engagement		1	3,6
	13 <sup>th</sup>	Community Service Engagement		1	3,6
	14 <sup>th</sup>	Community Service Engagement		1	3,6
	15 <sup>th</sup>	Community Service Engagement		1	3,6
10.	<b>Number of Notional Hours: 50</b>				
	1. Lecture Hours: 15      2. Self-study and Homework Preparation Hours: 35				
	4. Hours for recommended reading:				
11.	<b>Evaluation and Assessment:</b>				
	In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated				
	<i>Expected soft skills to be evaluated through the Group proposal 40%</i>				
	<i>Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%</i>				
	<i>confidential report on activity completed by external monitored organization or institution</i>				

1.	<b>Code of the Course Unit</b>	GERM 33515
2.	<b>Title of the Course Unit</b>	Oral and Written Communication Skills II
3.	<b>Number of Credits</b>	5
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of all compulsory course units in Level 2
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>	
8.	<p><b>Main objective of the course</b></p> <p>The students are expected to classify and produce advanced grammatical structures and vocabulary corresponding to B2 Level of Common European Framework of Reference for Languages (CEFR) using textbooks and online material.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: classify and produce advanced grammatical structures</p> <p>L2: use above grammatical structures in everyday conversation and written correspondence.</p> <p>L3: review the foundations of German grammar and expand their skills at the B2 level of CEFR (intermediate level).</p>	

10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Grammatical structures in German	Clauses – Main clause, subordinate clause	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
2 <sup>nd</sup>	Grammatical structures in German	Clauses – Main clause, subordinate clause	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
3 <sup>rd</sup>	Grammatical structures in German	Clauses – Main clause, subordinate clause Sentence connectives Expressing assumptions Relative clauses Extended modifiers (Partizipialattribute) Declination of adjectives Fixed connectives Participles and adjectives as nouns Subjunctive I Imperative Nominalization The passive and alternative forms	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
4 <sup>th</sup>	Grammatical structures in German	Clauses – relative clauses	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
5 <sup>th</sup>	Grammatical structures in German	Clauses – relative clauses	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
6 <sup>th</sup>	Grammatical structures in German	Clauses – adverbial clauses	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures

7 <sup>th</sup>	Grammatical structures in German	Clauses – adverbial clauses	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, morphological, syntactic structures
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Interpretation of data	Graphs, tables, pie charts, bar charts	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
10 <sup>th</sup>	Interpretation of data	Graphs, tables, pie charts, bar charts	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
11 <sup>th</sup>	Interpretation of data	Graphs, tables, pie charts, bar charts	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
12 <sup>th</sup>	Interpretation of data	Graphs, tables, pie charts, bar charts	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
13 <sup>th</sup>	Interpretation of data	Graphs, tables, pie charts, bar charts	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
14 <sup>th</sup>	Interpretation of data	Graphs, tables, pie charts, bar charts	Online/Face to face delivery Interactive material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, morphological, syntactic structures
15 <sup>th</sup>	Essay writing	Structure of an essay	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme	2	L1, 2, 3	Reading, Writing, Speaking, Listening,

				Feedback at the end of session			Cultural Competence, Analytical and critical thinking, Logical reasoning
	16 <sup>th</sup>	Essay writing	Structure of an essay	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	17 <sup>th</sup>	Themes for essays		Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	18 <sup>th</sup>	Themes for essays		Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	19 <sup>th</sup>	Themes for essays		Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	20 <sup>th</sup>	Themes for essays		Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural

							Competence, Analytical and critical thinking, Logical reasoning
	21 <sup>st</sup>	Themes for essays		Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	22 <sup>nd</sup>	Presentations	Oral presentations	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Presentations	Oral presentations	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	24 <sup>th</sup>	Presentations	Oral presentations	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	25 <sup>th</sup>	Formal writing	Resume . German Lebenslauf	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	26 <sup>th</sup>	Formal letters	Letters of enquiry, complaint, reply to complaint, request, acceptance	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	27 <sup>th</sup>	Formal letters	Letters of enquiry, complaint, reply to complaint, request, acceptance	Online/Face to face delivery Audio-visual material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	28 <sup>th</sup>	Oral communication		Group activities	2	L1, 2, 3	Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	29 <sup>th</sup>	Oral communication		Group activities	2	L1, 2, 3	Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning
	30 <sup>th</sup>	Revision and feedback		Online/Face to face delivery Discussion and feedback	2	L1, 2, 3	Speaking, Cultural Competence, Analytical and critical thinking, Logical reasoning



11.	<b>Number of Notional Hours: 225</b>				
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Lecture Hours – 50</td> <td style="width: 50%;">3. Self-study and Homework Preparation Hours – 150</td> </tr> <tr> <td>2. Tutorial / Practical / Presentation Hours – 25</td> <td>4. Hours for Field Surveys / Factory Visits / Social Activities –</td> </tr> </table>	1. Lecture Hours – 50	3. Self-study and Homework Preparation Hours – 150	2. Tutorial / Practical / Presentation Hours – 25	4. Hours for Field Surveys / Factory Visits / Social Activities –
1. Lecture Hours – 50	3. Self-study and Homework Preparation Hours – 150				
2. Tutorial / Practical / Presentation Hours – 25	4. Hours for Field Surveys / Factory Visits / Social Activities –				
12.	<p><b>Evaluation and Assessment: Through</b> continuous assessments throughout the year and written examination at the end of the course.</p> <p>In Course Evaluation (Mid Semester Evaluation) 20% from Total Marks Allocated  continuous assessments consist of class based assessment, class tests, written assignments (20%), oral presentations at the end of each semester (30%)  Final assessment consists of a written examination (50%)Final assessment contains a written examination (50%).</p> <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p>				
13.	<p><b>Recommended Reading:</b></p> <p>Butz, M., Albrecht, U. and Hoffmann-Dartevelle, M. (2004). Passwort Deutsch. Stuttgart: Klett Internat.  Daniels, A, Köhl-Kühn, R, Mautsch, K. (2012) Mittelpunkt Neu B2, Stuttgart: Klett.  Hering, A., Matussek, M., Perlmann-Balme, M. (2019) em Übungsgrammatik, Ismaning: Hueber  Koithan, U., Mayr-Sieber, T, et al (2017). Aspekte neu B2, Stuttgart: Klett.</p>				

1.	<b>Code of the Course Unit</b>	GERM 33526			
2.	<b>Title of the Course Unit</b>	Analysis and Interpretation of Non-literary Texts			
3.	<b>Number of Credits</b>	6			
4.	<b>Coordinator of the Course Unit</b>				
5.	<b>Type</b>	Compulsory			
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 2			
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>			
8.	<b>Main objective of the course</b>	Analysis and interpretation of authentic non-fiction texts from print and electronic media, complex syntactic structures in advanced German, semantics and pragmatics of written discourse corresponding to B2 Level of CEFR.			
9.	<b>Expected/Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course students will be able to:</p> <p>L1: analyze and interpret authentic non-literary texts of advanced German, L2: comment freely on the given topics and analyze the written discourse in the light of the given context. L3: develop skills in processing and categorising information collected from texts.</p>			
10.	<b>Content</b>	<b>Mode of Delivery / Way of</b>	<b>No. of</b>	<b>ILO</b>	<b>Integrated</b>

Week	Main Themes	Sub Themes	Delivery (T/L Materials)	Hrs	No.	Skills/ Competencies
1 <sup>st</sup>	Introduction to reading strategies	Selected theme	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
2 <sup>nd</sup>	Reading strategies	Selected theme	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
3 <sup>rd</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
4 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
5 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking,

						Logical reasoning
6 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
7 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
8 <sup>th</sup>	<b>Mid semester evaluation</b>					
9 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
10 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
11 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence,

						Analytical and critical thinking, Logical reasoning
	12 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	13 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	14 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	15 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	16 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and

							critical thinking, Logical reasoning
	17 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	18 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	19 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	20 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	21 <sup>st</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking,

						Logical reasoning	
	22 <sup>nd</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning	
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Presentations		Via Zoom or in class	2	L1, 2, 3 Speaking, Presentation skills. Cultural Competence, Analytical and critical thinking, Logical reasoning	
	24 <sup>th</sup>	Presentations		Via Zoom or in class	2	L1, 2, 3 Speaking, Presentation skills. Cultural Competence, Analytical and critical thinking, Logical reasoning	
	25 <sup>th</sup>	Presentations		Via Zoom or in class	2	L1, 2, 3 Speaking, Presentation skills. Cultural Competence, Analytical and critical thinking, Logical reasoning	
	26 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning	

	27 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	28 <sup>th</sup>	Selected theme		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	29 <sup>th</sup>	Revision and Feedback		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion and Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	30 <sup>th</sup>	Revision and Feedback		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion and Feedback at the end of session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
<b>11.</b>	<b>Number of Notional Hours: 300</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 150				
	2. Tutorial / Practical / Presentation Hours – 60		4. Hours for Field Surveys / Factory Visits / Social Activities – 30				
<b>12.</b>	<b>Evaluation and Assessment:</b> Through continuous assessments and end of course examination						
	Continuous assessment contains of mid semester evaluation (20%), oral and written assignments (10%), presentations (10%) and group projects (10%) Final assessment contains of a written examination (50%).						



13.

**Recommended Reading:**

Aufderstrasse, H., Müller, J.; Storz, T. (2012). Lagune 3, Ismaning: Hueber.

Braun, B., Doubek M, Schöfer, N. (2017) Intensivtrainer Wortschatz und Grammatik B1 DaF Kompakt Neu, Stuttgart: Klett

Braun, B. Dengler, S. et al (2014) Mittelpunkt neu B1+, Stuttgart: Klett

Buscha, A., Szita, S., (2013). Begegnungen Deutsch als Fremdsprache B1+, Leipzig: Schubert-Verlag.

Hering, A., Matussek, M., Perlmann-Balme, M. (2019) em Übungsgrammatik, Ismaning: Hueber

Koithan, U. Mayr-Sieber, T. et al, (2014). Aspekte neu B1 plus. Stuttgart: Klett

1.	<b>Code of the Course Unit</b>	GERM 33534
2.	<b>Title of the Course Unit</b>	Introduction to German Linguistics
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of all compulsory course units in Level 2
•	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	Introduction to German Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics, language change, varieties of German
9.	<b>Expected/Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course students will be able to:</p> <p>L1: produce the speech sounds of German accurately  L2: use the IPA symbols for the sounds of German and transcribe individual German words  L3: define and discuss basic phonological concepts i.e. phone, phoneme, allophone  L4: define the concepts of morph, morpheme and allomorph and analyse words in terms of their grammatical structure  L5: explain the principles of word order in German and describe the major syntactic functions  L6: define how modern German works as a system  L7: analyse and interpret spoken and written discourse in German</p>

10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Introduction to Basics in German Linguistics		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,
2 <sup>nd</sup>	Grammatical structures in German		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,
3 <sup>rd</sup>	Grammatical structures in German		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,
4 <sup>th</sup>	Grammatical structures in German		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,
5 <sup>th</sup>	Grammatical structures in German		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,
6 <sup>th</sup>	Introduction to Basics in German Linguistics	Scope of Linguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,
7 <sup>th</sup>	Scope of Linguistics	Phonetics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5	Reading, Writing, Speaking, Listening,

8 <sup>th</sup>	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test				
9 <sup>th</sup>	Scope of Linguistics	Phonology	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L1, 2, 3, 4, 5	Reading, Writing, Speaking, Listening,
10 <sup>th</sup>	Scope of Linguistics	Morphology	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6	Reading, Writing, Speaking, Listening,
11 <sup>th</sup>	Scope of Linguistics	Syntax	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6	Reading, Writing, Speaking, Listening,
12 <sup>th</sup>	Scope of Linguistics	Semantics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6	Reading, Writing, Speaking, Listening,
13 <sup>th</sup>	Scope of Linguistics	Pragmatics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
14 <sup>th</sup>	Scope of Linguistics	Applied Linguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
15 <sup>th</sup>	Scope of Linguistics	Applied Linguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence

	16 <sup>th</sup>	Scope of Linguistics	Sociolinguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	17 <sup>th</sup>	Scope of Linguistics	Sociolinguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	18 <sup>th</sup>	Scope of Linguistics	Psycholinguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	19 <sup>th</sup>	Scope of Linguistics	Psycholinguistics	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	20 <sup>th</sup>	Scope of Linguistics	Language and Society, Culture	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	21 <sup>st</sup>	Scope of Linguistics	Intercultural Communication	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	22 <sup>nd</sup>	Scope of Linguistics	Intercultural Communication	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				

	24 <sup>th</sup>	Scope of Linguistics	Verbal and nonverbal communication	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	24 <sup>th</sup>	Scope of Linguistics	Verbal and nonverbal communication	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	25 <sup>th</sup>	Scope of Linguistics	Language Universals	Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	26 <sup>th</sup>	Key contributors to the field of German Linguistics		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	27 <sup>th</sup>	Key contributors to the field of German Linguistics		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	28 <sup>th</sup>	Key contributors to the field of German Linguistics		Online/Face to face delivery Interactive material, authentic texts, video material and handout uploaded on LMS Discussion on main theme Feedback at the end of session	2	L4, 5, 6, 7	Reading, Writing, Speaking, Listening, Cultural competence
	29 <sup>th</sup>	Revision and feedback		Online/Face to face delivery Discussion and Feedback	2	L4, 5, 6, 7	Speaking, Critical and analytical thinking
	30 <sup>th</sup>	Revision and feedback		Online/Face to face delivery Discussion and Feedback	2	L4, 5, 6, 7	Speaking, Critical and analytical thinking
11.	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 40		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 20		4. Hours for Field Surveys / Factory Visits / Social Activities –				

