

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

## ELEMENTARY GERMAN I (1101) – ONLINE

### Course Information

#### General:

German I is a communicative language course, in which students develop listening, speaking, reading, and writing skills in German and a basic understanding of German culture. In Spring 2021 the three sections of UN1101 are as follows:

Section	Instructor	Day/Time/Location:
<u>UN1101-001</u>	Isabelle Egger	TRF 8:40-9:55am ONLINE
<u>UN1101-002</u>	Jutta Schmiers-Heller	MWR 11:40-12:55pm ONLINE
<u>UN1101-003</u>	Jutta Schmiers-Heller	MWR 2:40-3:55 pm ONLINE

**An electronic version of this syllabus will be available under:**

<https://germanic.columbia.edu>

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

**Required Texts:** *Kontakte: A Communicative Approach.*

Terrell/Tschirner/Nikolai. 8th Edition, 2017.

**Note: The 9<sup>th</sup> edition has been published, but we will still be using the 8<sup>th</sup>.**



#### Course Goals:

Upon completion of German UN1101, students who have attended classes regularly and successfully completed all assignments and ALL exams (with a minimum grade of B) should be able to:

- provide basic information in German about themselves, families, interests, likes and dislikes, daily activities;
- understand and participate in a simple conversation on everyday topics (e.g., weather, meeting people, school, shopping, etc.);
- read edited texts on familiar topics, understand the main ideas and identify the underlying themes;
- pick out important information from a variety of "authentic texts" (e.g. menus, signs, train schedules, websites, but also newspaper articles and simple literary texts, etc.);
- begin to follow film material, identify chief characters and plots, as well as positive and negative critiques on popular German films;
- fill in forms requesting information, write letters, notes, or messages providing simple information;
- provide information about German-speaking countries (e.g., geography, weather, du/Sie distinction, customs);
- use and understand a range of essential vocabulary related to everyday life (e.g., days of the week, colors, numbers, months, seasons, telling time, foods, names of stores, family, transportation, etc.), and
- pronounce German well enough and produce German with enough grammatical accuracy to be comprehensible to a German speaker accustomed to speaking with non-natives.

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1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

## 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. 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.

## ONLINE ENVIRONMENT

### **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. We will agree on a backchannel to use, 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 are 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.

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1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

## COURSE POLICIES, REQUIREMENTS, AND GRADING

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. **Stay engaged - the course covers a lot of ground every day.** More detailed information on the course elements will be provided throughout the course.

Course Elements	Percentage of Grade	Additional Information
<b>Class Work (attendance, participation)</b>  <b>Class work may include:</b> <b>informal writing/speaking projects</b> <b>bi-weekly one-on-one meetings for practice (marked as ‘Übungssitzung’ in the Semesterplan)</b>	20%	<ul style="list-style-type: none"> <li>We expect you to attend class and to be engaged in in-class and outside class.</li> <li>In order to learn the language, it is crucial that we speak it in class as much as possible, whether as a whole class or in small groups and pairs.</li> <li>Pair and group work are important components in practicing the target language.</li> <li>Frequent or extended absences impede development of oral/aural skills and will lower your grade or jeopardize your success in class.</li> <li>If you cannot join us on a given day, it is important to let your instructor know ahead of time, so that alternative steps to make up the missed work can be discussed.</li> </ul>
<b>Homework (practice)</b>	20%	<ul style="list-style-type: none"> <li>Homework is scheduled to align with the content in class, so please be sure to complete it on time.</li> </ul>
<b>Projects, presentations, and writing assignments</b>	20%	<ul style="list-style-type: none"> <li>Assignments in this category are scheduled in a way to allow some flexibility and time for completion.</li> <li>Assignments are designed to allow you to use vocabulary and structures you have learned and practiced in class.</li> </ul>
<b>Quizzes</b>	15%	<ul style="list-style-type: none"> <li>Regular graded quizzes (on smaller items, such as vocabulary and larger quizzes(chapter reviews) are designed to help you practice various aspects of the language and will be scheduled outside of class in canvas.</li> <li>Smaller quizzes: 5%; larger quizzes: 10%</li> </ul>
<b>Final Assessment</b> Final Written Assessment Final Oral Interview	15% 10%	<ul style="list-style-type: none"> <li>The semester will end with a final and an oral assessment.</li> </ul>

