

## RCTH770 Theological German

Fall 2010

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REGENT UNIVERSITY  
DOCTOR OF PHILOSOPHY PROGRAM  
SCHOOL OF DIVINITY  
DISTANCE EDUCATION

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The School of Divinity is committed to providing biblical and theological education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world.

### YOUR PROFESSOR FOR THIS COURSE:

**Wolfgang Vondey, Ph.D.**

**Telephone:** (800) 723-6162

**Local Phone:** (757) 352-4967

**FAX:** (757) 352-4597

**E-mail:** [wvondey@regent.edu](mailto:wvondey@regent.edu)

**Office Hours:** Tues. & Fri. 9:00-12:00 noon

**Office Number** RH334



### PERSONAL GREETING FROM THE PROFESSOR

Fervent prayer and the guidance of the Holy Spirit are prerequisites for any theology course. You will need a double-dose of both in this course.... (Just kidding.) German is fun! Really! And as a friend of mine used to say, "They probably speak German in heaven." So you better learn it now!

### DESCRIPTION AND PURPOSE OF COURSE

The fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology. The course is designed to prepare masters and doctoral students for the proficient reading of academic journals, books, and monographs written in German. During the first part of the semester, students will attain a general proficiency in reading German texts in the arts and sciences. The remainder of the semester offers greater focus on theological texts and vocabulary. A proficiency exam in theological German is given as a culminating assessment. Students who pass the proficiency exam fulfill the language requirements in theological German for the Ph.D. program of the School of Divinity.

## **COURSE GOALS**

The course provides an intensive study of basic German grammar, syntax, and translation practices. The goal of the course is to give the student a reading/translating knowledge of German for academic purposes. At the end of the semester, the student should be able to take a German language proficiency exam with confidence. Explicit goals of the course include the following:

1. To **introduce** the student to the fundamental German vocabulary necessary for the comprehensive reading of German theological texts.
2. To **provide** systematic and concise access to essential German grammar and syntax.
3. To **guide** the student in a clear understanding of German sentence structure and its equivalent in the English language.
4. To **suggest** techniques for reading comprehension and translation of German theological texts.
5. To **encourage** students in the further development of language skills.
6. To **prepare** the student for the follow German proficiency exam.
7. To **guide** the student in working with German key theological texts that are prominent at the doctoral level.

## **COURSE COMPETENCIES AND LEARNING OBJECTIVES**

In view of the specific weekly topics outlined above after completion of this course the student should be able to:

1. **Correctly identify** German sentence structure and grammar in quizzes and translation exercises.
2. **Possess** a foundational German vocabulary with attention given to theological terms and phrases without reference to a dictionary made evident in quizzes and translation exercises.
3. **Translate** a comprehensive theological text correctly with the help of dictionaries and other study aid in a 2.5 hour proficiency exam.
4. **Engage** a broad spectrum of the theological traditions in the German-speaking world through the translation of various theological texts.
5. **Respond** to the challenges and opportunities for framing inquiries and organizing and examining data in the German language in Q&A board and Live Classroom sessions.
6. **Use** dictionaries, reference works and other study aids that can be used in the reading, comprehension and translation of a written theological text in German.

## **PROGRAM COMPETENCIES**

This course contributes to the fulfillment of the following Program Competencies:

1. **Express** a sound theological reasoning on contemporary social issues by cultivating knowledge of historical, critical, biblical and theological themes.
2. **Articulate** major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
3. **Articulate** contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
4. **Interpret and articulate** doctrines, history and traditions of the Church and ethical issues in a compelling way, including those relative to the spiritual renewal as these bear on the Christian life and mission.
5. **Demonstrate** a commitment to unity within the body of Christ by modeling respectful appreciation of cultural, ethnic, denominational and traditional distinctives.




## **PREREQUISITES**

Prior knowledge of German is helpful but not required for the course.

## **ONLINE LANGUAGE ENVIRONMENT**

This class is offered exclusively in an online format. Although it is comparable to its on-campus equivalent, the online course is structured to accommodate the different learning environment. The material of this course is divided into 13 lessons. Each lesson consists of five elements: an introduction of the material, a presentation of the subject matter, a language lab, a quiz, and a homework assignment. I suggest that you study the lessons in sequence and complete one lesson a week. You should anticipate that it will take approximately 14 weeks to study the language, while the remaining time is reserved for preparation for the proficiency exam. There are also special vocabulary units and a focus section on grammar. In addition, you will be able to attend a live classroom session online three times during the semester. The course concludes with a special prep session for the German Proficiency Exam. While the exam is a regular assignment of the course, it also fulfills the language proficiency requirements in theological German of the School of Divinity's Ph.D. program.

