

Accelerated Intermediate German I +II - UN2125



Frühjahrssemester 2020

Course Information

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

Jutta Schmiers-Heller

Office: 403A Hamilton Hall

Email: js2331@columbia.edu

Phone: 212-854-4824



Office Hours: TBA

Required Texts

Anders gedacht. Third Edition. Motyl-Mudretzkyj/Späinghaus Boston: Heinle, Cengage Learning, 2014
Übungsbuch Anders gedacht. Second Edition, Späinghaus Boston: Heinle Cengage, Learning 2011
Besuch der alten Dame, Dürrenmatt (ed. Ackermann). Boston: Houghton Mifflin. 1957

Recommended

Langenscheidts Großwörterbuch Deutsch als Fremdsprache. Dr. Dieter Götz et al, Herausgeber. Berlin und München: Langenscheidt KG 1995

Please note: German language students are expected to attend and complete class work from day one of class. Students **MUST BE IN ATTENDANCE** and have completed all course work for weeks one and two at very latest Thursday, January 25.

There will be **NO NEW ADMITS** to German language classes in Week 3 of the Semester!

For all questions about the courses contact for Columbia [Jutta Schmiers-Heller](mailto:jutta.schmiers-heller@columbia.edu), Language Program Director and for Barnard [Irene Motyl-Mudretzkyj](mailto:irene.motyl-mudretzkyj@barnard.edu), Language Program Coordinator..

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

Course Goals:

German 1225 is conducted entirely in German and emphasizes the four basic language skills plus cultural awareness. We have a very ambitious agenda which targets:

1. Speaking in a variety of modes

- a. answering and asking questions
- b. circumlocution: defining/describing when exact words fail
- c. acting (in self-written or other) skits and role playing
- d. responding to and formulating personalized questions
- e. negotiating and communicating in German

2. Reading for a variety of purposes

- a. gathering information
- b. establishing general ideas
- c. making generalizations
- d. sequencing events
- e. interpreting information (factual and fictional)

3. Hearing/understanding instructor, peers, audio, video and film

4. Writing

- a. exercises (from recombination and copying to open-ended creative writing)
- b. communicative activities: making lists, taking notes, writing memos, etc.
- c. four topical essays (graded holistically)

5. Cultural awareness

- a. deeper interest in German language and in the culture of German-speaking countries
- b. sensitivity to issues and problems of contemporary life in German-speaking countries
- c. familiarity with recent political events in German-speaking countries
- d. increased awareness of cultural diversity in general
- e. preparedness for those interested in studying at the Freie Universität Berlin
- f. viewing art exhibitions related to the culture of German-speaking countries

6. Metacognitive skills: Awareness of the language learning process.

- a. Formulating individual strategies
- b. Formulating individual goals and reflecting on them in the course of the semester

By the end of the semester, if you have attended all classes, completed all written and listening assignments successfully, and received at least a B-grade on all exams, you should be able to:

1. 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;
2. 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;
3. write reasonably coherent and grammatically appropriate texts (e.g. Letters, notes, summaries, and descriptions) related to everyday topics, experiences, and class readings;
4. understand and grasp the main ideas of spoken German in straightforward formal oral texts (e.g. announcements, weather reports, commercials), as well as conversations and discussions on familiar topics;
5. understand and grasp the main ideas of a variety of videos and film clips intended for native-speaker audience.
6. demonstrate mastery of major grammatical concepts and usage of the 75 high frequency verbs in all frames.

This course is conducted in German. The rapid pace of the course requires all students to attend class and be prepared to participate actively in German every day. Homework, individual and partner activities, quizzes, writing assignments; be prepared to work about two hours out of class for every hour in class.

Attendance/Homework: Any student who misses class (for any reason) **should inform the instructor in advance**. It is the student's responsibility to contact the instructor or other students of the class to find out what was covered in class, make up and hand in all class work and homework. Late homework (no matter for what reason) will be counted as follows: -5% for late homework per day (starting with the day it is due); homework will be counted as 0 after it's 7 days late, but will still be corrected.