12.	<p><b>Evaluation and Assessment:</b> continuous assessments throughout the semester and a written examination at the end of</p> <p>continuous assessment consists of oral and written assignments 20%, evaluation of the work done on the learning platform 10% and mid semester tests 20%. Final assessment contains a written examination.</p> <p><b>End of Course Evaluation: Question Paper: 50%</b></p>
13.	<p><b>Recommended Reading:</b></p> <p>Bergmann, R., Pauly, P., Stricker, S. (2010) Einführung in die deutsche Sprachwissenschaft, Heidelberg: Universitätsverlag Winter</p> <p>Kessel, K., Reimann, S. (2017) Basiswissen Deutsche Gegenwartssprache Eine Einführung, Stuttgart: UTB</p> <p>Graefen, G. Liedke, M. (2020) Germanistische Sprachwissenschaft, Stuttgart: UTB</p> <p>Greule, A., Riemann, S. (2015) Basiswissen Textgrammatik, Stuttgart: UTB</p>

1.	<b>Code of the Course Unit</b>	GERM 33544
2.	<b>Title of the Course Unit</b>	History and Interpretation of German Literature
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 2
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>	
8.	<p><b>Main objective of the course</b></p> <p>A selection of poems, short stories and novelettes from different literary epochs: Naturalism, Symbolism and Expressionism. Introduction to interpreting literary work.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: review literary movements of the 19<sup>th</sup> Century through restoration and the early years of industrialization of Germany.</p> <p>L2: summarize excerpts from a variety of literary works from the above-mentioned movements</p> <p>L3: examine and interpret literary works representing the major genres and periods of German literature.</p>	



10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	“The Metamorphoses” by Franz Kafka  Graphic Novel	Introduction	Pictures, photographs and images	2	L1, 2	Reading, Speaking
2 <sup>nd</sup>	“The Metamorphoses” by Franz Kafka	Character Identification of the story	Handouts (Photo copies of the graphic novel)	2	L1, 2	Reading, Speaking
3 <sup>rd</sup>	“The Metamorphoses” by Franz Kafka	Content discussion (Chapter 1)	Handouts (Photo copies of the graphic novel)	2	L1, 2	Reading, Speaking, Cultural competence
4 <sup>th</sup>	“The Metamorphoses” by Franz Kafka	Role play: Dialogues and monologues	Handouts (Photo copies of the graphic novel)	2	L1, 2	Reading, Speaking, Cultural competence
5 <sup>th</sup>	“The Metamorphoses” by Franz Kafka	Content discussion (Chapter II)	Handouts	2	L1, 2	Reading, Speaking, Cultural competence
6 <sup>th</sup>	“The Metamorphoses” by Franz Kafka	Content discussion (Chapter 3)	Handouts	2	L1, 2	Reading, Speaking, Cultural competence

7 <sup>th</sup>	“The Metamorphoses” by Franz Kafka	Discuss the story with the film trailer	Movie trailer, summary and the graphic novel <a href="https://www.youtube.com/watch?v=KWeL_QqKINA">https://www.youtube.com/watch?v=KWeL_QqKINA</a>	2	L1, 2, 3	Reading, Listening, Speaking, Cultural competence, critical and analytical thinking
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Introduction (Title and Characters)	Handout, Pictures, photographs and images	2	L1, 2	Reading, Speaking, Cultural competence
10 <sup>th</sup>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Content discussion	Handout <a href="https://www.inhaltsangabe.de/goethe/werther/">https://www.inhaltsangabe.de/goethe/werther/</a>	2	L1, 2	Reading, Listening, Speaking, Cultural competence
11 <sup>th</sup>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Content discussion	Handout	2	L1, 2	Reading, Speaking, Cultural competence
12 <sup>th</sup>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Character installation	Handout and Movie trailer: <a href="https://www.youtube.com/watch?v=Cz7NQvYRaAU">https://www.youtube.com/watch?v=Cz7NQvYRaAU</a>	2	L1, 2	Reading, Writing, Listening, Speaking, Cultural competence
13 <sup>th</sup>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Discussion: Genre: Briefroman	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence

	<b>14<sup>th</sup></b>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Discussion: Structure, author and the era	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	<b>15<sup>th</sup></b>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Content discussion	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	<b>16<sup>th</sup></b>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Content discussion	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	<b>17<sup>th</sup></b>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Role play: main characters	Video/Audio recording	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	<b>18<sup>th</sup></b>	“Die Leiden des jungen Werthers” a novel by Johann Wolfgang von Goethe	Translation: a letter from the collection	Handout	2	L1, 2, 3	Reading, Writing, Cultural competence
	<b>19<sup>th</sup></b>	Des Sängers Fluch by Ludwig Uhland	Introduction	Handout	2	L1, 2	Reading, Speaking, Cultural competence

	20 <sup>th</sup>	Des Sängers Fluch by Ludwig Uhland	Introduction: eine Ballade	Handout	2	L1, 2	Reading, Listening, Speaking, Cultural competence
	21 <sup>st</sup>	Des Sängers Fluch by Ludwig Uhland	Listening to the audio text and draw the situation	<a href="https://www.youtube.com/watch?v=eE3Zyn16yZI">https://www.youtube.com/watch?v=eE3Zyn16yZI</a>	2	L1, 2, 3	Reading, Listening, Speaking, Cultural competence
	22 <sup>nd</sup>	Des Sängers Fluch by Ludwig Uhland	Content discussion	Poem	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
	24 <sup>th</sup>	Des Sängers Fluch by Ludwig Uhland	Translate 2 stanzas into Sinhala/English	Poem	2	L1, 2	Reading, Writing, Cultural competence
	24 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Introduction	Handout	2	L1, 2	Reading, Writing, Speaking, Cultural competence
	25 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Content discussion	<a href="https://www.youtube.com/watch?v=c3zRJsnwEk">https://www.youtube.com/watch?v=c3zRJsnwEk</a> Audio Text	2	L1, 2, 3	Reading, Listening, Speaking, Cultural competence

	26 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Audio to Text interpretation	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence
	27 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Content discussion	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence
	28 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Content discussion: Text to Image	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence
	29 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Discussion: Author, Themes and the Era	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence
	30 <sup>th</sup>	“Ein Traum” by Franz Kafka, Short story	Translation; into Sinhala/English	Handout	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competence
11.	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours –		4. Hours for Field Surveys / Factory Visits / Social Activities –				
12.	<b>Evaluation and Assessment: Through</b> continuous assessments throughout the year and written examination at the end of the course.						
	continuous assessments consist of class based assessment, mid semester evaluation, written assignments (30%), oral presentations at the end of each semester (20%)						
	Final assessment consists of a written examination (50%)						

**13. Recommended Reading:**

- Engel, M., & Lauterbach, D. (2013). Rilke-Handbuch: Leben - Werk - Wirkung. Stuttgart: J.B. Metzler Verlag.
- Hamann, R. and Hermand, J (1977). Epochen deutscher Kultur von 1870 bis zur Gegenwart. Frankfurt am Main: Fischer.
- Lehner, V. (2007). Frauen- und Kinderarbeit in der Zeit der Industrialisierung, München: GRIN
- Luserke-Jaqui, M. (2017) Deutsche Literaturgeschichte in 10 Schritten, Stuttgart: UTB
- Mai, M. (2017) Geschichte der deutschen Literatur, Weinheim: Beltz
- Rüffing, R. (2019) Deutsche Literaturgeschichte, Stuttgart: UTB

1.	<b>Code of the Course Unit</b>	GERM 33554
2.	<b>Title of the Course Unit</b>	Teaching German as a Foreign Language I
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 2
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>	
8.	<p><b>Main objective of the course</b></p> <p>Introduction to the methodology and didactics of teaching German as a Foreign Language (DaF). Practical exercise on the evaluation of textbooks.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: classify different teaching methodologies</p> <p>L2: contrast and compare different methodologies to find their advantages and disadvantages.</p> <p>L3: analyse and identify the basic components of a modern language textbook</p>	

10.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Introduction to Teaching German as a Foreign Language.	Reference Disciplines and other influencing factors in the development of teaching Methodology.	Students are provided with a list of influencing factors. They work in small groups to find examples how these effect the development of new teaching Methodology. Students are presented with social, institutional, subject specific and functional dimensions of language class. Students discuss these dimensions in a Sri-Lankan context.	2	L1	Reading, Writing, Speaking, Critical and analytical thinking, Teamwork
2 <sup>nd</sup>	Introduction to Grammar-Translation Method (Grammatik-Übersetzungsmethode- GÜM)	Sociopolitical and pedagogical developments which contributed in developing GÜM	Students work with an informational text on socio political developments at the time of development of GÜM. Students list different developments and their effects. Classroom discussion how an actual language classroom in time of GÜM	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking, Teamwork
3 <sup>rd</sup>	Grammar-Translation method: Analysing content table of a Textbook		Students are presented with a content table of textbook of Grammar Translation Method (GÜM) to analyse and list the main components and the characteristics. Afterwards they compare the GÜM content table with a content table from a modern German textbook and find out the differences.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
4 <sup>th</sup>	Grammar-Translation method: Presentation of Grammar exercises of and	Deductive and inductive grammar teaching.	Students will compare the presentation of grammar from a modern textbook with GÜM textbook and compare the deductive and inductive grammar teaching methods. Students are presented with typical exercises from a GÜM textbook in order to recognize the learning outcomes.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking



5 <sup>th</sup>	Grammar-Translation method: Summery and critic.		Students are presented with a summery of different aspects of Grammar-Translation method. They reproduce them with flashcards. Students analyse different criticisms on GÜM to determine changes for the new method.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
6 <sup>th</sup>	Introduction to Direct Method (DM)	Sociopolitical and pedagogical changes at the time of development of Direct Method.	Students are provided with an information text on the development of Direct Method in order to analyse sociopolitical and pedagogical changes and their effect on the new methodology.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
7 <sup>th</sup>	Direct Method: Principles of teaching	Contents of a language classroom according to direct method.	Information text on principles of teaching in direct method. Students read the text discuss how these principles will be implemented in a practical context of the language classroom.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Direct Method: The Textbook	Grammar/ Phonological Training and Exercises	Students compare exempts of two textbooks of GÜM and of direct method to determine differences and similarities between them. They also evaluate the exercises and decide whether they can be implemented in a modern language classroom.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
10 <sup>th</sup>	Direct Method: Summery and Conclusions		Students are provided with a summary of Direct Methods. They recall the main aspects and reproduce them with flash cards. Students speculate what changes will be seen in the next method.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking

11 <sup>th</sup>	Introduction to Audio-Lingual Method (ALM).	Sociopolitical and pedagogical changes at the time of development of Audio-Lingual Method.	Students are provided with an information text on the development of ALM in order to analyse sociopolitical and pedagogical changes and their effect on the new methodology.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
12 <sup>th</sup>	Audio-Lingual Method: The Textbook	Introduction text/ Presentation of Grammar.	Students analyse the introduction text of a chapter in an ALM textbook to identify the main aspects. Students compare presentation of Grammar in GÜM and ALM textbooks to determine the teaching method (inductive or deductive)	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
13 <sup>th</sup>	Audio-Lingual Method: Exercises	Pattern drills	Students are presented with a variation of different exercises from an ALM textbook to analyse and determine the learning outcomes and evaluate them on their interaction.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
14 <sup>th</sup>	Audio-Lingual Method: Content table and construction of a chapter		Students compare the content tables and chapter construction of an Audio-Lingual and GÜM textbooks to identify how different principles are reflected on them.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
15 <sup>th</sup>	Audio-Lingual Method: Linguistic foundation and Psychology of Learning	Structuralism Behaviorism	Students are presented with an information text on structuralism and behaviorism and given comprehension questions to answer. Students discuss how the above foundations change the ALM classroom.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
16 <sup>th</sup>	Audio-Lingual Method: Language Lab/ Summery		Students are provided with an Introduction to language lab. They scan through the text to identify the advantages and disadvantages of a language lab. Students are provided with a summary of ALM. They recall the main aspects and reproduce them with flash cards.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking

