

MODULE OUTLINE

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	THE TEACHING OF GERMAN AS A FOREIGN LANGUAGE		
LEVEL OF STUDY	MASTER		
MODULE UNIT CODE	GER10	SEMESTER	1
MODULE TITLE	RESEARCH METHODOLOGY AND TECHNIQUES FOR ACADEMIC WRITING		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		HOURS	CREDITS
Hours per week (26,8) X 14		375	15
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory, Optional, Optional mandatory	COMPULSORY		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMS	GERMAN		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	YES		
MODULE WEBSITE (URL)	https://www.eap.gr/en/teaching-german-as-a-foreign-language/topics/#ge11		

2. LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail.

Upon completion of the unit, the student is expected to be able to:

- define what science is,
- express themselves in a scientifically sound way in a written or oral scientific discussion,
- identify and handle scientific literature by citing texts and writing bibliographic references in an appropriate manner,
- compose notes for the presentation of research results,
- prepare scientific papers in the context of coursework and in the context of writing the postgraduate thesis.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Adapting to new situations

Decision-making

Individual/Independent work

Group/Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Social, professional and ethical responsibility and sensitivity to gender issues

Critical thinking

Development of free, creative and inductive thinking

(Other.....citizenship, spiritual freedom, social Introduction of innovative research awareness, altruism etc.)

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Adapting to new situations

Decision-making

Individual/Independent work

Working in an interdisciplinary environment

Project planning and management

Respect for diversity and multiculturalism

Critical thinking
Development of free, creative and inductive thinking

3. MODULE CONTENT

The aim of this unit is to provide theoretical knowledge and practical skills on research methodology and techniques of writing scientific papers. To this end, students become familiar, on the basis of educational activities, with both the management of theoretical knowledge in the context of scientific work and research and their active participation in scientific dialogue at the level of written and spoken discourse in the field of Teaching German as a Foreign Language. A basic prerequisite for the above is the ability of students to critically study scientific texts, to conduct oral presentations/interventions and to pose targeted questions that contribute to the research process.

4. TEACHING METHODS – ASSESMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance education with three Group Counseling Meetings (OSS) during the academic semester on weekends.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	We use : ▪ Remote meetings tools (webex) ▪ Announcements on the module's webpage ▪ Presentation software (e.g. power point) ▪ Email exchange and personal contact by phone in cases of students' emergencies Additionally, the students use office automation tools, web browsers and e-reader for digital books.	
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects,</i>	Activity	Semester Workload (hours)
	3 OSS (X 4 hours)	12
	14 educational activities	14*4=56
	1 Short Written assignment	20
	1 Final Term Paper	40
	Individual study	247
	Total module workload (hours)	375

<i>Essay writing, Artistic creativity, etc.</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	
STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	• A series of Educational Activities (E.A.) that accompany each week of study on the training platform. The Educational Activities (E.A.) contribute to the final grade of the unit with a percentage of 40%. • A Short Written Assignment (WA). Its assessment contributes to the final mark of the unit by 20%. • A Final Term Paper. Its evaluation contributes to the final grade of the unit at a rate of 40%. Both the Short Written Assignment and the Final Semester Assignment are on the HOU digital platform. All evaluation criteria are posted in each module's webpage.

5. SUGGESTED BIBLIOGRAPHY

Butzkamm, Wolfgang (2011): Fremdsprachig unterrichten – wie schaffe ich das? Mit der Sandwichtechnik! In: Praxis Fremdsprachenunterricht, H. 2, 5-8. (= http://www.fremdsprachendidaktik.rwthachen.de/Ww/pfu201102_02_Butzkamm.pdf; 03.03.2018).

Esselborn-Krumbiegel, Helga (2017): Von der Idee zum Text: Eine Anleitung zum wissenschaftlichen Schreiben. Stuttgart: Utb.

Heringer, Hans-Jürgen (2010): Interkulturelle Kommunikation. Grundlagen und Konzepte. 3., durchgesehene Auflage. Tübingen; Basel: Francke.

Hess-Lüttich, Ernest W.B. (1980): Stiltheorie. Zur Verständigung über ‚Stil‘ in der angewandten Linguistik. In: Kühlwein, Wolfgang; Raasch, Albert (Hg.): Angewandte Linguistik. Positionen - Wege – Perspektiven. Tübingen: Narr, 91-112.

Kellner, Kirstin (2021): Wissenschaftlicher Schreibstil: Sicher Texte formulieren im Studium. Für Bachelor, Master und Dissertation. Independently published.

Meyer-Krentler/ Burkhard Moennighoff: Arbeitstechniken Literaturwissenschaft. Stuttgart: UTB⁴2010.

Molitor-Lübbert, Sylvie (1996): Schreiben als mentaler und sprachlicher Prozeß. In: Günther, Hartmut; Ludwig, Otto (Hg.): Schrift und Schriftlichkeit. Ein interdisziplinäres Handbuch internationaler Forschung. Bd. 2. (HSK 10.2) Berlin; New York: de Gruyter, 1005-1027.

Mitschian, Haymo (2001): Konstruktivismus als neue Leitwissenschaft für das Sprachenlernen? Ideengeber und Prüfstein. In: DIE Zeitschrift Sprachen lehren lernen 2001/4, 21-24.

Rösler, Dietmar (1998): Autonomes Lernen? Neue Medien und ‚altes‘ Fremdsprachenlernen. In: Info DaF 25,1 (1998) 3-20. Storch, Günther (2008): Deutsch als Fremdsprache - Eine Didaktik. Theoretische Grundlagen und praktische Unterrichtsgestaltung. 3., unveränderter Nachdruck. Paderborn: Fink.

Sittig, Claudius (2013): Klett Uni Wissen Arbeitstechniken Germanistik: Sicher im Studium. Stuttgart: Klett.

Storch, Günther (2008): Deutsch als Fremdsprache - Eine Didaktik. Theoretische Grundlagen und praktische Unterrichtsgestaltung. 3., unveränderter Nachdruck. Paderborn: Fink.

Tiele, Lennart (2021) Übung macht den Master: Wissenschaftliches Arbeiten und Schreiben leicht gemacht – Das Praxisbuch für Bachelor und Master Studierende. Buchfaktor Verlag.

<http://www.zeit.de/campus/2011/04/service-ghostwriter/komplettansicht> (28.03.2018)

https://www.focus.de/politik/deutschland/tid-29408/schavanplag-dokumentiertplagiat-nach-diesem-muster-erschlich-sich-annette-schavan-ihren-doktorgrad-siehat-die-originaltexte-wahrscheinlich-nie-gelesen_aid_914798.html (20.05.2019).

Scientific journals:

- Deutsch als Fremdsprache
- Fremdsprache Deutsch (FSD)
- Fremdsprachen Lehren und Lernen (FLuL)
- German as a Foreign Language (GFL)
- Info DaF
- ÖDaF-Mitteilungen
- Zeitschrift für Fremdsprachenforschung (ZFF)
- Zeitschrift für Interkulturellen Fremdsprachenunterricht (ZIF)
- Zielsprache Deutsch (ZD)
- Zeitschrift für Interaktionsforschung in DaFZ (ZIAF)