

## ELEMENTARY GERMAN II (1102)

### 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**:

<http://www.columbia.edu/cu/bulletin/uwb/#/cu/bulletin/uwb/subj/GERM/Spring2023.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:

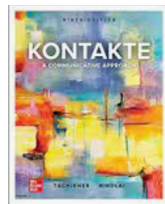
For all questions about the courses contact for **Columbia Jutta Schmiers-Heller**, Language Program Director and for **Barnard Irene Motyl-Mudretzkyj**, Language Program Coordinator.

#### Required Texts: Kontakte:

*A Communicative Approach.*

Tschirner/Nikolai.

**9th Edition, 2021.**



#### Course Goals

Upon completion of German UN1102, 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 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" (e.g.: newspaper articles, emails and websites, excerpts from short stories, etc.);
- fill in forms requesting information, write letters, notes, post cards, or messages providing simple information, but also write short essays expressing opinions, narrating, and supporting arguments;
- provide information about German-speaking countries (e.g., geography, weather, du/Sie distinction);
- 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, school and university, travel situations and European geography, interpersonal relations, interview situations, plus a growing number of strategic concepts essential to expressing opinions and supporting arguments, and

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- 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. The goal is to be able to say clearly what one can say and not have to give up just because a specific word or form remains out of grasp.
- pronounce German well enough and produce German with enough grammatical accuracy to be comprehensible to a German speaker accustomed to speaking with non-natives.

### **LEARNING DURING COVID**

Despite having been back for in-person classes, we are still dealing with some anxiety, stress, uncertainty, trauma, and grief to varying extents. 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.

### **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
- 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>	25%	<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>	15%	<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>Quizzes</b>	20%	<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: 5%; larger quizzes: 15%</li> </ul>
<p><b>Final Assessment</b> Final Written Assessment Final Oral Interview</p>	<p>15% 5%</p>	<ul style="list-style-type: none"> <li>• The semester will end with a final and an oral assessment. More information about its format will be shared after midterm.</li> </ul>

**Grade Breakdown:**

Letter Grade	Numerical Index	Letter Grade	Numerical Index
A+	98.+	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-Mudretzkyj ([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-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:**

It's still pandemic time and student life can get stressful. **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. 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>

### **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. Annie Pfeifer**, 415 Hamilton Hall, x43202 ([ap750@columbia.edu](mailto:ap750@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 1102 - Weekly Plan

### Please note:

- Monday, January 16 is Martin Luther King Day – we have no classes.
- 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.
- 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.

Week	Topic	Main Language Functions	Deadlines for larger assignments
<b>Woche 1*</b>  <b>January</b> <b>17-20</b>  <b>Jan. 16</b> <b>MLK Day</b> <b>UN-HOL</b>	<b>Getting to know each other</b>  <b>Wiederholung</b> <b>Kapitel A-1</b>	The German Case System Grammatical Genders Formal/Informal Definite and indefinite articles Plurals of nouns Personal pronouns Possessive determiners The present tense of verbs.	<b>1<sup>st</sup> week</b> Survey on learning and basic info.  <b>1<sup>st</sup> week:</b> Short Profile Padlet
<b>Woche 2*</b>  <b>January</b> <b>23-27</b>	<b>Wiederholung</b> <b>Kapitel 2-3</b>  Erinnerungen und Ereignisse	The nominative and accusative cases. Modal verbs. The subordinate clauses ‘wenn’ and ‘weil.’	<b>First Session of week:</b> Profile Padlet - Comments and questions – round 1 (Homework)  <b>Last session of week:</b> Profile Padlet - Comments and questions – round 2 (Homework)
<b>Please note:</b>	<b>Jan. 27 – last day to add a class.</b>		