17 <sup>th</sup>	Introduction to Audio-Visual Method (AVM)	Introduction page of a chapter.	Students are given an introduction text on Audio-Visual Method to summarize the main aspects of the method. Students will analyse the introduction page of textbook to make notions on the language classroom	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
18 <sup>th</sup>	Audio-Visual Method: Textbook and Principles of teaching	Exercises	Students analyse different principles of teaching to find parallels between ALM and AVM. Students analyse different exercises to determine the learning outcomes and evaluate their implementation in a language classroom.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
19 <sup>th</sup>	Audio-Visual Method: Critic and summary		Students received a list of criticisms on AVM to determine which of them are applicable to ALM as well. Students also agree or disagree with the critics and justify their choice.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
20 <sup>th</sup>	Revision on above Methods		Students summarize and reproduce main aspects of the above Methodology with flash cards and clarify their uncertainties.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
21 <sup>st</sup>	Introduction to Communicative Didactics (CD)	Sociopolitical and pedagogical developments which contributed in developing CD	Students work with an informational text on socio political developments at the time of development of Communicative Didactics. Students lists different developments and their effects. Classroom discussion how an actual language classroom of CD looks like	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
22 <sup>nd</sup>	Communicative Didactics: Pragmatic Perspectives		Students create a mind map on pragmatic objectives of language learning. They compare their ideas with the information text.	2	L1, 2	Writing, Speaking, Critical and analytical thinking
23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				

	24 <sup>th</sup>	Communicative Didactics: Pedagogical Perspectives		Students are presented with pedagogical objectives of English class at school level in 1980s in Germany. They extract the main aspects of the different aspects and formulate new pedagogical objectives for their German classroom at the university.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
	25 <sup>th</sup>	Communicative Didactics: Pragmatic functional concept.	Speech-Act- Theory	Students receive an informational text on pragmatic-functional concept with comprehension questions. They analyse different speech acts to determine speech intentions. Students find different expressions and linguistic devices to express a specific speech intention and put them in order according to difficulty.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
	26 <sup>th</sup>	Communicative Didactics: Pragmatic functional concept.	Speech-Act- Theory	Students analyse speech intentions more extensively to determine adequate themes, actors and language (grammar/ expression) to complete a speech act in everyday communication.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
	27 <sup>th</sup>	Communicative Didactics: Textual work and authentic texts.		Students define authentic texts and extract the objectives of their implementation in language classroom by scanning an information text. Students are presented with different speech intentions to study and determine adequate authentic texts.	2	L1, 2	Reading, Writing, Speaking, Critical and analytical thinking
	28 <sup>th</sup>	Communicative Didactics: Communicative tasks/ Exercises		Students study different speech acts to determine appropriate authentic texts and communicative tasks that can be implemented in language classroom. Students evaluate a collection of exercises on their level of communication and authenticity	2	L1, 2, 3	Reading, Writing, Speaking, Critical and analytical thinking
	29 <sup>th</sup>	Communicative Didactics: Exercises		Students define different types of exercises (receptive, reproductive and productive) Students study a variation of exercises to determine their type. Students create exercises in order to complete a speech intention.	2	L1, 2, 3	Reading, Writing, Speaking, Critical and analytical thinking

	30 <sup>th</sup>	Intercultural approach	Intercultural learning	Students are presented with an introduction to intercultural approach with comprehension questions. Students analyse extracts of an intercultural textbook to identify it's principles. Students go through a chapter of a modern textbook to revise it to make more suitable for intercultural learning.	2	L1, 2, 3	Reading, Writing, Speaking, Cultural competency, Critical and analytical thinking
<b>11.</b>	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 40		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 20		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> Through continuous assessments throughout the year and written examination at the end of the course.						
	Continuous assessments consist of class based assessment, mid semester evaluation written assignments (35%), oral presentations at the end of each semester (15%) Final assessment consists of a written examination (50%)						
<b>13.</b>	<b>Recommended Reading:</b>						
	Barowski, H. Grommes, B. L. et al (2017) Deutsch als fremde Sprache, Stuttgart: Klett Bimmel, P., Kast, B., Neuner, G. (2011) Deutschunterricht planen Neu, Stuttgart: Klett Ende, K., Grotjan, R., Kleppin, K., Mohr, I. (2013). Curriculare Vorgaben und Unterrichtsplanung. Stuttgart: Klett Günther, S. (1999) Deutsch als Fremdsprache - Eine Didaktik. Theoretische Grundlagen und praktische Unterrichtsgestaltung, Stuttgart: UTB Legutke, M, Schart, M (2012). Lehrkompetenz und Unterrichtsgestaltung. Stuttgart: Klett Neuner, G. and Hunfeld, H. (1993). Methoden des fremdsprachlichen Deutschunterrichts. Berlin: Langenscheidt.						

1.	<b>Code of the Course Unit</b>	GERM 33564
2.	<b>Title of the Course Unit</b>	Introduction to Technical Writing and Research Methodology
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 2
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	<p>This course unit is conducted in English. Introduction to questionnaire design, abstract and summary writing, preparation of research proposals, reports, introduction to techniques in qualitative and quantitative research, data representation and analysis, presentation skills, PowerPoint and poster presentation, spreadsheet and database applications, scientific referencing, producing a research report/paper, ethical issues in research</p>
9.	<b>Expected/Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course students will be able to:</p> <p>L1: identify the basic concepts of technical writing and research methods to conduct research in their relevant Fields. L2: use adequate scientific language in their research projects. L3: present their research findings adequately L4: conduct qualitative and quantitative research pertaining to the selected projects, demonstrate ability in project L5: management, data representation and analysis, research proposal/project/report writing</p>

10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Introduction to Research Methodology	Differentiating between everyday knowledge and empirical knowledge.	Mind-map to activate students' prior knowledge about research. Text on methodological research where student extract the characteristics of empirical research. Students differentiate everyday knowledge from research by analysing examples in small groups. Students present the areas of research interests.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
2 <sup>nd</sup>	Introduction to Research Methodology	Differentiating between everyday knowledge and empirical knowledge.	Mind-map to activate students' prior knowledge about research. Text on methodological research where student extract the characteristics of empirical research. Students differentiate everyday knowledge from research by analysing examples in small groups. Students present the areas of research interests.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
3 <sup>rd</sup>	Qualitative and Quantitative Research.		Students read a scientific text on qualitative and quantitative research and find out differences between the methods. Students are given a brief introduction to mixed methods. Students are given few research topics and questions. Students discuss whether qualitative, quantitative, or mixed methods are more adequate for them.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
4 <sup>th</sup>	Qualitative and Quantitative Research.		Students read a scientific text on qualitative and quantitative research and find out differences between the methods. Students are given a brief introduction to mixed methods. Students are given few research topics and questions. Students discuss whether qualitative, quantitative, or mixed methods are more adequate for them.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning

5 <sup>th</sup>	Introduction to components of a research paper	Abstract, extended abstract	Students discuss in small groups and arrange different components of a research paper Students are provided with a variation of questions and they decide in which section of the bachelor thesis they are answered.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking
6 <sup>th</sup>	Introduction to components of a research paper	Abstract, extended abstract	Students discuss in small groups and arrange different components of a research paper Students are provided with a variation of questions and they decide in which section of the bachelor thesis they are answered.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking
7 <sup>th</sup>	Deciding on a research area. Identifying the research problem. Creating main and sub research questions.		Scientific text on identifying research problems and dos and don'ts when formulating research questions with examples. Students create their own research questions and gets feedback from their peers.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
8 <sup>th</sup>	Deciding on a research area. Identifying the research problem. Creating main and sub research questions.		Scientific text on identifying research problems and dos and don'ts when formulating research questions with examples. Students create their own research questions and gets feedback from their peers.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
9 <sup>th</sup>	Mid semester assessment – Group presentation					



10 <sup>th</sup>	Introduction to different methods of Data Collection.		Introduction text on data collecting methods: Interviews, questionnaires, and systematic observations. Students will read extensively on one method and present it to the rest of the group. Students discuss possible adequate data collecting methods for their research questions.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
11 <sup>th</sup>	Introduction to different methods of Data Collection.		Introduction text on data collecting methods: Interviews, questionnaires, and systematic observations. Students will read extensively on one method and present it to the rest of the group. Students discuss possible adequate data collecting methods for their research questions.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
12 <sup>th</sup>	Interview	Introduction to a selection of Interview types. Structured and Open Interviews	Introduction text on narrative, Expert- and guide lined Interviews where Students read and differentiate between the forms. Classroom discussions of selecting an appropriate Interview for the personal research.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
13 <sup>th</sup>	Interview	Introduction to a selection of Interview types. Structured and Open Interviews	Introduction text on narrative, Expert- and guide lined Interviews where Students read and differentiate between the forms. Classroom discussions of selecting an appropriate Interview for the personal research.	2	L1	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
14 <sup>th</sup>	Interview		Students are provided with guidelines to create a well-balanced Interview. Students extract dos and don'ts in creating an Interview.	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking
15 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				

16 <sup>th</sup>	Questionnaire	Open and Structured questions Likert scale	Scientific Text on creating a good questionnaire. Students apply their knowledge to identify good and badly constructed questionnaires. Students analyse different questions types and Likert scale questions.	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
17 <sup>th</sup>	Questionnaire	Open and Structured questions Likert scale	Scientific Text on creating a good questionnaire. Students apply their knowledge to identify good and badly constructed questionnaires. Students analyse different questions types and Likert scale questions.	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
18 <sup>th</sup>	Introduction to citation (Harvard Method)		Students are provided with instruction to conduct word to citations and paraphrasing in text. Students are given instructions to create a bibliography. The above knowledge is tested in practical exercises where students practice word to word citations and paraphrasing. They also create a short bibliography with given books, articles, and online publications.	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
19 <sup>th</sup>	Introduction to citation (Harvard and MLA)		Students are provided with instruction to conduct word to citations and paraphrasing in text. Students are given instructions to create a bibliography. The above knowledge is tested in practical exercises where students practice word to word citations and paraphrasing. They also create a short bibliography with given books, articles, and online publications.	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
20 <sup>th</sup>	Introduction to qualitative Data Analysis	Aims of QDA Expanding and summarizing Data Grounded Theory	Power-point presentation introducing qualitative Data analysis and Grounded Theory with practical exercises to apply knowledge	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking

21 <sup>st</sup>	Introduction to qualitative Data Analysis	Aims of QDA Expanding and summarizing Data Grounded Theory	Power-point presentation introducing qualitative Data analysis and Grounded Theory with practical exercises to apply knowledge	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking
22 <sup>nd</sup>	Qualitative Data Analysis: Qualitative Content Analysis	Inductive and deductive Coding	Continuation of the presentation with QCA with examples. Students learn how to code data into data driven and theory driven categories.	2	L1, 2	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group 3Presentation / Practical Test</b>				
24 <sup>th</sup>	Academic writing		Students are provided with a selection of useful phrases and expression in scientific writing. They read them and categorizes them into different purposes of using them and into different components of the bachelor thesis.	2	L1, 2, 3, 4	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
25 <sup>th</sup>	Academic writing		Students are provided with a selection of useful phrases and expression in scientific writing. They read them and categorizes them into different purposes of using them and into different components of the bachelor thesis.	2	L1, 2, 3, 4	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
26 <sup>th</sup>	Expose		Students analyse an exemplary expose and discuss the main components of an expose. Students collect key themes of their own research to write under the main components of the expose	2	L1, 2, 3, 4	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning

	27 <sup>th</sup>	Expose		Students analyse an exemplary expose and discuss the main components of an expose. Students collect key themes of their own research to write under the main components of the expose	2	L1, 2, 3, 4	Reading, Speaking, Writing, Critical and analytical thinking, Logical reasoning
	28 <sup>th</sup>	Presentation on group research project	Group presentation	Students present their research in a presentation with an extensive feedback from the teacher and peer reviews.	2	L1, 2, 3, 4	Speaking, Presentation skills, Critical and analytical thinking, Logical reasoning
	29 <sup>th</sup>	Presentation on group research project	Group presentation	Students present their research in a presentation with an extensive feedback from the teacher and peer reviews.	2	L1, 2, 3, 4	Speaking, Presentation skills, Critical and analytical thinking, Logical reasoning
	30 <sup>th</sup>	Review of individual research project proposals		Discussion and feedback	2	L1, 2, 3, 4	Writing, Speaking, Presentation skills
<b>11.</b>	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> Through continuous assessments throughout the year						
	Assignments, mini projects, field reports, class-based assessments, individual research project, research paper and presentation at a departmental seminar Group presentation (10%), individual report (20%), individual presentation (10%), research proposal (10%), abstract (10%), research paper (25%), presentation (15%)						
<b>13.</b>	<b>Recommended Reading:</b>						
	Creswell, J. W. (2014) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed., California: SAGE Flick, U. (2015) Introducing Research Methodology: A Beginner's Guide to Doing a Research Project 2nd ed. California: SAGE Kothari, C. R. (2004), Research Methodology. Methods and Techniques, 2nd revised ed., New Delhi: New Age International Meriam, S. B. , Tisdell, E. (2015) Qualitative Research: A Guide to Design and Implementation 4th ed. New York: John Wiley & Sons						

1.	<b>Code of the Course Unit</b>	GERM 31573			
2.	<b>Title of the Course Unit</b>	Translation of literary and non-Literary Texts			
3.	<b>Number of Credits</b>	3			
4.	<b>Coordinator of the Course Unit</b>				
5.	<b>Type</b>	Compulsory			
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 2			
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>			
8.	<b>Main objective of the course</b>	The course will provide the students with an introduction to theories of translation and developing translation skills using authentic non- fictional texts and simple fiction texts from German into English and first language and vice versa.			
9.	<b>Expected/Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course students will be able to:</p> <p>L1: identify different theories of translation L2: apply different techniques in translating non-fictional and fictional texts. L3: translate simple literary and non-literary texts from German to their first and second languages and vice versa. L4: approach translation as a method of improving reading ability in German, through language and cultural competence</p>			
10.	<b>Content</b>	<b>Mode of Delivery / Way of</b>	<b>No. of</b>	<b>ILO</b>	<b>Integrated</b>

