

UN2101 - INTERMEDIATE GERMAN I



An online version of this syllabus can be found under: <https://germanic.columbia.edu>

Section	Instructor	Daytime/Location
UN2101-001	Skye Savage	MTR 8:40am-9:55am/313 Hamilton Hall
UN2101-002	Bryson Tedford	MWR 11:40am-12:55pm/315 Hamilton Hall
UN2101-003	Irene Motyl	TR 6:10pm-8:00pm/ 302 Milbank Hall (Barnard)
UN2101-004	Luca Arens	MTF 10:10am-11:25am/313 Hamilton Hall

Note on the first two weeks: You have to be in class and caught up on work by Friday, Sept. 24. The first two weeks will incorporate some general review. The later you come in, the more review you will miss.

COURSE INFORMATION

Lehrwerk: *Anders gedacht*. Motyl, Späinghaus, 2013.
(Columbia Book Store / Book Culture)

**Course Goals:**

Intermediate German UN2101 is conducted entirely in German and emphasizes the four basic language skills plus cultural awareness. By the end of the semester, if you have attended all classes, completed all written and listening assignments successfully, and received a grade of "B" or better on all class work, papers, presentations and the final portfolio, you should be able to:

- speak and understand German well enough to converse comfortably with a German speaker (accustomed to dealing with non-natives) about yourself, your family, interests, daily activities, and topics of general interest;
- read and understand the main ideas and most important supporting details of a variety of authentic and edited texts of varied length (e.g. brief newspaper articles, descriptions, summaries, poems, short stories) and be able to locate specific information in such texts;
- write reasonably coherent and grammatically appropriate texts (e.g. Letters, notes, summaries, and descriptions) related to everyday topics, experiences, and class readings;
- understand and grasp the main ideas of spoken German in straightforward formal oral texts (e.g. announcements, weather reports, commercials), as well as conversations on familiar topics;
- understand and grasp the main ideas of a variety of videos and film clips intended for native-speaker audience.
- demonstrate mastery of major grammatical concepts and usage of the 75 high frequency verbs in all frames.

LEARNING DURING THE PANDEMIC

While we are back on campus, it is clear that all of us are still dealing with some anxiety, stress, uncertainty, trauma, and grief to varying extents. Our goal is to create a culture of flexibility and care in our class community, and we believe such a culture builds upon consistent engagement, empathy, and clear communication. We will try to create channels for these and model expectations, but we will also rely on you to help build our community and provide feedback so that we can make adjustments when needed.

For all questions about the courses contact for Columbia [Jutta Schmiers-Heller](#), Language Program Director and for Barnard [Irene Motyl-Mudretzkyj](#), Language Program Coordinator..

Registration information: Columbia Bulletin, Vergil, or the Barnard Registrar.

EXPECTATIONS AND POLICIES

General expectations

Participation

- German language students are expected to consistently and thoughtfully engage with class work from day one.
- The more you engage and ask questions, the more you will learn.
- Engagement inside and outside of class is expected and counts significantly toward your grade.
- This course relies partly on portfolio assessment. Your Portfolio will help you to track your progress and showcase your achievement. Details below and in class.

Columbia and Barnard policies for academic integrity

Do not represent the work of others as your own. All work needs to reflect your own personal language level. Extensive use (= translation of a sentence and/or more) of a translation tool such as Google translate will not help you learn and 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.

This course is conducted in German. Come ready to experiment and contribute! Be prepared to work about two hours out of class for every hour in class. If you need to miss class, inform your instructor in advance; if affects lesson planning. It is your responsibility to find out what we covered, make up and hand in all class work and homework. **Stay engaged - the course covers a lot of ground every day.**

Assessment

Portfolio Assessment. A portfolio samples of evidence demonstrate the progress you make toward self-defined objectives whose attainment requires creativity, self-discipline and inter-disciplinarity. Specific portfolio assignments may vary between instructors, but typically, at the end of the semester your Portfolio should contain:

- Your learning goals and strategies
- 2 essays (plus short reflection each);
- 2 samples of creative writing (plus short reflection each)
- 1 outline of your oral presentation or final project (plus short reflection),
- Your individual vocabulary lists of 20-30 entries per unit (with an overall reflection on learning vocabulary),
- A cumulative self-evaluation of your learning process.

Writing assignments. Students are required to write three coherent essays (approx. 200-250 words) on assigned essay prompts using vocabulary and structures already learned and practiced in class. The goal is to learn to communicate using what you know, and it is important that you write at your own level of competence. Essays are graded on comprehensibility, quality of the content/ information, use of vocabulary, and grammatical accuracy (including correct typing of German characters). Each essay is written twice. After you receive comments about the content and grammatical errors, your rewrite should incorporate the instructor's suggestions. The final grade is the average of both drafts.

In order to evaluate how well you can write in German, the first essay will be an in-class assignment. The remaining essays will be written outside of class. Please resist the temptation to use online translators, they will not help you learn and their use for more than individual words constitutes plagiarism.