## Course Schedule

Week	Topic	Texts
1	<i>German Nouns and the Definite Article</i>	Jannach/Korb, chapter 1, Appendix c, d
2	<i>Case: Nominative, Genitive, Dative and Accusative &amp; Indefinite Articles</i>	Jannach/Korb, ch. 2, 3 & 4
3	<i>Simple Verb Tenses &amp; Prepositions</i>	Jannach/Korb, ch. 5 & 6 Big Yellow Book, pp. 1-14
4	<i>Adjectives and Adverbs</i>  <b>Horizon Wimba Live Classroom</b>	Jannach/Korb, ch. 7 & 8
5	<i>Perfect Tenses and Present Participle</i>	Jannach/Korb, ch. 9 & 10 Big Yellow Book, pp. 18 and 20-24
6	<i>Comparison of Adjectives and Adverbs Future Tense</i>	Jannach/Korb, ch. 11 & 12
7	<i>Passive Voice. Perfect Tenses of the Passive Voice</i>	Jannach/Korb, ch. 13 & 14 Big Yellow Book, pp. 31-32
8	<i>Modal Auxiliary Verbs</i>  <b>Horizon Wimba Live Classroom</b>	Jannach/Korb, ch. 15 & 16
9	<i>Perfect Tenses of Modals, Coordinating Conjunctions</i>	Jannach/Korb, ch. 17 & 18 Ziefle, ch. 16
10	<i>Relative Pronouns Demonstrative Pronouns</i>	Jannach/Korb, ch. 19 & 20 Ziefle, ch. 19
11	<i>Interrogative and Demonstrative Pronouns</i>	Jannach/Korb, ch. 21 & 22 Ziefle, ch. 20
12	<i>Extended-Adjective Constructions</i>  <b>Horizon Wimba Live Classroom</b>	Jannach/Korb, ch. 23-25 Ziefle, ch. 21
13	<i>Subjunctive</i>	Jannach/Korb, ch. 27 – 30 Big Yellow Book, pp. 15-18, 19-20, 25-26 Ziefle, ch. 22
14	<i>Preparing for the Proficiency Exam</i>	

## Detailed Content Layout

### Class 1

Introduction to German language, texts, dictionaries and reading techniques. German Nouns and the Definite Article. Gender of Nouns. Present and Past Tense of the Verb sein (to be). Interrogatives. Cognates and Loan Words.

### Class 2

Cases: Nominative, Genitive, Dative and Accusative. Infinitive. Present Tense of Regular Verbs. Present Tense of the Verb haben (to have). The Metric System. Cardinal Numbers. Plural of Nouns. N-Nouns. Past Tense of Weak Verbs and of haben. Meanings of the Past Tense. Indefinite Articles. Compound Nouns. Ordinal Numbers. Der Words.

### Class 3

Simple Past Tense of Strong Verbs. Irregular Weak Verbs. Present and Simple Past Tense of werden (to become). Word Order. Prepositions. Idiomatic and Special Meanings. Contraction of Prepositions. Prepositions Following Nouns or Pronouns. Indefinite Pronouns.

### Class 4

Adjectives. Information from Adjective Endings. Adjectives Used as Nouns. Adverbs. Verbs with Inseparable and Separable Prefixes. Recognizing Singulars and Plurals of Nouns.

### Class 5

Perfect Tenses and Present Participle. Meanings of the Perfect Tenses. Seit + Present Tense = have been + ing. Past Participles. Word Order. Participles Used as Adjectives and Adverbs. Meanings of Present and Past Participles. Past Participle Used with SEIN to Express State of Being. Participles Used as Nouns.

### Class 6

Comparison of Adjectives and Adverbs. Exceptional Comparisons. Recognition of Comparatives and Superlatives. Special Uses of the Comparative and Superlative. Comparatives and Superlatives Used as Nouns. Future Tense. Future Perfect Tense. Future Tenses Used to Express Probability.

### Class 7

Passive Voice. Present and Past Tenses of the Passive Voice. Three Uses of werden. Personal Pronouns. Agreement of Pronoun and Antecedent. Perfect Tenses of the Passive Voice. Infinitive of the Passive Voice. Future Tense of the Passive Voice. Future Perfect of the Passive Voice. Suffix –er. Suffix –in.

