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?

TEXTS

**Required Text:**

**Recommended Texts:**
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
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.]

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

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

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.

2020 - Jutta Schmiers-Heller
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.]

<table>
<thead>
<tr>
<th>Woche</th>
<th>Themen</th>
<th>Erklärung</th>
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<tr>
<td></td>
<td>- Kursteilnehmer kennenlernen</td>
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<td></td>
<td>- Kursüberblick</td>
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<tr>
<td>2. Woche</td>
<td>Berlin kennenlernen:</td>
<td></td>
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2020 - Jutta Schmiers-Heller
<table>
<thead>
<tr>
<th>Datum</th>
<th>Themen</th>
<th>Beschreibung</th>
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b. Berlin navigieren                      | Wir bekommen einen ersten Eindruck von Berlin. (Geschichte, Bezirke, Kieze)                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. Woche  
21. und 23. September  | Brennpunkt Berlin–Teil 1  
via verschiedene Formen: Sprache/Literatur/Musik/Institutionen/ Personen  
| 4. -5. Woche  
28. und 30. September  
Und 5. – 7. Oktober  | Fokus Film – Doku:  
| 6. Woche  
Studenten Input | Wir führen das Thema *Brennpunkt Berlin* fort.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7. Woche  
19. und 21. Oktober    | Berlins Universitäten und Hochschulen  
[![Freie Universität Berlin](image)](https://example.com)  
[![Humboldt-Universität zu Berlin](image)](https://example.com)  
| 8. Woche  
21 und 23. Oktober     | Brennpunkt Berlin– Teil 3   
Studenten Input | Wir führen das Thema *Brennpunkt Berlin* fort.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 9. Woche  
28. und 30. Oktober    | Praktikum in Berlin  
- CV  
- Anschreiben  
- Vorstellungsgespräch | 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. **Abgabetermin für Lebenslauf und Anschreiben Entwürfe ist der 30. Oktober.** |
<table>
<thead>
<tr>
<th>10. – 14. Woche</th>
<th>Fokus Berlin: Literatur + Präsentationen</th>
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<tbody>
<tr>
<td>2., 3. 25., 26., und 27.. November - frei</td>
<td>Kiez Projekte</td>
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<tr>
<td>14./15. Woche</td>
<td>Portfolios und Auswertung des Lernprozesses im Berlin-Kurs</td>
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<tr>
<td></td>
<td>Kollaborative Projekte: Präsentationen und Diskussion</td>
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<tr>
<td></td>
<td>Die letzten 3 Tage benutzen wir um die Portfolios zu beenden und an den Vorstellungsgesprächen zu arbeiten.</td>
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<td></td>
<td>Die Vorstellungsgespräche finden nach dem letzten Kurstag statt und dauern ca. 15 Minuten pro Person.</td>
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