Grading

Preparation and engagement (attendance or equivalent, preparation for class, journals, engagement with creative assignments - specific components may vary)	20%
Homework and quizzes	10%
Vocabulary lists	10%
Writing assignments	25%
Oral presentation / final project	10%
Final oral interview	10%
Portfolio (Learning goals and strategies, major assignments, creative assignments, reflections, final self-evaluation) - Completion and thoughtful reflections	15%
Missing more than one week of classes will affect the overall course grade.	

Departmental grading scale

Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Numerical index	97+	94- 97	90- 93	87- 89	83- 86	80- 82	77- 79	73- 76	70- 72	65- 69	64-

Resources, Policies and Information

Placement Exam. If you have prior knowledge of German, you need to take our placement exam, so we can help you to find the best level. You can find information on the test here:

<https://germanic.columbia.edu/content/germanplacementexam>

Or you can contact Jutta Schmiers-Heller (js2331@columbia.edu) for Columbia and Irene Motyl-Mudretzkyj (imotyl@barnard.edu) for Barnard.

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. It's pandemic time. Please take care of yourself. 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>. Additional resources: Food pantry at Columbia, <https://thefoodpantry.studentgroups.columbia.edu/>, Dean's Emergency Fund, <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.

German Studies. Direct questions about language courses German at Columbia to Jutta Schmiers-Heller, 403A Hamilton Hall, x44824 (js2331@columbia.edu); Barnard students contact Irene Motyl-Mudretzkyj, 320c Millbank Hall, x44287 (imotyl@barnard.edu). To major or concentrate in German, contact **Prof. Dorothea von Mücke**, 412 Hamilton Hall, x41891 (dev1@columbia.edu). For further information on the department, go to: <https://germanic.columbia.edu/> or <https://german.barnard.edu>.

Deutsches Haus. Deutsches Haus (420 W. 116 St.) is a center for academic, cultural, and social exchange. Programs and events include lectures, films, conferences, recitals, art exhibits, and gatherings like Kaffeestunde. All levels of German students are encouraged to attend events which provide students with a great opportunity to practice speaking German. Visit [Deutsches Haus online](#) or on facebook at <https://www.facebook.com/CUGermanic/> There will be Coffee Hours every other Monday evening, as well as weekly lunchtime conversation practice on Thursdays this fall.

KURSPLAN

Woche	Thema	Sprachliche Funktionen	Größere Aufgaben
1. Woche (9. September)	Kennenlernen, Einführung in den Kurs	Wiederholung: Verben, Präsens, Perfekt Regelmäßige/trennbare Verben	
2. Woche (13.-17. September)	Einheit E: Reisen * Reisen - warum? * Freizeitstress oder Nichtstun	Pronomen Gründe und Zwecke angeben (weil, um...zu, Modalverben)	
3. Woche (20.-24. September)	* Aufsatz 1 Version 1 im Kurs Lernstrategien und Ziele Einheit 4: Die Comedian Harmonists * Geschichtlicher Hintergrund * Weimarer Republik	Formelle Sprache: Präteritum	Aufsatz 1 Version 2 Ende der Woche
4. Woche (27. Sept. - 1. Okt.)	*Weimarer Republik *Film: Comedian Harmonists	Reflexive Verben mit und ohne Präpositionalobjekt	Mini-Referate Weimarer Republik
5. Woche (4.-8. Oktober)	* Film: Comedian Harmonists	Erweiterte Beschreibungen: Relativsätze/ Relativpronomen	
6. Woche (11.-15. Oktober)	* Film: Comedian Harmonists Einheit 10: Das Leben im anderen Deutschland * Einführung und Nachkriegszeit	Formelle Sprache: Passiv vs. Aktiv	Aufsatz 2 Version 1
7. Woche (18.-22. Okt.)	* Film: <i>Good bye, Lenin!</i>	Temporale Sätze	Aufsatz 2 Version 2

8. Woche (25.-29. Okt.)	* Film: <i>Good bye, Lenin!</i>		
<i>1. November: Keine Uni; 2. November Wahltag: Auch keine Uni</i>			
9. Woche (3.-5. Nov.)	* Die Stasi * Film: <i>Das Leben der Anderen</i>	Verben mit Präpositionalobjekten; Da-/wo-Komposita	Aufsatz 3 Version 1
10. Woche (8.-12. November)	* Reflektion: Die Wiedervereinigung - und jetzt? Einheit 3: Multikulturelles Leben * Einführung * Migration	Genitiv; Präpositionen mit Genitiv: <i>Während, trotz, wegen, anstatt/statt</i> Vokabeln zur Diversität	Aufsatz 3 Version 2
11. Woche (15.-19. November)	* Einwanderung und Einbürgerung * Ein Song	Konjunktiv II im Präsens	
12. Woche (22./23. Nov.)	Fortsetzung Einheit 3: * Kaminer: Sprachtest	Konjunktiv II im Präsens; <i>bekommen vs. werden</i>	
<i>Thanksgiving-Ferien</i>			
13. Woche (29. Nov.- 3. Dezember)	* Afrodeutsche, Aktuelle Diskussionen		
14. Woche 6. -10. + 13. Dezember	* Präsentation der Schlussprojekte * Arbeit am Portfolio		Individuelle Projekte Interviews