Week	Main Themes	Sub Themes	Delivery (T/L Materials)	Hrs	No.	Skills/ Competencies
1 <sup>st</sup>	Introduction		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Speaking, Listening
2 <sup>nd</sup>	Theories of translation		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Speaking, Listening
3 <sup>rd</sup>	Theories of translation		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Speaking, Listening
4 <sup>th</sup>	Intercultural competence		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Speaking, Listening
5 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Cultural competency, Reading, Writing, Speaking
6 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Cultural competency, Reading, Writing, Speaking
7 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Cultural competency, Reading, Writing, Speaking
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Cultural competency, Reading, Writing, Speaking
10 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Cultural competency, Reading, Writing, Speaking
11 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Cultural competency, Reading, Writing, Speaking
12 <sup>th</sup>	Translation exercises	Student presentation	Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Cultural competency, Reading, Writing,

						Speaking
	13 <sup>th</sup>	Class based translation exercises		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2, 3, 4 Cultural competency, Reading, Writing, Speaking
	14 <sup>th</sup>	Class based translation exercises		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2, 3, 4 Cultural competency, Reading, Writing, Speaking
	15 <sup>th</sup>	Revision and feedback		Face to face/Online sessions, Discussion and feedback session	2	L1, 2, 3, 4 Speaking
11.	<b>Number of Notional Hours: 150</b>					
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 90			
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –			
12.	<b>Evaluation and Assessment:</b> Through continuous assessment 100%					
	Continuous assessment contains a portfolio of translated texts and evaluation of a short interpreting session.					
13.	<b>Recommended Reading:</b>					
	Koller, W. (2011) Einführung in die Übersetzungswissenschaft. Tübingen: A Franke Kußmaul, P. (2015) Verstehen und Übersetzen: Ein Lehr- und Arbeitsbuch. Tübingen: Narr Yarova, A. (2017) Übersetzungsmethoden und Texttypologie. Ein Überblick, Munich: GRIN					

1.	<b>Code of the Course Unit</b>	GERM 32583
2.	<b>Title of the Course Unit</b>	Computer Assisted Teaching of Foreign Languages
3.	<b>Number of Credits</b>	3
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 2
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <p>10. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</p> <p>11. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</p> <p>12. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</p> <p>13. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</p> <p>14. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</p> <p>15. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</p> <p>16. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</p> <p>17. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</p> <p>18. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</p>	
8.	<p><b>Main objective of the course</b></p> <p>The students are expected to analyse aspects of digitally enriched foreign language teaching, E-learning, M-Learning, web-based technology and multimedia content development for teaching German as a Foreign Language, usage of latest software, online learning platforms and teaching aids on language teaching, participation at regular practical sessions on developing modules for online learning</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: outline and compare latest software in language teaching and learning</p> <p>L2: develop material for online learning and assessment for student centred learning</p> <p>L3: identify and apply teaching methods in web-based teaching</p> <p>L4: develop multimedia content and learning aids for learning platforms.</p>	



10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Introduction		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Writing, Speaking, Listening, ICT skills
2 <sup>nd</sup>	Introduction to Computer Assisted Language Learning (CALL)		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Writing, Speaking, Listening, ICT skills
3 <sup>rd</sup>	Introduction to Computer Assisted Language Learning (CALL)		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Writing, Speaking, Listening, ICT skills
4 <sup>th</sup>	Introduction to Computer Assisted Language Learning (CALL)		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Writing, Speaking, Listening, ICT skills
5 <sup>th</sup>	Web-based learning		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Writing, Speaking, Listening, ICT skills
6 <sup>th</sup>	Web-based learning		Face to face/Online sessions, material and handout uploaded on LMS	2	L1	Reading, Writing, Speaking, Listening, ICT skills
7 <sup>th</sup>	Aspects of digitally enriched foreign language teaching		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Reading, Writing, Speaking, Listening, ICT skills
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Aspects of E-learning	Student centred learning	Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Reading, Writing, Speaking, Listening, ICT skills
10 <sup>th</sup>	Aspects of M-Learning		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Reading, Writing, Speaking, Listening, ICT skills

	11 <sup>th</sup>	Web-based technology and multimedia content development for teaching German as a Foreign Language		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Reading, Writing, Speaking, Listening, ICT skills
	12 <sup>th</sup>	Web-based technology and multimedia content development for teaching German as a Foreign Language		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2	Reading, Writing, Speaking, Listening, ICT skills
	13 <sup>th</sup>	Learning platforms. Learning Management Systems		Face to face/Online sessions, material and handout uploaded on LMS	2	L1, 2, 3, 4	Reading, Writing, Speaking, Listening, ICT skills
	14 <sup>th</sup>	Development of teaching material and online modules		Interactive session	2	L1, 2, 3, 4	Reading, Writing, ICT skills Creative skills
	15 <sup>th</sup>	Presentation		Students present developed content	2	L1, 2, 3, 4	Speaking, Presentation skills, ICT skills
11.	<b>Number of Notional Hours: 150</b>						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 90				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				
12.	<b>Evaluation and Assessment:</b> Through continuous assessment						
	Continuous assessment contains compulsory attendance for practical sessions, class based assessments (20%) mid semester evaluation (20%) group projects (30%) and evaluation of developed online content (30%).						
13.	<b>Recommended Reading:</b>						
	Biechele, M., Rösler, D, et al (2003) Internet-Aufgaben Deutsch als Fremdsprache, Stuttgart: Klett						
	Brash, B., Pfeil, A. (2017) Unterrichten mit digitalen Medien, Stuttgart: Klett						
	Heusinger, M. (2020) Lernprozesse digital unterstützen: Ein Methodenbuch für den Unterricht, Weinheim: Beltz						
	Reppe, D. (2014) Digitale Sprachlernprogramme: Möglichkeiten Und Grenzen Im Fremdsprachenunterricht Und Beim Selbstständigen Fremdsprachenerwerb, Hamburg: Diplomica						
	Röhrig, H. (2018) Digitale Medien im Sprachunterricht. (Author publication)						
	Rösler, D., Würffel, N. (2014) Lernmaterialien und Medien, Munich: Klett-Langenscheidt						

Field of Study: Professional Subject Stream						
1	<b>Code of the Course Unit</b>		PSIT 32522			
2	<b>Title of the Course Unit</b>		ICT Skills for Education and Profession- Part I			
3	<b>Number of Credits</b>		2			
4	<b>Type</b>		Optional			
5	<b>Coordinator of the Course Unit</b>					
6	<b>Pre-requisites</b>		None			
7	<b>Main objective of the course</b> <ol style="list-style-type: none"> <li>To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</li> <li>To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</li> <li>To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</li> <li>To provide human capital for the employment market of the country.</li> <li>To assist and promote new venture creation of the country.</li> </ol>					
8	<b>Intended Learning Outcomes (ILOs)</b> At the completion of this course unit the student will be able to <ol style="list-style-type: none"> <li>Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</li> <li>Use MS Office package for improving workplace performance</li> <li>Create databases by using relevant software packages</li> <li>Design required graphics for teaching and learning/workplace/day to day life</li> <li>Use digital technology for research and innovation</li> <li>Use digital teaching and learning tools to support e-learning</li> <li>Create a simple educational game</li> <li>Design an interactive web</li> <li>Use smart technology for Digital living</li> <li>Value ethically use of information technology</li> </ol>					
9	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Definition of information literacy including components and models, Basic information literacy skills including critical thinking, reading skills, and independent learning.			
2 <sup>nd</sup>	Identify the value and nature of information and how it is organized and use it effectively especially in an	Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship,		2	1	

	electronic environment	Methods of citation -in an online environment		
3 <sup>rd</sup>	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word	2	2
4 <sup>th</sup>	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint	2	2
5 <sup>th</sup>	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access	2	2,3
6 <sup>th</sup>	Graphics for teaching and learning		2	4
7 <sup>th</sup>	Digital technology for research and innovation	Practical on Prezi	2	5
8 <sup>th</sup>	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools	2	5
9 <sup>th</sup>	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2	1-8
10 <sup>th</sup>	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools – Mentimeter /Gosoapbox	2	6
11 <sup>th</sup>	Create a simple educational game		2	7
12 <sup>th</sup>	Design an interactive web		2	8
13 <sup>th</sup>	Use smart technology for Digital living	Impact of digital technology on quality of life, work and play and examine what it means to be an individual in the 21st	2	9

			century.			
	14 <sup>th</sup>	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flicker, LinkedIn profile		2	9
	15 <sup>th</sup>	Value ethically use of information technology	Ethical standards and practices of information		2	10
10.	<b>Number of Notional Hours: 100</b>					
	<b>1. Lecture Hours: 30      3. Self-study and Homework Preparation Hours: 20</b> <b>2. Tutorial Hours: 30    4. Hours for recommended reading: 20</b>					
11.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b> <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b> <b>Question Paper:</b>					
12	<b>Recommended Readings:</b> Merkow, M. S., Breithaupt, J. (2015), <b>Information Security: Principles and Practices</b> , Wiley, New Jersey Livingstone, S., Sefton-Green, J. (2016), <b>The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)</b> , New York University Press, New York Munir, K. (2016), <b>Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics)</b> , 1st Edi. IGI global, Hershey, PA					

1.	<b>Code of the Course Unit</b>	GERM 43515
2.	<b>Title of the Course Unit</b>	German Linguistics and Discourse Analysis
3.	<b>Number of Credits</b>	5
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>
8.	<b>Main objective of the course</b>	Introduction to discourse analysis, use of language in social context, analysis and interpretation of authentic data from print and digital media with emphasis on spoken discourse.

<b>9.</b>	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: identify the inter relationship between language and society in concern with the interactive properties of everyday communication.</p> <p>L2: analyse authentic data available from spoken and written German with an insight into morphology, syntax, semantics, pragmatics of German language</p> <p>L3: analyse and interpret language use in social context in order to identify the purposes and effects of different types of language and cultural rules and conventions in communication</p> <p>L4: discuss how values, beliefs and assumptions are communicated and how language use relates to its social, political and historical context</p>
-----------	---

<b>10.</b>	<b>Contents</b>		<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>	<b>Integrated Skills/ Competencies</b>	
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>				
	1 <sup>st</sup>	Introduction	Pragmatics in German	Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1	Reading, Writing, Speaking, Listening, Cultural Competence
	2 <sup>nd</sup>	Introduction	Pragmatics in German	Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1	Reading, Writing, Speaking, Listening, Cultural Competence
	3 <sup>rd</sup>	Introduction	Pragmatics in German	Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1	Reading, Writing, Speaking, Listening, Cultural Competence
	4 <sup>th</sup>	Introduction	Discourse Analysis	Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking
	5 <sup>th</sup>	Introduction	Discourse Analysis	Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking
	6 <sup>th</sup>	Written and Spoken Discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery	2	1	Reading, Writing, Speaking,

			Discussion and Feedback at the end of the session			Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
7 <sup>th</sup>	Written and Spoken Discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Written and Spoken Discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
10 <sup>th</sup>	Written and Spoken Discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1.2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
11 <sup>th</sup>	Written and Spoken Discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
12 <sup>th</sup>	Written and Spoken Discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2	Reading, Writing, Speaking, Listening, Cultural Competence,



						Analytical and critical thinking, Logical reasoning
	13 <sup>th</sup>	Working with Reading and Listening Texts		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	14 <sup>th</sup>	Working with Reading and Listening Texts		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	15 <sup>th</sup>	Working with Reading and listening Texts		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	16 <sup>th</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	17 <sup>th</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2 Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning

	18 <sup>th</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2,3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	19 <sup>th</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2,3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	20 <sup>th</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2,3	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	21 <sup>st</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2,3,4	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	22 <sup>nd</sup>	Analysis of spoken discourse		Authentic texts, audio-visual material uploaded on LMS Online/Face to face delivery Discussion and Feedback at the end of the session	2	1,2,3,4	Reading, Writing, Speaking, Listening, Cultural Competence, Analytical and critical thinking, Logical reasoning
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				