### Class 8

Reflexive Pronouns. Reflexive Verbs. Position of the Reflexive Pronoun in Main Clauses. Suffixes -bar and -lich. Modal Auxiliaries Express Modalities. Conjugation of the Modals. Modals and the Dependent Infinitive.

### Class 9

Perfect Tenses of Modals. Double Infinitive with Other Verbs. Objective vs. Subjective Meanings of Modal Auxiliaries. Coordinating Conjunctions. Subordinating Conjunctions. Learn to Differentiate. Wenn auch, auch wenn (even if, even though, even when). "False Friends".

Martin Luther. *Der Glaube allein.*

**Class 10**

Relative Pronouns. Recognizing Relative Clauses. Welch- as Relative Pronoun, Indefinite Article, and Interrogative Pronoun. Case of Relative Pronoun Indicates Function. Was as a Relative Pronoun. Demonstrative Pronouns. Other Demonstratives. Suffixes –los, -fach, and -mal (time, times).

Karl Barth, *Die Liebe*.

**Class 11**

Interrogative and Demonstrative Pronouns. Wer and was used as Interrogative and Relative Pronouns. Verb-First Constructions. Feminine Noun Suffixes. Infinitives with zu. Idiomatic Prepositional Phrases.

Karl Barth, *Jesus (Röm. 3, 22)*.

**Class 12**

Extended-Adjective Constructions. Recognizing Extended-Adjective Constructions. Translating Extended-Adjective Constructions. Other Types of Extended-Adjective Constructions. Extended-Adjectives plus Unextended Adjectives in front of a Noun. Several Extended-Adjectives Modifying a Noun. Additional Extended-Adjective Constructions. Participial Phrases.

Dietrich Bonhoeffer, *Unser Sinn is in Jesus*

**Class 13**

Subjunctive I & II. Suppositions of Conditions Contrary to Fact. WENN-Clauses or Result Clauses Standing Alone. Special Subjunctive in Indirect Discourse. Indirect Questions. Other Uses of the Special Subjunctive. Special Uses of Subjunctive I. Lassen.

Helmut Thielicke, *Der verlorene Sohn*.

**Class 14**

Preparation of Proficiency Exam.

## RESOURCES

**Students are expected to have all required materials by the first day of the semester.**

The Regent University Bookstore website is <http://www.regentbookstore.net>. Additional materials (e.g., articles, etc.) may be found in the Course Material section of Blackboard.

***Required Textbooks***

- Richard Alan Korb, *Jannach's German for Reading Knowledge*, **6th ed.** (Boston: Thompson & Heinle, 2009) ISBN 9781413033496.
- *Modern Theological German. A Reader and Dictionary* (Grand Rapids: Baker, 1997), Helmut Ziefle (ISBN 0-8010-2144-8).
- *The Big Yellow Book of German Verbs. 555 Fully Conjugated Verbs* (New York: McGraw-Hill, 2005), Paul Listen, Ro. Di Donato, D. Franklin (ISBN 0-07-143300-7).
- *Oxford German Dictionary*, 3rd ed.(Cambridge: Oxford University Press, 2008), edited by M. Clark et al. (ISBN-10: 0199545685 ISBN-13: 978-0199545681).

### **Language Resources**

The following list contains some printed resources for studying the German language. Check the “Course Resources” section on Blackboard for additional library resources, online resources and language tools that may help you the study of theological German.

*German Quickly: A Grammar for Reading German.* April Wilson. New York: Peter Lang, 2004. Rev. Ed.

*Introduction to Theological German.* J.D. Manton. Grand Rapids, MI: Eerdmans, 1973.

*Verb Constructions in German and Dutch.* Pieter A.M. Seuren, Gerard Kempen. Amsterdam; Philadelphia, PA : J. Benjamins, 2003.

*The German Language and the Real World. Sociolinguistic, cultural, and pragmatic perspectives on contemporary German.* Edited by Patrick Stevenson. New York: Oxford University Press, 1998.

*Topics, Questions, Keywords. A Handbook for Students of German,* edited by Petra Hachenburger and Paul Jackson. New York : Routledge, 2000.

*German Today.* Jack Moeller, Helmut Liedloff, Clifford J. Kent. Boston, MA: Houghton Mifflin, 1982.

