

## SPRING 2024: UN2101 – Intermediate German I



You can find our course offerings for 2101 in the Course Directory:

<https://doc.sis.columbia.edu/#subj/GERM/Spring2024.html>

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

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

### Contact Info:

For all questions about the courses contact:

- for **Columbia:** Jutta Schmiere-Heller, Language Program Director
- for **Barnard:** Irene Motyl-Mudretzkyj, Language Program Coordinator.

**The first two weeks will foreground on review. The later you come in, the more review you will miss. You need to be caught up by the end of week 3, Friday, February 2.**

### COURSE INFORMATION

#### Required book

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



#### Course Goals

German 2101 is conducted entirely in German and emphasizes the four basic language skills plus cultural awareness. We have a very ambitious agenda.

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 assignments and assessments, you should be able to:

- speak and understand German well enough to converse comfortably with another German speaker 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 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 present, past and future tenses in active and passive voice; as well as in the subjunctive mood).

### EXPECTATIONS AND POLICIES

### General expectations

- You are expected to consistently and thoughtfully engage with class work from day one.
- You must be attending and caught up on class work by Friday, February 2.
- 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 track your progress and showcase your achievement.

### Academic, Mental, and Physical Health

Student life can get very intense, especially during this 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. 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. 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>

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

<https://covid19.columbia.edu>

<https://thefoodpantry.studentgroups.columbia.edu>

<https://cc-seas.financialaid.columbia.edu/deans-fund>

### 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-Mudretzky (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>

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.** It is your responsibility to find out what was covered in class, make up and hand in all class work and homework.

**Stay engaged - the course covers a lot of ground every day.**

**Assessment**

**Portfolio Assessment.** The central feature of Portfolios is that 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 reflections)
- 1 outline and slides of your oral presentation (plus reflection)
- The final group project (plus reflection)
- Your individual vocabulary lists of 20 entries per unit (with an overall reflection on learning vocabulary)
- A cumulative self-evaluation of your learning process

**Grading**


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Preparation and engagement (attendance or equivalent, preparation for class, journals, engagement with asynchronous creative assignments - specific components may vary)	20%
Homework and quizzes	10%
Vocabulary lists	10%
Writing assignments and oral presentation	25%
Final project	10%
Final oral interview	10%
Portfolio (Learning goals and strategies, major assignments, creative assignments, reflections, final self-evaluation) - Completion and thoughtful reflections (5% for completed portfolio and 10% for homework related to the portfolio)	15%

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Missing more than one week of classes without making up for it will affect your course grade. Please also note, that the first 2 absences will not impact your grade, each additional absence will lower your participation grade by 2%.

**Departmental grading scale**


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Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Numerical index	98.00+	94-97	90-93	87-89	83-86	80-82	77-79	73-76	70-72	65-69	64-

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**Resources, Policies and Information**

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](mailto:js2331@columbia.edu)) for Columbia and Irene Motyl-Mudretzkyj ([imotyl@barnard.edu](mailto: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.

**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 the 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**, 403A Hamilton Hall, x44824 ([js2331@columbia.edu](mailto:js2331@columbia.edu)); To major or concentrate in German, contact **Prof. Stefan Andriopoulos**, 418 Hamilton Hall, x47802 ([sa610@columbia.edu](mailto:sa610@columbia.edu)). Barnard students please contact **Irene Motyl-Mudretzkyj**, 320c Millbank Hall, x44287 ([imotyl@barnard.edu](mailto:imotyl@barnard.edu)).

**Departmental Online Presence:**

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

Twitter: @CUGermanic

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

Instagram: <https://www.instagram.com/cugermanic/>

**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 the weekly Kaffeestunde. All levels of German students are encouraged to attend events which provide students with a great opportunity to practice speaking German.

**Departmental Online Presence:**

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

Twitter: @CUGermanic

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

Instagram: <https://www.instagram.com/cugermanic/>

**KURSPLAN**

The weekly plan is subject to change based on class needs.

Woche	Thema	Sprachliche Funktionen	Größere Aufgaben
<b>Please note that Monday, September 4 is Labor Day and we do not have class.</b>			
<b>1. Woche</b> (16. - 19. Januar)	Kennenlernen, Einführung in den Kurs Einheit E: Reisen * Reisen - warum?	Wiederholung: Verben, Präsens, Perfekt Regelmäßige/trennbare Verben	
<b>2. Woche</b> (22. - 26. Januar)	Mehr Reisen * Freizeitstress oder Nichtstun	Pronomen Gründe und Zwecke angeben (weil, um...zu, Modalverben)	
<b>3. Woche</b> (29. Januar - 2. Februar)	* Aufsatz 1 Version 1 im Kurs <b>Lernstrategien und Ziele</b> <b>Einheit 4: Die Comedian Harmonists</b> * Geschichtlicher Hintergrund * Weimarer Republik	Formelle Sprache: Präteritum	Aufsatz 1 Version 2 Ende der Woche
<b>4. Woche</b> (5. - 9. Februar)	*Weimarer Republik *Film: Comedian Harmonists	Reflexive Verben mit und ohne Präpositionalobjekt	Mini-Referate Weimarer Republik
<b>5. Woche</b> (12. - 16. Februar)	* Film: Comedian Harmonists	Erweiterte Beschreibungen: Relativsätze/ Relativpronomen	
<b>6. Woche</b> (19. - 23. Februar) <b>Feb.20: Last day to drop a class</b>	* Film: Comedian Harmonists <b>Einheit 10: Das Leben im anderen Deutschland</b> * Einführung und Nachkriegszeit	Formelle Sprache: Passiv vs. Aktiv	Aufsatz 2 Version 1
<b>7. Woche</b> (26. Februar - 1. März)	* Film: <i>Good bye, Lenin!</i>	Temporale Sätze	Aufsatz 2 Version 2
<b>8. Woche</b> (4. - 8. März)	* Film: <i>Good bye, Lenin!</i>		
<b>4. März</b>	<b>Midterm Date: Time for feedback, but we do NOT have a midterm exam.</b>		
<i>11. - 15. März: Spring Break! Viel Spaß</i>			
<b>9. Woche</b> (18. - 22. März)	* Die Stasi * <i>Film: Das Leben der Anderen</i>	Verben mit Präpositionalobjekten; Da-/wo-Komposita	Aufsatz 3 Version 1
<b>10. Woche</b> (25. - 29. März)	* 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
<b>11. Woche</b> (1. - 5. April)	* Einwanderung und Einbürgerung	Konjunktiv II im Präsens	

<b>12. Woche (8. - 12. April)</b>	Fortsetzung <b>Einheit 3:</b> * Kaminer: Sprachtest	Konjunktiv II im Präsens; <i>bekommen vs. werden</i>	
<b>13. Woche (15. - 19. April)</b>	* Afrodeutsche, Aktuelle Diskussionen		
<b>14./15. Woche (22. – 26. April + 29. April (Montag)</b>	* Präsentation der Schlussprojekte * Arbeit am Portfolio		Projektarbeit und Interviews
<b>Reading Week</b>	Mündliche Interviews	<b>NO WRITTEN FINAL EXAM</b>	<b>Aufsatz 3 Version 2 Portfolios</b>
<b>Please Note:</b>	There is <b>no written final</b> in this course. Final components are the completion of all assignments, the portfolio and an oral interview.		