	24 <sup>th</sup>	Presentation		Students present their interpretation of given written and spoken discourse	2	1,2,3,4,5	Speaking, Presentation skills, ICT skills
	25 <sup>th</sup>	Presentation		Students present their interpretation of given written and spoken discourse	2	1,2,3,4,5	Speaking, Presentation skills, ICT skills
	26 <sup>th</sup>	Presentation		Students present their interpretation of given written and spoken discourse	2	1,2,3,4,5	Speaking, Presentation skills, ICT skills
	27 <sup>th</sup>	Presentation		Students present their interpretation of given written and spoken discourse	2	1,2,3,4,5	Speaking, Presentation skills, ICT skills
	28 <sup>th</sup>	Presentation		Students present their interpretation of given written and spoken discourse	2	1,2,3,4,5	Speaking, Presentation skills, ICT skills
	29 <sup>th</sup>	Revision and feedback		Discussion and feedback	2	1,2,3,4,5	Speaking, Reflection, Critical and analytical thinking
	30 <sup>th</sup>	Revision and feedback		Discussion and feedback	2	1,2,3,4,5	Speaking, Reflection, Critical and analytical thinking
<b>11.</b>	<b>Number of Notional Hours: 250</b>						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 160				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> continuous assessments and written examination at the end of the course.						
	Continuous assessment consists of oral and written assignments 20% evaluation of the work done on the learning platform 10% and mid semester evaluation 20%. Final assessment contains a written examination (50%).						
<b>13.</b>	<b>Recommended Reading:</b>						
	Buchwald-Wagenau, I. (2019), Mein Leben in Deutschland – der Orientierungskurs, Ismaning: Hueber Buscha, A., Raven, S., Toscher, M. (2014) Erkundungen Deutsch als Fremdsprache C2: Integriertes Kurs- und Arbeitsbuch, Leipzig: Schubert Greule, A., Riemann, S. (2015) Basiswissen Textgrammatik, Stuttgart: utb Jäger, S. (2015) Kritische Diskursanalyse: Eine Einführung, Münster: Unrast Kessel, K., Reimann, S. (2017) Basiswissen Deutsche Gegenwartssprache. Eine Einführung, Stuttgart: utb Koithan, U. Mayr-Sieber, T, et al, (2016) Aspekte neu C1. Stuttgart: Klett Köhl-Kuhn, R., Mautsch, K. et al (2013) Mittelpunkt neu C1, Stuttgart: Klett Larcher, S.B. (2015) Linguistische Diskursanalyse – Ein Lehr und Arbeitsbuch, Tübingen: Narr Niehr, T. (2014) Einführung in die linguistische Diskursanalyse (Germanistik kompakt), Darmstadt: WBG						

1.	<b>Code of the Course Unit</b>	GERM 41523
2.	<b>Title of the Course Unit</b>	History of German Language
3.	<b>Number of Credits</b>	3
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>	
8.	<p><b>Main objective of the course</b></p> <p>History and evolution of the German language. Introduction to Medieval German through selected poems, epics and sagas.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: describe the development of the German Language from Medieval German (<i>Mittelhochdeutsch</i>) to New Standard German (<i>Neuhochdeutsch</i>).</p> <p>L2: identify the differences between the above languages</p> <p>L3: read and understand texts written in Medieval German and reproduce them in standard German.</p>	

10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Introduction to early Germanic migration period and its impact on holy roman empire.	<p>identify the causes for the pre medieval migration of tribes</p> <p>influence of the Germanic tribes on the roman empire</p>	<p>The learners are introduced to the topic through a documentation.</p> <p>The learners are provided a worksheet with guided questions to find answers during the documentation learners identify the main causes for the migration and its impact on the roman empire Learners make a list of tribes engaged in the migration process.</p>	2	L1	Reading, Writing, Speaking
2 <sup>nd</sup>	Germanic tribes and their travel routes.	<p>A detailed description about the background of tribes</p> <p>the traveling routes of migrant tribes</p> <p>their countries of origin</p>	<p>The learners mark the travel routes of each migrant tribe in a map and write down their country of origin and their target destination.</p> <p>The learners analyze the unique attributes of each tribe carefully in groups and present their findings to the class.</p> <p>The learners discuss in pairs the challenges the tribal people faced during their migration journey</p>	2	L1	Reading, Writing, Speaking
3 <sup>rd</sup>	The lifestyle, religious beliefs and rituals of Germanic tribes	<p>religious beliefs</p> <p>tribal functions</p> <p>beliefs about life after death</p> <p>the origin of modern festivals related to Germanic tribes ( ex Christmas tree, Mai Baum, Ostern al seine Fruchtbarkeitsfest)</p>	<p>A group project is conducted to find about the day to day life of Germanic tribes through an internet research.</p> <p>The learners find in detail information about the religious beliefs, gods and deities, and about festivals of Germanic tribes.</p> <p>The finding of each groups are summarized and hanged on a pin wall with suitable images downloaded from the internet.</p>	2	L1	Reading, Writing, Speaking

	4 <sup>th</sup>	Introduction to indo European language system	The similarities between languages in indo European language family. Geographical similarities and relationships between languages Borrowings and loan words Evidence of the early German language.	The learners analyze the similarities between languages in the indo European language family. The learners examine how certain languages have similar words and make a list of causes for having similarities between languages. The learners are given a worksheet with a comprehension text about the evidence of early German language. The learners read the text and write answers to the given questions in groups.	2	L1	Reading, Writing, Speaking, Cultural Competency
	5 <sup>th</sup>	The role of runic alphabet as a medium of communication.	Runic alphabet and the meaning of its letters the importance of runic alphabet as a medium of communication runic alphabet and spiritual purposes the role of runic alphabet in today's society	The learners are shown a video about the runic alphabet and asked to take down notes while watching the video The learners identify runic alphabet as a medium of communication among Germanic tribes The learners find in groups through an internet research how runic alphabet was used by Germanic tribes for different purposes. The learners examine the role of runic letters in today's society as symbols of spiritual powers.	2	L1	Reading, Writing, Listening, Speaking, Cultural Competency
	6 <sup>th</sup>	Introduction to the Nibelungenlied ( Historical Background)	Nibelungenlied as a German heroic epic The background of the Nibelungen legend and its relevance to the early migration period'	The learners are introduced to the Nibelungenlied through a short video clip The learners are given a worksheet with questions related to the background of the story, its origin, language and narrative form The learners find answers to the given questions and present their findings to the class. Through this exercise the learners acquire knowledge about the oral tradition, the narrative style, language, setting and a basic idea about the plot of the story	2	L1	Reading, Writing, Listening, Speaking, Cultural Competency

7 <sup>th</sup>	Identify the main characters of the Niebelungen Lied.	names of main characters of the story Relationship between main characters and their relevance to the plot of the story	A cartoon with think bubbles and speak bubbles are given to each group The learners write dialogues and sentences in the speak and think bubbles and guess the plot of the story The names of main characters are identified and listed separately. The learners do an internet research to find more information about the main characters and identify their relationship to the other characters. Each group is provided with an A 3 sheet to draw a family tree relating each character of the story. The findings of each group will be orally presented in front of the class.	2	L1, 2	Reading, Writing, Speaking, Cultural Competency
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Niebelungenlied content analysis	An analysis of the main themes of the drama examine the characteristics of the main characters write answers to the given questions	The scenes of the legend is divided among groups and each group analyze the scene they've received and summarize it briefly using own words. The learners present their findings in front of the class. All groups get together and discuss the main incidents of the legend. The themes of the legend is - analyzed separately and the characteristics of the main characters are listed. Special attention is given to the narrative style, language and historical background of the legend.	2	L1, 2	Reading, Writing, Speaking, Cultural Competency Teamwork

10 <sup>th</sup>	Introduction to medieval Knight ship	define the term knighthood in medieval era attributes of a medieval knight duties and responsibilities of a knight characteristics of an Arthurian knight	The learners in groups discuss the term : medieval knighthood and find how to define it The learners are given an exercise to do an internet research to find information about the education, early stages of training and about tournaments of knights in the medieval era. Learners discuss in groups the characteristics of Arthurian knights and make a list of famous knights in the King Arthurs round table. Examine in groups how the medieval knighthood is being used for commercialized purposes in today's society The learners hang their information with suitable images takes from the internet on a pin wall.	2	L1, 2	Reading, Writing, Speaking, Cultural Competency, Teamwork
11 <sup>th</sup>	Introduction to the legend of King Arthur through visual materials	The analysis of the film “ Excalibur” identify the main characters of the legend and their relationship to the other characters examine the historical background of the legend Identify the authorship, narrative style, and language of the legend. Examine the impact of the Arthurian legend on the world cinema.	The learners watch the trailer of the film “ the Excalibur” The learners discuss in groups about the main characters of the legend and guess the plot and setting of the legend A worksheet with a summary of the legend is given to each group. The learners read the comprehension text and write answers to the given questions. Each group is given a project to find the impact of Arthurian legend on modern cinema and present their findings through a PowerPoint presentation	2	L2, 3	Reading, Writing, Listening, Speaking, Cultural Competency, Teamwork
12 <sup>th</sup>	Tristan und Isolde aus ,Die schoensten Sagen des Abendlandes	Tristan's role as an Arthurian knight attributes of medieval courtly love analyze the content of the legend, characters, narrative style, language and the oral tradition Compare the film Tristan and Isolde with the Tristan and Isolde legend.	The learners watch the Tristan and Isolde movie in class and identify the plot and the main characters of the legend. The learners read the legend in groups and summarize the plot of each scene in own words. An exercise is given to compare the plot of the movie and the legend and to present the findings to the class. The learners find in groups information about medieval courtly love and the role of	2	L2, 3	Reading, Writing, Listening, Speaking, Cultural Competency, Teamwork



				Tristan as a knight in the round table.			
	13 <sup>th</sup>	The role of Parzival as an Arthurian knight	The quest of the holy grail in the medieval era Parzival's role as an Arthurian knight Przival's childhood and knightly upbringing Analyze the characters, narrative style, plot and the setting of the legend.	The learners read excerpts of the legend Parzival in groups and analyze the content of each separately A worksheet with guided questions will be given to write answers in groups The importance of Parzival's character as an arthurian knight is analyzed. The learners find information in the internet about the quest of the Holy Grail. each group will summarize their findings and present their findings through a poster presentation	2	L2, 3	Reading, Writing, Speaking, Cultural Competency, Teamwork
	14 <sup>th</sup>	Medieval German literature	Literary tradition of medieval era Medieval courtly love poetry Famous German medieval poets and authors. Oral traditions of the medieval literary works. Medieval High German and the narrative styles. the role of medieval courtly love poets	The learners conduct a group project to find information about medieval literature. Each group is given a specific literary genre such as medieval poetry, legends, folklore and epic poetry The learners find information about narrative styles, authors, language, oral tradition and about themes of each genre and present their findings in form of a power point presentation to the class	2	L2, 3	Reading, Writing, Listening, Speaking, Cultural Competency, Teamwork
	15 <sup>th</sup>	final presentation for the semester end evaluation	Select one of the topics learnt during teachings sessions. gather relevant information present the findings	The learners do an individual PowerPoint presentation based on one of the topics learnt during teaching sessions.	2	L2, 3	Speaking, Cultural Competency, Presentation and ICT skills
11.	<b>Number of Notional Hours: 150</b>						
	1. Lecture Hours – 45		3. Self-study and Homework Preparation Hours – 105				
	2. Tutorial / Practical / Presentation Hours –		4. Hours for Field Surveys / Factory Visits / Social Activities –				
12.	<b>Evaluation and Assessment:</b> Through continuous assessment 100% continuous assessment contains written assignments throughout the semester (20%), mid semester evaluation (20%), class based assessments (30%) and an oral presentation at the end of the semester (30%).						

**13. Recommended Reading:**

Berner, E., Wolf, N. R. et al. (2014) Geschichte der deutschen Sprache: Ein Lehrbuch für das germanistische Studium, Stuttgart, S. Hirzel

Dreecken, I., Schneider, W. (1976). Die schönsten Sagen des Abendlandes. Munich: Südwest Verlag

Meier, M. (2019). Geschichte der Völkerwanderung. Munich: C.H. Beck.

