

ELEMENTARY GERMAN II (1102) – ONLINE

COURSE INFORMATION

In the Spring 2021 all German courses will be offered online. Elementary German II, a continuation of Elementary German I, is a four-skill language course in which students continue to develop listening, speaking, reading, and writing skills in German and an understanding of German culture. This course prepares students for Intermediate German. In Spring 2021, we are offering four sections:

Section	Instructor	Day/ Time	Teaching Modality
UN1102-001	Luca Arens	TRR 8:40-9:55 am	ONLINE ONLY
UN1102-002	Skye Savage	MWR 11:40am - 12:55pm	ONLINE ONLY
UN1102-003	Nate Wagner	MWR 2:40-3:55 pm	ONLINE ONLY
UN1102-004	Leo Claussen	TR 6:10-8:00 pm	ONLINE ONLY

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.



Course Goals:

Upon completion of German UN1102, 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;
- read both edited and unedited texts on familiar topics and on topics of cultural interest in contemporary Germany with the focus being to understand the main ideas, and pick out important information from "authentic texts";
- fill in forms requesting information, write letters, notes, post cards, or messages providing simple information, but also write short essays expressing opinions, describing, narrating, and supporting arguments;
- provide information about German-speaking countries;
- work with scenes from contemporary and classical German cinema (including a full-length feature film);

- use and understand a range of essential vocabulary related to everyday life situations, plus a growing number of strategic concepts essential to expressing opinions and supporting arguments, and
- pronounce German with increasing sense of differentiation, as well as produce German with a level of grammatical accuracy that makes students comprehensible to a German speaker accustomed to speaking with non-natives.

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.

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
Class Work (attendance, participation) Class work may include: informal writing/speaking projects bi-weekly one-on-one meetings for practice (marked as ‘Übungssitzung’ in the Semesterplan)	20%	<ul style="list-style-type: none"> We expect you to attend class and to be engaged in in-class and outside class. 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. Pair and group work are important components in practicing the target language. Frequent or extended absences impede development of oral/aural skills and will lower your grade or jeopardize your success in class. 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.
Homework (practice)	20%	<ul style="list-style-type: none"> Homework is scheduled to align with the content in class, so please be sure to complete it on time.
Projects, presentations, and writing assignments	20%	<ul style="list-style-type: none"> Assignments in this category are scheduled in a way to allow some flexibility and time for completion. Assignments are designed to allow you to use vocabulary and structures you have learned and practiced in class.
Quizzes	15%	<ul style="list-style-type: none"> 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. Small quizzes: 5%, larger quizzes: 10%
Final Assessment Final Written Assessment Final Oral Interview	15% 10%	<ul style="list-style-type: none"> The semester will end with a final and an oral assessment.

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.

German Studies:

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

Departmental Online Presence:

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

Twitter: @CUGermanic

Facebook: @GermanicStudiesAtColumbia

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: @deutscheshauscolumbia

**Elementary German V1102
Täglicher Plan – Frühling 2021
2 Tage pro Woche**

Please note that syllabus is still subject to change based on needs. To accommodate the shortened semester, we have also shortened chapter 11. The final grammar items will be introduced with the movie.

1. Woche (11. – 15. Januar)	
1. Tag	Einführung; Sich kennenlernen; Wiederholung Kapitel 1-2
2. Tag	Wiederholung Kapitel 2-3
2. Woche (18. -22. Januar)	
Please note: Friday, January 22 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. Note: Monday is MLK Day – no classes.	
1. Tag	Wiederholung, Kapitel 3-5
2. Tag	Wiederholung, Kapitel 5- 6
3. Woche (25. – 29. Januar)	
1. Tag	Abgabe: Review Quiz A/B /Projekt due Kapitel 7 (S. 240-245; [W260A]; 262-267)
2. Tag	Kapitel 7 (S. 251-256; [W260B]; 268-269)

4. Woche (1. – 5. Februar)	
1. Tag	Kapitel 7 (S. 256-257; [W261A/B]; 268-269); Wiederholung
2. Tag	Wiederholung; Übungssitzung
5. Woche (8. – 12. Februar)	
1. Tag	Abgabe: Aufsatz Kapitel 7; Review Quiz K7 due Kapitel 8 (S. 274-284; [W297A/B-298A]; 299-304)
2. Tag	Kapitel 8 (S. 286 -288; [W298B]; 305)
6. Woche (15. - 19. Februar)	
1. Tag	Kapitel 8 (S. 291-294; 306-307); Wiederholung
2. Tag	Wiederholung; Restaurantpräsentation
7. Woche (22. – 26. Februar)	
1. Tag	Abgabe Schreibaufgabe Kapitel 8/ Review Quiz K8 due Kapitel 9 (S. 308-314; [W332A/B]; 334-337)
2. Tag	Kapitel 9 (S. 316-324; [W332A/B]; 338-340)
Spring Recess: 1. – 5. März – Kein Unterricht	
8. Woche (8. -12. März)	
1. Tag	Kapitel 9 (S. 323; 340-341): 330-331; Wiederholung
2. Tag	Wiederholung; Übungssitzung
9. Woche (15. – 19. März)	
1. Tag	Abgabe Schreibaufgabe Kapitel 9(Märchenprojekt), Review Quiz K9 due Kapitel 11 (S. 378-383; [W400A/B]; 403-405)
2. Tag	Kapitel 11 (S. 383-388); [401-02A/B]; 405-407)
10. Woche (22. – 26. März)	
1. Tag	Kapitel 11 (S. 393-395; [W400B]; W); Wiederholung)
2. Tag	Wir beginnen mit dem Film: Im Juli von Fatih Akin

11. Woche (29. März- 2. April)	
1. Tag	Abgabe: Schreibaufgabe Kapitel 11, KurzReviewquiz K11 due Im Juli von Fatih Akin
2. Tag	Im Juli von Fatih Akin
12. Woche (5. – 9. April)	
1. Tag	Im Juli von Fatih Akin
2. Tag	Im Juli von Fatih Akin
13. Woche (12. – 15. April)	
1. Tag	Im Juli, Kulturprojekte, Wiederholung
2. Tag	Im Juli, Kulturprojekte, Wiederholung
Woche des Examens	
TBA	Final Exam Slot: Traditionally, German language exams for 2-day courses take place from 4:10 -7:00 pm on the Monday of exam week, but note: Exact Exam Dates / Places are not published by the University until after midterms and this is a shortened semester.