Regular attendance is absolutely necessary in language classes. Eating and the use of any communication devices is prohibited during class. **More than three class absences (excused or unexcused) automatically lower the grade.**

A general note:

It try to collect as much homework and grade as I can. However, it is possible that you are to bring some information to class to present and I will not collect it – that still means you are expected to do it and I will walk around and check if you have. Homework, such as memorizing vocabulary and reading texts is as important as any other homework for a successful class even though it cannot be collected and graded.

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 him/herself and reflect the student's personal language level. No credit will be awarded for work that you did not complete yourself! **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.

Course requirements:

1. Participation, homework, quizzes, class preparation, study journal (more than three classes of absence automatically lowers the overall grade)
2. Five essays (200-250 words)
3. One oral interview
4. Two oral presentations
5. Presentation of final group project
6. PORTFOLIO

ESSAYS: Students are required to write a coherent essay (approx. 200- 250/250-300 words) on **five** assigned topics using vocabulary and structures already learned and practiced in class. The exercise is to learn to communicate using what you know. Essays are graded on 1. comprehensibility, 2. quality of the content/ information, 3. use of vocabulary, and 4. grammatical accuracy. Each essay is written twice. After receiving comments about the content and an indication of grammatical errors, your rewrite should incorporate the instructor's suggestions. The final grade is the average of both drafts. **If the deadline for the first essay version is missed, the student loses her/his chance to rewrite the essay and only the first version will be graded.**

PORTFOLIO: The central feature of Portfolios is that the samples of evidence you will include (see above) demonstrate the progress you make toward self-defined objectives whose attainment requires creativity, self-discipline and inter-disciplinarity.

At the end of the semester your Portfolio should contain: 4 essays, material for 1 of your oral presentations, 1-2 poems or song texts; an outline of your final project, individual vocabulary lists (20-30 entries per topic) and a self-evaluation. All these samples should be accompanied by a brief reflection on how and why you chose these documents to be in your Portfolio, how they were created, what difficulties

you encountered, how you dealt with them and in what capacity they document your learning experience. We will compile the portfolio throughout the semester using Canvas.

Grading	
Class participation, homework, quizzes, and class preparation	20%
Essays (5)	25%
Oral Presentations	10%
Vocabulary lists	10%
Final Group Project	10%
Oral Interview	10%
Portfolio (essays, creative writing samples, vocabulary lists, oral presentation materials, reflections and self-evaluation; grade includes portfolio related homework)	15%

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>

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.

Deutsches Haus: For nearly 100 years German scholars, writers and filmmakers have spoken at Deutsches Haus (420 West 116th St.) The annual series of lectures, films and shows provide students with direct access to contemporary German culture.. All students interested in practicing their spoken German are invited to the bi-weekly **Kaffeestunde** and the lectures offered by Deutsches Haus.

Berlin Consortium: The consortium makes it possible for science, social science and humanities majors who have completed German 1201/1202 to study at the Freie Universität Berlin for an academic year or

semester. The program involves full immersion in the German language, enrollment directly in courses shared with German students at the FU, access to university libraries and student housing, internship opportunities during vacations, and exposure to cultural and political life in contemporary Germany and Europe. Contact the German Department at x4-3202. **Next Spring or Fall you could be studying in Berlin!**

German Studies

Direct questions about language courses German at Columbia to **Jutta Schmiers-Heller**, 402 Hamilton Hall (js2331@columbia.edu); Barnard students contact **Irene Motyl-Mudretzkyj**, 320c Millbank Hall (imotyl@barnard.edu). To major or concentrate in German, contact **Prof. Dorothea von Mücke**, 410 Hamilton Hall, (dev1@columbia.edu). For further information on the department, go to: <https://germanic.columbia.edu/> or <https://german.barnard.edu>. **Kursplan 2125 (Änderungen vorbehalten)**

SEMESTERPLAN (subject to change)