Riecke, J. (2016) Geschichte der deutschen Sprache: Eine Einführung, Stuttgart: Reclam

Speyer, A. (2010) Deutsche Sprachgeschichte, Stuttgart: utb

Stedje, A. (2007) Deutsche Sprache gestern und heute, Stuttgart: utb

1.	<b>Code of the Course Unit</b>	GERM 43534			
2.	<b>Title of the Course Unit</b>	Contemporary German Literature			
3.	<b>Number of Credits</b>	4			
4.	<b>Coordinator of the Course Unit</b>				
5.	<b>Type</b>	Compulsory			
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3			
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>			
8.	<b>Main objective of the course</b>	Analysis and interpretation of German Literature in the 20 <sup>th</sup> and 21 <sup>st</sup> century			
9.	<b>Expected/Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course students will be able to:</p> <p>L1: extract key information and summarize the plot of selected German literature from 20<sup>th</sup> and 21<sup>st</sup> century. L2: discuss about the literary work and their themes and content in length. L3: interpret these works according to their personal and social experiences L4: produce an advanced written literary interpretation in German.</p>			
10.	<b>Contents</b>	<b>Mode of Delivery / Way of</b>	<b>No. of</b>	<b>ILO</b>	<b>Integrated</b>

Week	Main Themes	Sub Themes	Delivery (T/L Materials)	Hrs	No.	Skills/ Competencies
1 <sup>st</sup>	Background information to the novel "Perfume: The Story of a Murderer" by Patrick Süskind 1985	Information of the Author: Patrick Süskind France in 18 <sup>th</sup> Century	Face to face/ online session Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985 The Film : " Perfume: The Story of a Murderer" Readings related to the author and the background of the story from the internet	2	L1	Reading, analysis and interpretation of literary works
2 <sup>nd</sup>	Introduction of the main character : Jean Baptiste Grenouille	Grenouille and his mother The begin of the tragedy of Grenouille	Lecture Presentation Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis and interpretation of literary works
3 <sup>rd</sup>	Grenouille with Jeanne Bussie- the woman who takes care of her and Father Terrier	Grenouille's extraordinary sense of smell The surrounded people recognize the Grenouille's absence of scent	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis and interpretation of literary works
4 <sup>th</sup>	Madam Gaillard Absence of Love and Affection towards Grenouille	The extension of sense of smell The usage of scents instead of words to recognize objects	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis and interpretation of literary works
5 <sup>th</sup>	The tanner Grimal	Exploitation of Grenouille Grenouilles Dinginess	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis and interpretation of literary works

6 <sup>th</sup>	Grenouille with Grimal Grenouille's Survival	Grenouille's Survival out of fatal tanner disease Anthrax, Tick like Nature of Grenouille	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis, interpretation and appreciation of literary works
7 <sup>th</sup>	The Plum Girl and Grenouille Realization of Grenouille's life purpose	Grenouille's first murder Compass for his future life Awakening of the desire to create a perfume out of human scent	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis, interpretation and appreciation of literary works
8 <sup>th</sup>	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test				
9 <sup>th</sup>	Grenouille and Giuseppe Baldini Grenouilles Apprenticeship as a Perfumer	Baldini discovers <sup>2</sup> the extra ordinary talent of Grenouille Pelissier as a master Perfumer	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis, interpretation and appreciation of literary works
10 <sup>th</sup>	Grenouille learns the art of perfume creation Baldini's Success through Grenouille's talent Baldini's death	Grenouille learns the distillation process needed to create perfumes. Survival of Grenouille from a fatal disease Grenouille's Tick like nature Grenouille came to know about the city "Grasse" : Best city in France for perfume creation Baldini's Misfortune after Grenouilles Departure	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2	Reading, analysis, interpretation and appreciation of literary works

11 <sup>th</sup>	Grenouille reaches the mountain Plomb du Cantal	Grenouille's Hatred towards humanity Celebration of his solitude Grenouille settles in the cave inside the mountain: Plomb du Cantal	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
12 <sup>th</sup>	Grenouille's inner empire of scents	Grenouille's real dreams and desires through his inner world of scents Creation of his own empire and castle filled with the scents he desired Grenouille still enjoys the scent of plum girl	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
13 <sup>th</sup>	Grenouille's inner disaster Absence of scent: Destruction of the inner world	Recognition of Grenouille's absence of smell by his own Greater appreciation of outsider world than inner world	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
14 <sup>th</sup>	Grenouille and Marquis de La Taillade-Espinasse	Grenouille as a proof of Marquis Fuidal Theory	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
15 <sup>th</sup>	First human Perfume at Runel's shop	Grenouille creates the scent of human being using a disgusting base People start to notice him as a result of the successful scent of the human being on him Grenouille brings fortune to Marquis and take it back along with him when he leaves to Grasse	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works

	16 <sup>th</sup>	Grenouille in Grasse Grenouille and Laure Grenouille meets plum girl for the second time	Grenouille found plum girl's scent in Laure's scent Grenouille's aim to capture Laure's scent	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
	17 <sup>th</sup>	Grenouille works at the perfumery of Madam Arnulfi. Success of the process of Efleurage	Grenouille learns the process of the Maceration(Enfleurage à chaud) and the cold process to capture the scents Grenouille being perfectly normal and working on his goal Grenouille macerates subtle objects and animals He is successful in capturing the scents through cold process (Enfleurage à Froid) Grenouille's capacity of cruelty to pursue his goals	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985 Relevant readings from the internet	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
2	18 <sup>th</sup>	Strong desire to possess the scent of Laure	Grenouille kills 24 girls People search for the murderer Grenouille follows Laure to capture her scent	Lecture Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
	19 <sup>th</sup>	Possession of the most powerful scent to complete the Grenouille's Perfume	Grenouille gains the power and the dignity through the perfume	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works

	20 <sup>th</sup>	Grenouille's realization Grenouille's death	Failure of Grenouille's life Grenouille finds his satisfaction only in hatred	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985 The Film: "Perfume: The Story of a Murderer"	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works	
	21 <sup>st</sup>	Character Analysis	Analyzing the characters and recognizing the importance of the characters appeared in the novel for the plot development	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985 Other related readings Multimedia	2	L2, 3, 4	Reading, analysis, interpretation and appreciation of literary works	
	22 <sup>nd</sup>	Discussion of the themes and symbols appearing in the novel	Themes: Grenouille as a genius Power and Control Upward Mobility in the Society Hatred Symbols: Tick Carnivorous plant Guillotine	Lecture Presentations Discussion Novel:- "Perfume: The Story of a Murderer" by Patrick Süskind 1985 Other related readings Multimedia	2	L 2, 3, 4	Reading, analysis, interpretation and appreciation of literary works	
	23 <sup>rd</sup>	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test					
	24 <sup>th</sup>	Selected song from the post war literature	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books related to the song Multimedia	2	L1, 2, 3, 4	Reading, analysis, interpretation and appreciation of literary works	
	25 <sup>th</sup>	Selected poem from the post war literature	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books and other readings related to the poem Multimedia	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works	



	26 <sup>th</sup>	Selected poem from the postmodern Literature	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books and other readings related to the poem Multimedia	2	L2, 3, 4	Reading, analysis, interpretation and appreciation of literary works
	27 <sup>th</sup>	Selected song from the contemporary literature	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books and other readings related to the song Multimedia	2	L1, 2, 3, 4	Reading, analysis, interpretation and appreciation of literary works
	28 <sup>th</sup>	Selected short story from the post war literature	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books and other readings related to the short story Multimedia	2	L1, 2, 3, 4	Reading, analysis, interpretation and appreciation of literary works
	29 <sup>th</sup>	Selected short story from the postmodern period	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books and other readings related to the short story Multimedia	2	L1, 2, 3	Reading, analysis, interpretation and appreciation of literary works
	30 <sup>th</sup>	Selected short story from the postmodern period	Background information Analysis Discussion of the themes	Lecture Discussion Presentation of the students Books and other readings related to the short story Multimedia	2	L1, 2, 3, 4	Reading, analysis, interpretation and appreciation of literary works
<b>11.</b>	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 45		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 15		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment:</b> Through continuous assessment and end of course examination						
	Continuous assessment contains mid semester evaluation (20%), written interpretations (15%) and oral presentations (15%). Final assessment contains a written examination at the end of the semester (50%).						
<b>13.</b>	<b>Recommended Reading</b>						
	Braun, M. (2010) Die deutsche Gegenwartsliteratur, Stuttgart: UTB Books and material related to the selected novel, poems and short stories						

1.	<b>Code of the Course Unit</b>	GERM 43544
2.	<b>Title of the Course Unit</b>	Teaching German as a Foreign Language II
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3
7.	<b>Programme Learning Outcomes</b>	<p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <p>10. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</p> <p>11. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</p> <p>12. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</p> <p>13. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</p> <p>14. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</p> <p>15. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</p> <p>16. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</p> <p>17. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</p> <p>18. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</p>
8.	<b>Main objective of the course</b>	Introduction to aspects of communicative task-based language teaching. classroom observation, designing a lesson plans, developing teaching material and micro teaching sessions.
9.	<b>Expected/Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course students will be able to:</p> <p>L1: describe key concepts of modern language teaching eg. Interaction, Task-Based Learning.</p> <p>L2: apply student centered teaching methods in micro teaching sessions.</p> <p>L3: incorporate modern technology into their teaching</p> <p>L4: successfully conduct an interactive language class at the beginner’s level (A1- A2)</p>

10.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Teaching and learning and teaching biography		Students are provided with a series of questions to inquire each other about their language learning biographies. They discuss about their likes and dislikes in a language classroom. They also discuss about their teaching experiences (if they have any)	2	1	Applied Linguistics, didactics and teaching methodology
2 <sup>nd</sup>	Components of a language classroom		Students are provided with a informative text on different components of a language classroom to extract information on keywords. They discuss in groups on the specification for Sri-Lanka.	2	1	Applied Linguistics, didactics and teaching methodology
3 <sup>rd</sup>	Introduction to lesson planning	Objectives of lesson planning	Students discuss in small groups why preparing a lesson plan is essential for a language classroom. They compare their ideas with an information text on objectives of lesson planning.	2	1	Applied Linguistics, didactics and teaching methodology
4 <sup>th</sup>	Requirements and challenges of lesson planning		Students are provided with an information text on requirements and challenges of lesson planning with comprehension questions. Afterwards students will discuss the specification for Sri-Lankan language classroom and what their personal challenges could be.	2	1	Applied Linguistics, didactics and teaching methodology
5 <sup>th</sup>	Models of lesson planning		Students compare few models of lesson planning in order to find out their main components, similarities and differences. Students will choose one model of their personal preference and justify their choice.	2	1	Applied Linguistics, didactics and teaching methodology

6 <sup>th</sup>	Action- and Task Based Learning.		Students receive an information text on action- and task-based learning with comprehension questions. Students define the above concepts. Students analyse a chapter from a modern Textbook and identify the implementation action- and task-based learning concepts.	2	1	Applied Linguistics, didactics and teaching methodology
7 <sup>th</sup>	Learning Outcomes		Students receive an information text on learning outcomes in order to define what they are. Students go through European Framework of References for languages to identify different learning outcomes for A1-C2. Students assign adequate learning outcomes to different learning tasks	2	1,2	Applied Linguistics, didactics and teaching methodology
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Formulating learning outcomes		Students are provided with dos and don'ts when formulating learning outcomes. Finally, they formulate learning outcomes for different learning tasks.	2	1,2	Applied Linguistics, didactics and teaching methodology
10 <sup>th</sup>	Phases of a language class		Students receive an information text on phases of a language class and identify them in chapter in textbook. Students allocate different learning tasks to appropriate phases.	2	1.2	Applied Linguistics, didactics and teaching methodology
11 <sup>th</sup>	Classroom Observation		Students observe a language classroom with an evaluation sheet to observe the different phases in the lesson with preparatory discussion and debriefing.	2	1,2	Didactics and teaching methodology, Lesson planning, teaching practice

	12 <sup>th</sup>	Classroom Observation		Students observe a language classroom with an evaluation sheet to observe the different exercises and evaluate them on their interaction.	2	1,2	Didactics and teaching methodology, Lesson planning, teaching practice
	13 <sup>th</sup>	Working with Reading and Listening Texts		Students receive an information text on reading and listening strategies and reproduce them in a Q &A session. Students study different reading and listening activities and identify the used strategy.	2	1.2	Didactics and teaching methodology, Lesson planning, teaching practice
	14 <sup>th</sup>	Working with Reading and Listening Texts		Students analyse different reading and listening activities from a modern textbook to identify before, during and after reading listening activities. They scan thorough an entire textbook to identify typical exercises.	2	1,2	Didactics and teaching methodology, Lesson planning, teaching practice
	15 <sup>th</sup>	Working with Reading and listening Texts		Students in small groups receive either a reading or a listening text to create before, during and after reading/listening exercise. They present their ideas in plenum.	2	1,2	Didactics and teaching methodology, Lesson planning, teaching practice
	16 <sup>th</sup>	language games	Interaction	Students are presented with a variation of different concepts for language games. They will evaluate the concepts on their interaction and personal preference. They formulate their first thoughts on developing language games.	2	1,2	Didactics and teaching methodology, Lesson planning, teaching practice
	17 <sup>th</sup>	language games	Interaction	Students develop language games and present them in plenum. Each group implement their game in a micro teaching session.	2	1,2	Didactics and teaching methodology, Lesson planning, teaching practice

	18 <sup>th</sup>	Lesson Plan		Students receive a model lesson plan to analyse and rename the components. Students fill in the blanks of an incomplete lesson plan.	2	1,2,3	Didactics and teaching methodology, Lesson planning, teaching practice
	19 <sup>th</sup>	Lesson Plan		Students create a simple lesson plan in small group for a given chapter from a textbook and present it in plenum with Feedback.	2	1,2,3	Didactics and teaching methodology, Lesson planning, teaching practice
	20 <sup>th</sup>	Lesson Plan		Students create an extensive lesson plan in small groups exchange their plans to give a feedback.	2	1,2,3	Didactics and teaching methodology, Lesson planning, teaching practice
	21 <sup>st</sup>	Micro teaching		Students try out specific parts of their lesson plans in micro teaching sessions.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	22 <sup>nd</sup>	Micro teaching		Students try out specific parts of their lesson plans in micro teaching sessions.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				Didactics and teaching methodology, Lesson planning, teaching practice
	24 <sup>th</sup>	Evaluation and Testing in language classroom		Students receive information text on principles of evaluation and testing with comprehension questions. Students study standardized language tests and evaluate them.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice

