

## Elementary Intensive Reading I

### German UN1113

Section	Instructor	Day/Time Location
UN1113-Section 001	Silja Weber svw2108@columbia.edu	TH 10:10-11:25pm ONLINE

### Course Objectives

The primary goal of Elementary German I is to familiarize students with the basics of German grammar so as to begin reading German texts not only to translate but also to make reasonable guesses based on context and reading comprehension skills.

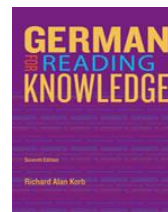
In the process, we seek to expand the meaning of "reading proficiency" beyond a form of grammar-translation "accelerated reading" which has come to be associated with successful completion of a German reading course. Elementary German Reading moves students beyond word-for-word translation to acquisition of reading skills needed by all readers and researchers.

These skills include:

- brainstorming (making lists and framing your thoughts regarding what you already know about a topic in your native language, and then in German),
- skimming (gleaning information from presentation titles, pictures, graphs, etc.)
- scanning (locating specifics),
- rejecting materials unimportant to your research,
- investigating (checking out facts and references made in the article), and
- interpreting.

### Required Text

- *German for Reading Knowledge*, 7th Edition. [Companion Website](#)



### Recommended

- A good German-English dictionary.

Detailed suggestions for [picking a dictionary](#) (or look at Appendix C in the textbook).

Our textbook is designed to meet all the goals of Intensive Elementary German Reading I and to start learners on the way to becoming proficient readers of German texts. By the end of the subsequent reading course, Intensive Elementary German Reading II, students should be able to translate a 300-word academic text into idiomatic English with the assistance of a dictionary (download [sample reading proficiency exam](#)).

### 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 we can make adjustments when needed.

### **Expectations**

- **Be engaged** - on Zoom and asynchronously
- **Do assigned work consistently and thoroughly**
- **Ask questions - they will help everyone! All questions are welcome.**
- **Stay in touch** - let me know about anything that may impact your ability to succeed, so we can figure out adjustments. I respond to email quickly.
- **You need to be attending and caught up by Friday, *September 18*.**

### **Online environment**

- You will need a tablet or computer, access to Canvas, and internet bandwidth for Zoom.
- Be aware that Zoom meetings are professional space.
- We will figure out how much of this course will run synchronously.
- Patience for glitches :) Let me know ASAP if you have tech issues so that we can fix them.

### **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. 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>. Food pantry: <https://thefoodpantry.studentgroups.columbia.edu/>

### **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. The German Department faculty and staff are committed to finding solutions that work for everyone.

COLUMBIA UNIVERSITY/ BARNARD COLLEGE  
Fall 2020 - ONLINE

<b>Elementary Reading I UN1113 Fall 2020</b>	
<b>DATUM</b>	<b>AUFGABE für HEUTE</b>
<b>1. Woche</b>	
Dienstag (8. Sept.)	Einführung/Introduction
Donnerstag (10. Sept.)	Kapitel 1 - Übungen (Chapter 1 - Exercises) Kapitel 1 - Lesestück (Chapter 1 - Reading)
<b>2. Woche</b>	
Dienstag (15. Sept.)	Kapitel 2 Übungen und Lesestück
Donnerstag (17. Sept.)	Kapitel 3 - Übungen
<b>3. Woche</b>	
Dienstag (22. Sept.)	<b>Quiz K. 1-2;</b> Kapitel 3 - Lesestück
Donnerstag (24. Sept.)	Kapitel 4 - Übungen
<b>4. Woche</b>	
Dienstag (29. Sept.)	Kapitel 4 - Lesestück
Donnerstag (1. Okt.)	Kapitel 5 - Übungen und Lesestück,
<b>5. Woche</b>	
Dienstag (6. Okt.)	<b>Quiz K. 3-5</b>
Donnerstag (8. Okt.)	Reading strategy training
<b>6. Woche</b>	
Dienstag (13. Okt.)	Kapitel 6 - Übungen
Donnerstag (15. Okt.)	Kapitel 6 - Lesestück
<b>7. Woche</b>	
Dienstag (20. Okt.)	Kapitel 7 - Übungen
Donnerstag (22. Okt.)	<b>Quiz: K. 6-7;</b> Kapitel 7 - Lesetext
<b>8. Woche</b>	
Dienstag (27. Okt.)	Kapitel 8 - Übungen und Lesetext
Donnerstag (29. Okt.)	<b>Midterm (Kapitel 1-8)</b>
<b>9. Woche</b>	
Dienstag (3. Nov.)	<b>Election Day: WÄHLEN SIE, WENN SIE DÜRFEN!</b>
Donnerstag (5. Nov.)	Kapitel 9 - Übungen und Lesetext
<b>10. Woche</b>	
Dienstag (10. Nov.)	Kapitel 10- Übungen und Lesetext
Donnerstag (12. Nov.)	<b>Quiz K. 9-10,</b> Kapitel 11 - Übungen und Lesetext
<b>11. Woche</b>	
Dienstag (17. Nov.)	Kapitel 12 - Übungen und Lesetext
Donnerstag (19. Nov.)	<b>Quiz: Kapitel 11-12;</b> Kapitel 13 - Übungen
<b>12. Woche</b>	
Dienstag (24. Nov.)	Kapitel 13 - Lesestück
Donnerstag (26. Nov.)	<b>Academic Holiday/Thanksgiving – No Class</b>
<b>13. Woche</b>	
Dienstag (1. Dez.)	Kapitel 14 - Übungen und Lesestück
Donnerstag (3. Dez.)	Kapitel 15 Übungen und Lesestück, Wiederholung
<b>14. Woche</b>	
Dienstag (8. Dez.)	Wiederholung
Donnerstag (10. Dez.)	Wiederholung und Vorbereitung auf die Klausur
tba	<b>Final exam (cumulative)</b> CC Finals Week (announced after Midterm)