



Deutsch 3001

Advanced German 3001 – Herbst 2020



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Advanced German Online V3001: Fall 2020

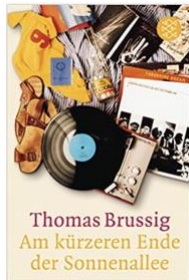
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ONLINE COURSE
 Zoom Meeting times: MW 11:40-12:55

COURSE DESCRIPTION

Let's explore Berlin from the vantage point of a Columbia German-language virtual classroom. Even if you can't smell Berlin's legendary air, you can gain insight into the city's history and atmosphere, explore Berlin's Bezirke and Kieze, and gain insights into what's happening now in Berlin. Gain a unique perspective by connecting with people who work at the FU and who have studied in Berlin via the Berlin Consortium of German Studies. What better way to prepare for a visit to the capital city of Germany, for study at Berlin's Freie Universität, or for an internship at one of its institutions?

T EXTS



Required Text:

Thomas Brussig - *Am kürzeren Ende der Sonnenallee*. Fischer Verlag. available at **Columbia Bookstore** (they also offer shipping). Also available through amazon.com.

Recommended Texts:

Langenscheidt Großwörterbuch Deutsch als Fremdsprache
 [Online Version: de.thefreedictionary.com]
 A good bilingual dictionary.

GOALS:

Course Goals:

German V3001 is an ambitious 14-week socio-cultural exploration of Berlin that includes 1) Communicating only in German in a cooperative environment, i.e., working with partners and in teams, 2) Getting to know Berlin through various media, such as internet, film, and literature, 3) Engaging with cultural diversity in Berlin's multi-cultural neighborhoods, 4) Questioning and reflecting upon Berlin's recent past, and 5) Developing your own Berlin experience and presenting your interests in various forms, such as presentations, an essay, your CV, an application letter and interview for an internship in Berlin, and 6) Each student will create a portfolio that might serve as their application for an internship or semester of study in Berlin. Advanced German I provides the chance to experience Berlin within a media-supported, communicative-language environment and is a gateway to majoring or concentrating in German at Columbia. The course provides ample opportunities for interpersonal, interpretive, and presentational communication in German.

**Goals for language development:**

- 1) Increase ease in reading not only of short, thematically related German texts, but also a contemporary novel,
- 2) Develop interpretive skills needed for communicating questions, ideas, and opinions,
- 3) Build vocabulary and ability to define German words using German,
- 4) Deepen confidence of grammatical structures based on your needs,
- 5) Interact comfortably with authentic genre and forms of German media,
- 6) Strengthen both oral and written communication and the ability to engage in critical analysis,
- 7) Interact and collaborate with your peers and Berlin ‘experts’ (synchronously and asynchronously) in a productive, respectful and inclusive way.

LEARNING DURING THE PANDEMIC

While this class is a rigorous academic course, it is clear that all of us are dealing with anxiety, stress, uncertainty, trauma, and grief to varying extents, and there may be unforeseen disruptions in our lives. My goal is to create a culture of flexibility and care in our class community, and I believe such a culture builds upon consistent engagement, empathy, and clear communication. I will try to create channels for these and model expectations, but I will also rely on you to help build our community and provide feedback so that I can make adjustments when needed."

ONLINE ENVIRONMENT SPECS**Course Format:**

This course is taught fully online. Online communication during course times will be synchronous using Zoom with active and collaborative teacher and student interaction. In addition, there will be a number of asynchronous resources and assignments allowing for self-paced learning. Online Assessment will occur both synchronously and asynchronously. Canvas will be our primary portal for all interactions and course materials. Portions of the meetings may be recorded with your permission. If you have any problems concerning the technology, or the course in general, please let us know as soon as possible. Email will serve as our main backchannel, should we encounter problems with Zoom.

Technical Components:

The following will be necessary for your active participation in this course:

- A laptop or tablet with a keyboard.
- Adequate bandwidth for audio and visual participation via zoom.
- Access to Canvas.
- Headphones with microphone is highly recommended.

If you encounter any problems, please let us know.

Online Etiquette:

Professional behavior norms benefit both students and instructors. Find an appropriate and quiet spot to join class that will allow you to actively participate in the synchronous portions of the class. We understand that you might be faced with challenges in this respect and we ask that you

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communicate with your instructor to find solutions. Also, please dress appropriately as you would for a face to face class.

Let's be aware that the online nature of interactions can have an impact on how we perceive each other and sometimes send the wrong impression, for example: how far or close we are sitting from the screen, the lack of real eye contact, the use of gestures which might not always be seen, facial gestures that might seem ambiguous, technological problems (e.g. audio), and problems with lag and synchronization. All of these factors can affect our interactions and our awareness of them can lead to overall more successful communication.

Attendance:

I will expect that you attend class. The rapid pace of the course requires all students to attend class and be prepared to participate actively in German every day. If you miss class, you will fall behind and repeated absences will lower your grade or jeopardize your success in class.