	25 <sup>th</sup>	Evaluation and Testing in language classroom		Students create in small groups exercises for language tests for A1/A2 Level.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	26 <sup>th</sup>	Classroom Observation		Students observe a language lesson and create a lesson plan for that lesson. Students evaluate the lesson and revise it according to the good practices and principles of teaching.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	27 <sup>th</sup>	Creating the final lesson plan		Students work in small groups with guidance and feedback of the teacher to create their final lesson plan.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	28 <sup>th</sup>	Creating the final lesson plan		Students work in small groups with guidance and feedback of the teacher to create their final lesson plan and worksheets.	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	29 <sup>th</sup>	Evaluation: Teaching Attempt		Students do their practical teaching session in a classroom	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
	30 <sup>th</sup>	Evaluation: Teaching Attempt		Students do their practical teaching session in a classroom	2	1,2,3,4	Didactics and teaching methodology, Lesson planning, teaching practice
<b>11.</b>	<b>Number of Notional Hours: 200</b>						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				

12.	<p><b>Evaluation and Assessment:</b> Through continuous assessment 100%</p>
	<p>Continuous assessment contains of mid semester evaluation and assessments on theory, development of teaching materials, evaluation of classroom, observations and micro teaching sessions throughout the year (50%) At the end of the course unit an evaluation of a lesson plan and a practical teaching session (50%)</p>
13.	<p><b>Recommended Reading:</b></p> <p>Bimmel, P., Kas, B, Neuer, G (2011) Deutschunterricht Planen. Berlin: Langenscheidt.  Legutke, M, Scharf, M (2012). Lehrkompetenz und Unterrichtsgestaltung. Stuttgart: Klett Sprachen.  Ende, K., Grotjan, R., Kleppin, K., Mohr, I. (2013). Curriculare Vorgaben und Unterrichtsplanung. Stuttgart: Klett  Frabzow-Ernden, M. (2019) Deutsche Grammatik verstehen und unterrichten, Tübingen: Narr  Hantschel, H., Brinitzer, M et al (2013) DaF unterrichten. Basiswissen Didaktik - Deutsch als Fremd- und Zweitsprache, Stuttgart: Klett  Günther, S. (1999) Deutsch als Fremdsprache - Eine Didaktik. Theoretische Grundlagen und praktische Unterrichtsgestaltung, Stuttgart: utb  Hoffmann, L. (2012) Deutsche Grammatik: Grundlagen für Lehrerbildung, Schule, Deutsch als Zweitsprache und Deutsch als Fremdsprache, Berlin: Erich Schmidt</p>



1.	<b>Code of the Course Unit</b>	GERM 43554
2.	<b>Title of the Course Unit</b>	German Culture and Society
3.	<b>Number of Credits</b>	4
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <p>10. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</p> <p>11. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</p> <p>12. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</p> <p>13. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</p> <p>14. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</p> <p>15. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</p> <p>16. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</p> <p>17. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</p> <p>18. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</p>	
8.	<p><b>Main objective of the course</b></p> <p>Analysis and interpretation of rhemes of current interest including migration, integration, diversity, displacement, racial and societal discrimination will be discussed through various articles and statistics from electronic and print media.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: examine German culture and lifestyle to better understand contemporary Germany and the native speakers</p> <p>L2: identify currents trends in German politics and society.</p> <p>L3: survey historical development of German culture and the contributing factors that shaped modern Germany</p> <p>L4: discuss about these developments, compare them with current Sri Lankan society</p> <p>L5; acquire intercultural competence</p>	

10.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Structural principles of Germany	Federal state Democracy	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1	Reading, Writing, Speaking, Listening, Cultural Competence
2 <sup>nd</sup>	Structural principles of Germany	Social state Constitutional state	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1	Reading, Writing, Speaking, Listening, Cultural Competence
3 <sup>rd</sup>	Political System of Germany	Division of power (Executive, Legislative, Judicial)	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L2	Reading, Writing, Speaking, Listening, Cultural Competence
4 <sup>th</sup>	Function of Constitutional organs	Federal Government Federal Parliament Federal Assembly Federal Chancellor Federal President Federal Constitutional Court	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L2	Reading, Writing, Speaking, Listening, Cultural Competence
5 <sup>th</sup>	Political Parties	Christian Democratic Union (CDU) Social Democratic Party of Germany (SPD) Christian Social Union in Bavaria Alternative for Germany Free Democratic Party The Left Alliance 90/The Greens	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L2	Reading, Writing, Speaking, Listening, Cultural Competence
6 <sup>th</sup>	Voting system in Germany	How does the voting system function? Rules and regulations of the voting system	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L2	Reading, Writing, Speaking, Listening, Cultural Competence

7 <sup>th</sup>	Political Participation	Methods of Political participation other than voting Active political participation	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L2, 3	Reading, Writing, Speaking, Listening, Cultural Competence
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Mass media and politics	Usage of mass media in politics Influence of mass media on politics	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 2, 3	Reading, Writing, Speaking, Listening, Cultural Competence
10 <sup>th</sup>	Intercultural understanding	Examples of intercultural conflicts Causes of intercultural misunderstandings Overcoming cultural barriers	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L5	Reading, Writing, Speaking, Listening, Cultural Competence
11 <sup>th</sup>	Germany's Guest workers	Guest Workers in Germany between 1955-1973 Integration of guest workers in the German society	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
12 <sup>th</sup>	Germany's Guest Workers	Difficulties faced by the guest workers during the integration Analysis of the poem "die Anfänge" related to the challenges faced by the guest workers	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
13 <sup>th</sup>	Migration and Integration	What is Migration? Who is a migrant? Forms of Migration Immigration country/ Emigration county	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence

	14 <sup>th</sup>	Migration and Refugees	Difference between a migrant and a refugee Difference between a Asylum seeker and a refugee	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	15 <sup>th</sup>	Migration and Integration	Difficulties faced by migrants during the process of integration Analysis of the song “ Hey Mr. Nazi”	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	16 <sup>th</sup>	Intercultural education	What is intercultural education? Institutions for intercultural education Promoting intercultural education	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	17 <sup>th</sup>	Participation in the educational system	Increasing tendency of the education system Educational opportunities now and then Hierarchical structure of the education Situation in Sri- Lanka	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	18 <sup>th</sup>	Educational migration	Educational migration in the past Opportunities received from educational migration Leading institutes in educational migration Situation in Sri- Lanka	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	19 <sup>th</sup>	Family - the basic social unit	What is family and which form does it take today? Forms of family Social and legal perspectives towards family Situation in Sri- Lanka	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 5	Reading, Writing, Speaking, Listening, Cultural Competence

20 <sup>th</sup>	Family - the basic social unit	Evolution of the definition and the forms of family over time Function and significance of family today. Situation in Sri Lanka	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 4, 5	
21 <sup>st</sup>	Fashion	Traditional German clothing Fashion trends in Germany Influence of Culture on Fashion	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 5	Reading, Writing, Speaking, Listening, Cultural Competence
22 <sup>nd</sup>	Language and Culture	Cultural identity through language Usage of language to express cultural values and norms	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 5	Reading, Writing, Speaking, Listening, Cultural Competence
23 <sup>rd</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
24 <sup>th</sup>	Literature and Culture	Relationship between Literature and culture Role of Literature in the German Culture now and then	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 5	Reading, Writing, Speaking, Listening, Cultural Competence
24 <sup>th</sup>	Literature and culture	Cultural identity through literature Situation in Sri Lanka (Student's opinion)	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 4, 5	Reading, Writing, Speaking, Listening, Cultural Competence
25 <sup>th</sup>	Cultural diversity	What is cultural diversity? How culturally diverse is Germany? Benefits of cultural diversity	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 5	Reading, Writing, Speaking, Listening, Cultural Competence
26 <sup>th</sup>	Foreign language learning	Significance of Foreign language learning in the German society Opportunities gained by the learners Situation in Sri Lanka	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L2, 3, 4, 5	Reading, Writing, Speaking, Listening, Cultural Competence

	27 <sup>th</sup>	Social Mobility	What is Social Mobility? Forms of Social Mobility Education and Social Mobility	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	28 <sup>th</sup>	Work- Life Balance	What is Work- Life balance? Importance of Work- Family/life Balance Strategies to achieve Work- Life balance? Situation in Sri Lanka	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 4, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	29 <sup>th</sup>	Discrimination	Causes of discrimination Forms of discrimination	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 2, 3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
	30 <sup>th</sup>	Discrimination/ Anti- discrimination	Results of Discrimination Strategies to achieve Anti- discrimination	Online/Face to face delivery Audio-visual material and handouts uploaded on LMS Discussion and feedback at the end of the session	2	L1, 2, 3, 5	Reading, Writing, Speaking, Listening, Cultural Competence
<b>11.</b>	<b>Number of Notional Hours:</b>						
	1. Lecture Hours – 45		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 15		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment: Through continuous assessment 100%</b>						
	continuous assessment consists of written assignments (20%) and two oral presentations (30%). Final assessment contains a written examination at the end of the semester (50%).						
<b>13.</b>	<b>Recommended Reading</b>						
	Beger, K. (2014) Migration und Integration: Eine Einführung in das Wanderungsgeschehen und die Integration der Zugewanderten in Deutschland, Wiesbaden: VS Verlag für Sozialwissenschaften. Kilimann, A., Kotas, O., Skrodzki, J. and Schiffhauer, I. (2014) 60 Stunden Deutschland. Stuttgart: Klett Luscher, R. (2017) Landeskunde Deutschland - Von der Wende bis heute / Landeskunde: Politik - Wirtschaft – Kultur, Munich; Hueber Matthias, B., Eric, C., Constanze, K., Joachim, W. (2018) Tatsachen über Deutschland. Frankfurt am Main: FAZIT Communication. Specht, F, et al (2012) Zwischendurch mal Landeskunde, Ismaning: Hueber						

1.	<b>Code of the Course Unit</b>	GERM 41563
2.	<b>Title of the Course Unit</b>	Research Methodology
3.	<b>Number of Credits</b>	3
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <p>19. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</p> <p>20. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</p> <p>21. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</p> <p>22. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</p> <p>23. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</p> <p>24. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</p> <p>25. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</p> <p>26. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</p> <p>27. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</p>	
8.	<p><b>Main objective of the course</b></p> <p>This course unit is conducted in English. Theory on research methodology and practical session containing abstract and proposal writing, training in citation and testing different data collecting and analysing methods.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: identify different data collection and analysing methods relevant to the proposed dissertation topic.</p> <p>L2: apply the above methods in data collection, sampling and data analysis</p> <p>L3: write extended abstract and research proposal on the selected topic for the dissertation</p> <p>L4: conduct scientific research independently</p>	

10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies	
	Week	Main Themes					Sub Themes
	1 <sup>st</sup>	Introduction to Research Methodology	Differentiating between everyday knowledge and empirical knowledge.	Mind-map to activate students' prior knowledge about research. Text on methodological research where student extract the characteristics of empirical research. Students differentiate everyday knowledge from research by analysing examples in small groups. Students present the areas of research interests.	2	L1	Reading, Writing, Speaking, Analytical skills
	2 <sup>nd</sup>	Qualitative and Quantitative Research.	Triangulation	Students read a scientific text on qualitative and quantitative research and find out differences between the methods. Students are given a brief introduction to mixed methods. Students are given few research topics and questions. Students discuss whether qualitative, quantitative, or mixed methods are more adequate for them.	2	L1	Reading, Writing, Speaking, Analytical skills
	3 <sup>rd</sup>	Introduction to components of a bachelor thesis.		Students discuss in small groups and arrange different components of a bachelor thesis in a correct order. Students are provided with a variation of questions and they decide in which section of the bachelor thesis they are answered.	2	L1	Reading, Writing, Speaking, Analytical skills
	4 <sup>th</sup>	Deciding on a research area. Identifying the research problem. Creating main and sub research questions.		Scientific text on identifying research problems and dos and don'ts when formulating research questions with examples. Students create their own research questions and gets feedback from their peers.	2	L1	Reading, Writing, Speaking, Analytical skills



5 <sup>th</sup>	Introduction to different methods of Data Collection.		Introduction text on data collecting methods: Interviews, questionnaires, and systematic observations. Students will read extensively on one method and present it to the rest of the group. Students discuss possible adequate data collecting methods for their research questions.	2	L1	Reading, Writing, Speaking, Analytical skills
6 <sup>th</sup>	Interview	Introduction to a selection of Interview types. Structured and Open Interviews	Introduction text on narrative, Expert- and guide lined Interviews where Students read and differentiate between the forms. Classroom discussions of selecting an appropriate Interview for the personal research.	2	L1	Reading, Writing, Speaking, Analytical skills
7 <sup>th</sup>	Interview	Guide lined Interviews (Leitfadeninterviews)	Students are provided with guidelines (SOS Verfahren) to create a well-balanced Interview. Students extract dos and don'ts in creating an Interview.	2	L1, 2	Reading, Writing, Speaking, Analytical skills
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Questionnaire	Open and Structured questions Likert scale	Scientific Text on creating a good questionnaire. Students apply their knowledge to identify good and badly constructed questionnaires. Students analyse different questions types and Likert scale questions.	2	L1, 2	Reading, Writing, Speaking, Analytical skills
10 <sup>th</sup>	Introduction to citation (Harvard Method)		Students are provided with instruction to conduct word to citations and paraphrasing in text. Students are given instructions to create a bibliography. The above knowledge is tested in practical exercises where students practice word to word citations and paraphrasing. They also create a short bibliography with given books, articles, and online publications.	2	L1, 2	Reading, Writing, Speaking, Analytical skills

