

## ELEMENTARY GERMAN I (1101)

### 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.

#### Course Info/Syllabi:

You can find our **course offerings for 1101** in the **Course Directory**:

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

**An electronic version of this syllabus will be available under:** <https://germanic.columbia.edu>

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

#### Contact Info:

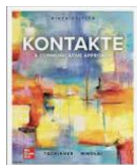
For all questions about the courses contact for **Columbia Jutta Schmiers-Heller**, Language Program Director and for **Barnard Irene Motyl-Mudretzkyj**, Language Program Coordinator.

#### Required Texts: *Kontakte:*

*A Communicative Approach.*

Tschirner/Nikolai.

**9th Edition, 2021.**



#### Course Goals:

Upon completion of German UN1101, students who have attended classes regularly and successfully completed all assignments and ALL assessments (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;
- 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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• **ACADEMIC, MENTAL, AND PHYSICAL SUPPORT:**

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>

**COURSE POLICIES AND GRADING**

**General expectations:**

- This course is conducted in German. Come ready to experiment and contribute!
- 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.
- Stay engaged - the course covers a lot of ground every day. 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.
- Homework: Homework is scheduled to align with the content in the class. Day to day homework affords further practice and is usually due by the next class. Larger assignments have a bit more flexibility.
- Late assignments: Homework should be handed in on time. However, you will be given a grace period until midnight of the same day to hand in homework and it will not affect your grade. For each day after that you will lose 5% on your homework for lateness. After 10 days your homework will no longer be graded and you will receive a 0.
- Frequent or extended absences impede development of oral/aural skills and will lower your grade or jeopardize your success in class. Each absence will impact your participation grade. The first 2 absences will not impact your overall grade, each additional absence will lower your overall grade by 1%. If you cannot attend in person due to sickness, discuss strategies with your instructor.
- Be proactive: 1. if you cannot join us on a given day, it is important to let your instructor know ahead of time and to discuss how and when you can make up the work. 2. If you are unclear about requirements or assignments, contact your instructor as soon as possible. Don't wait until after a deadline.
- Be prepared to work about two hours out of class for every hour in class.
- More detailed information on the course elements will be provided by your instructor throughout the course.

**Grading overview:**

Course Elements	Percentage of Grade	Additional Information
<b>Class Work (attendance, participation)</b>	20%	<p><b>Class work may include:</b></p> <ul style="list-style-type: none"> <li>• Attendance as a crucial component to successful learning.</li> <li>• Participation is not just limited to speaking in front of class, but also your engagement in pair/group work, questions you may have before/after class, via email, or even coming to office hours.</li> <li>• Participation may also include informal writing and speaking projects.</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, and writing assignments</b>	10%	<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. All formal writing assignments will be completed in two versions. You will receive feedback on your first version, can make changes, and hence improve your final grade.</li> </ul>
<b>Oral Assessment</b>	10%	<ul style="list-style-type: none"> <li>• Will occur throughout the semester and will be announced as such. Oral assessment can take the form of short presentations, brief in-class interviews, description of pictures, informal conversations.</li> </ul>
<b>Quizzes</b>	25%	<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 inside and outside of class.</li> <li>• Smaller quizzes: 10%; larger quizzes: 15%</li> </ul>
<b>Final Assessment</b> Final Written Assessment	15%	<ul style="list-style-type: none"> <li>• The semester will end with a final written assessment. The written exam is cumulative, but similar in structure to chapter review tests. More information about its format will be shared after midterm.</li> </ul>

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**Grade Breakdown:**

Letter Grade	Numerical Index	Letter Grade	Numerical Index
A+	98.00+	C+	77-79
A	94-97	C	73-76
A-	90-93	C-	70-72
B+	87-89	D	65-69
B	83-86	F	0-64
B-	80-82		

**OTHER HOUSEKEEPING 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](mailto:js2331@columbia.edu)) for Columbia and Irene Motyl-Mudretzkij ([imotyl@barnard.edu](mailto:imotyl@barnard.edu)) for Barnard.

**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-Mudretzkij (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.

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**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**, 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-Mudretzkj**, 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:**

(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. <https://germanic.columbia.edu/deutsches-haus>

**ELEMENTARY GERMAN 1101 - Weekly Plan**

**Please note:**

- Monday, January 15 is Martin Luther King Day – we have no classes.
- The weekly plan just gives you a general overview, however, more information on topics and page numbers can be found in the book and detailed instructions for homework and assignments will occur in Canvas.
- The overall content and assignment may change based on our class needs.
- Major changes to deadlines can still occur base on class needs, but will be discussed in class in a timely manner.

