



Visiting Germany, Virtually

EDUO 9993, 2 – 3 Semester Credits/Units

Instructor – Julia Seufert

jseufert@dominicancaonline.com

Course Syllabus

Course Overview:

Experience Germany without the costs or time of in-person travel. Study history, geography, economics, and tourism through web-based articles and videos. There are no required texts or locations. The entire course is online and self-paced. Explore interesting facets of the most stable country in Europe. Study the country from economic, geographic, and historic perspectives. Understand the country's touristic importance. Develop an ad campaign highlighting Germany's culture, history and geography.

Course Objectives:

Students will present:

1. Evidence of having studied the country through historic, geographic, and economic articles.
2. Information and knowledge learned from the articles and videos.
3. Three classroom lessons that were planned using the knowledge learned from this course.
4. The common core standards achieved in objective # 3 above.

Course Relation to CCS or other Professional Standards:

By submitting three lesson plans based on the knowledge obtained from this course, professionals are relating their learning to:

- NBPTS: Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- The standards that they choose for each lesson will be individually determined based on the specific lesson, student need, and the state in which the lesson is taught

Assignments Part A (2 units)

1. Pre-trip Summary (1, a)
 - a. Before the virtual trip, students will submit one page describing what they currently know - or don't know - about Germany.
2. A summary of German History (2, c, d)
 - a. Read Article One A - [Germany's Country Profile](#)
 - b. Read Article One B - [Germany's Historical Timeline](#).
 - c. Use your personal interests to conduct individualized research into German history. List the resources you found on the required summary in part d below.
 - d. Write and submit a one-page summary of what you learned as well as what of the new information you will bring into your classroom. Base your summary around the following

question: In your opinion, which aspects of German history most contribute to its culture of competence and economic stability?

3. A tour map (3, e.f.)
 - a. Read Article Two - [Germany Geography](#)
 - b. Read Article Three - [Germany's Climate](#)
 - c. Read Article Four - [Germany's National Parks and Biosphere Reserves](#)
 - d. Read Article Five - [Germany's Castles](#)
 - e. Using [Google Earth](#), or a site/strategy that works for you, create your own map of Germany. Draw/create the outline of the country and label at least twenty landmarks including cities, geographic features, castles, National Parks, etc.
 - f. With your map, highlight the landmarks you have chosen and include a detailed answer to this question: *If you had two weeks to spend in Germany, where would you spend them?*

4. Economic Summary (4, c.d)
 - a. Read Article Six - [Heritage Foundation Germany](#)
 - b. Read Article Seven - [German Economy](#)
 - c. Use your own interests to conduct personalized research into the German economy. List the resources you found in the summary below.
 - d. Write a one page summary about the German economy. Base your response around the following question: *How has German history and culture contributed to its economic success and stability?*

5. Cultural Postcard (5, e)
 - a. Read Article Eight - [German Cuisine](#)
 - b. Read Article Nine - [German Literature and Theater](#)
 - c. Read Article Ten - [German Cultural Overview](#)
 - d. Read Article Eleven - [German Etiquette](#)
 - e. Applying your new cultural competence, choose a theme – food and cuisine, arts and literature, etiquette, or a combination – and write a three-paragraph email to a friend describing what you have learned about German culture. Did anything surprise you? Is there an aspect which you find at odds with your own culture?

6. Tourism Advertisement (6, c)
 - a. Browse: [Germany's own tourism website](#) There is so much to see here!
 - b. Browse: [this virtual tour of the 10 best places to visit in Germany](#)
 - c. Pretend that you work in the tourism sector of the German Government. Design an advertisement (slide show, video, or pamphlet) highlighting key travel features that could be used to boost tourism to the country. You must include the following:
 - i. a catchy tourism slogan
 - ii. demonstration of knowledge learned in activities 2-5
 1. How has German history contributed to its current popularity with tourists?
 2. What about its geography makes Germany such a desirable tourist destination?
 3. How does the economy support Germany as a tourist destination?
 - iii. a minimum of ten visuals
 - iv. three suggested itineraries (between three days and two weeks)
 - v. a convincing closing. Why would a tourist want to travel to Germany?

7. Post-trip Summary (7, a)
 - a. Think about what you have learned during this trip and reflect on what you have not learned. Considering the following questions, write and submit a one-page reflection: *By taking this trip virtually, rather than in person, what have you been unable to learn or experience? Which aspects of a country can you only learn from in-person travel?*
8. Lesson Plans (8, a.b.)
 - a. Submit three lesson plans demonstrating incorporation of knowledge from this course into your classroom.
 - b. List and describe how your lessons incorporate National Standards in your state.

Assignments Part B: One Additional Credit (a.b.c)

- a. Research Germany's post-war era in sufficient detail to compare and contrast history with a novel.
- b. Read Nina Willner's *Forty Autumns* available [on Amazon](#) or through your local library.
- c. Using the following questions as a guide, write a three-page reflection comparing and contrasting the novel's reflection of East Germany's post-war communist era.
 - i. Conflict: What are some of the conflicts that arise for the East Germans living under communist rule? What about conflicts for those who escaped East Germany?
 - ii. Context: What underlying forces paved the way for the rise of communism and the division of a capital city during the Cold War?
 - iii. Cause: What were the immediate causes of communist rule in East Germany? Were there other, more distant causes?
 - iv. Characters: Who were the main players of the conflict and what roles did they play?
 - v. Course: What events led to the resolution of this political conflict? Was it resolved?
 - vi. Conclusion: What was the ultimate conclusion? Is there anything about this conclusion that can help us to understand other historical events?
 - vii. Consequences: What happened as a result of the conclusion of these events?
 - viii. Comparison: How does the history of the East German Communist era come to life in Willner's novel?

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- a. Read Article One A - Germany's Country Profile.
 - i. <https://www.bbc.com/news/world-europe-17299607011352>
- b. Read Article One B. - Germany's Historical Timeline
 - i. <https://www.bbc.com/news/world-europe-17301646>
- c. Read Article Two - Germany Geography
 - i. <https://germanculture.com.ua/germany-facts/german-geography/>
- d. Read Article Three - Germany's Climate
 - i. <https://germanculture.com.ua/germany-facts/climate-in-germany/>
- e. Read Article Four - Germany's National Parks and Biosphere Reserves

- i. <https://www.bfn.de/en/activities/protected-areas/national-parks.html>
- f. Read Article Five - Germany's 15 best Castles
 - i. <https://www.thecrazytourist.com/15-best-castles-in-germany/>
- g. Read Article Six - Heritage Foundation Germany
 - i. <https://www.heritage.org/index/country/germany>
- h. Read Article Seven - German Economy
 - i. <https://www.britannica.com/place/Germany/Economy>

- i. Read Article Eight - German Cuisine
 - i. <https://germanculture.com.ua/daily/german-food/>
- j. Read Article Nine - German Literature and Theater
 - i. <https://www.britannica.com/place/Germany/Literature-and-theatre>
- k. Read Article Ten - German Culture Overview
 - i. <https://www.worldatlas.com/articles/german-culture-and-traditions.html>
- l. Read Article Eleven - German Etiquette
 - i. <https://www.deutschland.de/en/topic/life/a-guide-to-german-etiquette>
- m. Browse: [Germany's own tourism website](#)
- n. Browse: [this virtual tour](#)

Support Resources:

- You have 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>