Woche	Kommunikationsthema	Sprachliche Funktion
1. Woche 20. Januar – MLK Tag =>kein Kurs 21. – 24. Januar	Einführung Gespräche über Zielsetzungen und Lernstrategien Einheit E - Das Reisen Die Erlebnisgesellschaft. Trends und Gegentrends Das Reisen: Texte, Statistiken Neue Trends beim Reisen	Intensive Grammatikwiederholung Grundelemente der Kommunikation: Verben, Präsens, Perfekt und Präteritum Regelmäßige und trennbare Verben, Komposita Unregelmäßige und untrennbare Verben Die Fälle: der Dativ, der Akkusativ, Pronomen Richtung und Lage ausdrücken
2. Woche 27. – 31. Januar Aufsatz 1	E-E: Freizeit oder Nichtstun Einheit 1: Das Fernweh, das Wandern und der Mythos Wald Das Wandern Ausflug in die deutsche Literaturgeschichte	Präpositionen mit Akkusativ und Dativ, Wechselpräpositionen Aufforderungen und Wünsche ausdrücken: Imperativ Infinitive mit um....zu
3. Woche 3. – 7. Februar	Einheit 1 fortgesetzt Der Wald Der Mond	Verben mit Präpositionalobjekt da-Komposita Präteritum Wo- Komposita Verben und verwandte Nomen
4. Woche 10. – 14. Februar	Einheit 3: Multikulturelles Leben Migration Einwanderung und Einbürgerung	Infinitive mit zu Konjunktiv II und würde + Infinitiv im Präsens

<p>5. Woche 17. – 21. Februar Aufsatz 2</p>	<p>Einheit 3: Multikulturelles Leben Deutschsein und Fremdsein Film: Der Schwarzfahrer</p>	<p>Bekommen oder werden Modalverben</p>
<p>6. Woche 24. – 28. Februar</p>	<p>Einheit 5: Lola rennt: Ein Film der 90er Jahre ODER Einheit 4: Comedian Harmonists</p>	<p>Studenten können wählen</p>
<p>7. Woche 2. – 6. März</p>	<p>Fortsetzung von Woche 6</p>	
<p>8. Woche 9. -11. März Aufsatz 3</p>	<p>Einheit 10: Das Leben im anderen Deutschland Die Geschichte der beide deutschen Staaten Film: <i>Good Bye Lenin</i> Film: <i>Das Leben der Anderen</i></p>	<p>Gedanken verbinden Relativsätze/ Relativpronomen Passiv</p>
<p>16. - 20. März</p>	<p>KEIN UNTERRICHT – FRÜHLINGSFERIEN</p>	
<p>9. Woche 23. – 27. März</p>	<p>Einheit 8: Umgang mit der Vergangenheit Aufarbeitung der Vergangenheit Architektur, Denkmal, Museum, Geste „Todesfuge“</p>	<p>Infinitive mit anstatt...zu, ohne...zu, um...zu Konjunktiv II der Vergangenheit</p>
<p>10. Woche 30. März – 3. April Aufsatz 4</p>	<p>Einheit 8 - fortgesetzt Die Suche Film „Am Ende kommen Touristen“</p>	<p>Temporale Konjunktionen versus Präpositionen Plusquamperfekt</p>
<p>11. Woche 6. – 10. April</p>	<p>Einheit 9: Kunst und Künstler: Anselm Kiefer Werke von Anselm Kiefer Besuch des Metropolitan Museums für eine kleine künstlerische Schnitzeljagd.</p>	<p>Prädikative und attributive Adjektive Modalpartikel, Konjunktiv II</p>

12. Woche 13. -17. April	Extensives Lesen Der Besuch der alten Dame (Dürrenmatt)	Anwendung des neuen Wortschatzes und der neuen Strukturen
13. Woche 20. -24. April Aufsatz 5	Extensives Lesen Der Besuch der alten Dame (Dürrenmatt)	Anwendung des neuen Wortschatzes und der neuen Strukturen
14. Woche 27. April – 1. Mai	Extensives Lesen Der Besuch der alten Dame (Dürrenmatt) Gruppenprojekte	Anwendung des neuen Wortschatzes und der neuen Strukturen
15. Woche 4. Mai	Präsentation der Gruppenprojekte This course does NOT have a final exam.	