Therefore, it is crucial that you attend class regularly and prepare homework daily. If you cannot join us on a given day, it is important to let **me** know ahead of time, so that alternative steps to make up the missed work can be discussed. Handing in work late will affect your grade.

Also please note that we cannot accept new students week 3 of the semester.

COURSE SPECS**Note the following holidays:**

The University will be closed on: November 2 (Academic Holiday) and 3 (Election Day), as well as November 25 (Academic Holiday), 26 (Thanksgiving), and 27 (Academic Holiday)

Tasks and Deadlines:

[Deadlines for 2nd drafts or final versions will be announced – deadlines are subject to change based on need.]

#	Task (Aufgabe)	Deadline (Abgabetermin)
1.	Help create a vocabulary list in a shared google document.	All semester (online)
2.	Choose a Kiez for a Collaborative Project: a stroll through our Kiez.	September 24 Choose a Kiez Weeks 9-13 presentation
3.	Aufsatz (essay) on a Berlin related topic. 1st draft.	October 21 (online)
4.	Have a copy of the novel <i>Am kürzeren Ende der Sonnenallee</i> in hand/on your computer.	November 2
5.	1st drafts of CV (Lebenslauf) und cover letter (Anschreiben)	October 30 (online)
6.	Collaborative Projects - Presentation: A stroll through my Kiez	October 28– November 26 (asynchronous work and in-class presentation/discussion)
7.	Portfolio (posted online in Canvas - will contain final versions of all the work accomplished throughout semester and a final reflection)	December 7
8.	Oral Interview (Vorstellungsgespräch – via Zoom)	After December 14 – details tba

**Overview of Grade Breakdown:**

Task	% out 100%
Attendance and other Homework Preparation (including the vocabulary list, and homework that is schedule to align with the content of the class)	20%
Participation (engagement in-class and outside class, including informal communication projects and office hour check-ins)	20%
Collaborative Project on a Kiez	10%
Essay/Writing Sample (Aufsatz)	10%
CV (Lebenslauf)	10%
Cover Letter (Anschreiben)	10%
Oral Interview (Vorstellungsgespräch)	10%
Portfolio	10%

OTHER HOUSEKEEPING SPECS**Columbia and Barnard Policy on Academic Integrity:**

The Columbia and Barnard Policy on Academic Integrity forbids students to hand in work (homework, vocabulary lists, essays, etc.) that has been edited by a tutor or in any way authored or rewritten by someone other than the student. All work must be completed by the student themselves and reflect the student's personal language level. Please note that extensive use (= translation of a sentence and/or more) of a translation tool such as Google translate violates academic integrity. If you feel you need tutoring, speak to your instructor or contact Jutta Schmiers-Heller (js2331) at Columbia or Irene Motyl-Mudretzkyj (imudretz@barnard.edu) for Barnard for permissible tutoring guidelines.

Please also visit the following websites on academic integrity and the honor code:

<https://www.college.columbia.edu/academics/academicintegrity>

<http://www.college.columbia.edu/honorcode>

General Tips:

- 1. Organization is everything** –Organize your electronic documents. Create a folder for your 3001 documents on your desktop and/or in canvas (courseworks.columbia.edu). Name your electronic documents in a way that will help you find them and identify them easily. ‘Essay 1’ is not a helpful name. I will also require specific document names for tasks that will only be submitted electronically. **Please follow them.**
- 2. Read homework instructions carefully and follow them.** Be sure to reach out if anything is unclear.
- 3. Be proactive and ask for help.** If anything is unclear, for example a homework assignment or in general, please ask or email me as soon as you can. Most likely, you are not alone.
- 4. Vocabulary Lists** – To build your vocabulary we will create a common vocabulary list and also write quizzes on them, but it’s a good idea to create your own vocabulary lists to increase your personal vocabulary.
- 5. Grammar** – If you have specific grammar topics you would like to review – please let me know and I’ll work it into the course.



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Learning preferences and accommodations:

We acknowledge in our courses that people learn in different ways. For example, having visuals to support text may work better for some students, whereas others learn better by listening to the instructor. Please talk to your instructor about your learning preferences, so we can make the course work as well as possible for everyone. If you have, or suspect, a disability of any kind, please be sure to contact the office of disabilities (see link below) so that accommodations can be put in place. The earlier we know about it the better it will work.

Academic, Mental, and Physical Support:

Student life can get very intense, more so in our current situation. If you feel that you need help in any way, please don't wait but act immediately. Let your instructor know that you are struggling. Most importantly, contact your Dean/Advisor so they can help you. In addition, visit Columbia's/Barnard's websites to know what services are available to you:

<https://health.columbia.edu/services/ods> and <https://www.barnard.edu/health>

Other resources:

<https://covid19.columbia.edu>

<https://thefoodpantry.studentgroups.columbia.edu>

<https://cc-seas.financialaid.columbia.edu/deans-fund>

German Grammatical Gender:


Nouns in German have a gender (masculine, feminine, or neuter) that often does not obey any apparent logic. The German language also assigns humans a gender, and German is not special for having a rigid binary gender system. Pervasive gender normativity is reflected in our use of language, and language instruction is one of the spaces in which such traditional structures are reinforced. At Columbia and Barnard, we strive to be respectful and inclusive. Whereas we still need to learn language in its normative form, I encourage you to be aware of the implications of such norms and to be attentive to your classmates' and instructors' desires. Please contact your instructor right away should you have any preferred name and/or preferred pronoun by which you would like to be addressed. Although there are limitations to what the language allows grammatically, the German Department faculty and staff are committed to finding solutions that work for everyone.