	11 <sup>th</sup>	Introduction to qualitative Data Analysis	Aims of QDA Expanding and summarizing Data Grounded Theory	Power-point presentation introducing qualitative Data analysis and Grounded Theory with practical exercises to apply knowledge	2	L1, 2	Reading, Analytical skills
	12 <sup>th</sup>	Qualitative Data Analysis: Qualitative Content Analysis	Inductive and deductive Coding	Continuation of the presentation with QCA with examples. Students learn how to code data into data driven and theory driven categories.	2	L1, 2	Reading, Analytical skills
	13 <sup>th</sup>	Useful Phrases in Academic writing		Students are provided with a selection of useful phrases and expression in scientific writing. They read them and categorizes them into different purposes of using them and into different components of the bachelor thesis.	2	L1, 2, 3, 4	Writing
	14 <sup>th</sup>	Expose		Students analyse an exemplary expose and discuss the main components of an expose. Students collect key themes of their own research to write under the main components of the expose	2	L1, 2, 3, 4	Writing
	15 <sup>th</sup>	Presentation on research proposal		Students present their research proposal in a presentation with an extensive feedback from the teacher and peer reviews.	2	L1, 2, 3, 4	Presentation and ICT skills
<b>11.</b>	<b>Number of Notional Hours:</b>						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 140				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –				
<b>12.</b>	<b>Evaluation and Assessment: Through continuous assessment 100%</b>						
	Evaluation of classroom assignments (20%), research proposal (15%) extended abstract (15%) and mid semester and end of semester oral presentations (50%).						
<b>13.</b>	<b>Recommended Reading:</b>						
	Esselborn-Krumbiegel, H. (2017) Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen, Stuttgart: UTB						
	Flick, U. (2017) Qualitative Sozialforschung. Eine Einführung. Reinbek bei Hamburg: Rowohlt Taschenbuch Verlag						
	Frank, N. (2019) Handbuch Wissenschaftliches Schreiben: Eine Anleitung von A bis Z, Stuttgart: UTB						
	Kommeier, M. (2018) Wissenschaftlich schreiben leicht gemacht, Stuttgart: UTB						

<b>Field of Study: Professional Subject Stream</b>		
1	<b>Code of the Course Unit</b>	GERM 42574
2	<b>Title of the Course Unit</b>	Internship
3	<b>Number of Credits</b>	4
4	<b>Type</b>	Compulsory
5	<b>Pre-requisites</b>	None
6	<b>Main objective of the course</b>	The main objective of the course unit is to develop network in the industry for the student's career development.
7	<b>Intended Learning Outcomes (ILOs)</b>	<p>At the completion of this course unit the student will be able to</p> <p>L1; Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments.</p> <p>L2: Develop professional skills to practice their subject knowledge within a given context as a value adding person</p> <p>L3: Develop network with the stakeholders of relevant industries and communities for career development opportunities.</p>
8	<b>Content</b>	<ol style="list-style-type: none"> <li>1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship.</li> <li>2. Under this course unit students are required to work minimum 2 days a week at the assigned institution. On the other days, students should attend lectures/ tutorials in the University.</li> <li>3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit.</li> <li>4. The following points should be completed from the internship program. <ul style="list-style-type: none"> <li>• Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship.</li> <li>• Developing professional soft skills related to different industrial organizations.</li> <li>• Developing skills and attitudes to get adapted to different organization cultures.</li> <li>• Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations.</li> <li>• Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry.</li> <li>• Improve skills for the relevant carrier development opportunities required knowledge.</li> </ul> </li> </ol>
9.	<b>Number of Notional Hours:</b>	400
10.	<b>Evaluation and Assessment:</b>	
	<b>Assessment Strategy:</b>	
	Supervisor Evaluation	50%
	Institutional Training Report	30%
	Viva-voce Examination	20%

Field of Study: Professional Subject Stream						
1	<b>Code of the Course Unit</b>		PSIT 41512			
2	<b>Title of the Course Unit</b>		ICT Skills for Education and Profession - Part II			
3	<b>Number of Credits</b>		2			
4	<b>Type</b>		Optional			
5	<b>Coordinator of the Course Unit</b>					
6	<b>Pre-requisites</b>		None			
7	<b>Main objective of the course</b> <ol style="list-style-type: none"> <li>1. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</li> <li>2. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</li> <li>3. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</li> <li>4. To provide human capital for the employment market of the country.</li> <li>5. To assist and promote new venture creation of the country.</li> <li>6. To provide opportunities for students to reflect on their own ICT practice</li> <li>7. Enhance students' skills to develop their learners' digital skills and literacy</li> <li>8. To provide a technological toolkit for learners and improve the level of key competences and ICT skills</li> <li>9. To access a variety of on-line resources to promote good practice in education</li> <li>10. Share best practices, ideas and materials in online/ICT enabled teaching and learning</li> </ol>					
8	<b>Intended Learning Outcomes (ILOs)</b> At the completion of this course unit the student will be able to L1: Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment L2: Use MS Office package (advance) for improving workplace performance L3: Create databases by using relevant software packages L4: Design required graphics for teaching and learning/workplace/day to day life L5: Use digital technology for research and innovation L6: Use digital teaching and learning tools to support e-learning L7: Create a simple educational game L8: Design an interactive web L9: Use smart technology for Digital living L10: Value ethically use of information technology L11: Use best practices, ideas and materials in online/ICT enabled teaching and learning					
9	<b>Content</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Advanced information literacy skills including critical thinking, reading skills, and independent learning,	<b>Direct classroom teaching/ online teaching/ blended</b>	2	1
2 <sup>nd</sup>	Identify the value and nature	Academic integrity and	2			1

	of information and how it is organized and use it effectively especially in an electronic environment	avoiding Plagiarism		
3 <sup>rd</sup>	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Excel	2	2
4 <sup>th</sup>	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced)	2	2
5 <sup>th</sup>	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access (Advanced)	2	2,3
6 <sup>th</sup>	Graphics for teaching and learning		2	4
7 <sup>th</sup>	Digital technology for research and innovation	Use of ICT tools for research and development including database searching (advance)	2	5
8 <sup>th</sup>	Digital technology for research and innovation	Use of ICT tools for research and development	2	5
9 <sup>th</sup>	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2	1-8
10 <sup>th</sup>	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools (advance)	2	6
11 <sup>th</sup>	Create a simple educational game		2	7
12 <sup>th</sup>	Design an interactive web		2	8
13 <sup>th</sup>	Use smart technology for Digital living	Awareness, skills, and effectiveness in 'digital living', use of Zoom,	2	9

			Social Media, Khoot and other online tools		2	
	14 <sup>th</sup>	Value ethically use of information technology	Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of individual's responsibility towards IS.		2	10
	15 <sup>th</sup>	Use best practices, ideas and materials in online/ICT enabled teaching and learning	Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international		2	11
10.	<b>Number of Notional Hours: 100</b>					
	<b>1. Lecture Hours: 30      3. Self-study and Homework Preparation Hours: 20</b> <b>2. Tutorial Hours: 30    4. Hours for recommended reading: 20</b>					
11.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
12	<b>Recommended Reading:</b> Merkow, M. S., Breithaupt, J. (2015), <b>Information Security: Principles and Practices</b> , Wiley, New Jersey Livingstone, S., Sefton-Green, J. (2016), <b>The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)</b> , New York University Press, New York Munir, K. (2016), <b>Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics)</b> , 1st Edi. IGI global, Hershey, PA					

1.	<b>Code of the Course Unit</b>	GERM 43586
----	--------------------------------	------------

2.	<b>Title of the Course Unit</b>	Dissertation
3.	<b>Number of Credits</b>	6
4.	<b>Coordinator of the Course Unit</b>	
5.	<b>Type</b>	Compulsory
6.	<b>Pre-requisites</b>	Successful completion of compulsory course units in Level 3
7.	<p><b>Programme Learning Outcomes</b></p> <p>At the completion of the degree programme the students are expected to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Subject/Theoretical Knowledge Demonstrate thorough knowledge and systematic understanding of the core aspects of the area of study – German Studies;</li> <li>2. Practical Knowledge and Application Critically analyze data, make judgments and propose solutions to problems; Use practical skills and enquiry efficiently and effectively within the area of study; Accurately use the established techniques of analysis within the discipline.</li> <li>3. Communication Communicate information, ideas, issues and solutions efficiently and effectively to specialist as well as non-specialist audiences.</li> <li>4. Teamwork and Leadership, Managerial and Entrepreneurship Exercise initiative, personal responsibility and accountability; Exercise leadership in the professional environment/work place; Work as a team member of a group to achieve given tasks or goals</li> <li>5. Creativity and Problem Solving Construct and sustain arguments and use these arguments, ideas and techniques in problem solving;</li> <li>6. Information Usage and Management Engage in independent learning using scholarly reviews and secondary sources of information;</li> <li>7. Adaptability and Flexibility, Networking and Social Skills, Vision for Life Demonstrate positive attitudes, adaptability, flexibility and social responsibility.</li> <li>8. Attitudes, Values and Professionalism Demonstrate positive attitudes, motivation, skills, integrity, objectivity and professional competence</li> <li>9. Updating Self /Lifelong Learning Demonstrate awareness of the current developments in the area of study; Undertake further training and develop additional skills; Exercise initiative, identify situations where support is needed, carry out further training and manage own learning.</li> </ol>	
8.	<p><b>Main objective of the course</b></p> <p>A thesis to be written under the supervision of the lecturer in charge on a given topic pertaining to German linguistics, different aspects of teaching German as a Foreign Language (DaF), German literature or culture and society (<i>Landeskunde</i>)</p> <p>The thesis should be written in German with an abstract in both Sinhala and English</p> <p>Individual guidance provided by the supervisor. The foundation for the thesis is laid during Level 3 GERM 33564 and Level 4 first semester course unit GERM 41563 with the mid-semester and semester end oral presentations and research proposal will be evaluated.</p>	
9.	<p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course students will be able to:</p> <p>L1: gain the skills of writing a dissertation required for completing the Honours Degree Programme.</p> <p>L2 write a dissertation in German on a chosen topic after conducting independent research.</p>	

10.	Content		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Week	Main Themes				
1 <sup>st</sup>	Introduction to Research Methodology	Differentiating between everyday knowledge and empirical knowledge.		2	L1	Reading, Writing, Speaking, Analytical skills
2 <sup>nd</sup>	Components of a bachelor thesis.			2	L1	Reading, Writing, Speaking, Analytical skills
3 <sup>rd</sup>	Deciding on an area of research interest			1	L1	Reading, Writing, Speaking, Analytical skills
4 <sup>th</sup>	Deciding on a research area. Identifying the research problem. Creating main and sub research questions.			1	L1	Reading, Writing, Speaking, Analytical skills
5 <sup>th</sup>	Methods of Data Collection.			2	L1	Reading, Writing, Speaking, Analytical skills
6 <sup>th</sup>	Interview	Introduction to a selection of Interview types. Structured and Open Interviews		1	L1	Reading, Writing, Speaking, Analytical skills
7 <sup>th</sup>	Interview			1	L1, 2	Reading, Writing, Speaking, Analytical skills
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>				
9 <sup>th</sup>	Questionnaire	Open and Structured questions Likert scale		2	L1, 2	Reading, Writing, Speaking, Analytical skills



	10 <sup>th</sup>	Referencing and Citation			2	L1, 2	Reading, Writing, Speaking, Analytical skills
	11 <sup>th</sup>	Qualitative Data Analysis	Aims of QDA Expanding and summarizing Data Grounded Theory		2	L1, 2	Reading, Analytical skills
	12 <sup>th</sup>	Qualitative Data Analysis: Qualitative Content Analysis	Inductive and deductive Coding		2	L1, 2	Reading, Analytical skills
	13 <sup>th</sup>	Useful Phrases in Academic writing			2	L1, 2, 3, 4	Writing
	14 <sup>th</sup>	Research proposal			2	L1, 2	Writing
	15 <sup>th</sup>	Presentation on research proposal		Face to face or online	2	L1, 2	Presentation and ICT skills
	16 <sup>th</sup>	Feedback		Face to face or online	2	L1, 2	Writing, Analytical skills
	17 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	18 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	19 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	20 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	21 <sup>st</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	22 <sup>nd</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	23 <sup>rd</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	24 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills

	25 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	26 <sup>th</sup>	Presentation of current status of the research		Face to face or online	2	L1, 2	Presentation and ICT skills
	27 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	28 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	29 <sup>th</sup>	Work on the dissertation		Self-directed Learning		L2	Writing, Analytical skills
	30 <sup>th</sup>	Feedback session		Face to face or online	2	L2	Writing, Analytical skills
11.	<b>Number of Notional Hours: 300</b>						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 180				
	2. Tutorial / Practical / Presentation Hours – 30		4. Hours for Field Surveys / Factory Visits / Social Activities –60				
12.	<b>Evaluation and Assessment:</b>						
	Final assessment of the thesis according to the marking scheme provided by the Faculty of Humanities. Final assessment contains the evaluation of the dissertation containing a minimum of 20,000 words in 1.5 spaced.						
13.	<b>Recommended Reading:</b>						
	Reading list relevant to the selected topic as recommended by the supervisor.						