*Mastering German Vocabulary. A Practical Guide to Troublesome Words.* B.C. Donaldson. New York : Routledge, 2004.

*Translation and Interpreting in the 20th Century.* Wolfram Wills. Amsterdam; Philadelphia: J. Benjamins, 1999.

*Lexical Template Morphology. Change of State and the Verbal Prefixes in German.* B. Roger Maylor. Amsterdam ; Philadelphia: J. Benjamins, 2002.

*The New Cassell's German Dictionary.* Harold T. Betteridge. New York: Funk & Wagnalls, 1958.

## **SUBMISSION OF ASSIGNMENTS & E-MAILING THE PROFESSOR**

The subject line of **all e-mail messages** related to this course should include the course number (e.g., TCDH 500), the location of the course (e.g., DE, VB, DC, and Modular) and the name of the student (For example, SUBJECT: TCDH 500 DC, John Smith). Further, **each attached document/assignment** should also contain the student’s name and course information.

Following these directions enables the professor to quickly identify the student and course and to keep track of assignments, facilitating a timely response. **Students should *always* include their first and last name at the end of all e-mail messages.** Thank you.

All assignments for this course should be submitted via the “Assignment tool” in Blackboard. Instructions on how to use the “Assignment Tool” can be found on <http://www.regent.edu/acad/schdiv/students/tutorials.shtml> or going to the *Before you Begin* section of your Blackboard course. Papers should be in MS Word format (.doc) See the *Assignments* section of Blackboard for further instructions.

## COURSE PROCEDURES

There are several key elements you will need to fully understand prior to enrolling in this course.

1. All courses require **completion of assignments according to a weekly schedule**. Thus, keeping up with the schedule is essential to your success. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments as found in the Course Schedule.
2. Be sure you can complete this course in the scheduled semester. Incompletes will only be granted for true emergency situations, not for poor planning.
3. You must have continuous access to a working and dependable Internet provider as well as reliable e-mail that can send and receive attachments. You must also have access to Microsoft Word 97 or later for writing assignments.
4. Reading and translation assignments are given in class. Translations are generally done from the textbook by Jannach and Korb. Theological texts from Ziefle's *Modern Theological German* are integrated in the second part of the semester.

## STUDY SUGGESTIONS

1. Familiarize yourself with the resources available in the "Resources" section.
2. Study all lessons in sequence, beginning with Lesson 1.
3. Study one lesson a week for 13 weeks or at a comparable pace.
4. Study each section of the individual lessons; do not jump ahead and do not omit material.
5. Study the vocabulary thoroughly before entering the next lesson.
6. Each lesson has an introductory section that explains the lesson and lists the requirements for entering. Fulfill the requirements listed before studying new material.
7. The introductory section is followed by the classroom section: This is where the main lesson is found. Study this section together with your text books.
8. The classroom section is followed by the language lab. This section contains vocabulary in audio format. Be patient when accessing this section, it loads slowly (both on the computer and in our brains).
9. The language lab is followed by quiz and assignment sections. Turn in all your homework on time.
10. Attend the live classroom sessions when available. Make sure your computer is set up properly in advance.
11. Prepare for the proficiency exam

## BLACKBOARD INFORMATION

As you enter the online course, read the announcements for a general introduction and up-to-date information. At your first visit to the course, go to the "Before You Begin" section and learn about the layout of the course. The Blackboard course has **four** levels.

Level 1	The basic level is like a main entrance. You find announcements and general guidelines. This is the level you enter when you access the course on Blackboard.	
Level 2	You enter the second level by choosing any of the Lessons or other options on the navigation bar to your left.	
Level 3	Inside the 13 Lesson you find a third level that consists of the actual material, the classroom, quizzes, and assignments.	
Level 4	Each Lesson contains a classroom section with a number of learning units you can view similar to a slide show.	

