

ACADEMIC READING IN GERMAN

1	Course Title:	ACADEMIC READING IN GERMAN	
2	Course Code:	ALM5113	
3	Type of Course:	Optional	
4	Level of Course:	Second Cycle	
5	Year of Study:	1	
6	Semester:	1	
7	ECTS Credits Allocated:	3.00	
8	Theoretical (hour/week):	2.00	
9	Practice (hour/week):	0.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	None	
12	Language:	Turkish	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Prof. Dr. Gülten Güler	
15	Course Lecturers:	Prof. Dr. Gülten Güler	
16	Contact information of the Course Coordinator:	Prof. Dr. Gülten Güler Uludağ Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Alman Dili Eğitimi Anabilim Dalı Görükle Kampüsü	
17	Website:		
18	Objective of the Course:	To be able to use academic reading skills and strategies for preparing of research paper	
19	Contribution of the Course to Professional Development:	It prepares an important basis for the thesis work and future studies of the student who completes the course and contributes to the studies he will do in his professional life.	
20	Learning Outcomes:		
		1	To be able to understand and explain the principle that should be observed in scientific reading
		2	To be able to identify academic reading process.
		3	To be able to deepen the theoretical and practical knowledge in the field.
		4	To be able to follow the field specific developments and make use of them in her/his own scientific studies.
		5	To be able to prepare a scientific research paper in German based on reading techniques
		6	
		7	
		8	
		9	
		10	
21	Course Content:		
		Course Content:	
Week	Theoretical	Practice	
1	Presentation of the semester content and tasks.		

2	Terminology, course goals, principles and basic concepts. Rules in academic reading.			
3	Basic and advanced academic reading techniques in the field of German teaching.			
4	Advanced academic reading techniques in the field of German teaching			
5	Comparison and evaluation academic reading techniques.			
6	Stages of the academic reading process and the role of the researcher in this process.			
7	Special features of academic texts (abstract, conference paper, posters, articles, master's thesis).			
8	Special features of academic texts (abstract, conference paper, posters, articles, master's thesis).			
9	Special features of academic texts (abstract, conference paper, posters, articles, master's thesis).			
10	Special features of academic texts (abstract, conference paper, posters, articles, master's thesis).			
11	Reading of academic texts.			
12	Reading of academic texts.			
13	Analyzing and evaluating the reading projects in the field of teaching German.			
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical		14	2.00	28.00
Practicals/Labs		0	0.00	0.00
Self study and preperation		0	0.00	0.00
Homeworks		5	3.00	15.00
Projects		0	0.00	0.00
Field Studies		0	0.00	0.00
Midterm exams		1	20.00	20.00
Others		0	0.00	0.00
Final Exams		1	20.00	20.00
Total Work Load				103.00
Total work load/ 30 hr				2.77
ECTS Credit of the Course				3.00

22	Textbooks, References and/or Other Materials:	Blühdorn, Hardarik/Breindl, Eva/Waßner, Ulrich Hermann (Hg.) (2006): Text – Verstehen: Grammatik und darüber hinaus. Berlin, New York Bräuer, Christoph (2002): Als Lesedetektive der Lesekompetenz auf der Spur. Zwei Blicke auf ein Unterrichtskonzept zur Vermittlung von Lesestrategien. In: Didaktik Deutsch 13, 17–32 Bremerich-Vos/Schlegel, Sonja (2003): Zum Scheitern eines Lesestrategietrainings für SchülerInnen der Orientierungsstufe. In: Abraham, Ulf/Bremerich-Vos, Albert/Frederking, Volker/Wieler, Petra (Hg.): Deutschdidaktik und Deutschunterricht nach PISA. Freiburg, 409–430. Brinker, Klaus (2005): Linguistische Textanalyse: eine Einführung in Grundbegriffe und Methoden. Berlin. Ehlers, Swantje (2003): Übungen zum Leseverstehen. In: Bausch, Karl-Richard/Christ, Herbert/Krumm, Hans-Jürgen (Hg.): Handbuch Fremdsprachenunterricht. Tübingen, Basel, 286–292 . Ehlers, Swantje (2007): Lesen als Verstehen: Arbeit mit literarischen Texten. Berlin Fabricius-Hansen, Cathrine (2002): Texte in der Fremdsprache lesen und verstehen: Überlegungen zu einem vernachlässigten Thema. (http://www.hf.uio.no/ilos/forskning/prosjekter/sprik/docs/pdf/cfh/HansenReport16.pdf) Schraml, Petra (2005): Pisa hat Leseschwäche offenbart. Zum Stand der Lesekompetenz deutscher Kinder und Jugendlicher. Unter: http://www.lesen-in-deutschland.de/html/content.php?objec=journal&lid=568 (07.09.2010). Solmecke, Gert (1993): Texte hören, lesen, verstehen. Eine Einführung in die Schulung der rezeptiven Kompetenz mit Beispielen für den Unterricht Deutsch als Fremdsprache. München. Souvignier, Elmar/Küppers, Judith/Gold, Andreas (2003): Wir werden Textdetektive: Beschreibung eines Trainingsprogramms zur Förderung des Leseverstehens. In: Didaktik Deutsch 14, 21–37 Storch, Günther (2001): Deutsch als Fremdsprache: Eine Didaktik. München Tresselt, Paul (2010): PISA und IGLU. Unter: http://www.tresselt.de/pisa.htm (07.09.2010)	
23	Assesment		
TERM LEARNING ACTIVITIES		NUMBER	WEIGHT
Midterm Exam		1	15.00
Quiz		0	0.00
Home work-project		5	25.00
Final Exam		1	60.00
Total		7	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00	
Contribution of Final Exam to Success Grade		60.00	
Total		100.00	
Measurement and Evaluation Techniques Used in the Course		exam, seminar paper	
24	ECTS / WORK LOAD TABLE		

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	2	3	2	3	5	3	4	3	3	2	1	1	2	2	3	1
ÖK2	3	3	3	5	1	2	3	3	2	3	2	2	1	2	3	2
ÖK3	3	1	4	2	2	3	4	3	3	4	1	1	3	2	2	3
ÖK4	2	4	1	2	3	4	2	2	4	1	2	3	4	3	1	4
ÖK5	4	3	2	3	3	3	1	3	1	3	4	2	2	4	2	3
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			