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

## **OTHER HOUSEKEEPING INFORMATION**

### **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. It is crucial that all work is completed by the students themselves and reflect their 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>

### **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, especially during this time. 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 to ask for help. Below are online resources to help you:

<https://health.columbia.edu/services/ods>

<https://www.barnard.edu/health>

<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, we 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.

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

**German Studies:**

Direct questions about language courses German at Columbia to **Jutta Schmiers-Heller**, 402 Hamilton Hall, x44824 ([js2331@columbia.edu](mailto:js2331@columbia.edu)); Barnard students contact **Irene Motyl**, 320c Millbank Hall, x44287 ([imotyl@barnard.edu](mailto:imotyl@barnard.edu)). To major or concentrate in German, contact **Prof. Mark Anderson**, 405 Hamilton Hall, x43666 ([mma2@columbia.edu](mailto:mmma2@columbia.edu)).

**Departmental Online Presence:**

**Webpage:** <https://germanic.columbia.edu>

**Twitter:** @CUGermanic

**Facebook:** <https://www.facebook.com/CUGermanic>

**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 the weekly Kaffeestunde. All levels of German students are encouraged to attend events which provide students with a great opportunity to practice speaking German. <https://germanic.columbia.edu/deutsches-haus>

**Facebook:** <https://www.facebook.com/CUGermanic>

**Elementary German UN1101 - Daily Plan Spring 2021 - 3 day per week**

**Note:** Chapter pages are only a general guidelines and may change based on class needs.

<b>1. Woche (11. – 15. Januar) For Vocabulary see German-English Key below.</b>	
1. Tag	Introduction/ Getting to know each other Einführung; Einführung A (Seite 2-9); [Wortschatz 17A/B + 18A/B]; 19-23(A.5)
2. Tag	Einführung A (S. 10-16; [W17-18A/B]; 19-23;Einführung B 26-29; [W38A], 40-42oben))
3. Tag	Einführung A beenden; (Einführung B (S. 24-31; [W38A/B]; 40-45)
<b>2. Woche (18. – 22. Januar)</b>	
<b>Please note: Friday, January</b> marks the end of change of program period and the last day to add a class for Spring 2021. We cannot admit new students to German language classes in week 3.	
<b>Montag</b>	<b>Martin Luther King Jr. Day – kein Unterricht</b>
(1. Tag)	(Einführung B (S. 24-31; [W38A/B]; 40-45)
2. Tag	Einführung B (S. 31-37; [39A/B]; 46-47)
3. Tag	Einführung A und B Wiederholung
<b>3. Woche (25. – 29. Januar)</b>	