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Week	Topic	Language Functions	Deadlines for larger assignments
<b>Woche 1</b>  <b>January</b> <b>16 - 19</b> <b>Jan. 15-</b> <b>MLK Day</b> <b>UN-HOL</b>	<b>Getting to know each other</b> <b>Introductions A/B</b> Requests Names Alphabet and Numbers Clothing and Colors Greetings and Goodbyes	The verb <i>heißen</i> The German Case System Grammatical Genders Formal/Informal Address of people	First week Survey on learning and basic info.
<b>Woche 2</b>  <b>January</b> <b>22 - 26</b>	<b>Getting to know each other</b> <b>Introductions A/B</b> Our Classroom, Descriptions, Family, The body Weather and Seasons Nationality, Origin, and Language	Definite and indefinite articles The verbs <i>sein</i> and <i>haben</i> Plurals of nouns Personal pronouns Possessive determiners	Last session of the week: Chapter Review Quiz A/B - in class
<b>January 26</b>	<b>Please note:</b> <b>Jan. 26 – last day to add a class. Last day to receive tuition refund for a class dropped.</b>		
<b>Woche 3</b>  <b>January 29 -</b> <b>February 2</b>	<b>Kapitel 1 – Wer ich bin</b> <b>und was ich tue.</b> Leisure Time School and University	Present tense Likes and dislikes Telling time Word order in statements Accusative case The negative article <b>kein-</b>	First session of the week: <b>Chapter Review Quiz A/B</b>
<b>Woche 4</b>  <b>February</b> <b>5 - 9</b>	<b>Kapitel 1 – Wer ich bin</b> <b>und was ich tue.</b> Daily Routine Personal Information <b>Review</b>	Separable pre-fix Verbs Word order in questions.	First session of the week: Wer bin ich Padlet – Part A Last session of the week: Wer bin ich Padlet – Part B: Comments
<b>Woche 5</b>  <b>February</b> <b>12 - 16</b>	<b>Kapitel 2 – Besitz und</b> <b>Vergnügen</b> Possessions Presents	Accusative case The negative article <b>kein-</b> The verb <b>möchte</b> (would like)	First session of the week: <b>Chapter Review Quiz – K1</b> Essay 1 – Version 1: Profile
<b>Woche 6</b>  <b>February</b> <b>19 - 23</b> <b>Feb.20: Last</b> <b>day to drop</b> <b>a class.</b>	<b>Kapitel 2 – Besitz und</b> <b>Vergnügen</b> Clothing and Looks Pleasures	The verb <b>möchte</b> (would like) Possessive determiners Present tense of stem- vowel changing verbs	First session of the week: Essay 1– Version 2: Profile

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Week	Topic	Language Functions	Deadlines for larger assignments
<b>Woche 7</b> <b>February 26</b> <b>- March 1</b>	<b>Kapitel 3 – Talente und Pläne</b> Talents and Plans Duties	Modal verbs Accusative case for personal pronouns	First session in this week: <b>Chapter Review Quiz – K2</b> End of week: Ich und mein Zimmer – Part A End of week: Ich und mein Zimmer Padlet Part B: Comments
<b>Woche 8</b> <b>March</b> <b>4 - 8</b>	<b>Kapitel 3 – Talente und Pläne</b> Services. Physical and mental state	Word formation: feminine pronouns Dependent clauses	Beginning of the week: Ich und mein Zimmer Padlet Part B: Comments Last session in this week or by end of weekend: <b>Chapter Review Quiz – K3</b>
<b>March 5:</b>	<b>Official Midterm Date</b>	<b>Time for Feedback.</b>	<b>NO MIDTERM EXAM!</b>
<b>March</b> <b>11 - 15</b>	<b>SPRING BREAK</b>	<b>NO CLASSES</b>	<b>VIEL SPASS!</b>
<b>Woche 9</b> <b>March</b> <b>18 - 22</b>	<b>Kapitel 4 – Ereignisse und Erinnerungen</b> Daily work day Vacation and leisure time	Talking about the past: the Perfect Tense	Last session in this week: Essay 1 – Version 1: NYC
<b>Woche 10</b> <b>March</b> <b>25 - 29</b>	<b>Kapitel 4 – Ereignisse und Erinnerungen</b> Birthdays and holidays	Prepositions: um, am, im Dates and ordinal numbers Word Formation: feminine words -ung	First session of the week: 2 <sup>nd</sup> Essay – version 2 – NYC
<b>Woche 11</b> <b>April</b> <b>1 - 5</b>	<b>Kapitel 5 – Geld und Arbeit</b> Providing Services Professions	Dative verbs Question Pronouns: wer, wen, wem Expressing change: werden	First session of the week: <b>Chapter Review Quiz – K4</b> Last session in this week: Essay 3 - Version 1: Meine Woche
<b>Woche 12</b> <b>April</b> <b>8 - 12</b>	<b>Kapitel 5 – Geld und Arbeit</b> The workplace In the kitchen	Word formation: Masculine nouns in -er and feminine nouns in -in Location: in, an, auf + dative Dative Case: Personal Pronouns	Last session in this week: Essay 3 - Version 2: Meine Woche

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Week	Topic	Language Functions	Deadlines for larger assignments
<b>Woche 13</b>  <b>April</b> <b>15 - 19</b>	<b>Kapitel 6: Wohnen</b> House and apartment Around the town	Dative Verbs Location vs. Destination: Two-way prepositions Word order: Time before place Direction: in/auf vs. zu/nach	First session in this week: <b>Chapter Review Quiz - K5</b> All week: Group Google Slide Presentations (presentation all week)
<b>Woche 14</b> <b>April</b> <b>22 - 26</b>	<b>Review Period</b>	Review of Chapters A-6	
<b>Monday,</b> <b>April 29</b>	<b>Review Period</b>	Review of Chapters A-6	
<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 and on the following Monday for 2-day evening courses, but note: <b>Exact Exam Dates / Places are not published by the University until after midterms.</b>		