## ASSIGNMENTS

1. Each of the 13 lessons offers a quiz about the material covered in the classroom section of the course. There are a total of 13 quizzes, each containing 10 questions in various formats (multiple choice, true/false, fill in the blank etc.). The quizzes are timed for one hour each and can be taken only once. Material for the quiz can come from the online classroom, the language lab, or the printed textbook material. Although there are no deadlines given for the quizzes, each quiz should be completed before the translation assignment. The correct answers are displayed immediately after submission of the quiz. Grades can be found in point value in the “My Grades” section. Late quizzes can be taken to learn the material but will not receive a passing grade.
2. Each of the 13 lessons contains a translation assignment, typically from the textbook, *German for Reading Knowledge*, by Hubert Jannach and Richard Alan Korb or *Modern Theological German* by Helmut Ziefle. Translation assignments typically cover the entire translation given in a particular section. The translation should be submitted online through Blackboard. Prepare the translation as an electronic document and copy the text into the text box displayed in the assignment section. Keep your copy of the text. Further instructions are provided within Blackboard. Each assignment has a deadline given in the assignment section of each Lesson. Assignments should be completed and submitted by the given deadline. Late assignments can be submitted and will be returned with corrections but will not receive a passing grade.
3. There are three live classroom sections during the course, one every four weeks. Two live classroom sessions are offered during the week in order to accommodate students in different time zones. Students are required to attend one of these sessions that week for a total of at least two sessions during the semester.

Live Classroom 1: September 13, 11:00 am - 12:00 noon EST

Live Classroom 2: October 11, 1:00 pm – 2:00 pm EST

Live Classroom 3: November 11, 11:00 am – 12:00 noon EST

The Horizon Wimba Live Classroom can be accessed from within the Blackboard course. Students are required to work through the Horizon Wimba Live Classroom wizard in order to prepare their computer hardware and software for participation in the Live Classroom. Computer speakers and a microphone are required. A camera is optional. Failure to complete the wizard or to attend the Live Classroom results in a reduction of the grade. The Live Classroom is not a lecture. It serves to address the students' questions about the language, vocabulary and grammar.

4. The course contains a Q&A Board. This board functions as a sounding board for students' questions and concerns. Instead of addressing the professor with any issue directly, students are asked to post the question on the Q&A Board. At least two class mates should respond to the issue. If the issue is not resolved, then the professor will address it through the Q&A Board. Each student is required to address at least one posting each week (unless there are no postings) for a total minimum of 13 postings during the semester. Postings should be 50-100 words. Personal or other sensitive issues should be emailed to the professor.
5. The German Proficiency Exam is offered online during the week of November 26-30, 2009. Each student has an opportunity to take the exam during a 2.5 hour period. The exam text with instructions will be made available during that time. Only a standard dictionary is allowed as supporting material for the translation.

## **METHOD OF EVALUATION**

Final grades for this course are the result of the following considerations:

Online Quizzes	26%
Translation Assignments	26%
Q&A Board	9%
Horizon Wimba Live Classroom	9%
Final Exam (Proficiency Exam)	30%

The proficiency exam is passed with a grade of A or B (80 points and above). Grades C, D and F constitute inadequate proficiency in the language. The exam can be taken repeatedly if the student has attended the course. The student who fails the exam without having completed the course is required to complete the course before attempting to pass the exam again.

### **Grading Rubrics**



#### **Online Quizzes**

- On-time submission as assigned in the syllabus (20%)
- All 13 quizzes submitted (20%)
- Answers to all questions in each quiz submitted (20%)
- Questions answered correctly (40%)

#### **Q&A Board Postings**

- Response and dialogue according to syllabus standards (20%)
- Word limits met (20%)

- Number of postings met (20%)
- Format of postings conform to syllabus requirements (20%)
- Response to professor and other students refers to the text and other sources that substantiate the argument (20%)



#### Translation Assignments

- On-time submission as assigned in the syllabus (20%)
- Translation reflects the correct vocabulary for each word (20%)
- Sentence shows correct syntax/word order (20%)
- Translation reflects correct grammar (20%)
- Quantity of translation corresponds to assigned length (20%)



#### Horizon Wimba Live Classroom

- Completion of Horizon Wimba Live Classroom wizard prior to session (25%)
- Attendance of at least two of the three Live Classrooms (25%)
- Preparation for the session is evident in questions, comments (25%)
- Response to classmates during session (25%)



#### Final Exam (Proficiency Exam)

- Correct syntax [parts of speech; word order] (20%)
- Correct grammar (20%)
- Correct semantics [vocabulary; terms with no immediate counterpart] (20%)
- Substantial amount of the text translated [typically more than  $\frac{3}{4}$  of the text] (20%)
- Translation corresponds closely to the meaning of the German text in the overall layout, the order and number of sentences (20%)

***This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change without notice.***

Regent University, School of Divinity  
1000 Regent University Drive, Virginia Beach, VA, 23464

Phone (800) 723-6162

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