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

1. Tag	Kapitel 1 (S. 48-55; [W67A/B]; 69-73) ( <b>Review Quiz A/B due</b> )
2. Tag	Kapitel 1 (S. 56-60; [W68A]; 74-76 bis Ü10)
3. Tag	Kapitel 1 (S. 61-63 [Intro to Lektüre]; [W68A/B]; 76-77)
<b>4. Woche (1. – 5. Februar)</b>	
1. Tag	Kapitel 1 (S. 63-65; [W-Wiederholung]; Wiederholung)
2. Tag	<b>Übungssitzung</b> [Aufsatz 1 Anfang zusammen in Klasse beginnen]
3. Tag	Kapitel 2, (S. 78-83; [W97A/B-98A]; 99-102 (Ü4)
<b>5. Woche (8. – 12. Februar)</b>	
1. Tag	Kapitel 2 (S. 84-89; [W98 A/B]; 103-105 (up to Ü 7) ( <b>Review Quiz K1 due</b> )
2. Tag	Kapitel 2 (S. 90 -94; [W97A/B]; 105-107)
3. Tag	Kapitel 2, (S. 90-91; \ 105 [2.5] - 107 [Ü13])
<b>6. Woche (15. – 19. Februar)</b>	
1. Tag	<b>Übungssitzung</b>
2. Tag	Kapitel 3 (S. 108-113; [W128A/B]; 130-132)
3. Tag	Kapitel 3 (S. 115-118; [W128A/B]; 131-132) ( <b>Review Quiz K2 due</b> )
<b>7. Woche (22. - 26. Februar)</b>	
1. Tag	Kapitel 3 (118-23 oben; [W129A/B]; 132-135 [Ü7])
2. Tag	Kapitel 3 (S. 123-127; [W-Wiederholung]; 135-137)
3. Tag	<b>Übungssitzung</b>
<b>Spring Recess: 1. – 5. März – No classes.</b>	
<b>8. Woche (8. – 12. März)</b>	
1. Tag	Kapitel 4 (S. 138-145;[W161A/B-162A]; 163-166) ( <b>Review Quiz K3 due</b> )
2. Tag	Kapitel 4 (S. 146-150; [W159B]; 167-169 Ü8)
3. Tag	Kapitel 4 (S. 151-156;[W-Wiederholung]; 169-171)
<b>9. Woche (15. – 19. März)</b>	
1. Tag	<b>Übungssitzung</b>

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE

2. Tag	Kapitel 5 (S. 172-178 (Sit 4) [W194B-195A/B]; 196-199 Ü5)
3. Tag	Kapitel 5 (S. 178-182; [W193A/194A]; 198-201) <b>(Review Quiz K4 due)</b>
<b>10. Woche (22. – 26. März)</b>	
1. Tag	Kapitel 5 (S. 183-188 [W-Wiederholung]; 202-203)
2. Tag	Kapitel 5 (S. 189-192: [W-Wiederholung]; Wiederholung
3. Tag	<b>Übungssitzung</b>
<b>11. Woche (29. März – 2. April)</b>	
1. Tag	Kapitel 6 (S. 204-209 (Sit 4); [W227A/B]; 229-230) <b>(Review Quiz K4 due)</b>
2. Tag	Kapitel 6 (S. 209-214; [228A/B]; 231-232)
3. Tag	Kapitel 6 (S. 215-220; [W-Wiederholung]; 233-239)
<b>12. Woche (5. – 9. April)</b>	
1. Tag	Kapitel 6 – Video: 223-226 //
2. Tag	<b>Übungssitzung</b>
3. Tag	Wiederholung Kapitel A/B-2
<b>13. Woche (12. – 15. April)</b>	
1. Tag	Wiederholung Kapitel 3-4
2. Tag	Wiederholung Kapitel 4-6
(3. Tag)	Wiederholung
1. Tag	<b>Übungssitzung</b>
<b>Woche des Examens</b>	
TBA	<b>Final Exam Slot:</b> Traditionally, German language exams for 3-day courses take place from 9:00 a.m.-12:00 noon on the first Friday of exam, but note: <b>Exact Exam Dates / Places are not published by the University until after midterms and this is a different and shorter semester.</b>

**Key: German –English**

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**1101-3-Day-Syllabus – Spring 2021 – ONLINE COURSE**

<b>Deutsch</b>	<b>English</b>
Abgabe	To be handed in/due
Tägliche Aufgaben, Hausaufgaben	daily assignments, including pages covered
<b>Themen</b>	topics covered in this chapter
Woche	week
Einführung	introduction
Seite [S.]	page [indicated in brackets]
Wortschatz [W.] A/B	vocabulary [indicated with W in brackets] A=left column; B=right column
Hörverständnis	listening comprehension
in Klasse	in class
oben	top
unten	bottom
HAU [Hausaufgabe]	homework
Kein Unterricht/Kurs	no class
Wortschatz	vocabulary
Kapitel	chapter
Wiederholung	review
Schreibaufgabe	Writing task(due on this date)