Deutsch 3001 Semesterplan – Herbst 2020

[Subject to change based on our needs and availability of guests.]

Woche	Themen	Erklärung
1. Woche 9. September	Ankunft im Kurs und in Berlin: - Kursteilnehmer kennenlernen - Kursüberblick	Wir lernen uns kennen und definieren unsere Ziele im Hinblick auf Deutsch und Berlin.
2. Woche	- Berlin kennenlernen:	

14. und 16. September	<p>a. Berlin im Überblick b. Berlin navigieren</p>	Wir bekommen einen ersten Eindruck von Berlin. (Geschichte, Bezirke, Kieze)
3. Woche 21. und 23. September	<p>Brennpunkt Berlin–Teil 1 via verschiedene Formen: Sprache/Literatur/Musik/Insti- tutionen/ Personen</p> <p>Studenten Input</p>	<p>Dieses Segment konzentriert sich auf verschiedene Genres und Formen um unser Wissen über Berlin zu vertiefen.</p> <p>Studierende wählen ein Thema für ein kollaboratives Projekt. (Präsentationen in Wochen 10-14) Aufsatz zu einem Thema aus Brennpunkt Berlin > Abgabetermin für den 1. Entwurf ist der 21. Oktober</p>
4. -5. Woche 28. und 30. September Und 5. – 7. Oktober	<p>Fokus Film – Doku:</p> 	<p>Wir arbeiten mit der Doku(mentation) <i>Berlin Rebel High School</i>. Sie berichtet über eine ungewöhnliche Schule in Berlin, der SfE (Schule für Erwachsenenbildung), die jungen Erwachsenen, die mit dem traditionellen Schulsystem Probleme hatten, ermöglicht das Abitur zu machen.</p> <p>Wir diskutieren die Schule und ihre Menschen, das deutsche Schulsystem und vieles Anderes.</p>
6. Woche 12. und 14. Oktober	<p>Brennpunkt Berlin– Teil 2</p> <p>Studenten Input</p>	Wir führen das Thema Brennpunkt Berlin fort.
7. Woche 19. und 21. Oktober	<p>Berlins Universitäten und Hochschulen</p> 	<p>Wir werden uns detaillierter mit Berlins Universitäten und ihrem akademischen Angebot beschäftigen. Wir wollen auch sehen, wie Ihre persönlichen akademischen Interessen in den Unis reflektiert sind.</p> <p>Bis zum 2. November brauchen Sie eine Kopie des Buches <i>Am kürzeren Ende der Sonnenallee</i>.</p> <p>Abgabetermin für den 1. Entwurf des Aufsatzes ist der 21. Oktober.</p>
8. Woche 21 und 23. Oktober	<p>Brennpunkt Berlin– Teil 3</p> <p>Studenten Input</p>	Wir führen das Thema Brennpunkt Berlin fort.
9. Woche 28. und 30. Oktober	<p>Praktikum in Berlin</p> <ul style="list-style-type: none"> - CV - Anschreiben - Vorstellungsgespräch 	<p>Wir arbeiten mit einer Webseite, die Tipps zur Bewerbung auf Praktika gibt. In diesem Kontext wählen Sie einen Praktikumsplatz, schreiben einen deutschen Lebenslauf und ein Anschreiben und am Ende des Semesters werden Sie ein Vorstellungsgespräch haben.</p> <p>Abgabetermin für Lebenslauf und Anschreiben Entwürfe ist der 30. Oktober.</p>

<p>10. – 14. Woche 2. November bis 2. Dezember</p> <p>2., 3. 25., 26., und 27. November - frei</p>	<p>Fokus Berlin: Literatur + Präsentationen</p> <p>Literatur: Arbeit und Diskussionen über: Thomas Brussigs <i>Am kürzeren Ende der Sonnenallee</i>.</p>  <p>Kiez Projekte</p>	<p>Wir diskutieren Thomas Brussigs Roman <i>Am kürzeren Ende der Sonnenallee</i></p> <p>Kollaborative Projekte: Präsentationen und Diskussion</p>
<p>14./15. Woche 7. und 9. Und 14. Dezember</p>	<p>Portfolios und Auswertung des Lernprozesses im Berlin-Kurs</p>	<p>Die letzten 3 Tage benutzen wir um die Portfolios zu beenden und an den Vorstellungsgesprächen zu arbeiten.</p> <p>Portfolios müssen am Freitag, dem 11. Dezember, fertig sein. Die Vorstellungsgespräche finden nach dem letzten Kurstag statt und dauern ca. 15 Minuten pro Person.</p>