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Week	Topic	Main Language Functions	Deadlines for larger assignments
<b>Woche 3*</b>  <b>January 30-February 3</b>	<b>Wiederholung Kapitel 4 - 5</b>  Geld und Arbeit	The Perfect Tense Ordinal Numbers The prepositions <i>um, am, im</i> The Dative case Question words: <i>wer, wen, wem, was</i> The verb werden Prepositons <i>in, an, auf</i> + Dative Dative pronouns	<b>First Session this week:</b> 1. Verbenlisten-Perfekt-Quiz 2. Essay 1 – Version 1: Meine Winterpause  <b>Last session in this week:</b> <b>Chapter Review Quiz 1-6</b>
<b>Woche 4</b>  <b>February 6- 10</b>	<b>Kapitel 7: Unterwegs</b>  Geography Means of transportation	Relative Clauses Da-/Wo-Composita Making Comparisons	<b>First Session this week:</b> Essay 1 – Version 2: Meine Winterpause
<b>Woche 5</b>  <b>February 13-17</b>	<b>Kapitel 7: Unterwegs</b>  Means of transportation Travel Experiences	Making Comparisons Perfect tense review + simple past of <i>haben/sein</i> .	
<b>Woche 6</b>  <b>February 20-24</b>	<b>Kapitel 8: Essen und Einladen</b>  Meals Shopping and Cooking	Adjectives Two-way prepositions and verbs Future Tense	<b>First session this week:</b> <b>Chapter Review Quiz – K7</b> Essay 2 – Version 1: Reisen
<b>Woche 7</b>  <b>February 28 - March 3</b> <b>Feb.21: Last day to drop a class.</b>	<b>Kapitel 8: Essen und Einkaufen</b>  Invitations and events Money, money, money	Two-way prepositions and verbs Future Tense	<b>First session this week:</b> Essay 2 – Version 2: Reisen  <b>Last Day of Week or beginning of next:</b> <b>Chapter Review Quiz – K8</b> Mein Lieblingsrestaurant-Padlet – Part A
<b>Woche 8</b>  <b>March 6-10</b>	<b>Kapitel 9: Kindheit und Jugend</b>  Childhood Teenage Years	Dependent clauses with <i>als</i> Simple Past	<b>March 7/8:</b> Mein Lieblingsrestaurant Padlet Part A <b>March 11:</b> Mein Lieblingsrestaurant Padlet Part B: Comments
<b>March 6:</b>	<b>Official Midterm Date</b>	<b>Time for Feedback, but</b>	<b>NO MIDTERM EXAM</b>
<b>March 13-17</b>	<b>SPRING BREAK</b>	<b>NO CLASSES</b>	<b>VIEL SPASS!</b>

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Week	Topic	Main Language Functions	Deadlines for larger assignments
<b>Woche 9</b> <b>March</b> <b>20-24</b>	<b>Kapitel 9: Kindheit und Jugend</b> Teenage Years Stories and Fairy Tales	Time: <i>wenn, wann, als</i> Past perfect and sequence of events in past	
<b>Woche 10</b> <b>March</b> <b>27-31</b>	<b>Kapitel 11: Gesundheit und Krankheit</b> The body and taking care of your body	Accusative and Dative Reflexive Pronouns Word order of accusative and dative objects	<b>First session of week:</b> <b>Chapter Review Quiz – K9</b> Essay 3 – Version 1 – Geschichten
<b>Woche 11</b> <b>April</b> <b>3-7</b>	<b>Movie: Im Juli</b> Fatih Akin, 2000 	<b>Review of known structures</b>  <b>New structures:</b> Passive Voice Genitive Case Indirect Questions	<b>First session of week:</b> Essay 3 – Version 2 – Geschichten  <b>Last session of week:</b> Meine Individuelle Vokabelliste – Version 1
<b>Woche 12</b> <b>April</b> <b>10-14</b>	<b>Movie: Im Juli</b> Fatih Akin, 2000 	<b>Review of known structures</b>  <b>New structures:</b> Passive Voice Genitive Case Indirect Questions	<b>First session of week:</b> Essay 4 Version 1: Filmkritik  <b>Last session of week:</b> Meine Individuelle Vokabelliste – Version 1
<b>Woche 13</b> <b>April</b> <b>17-21</b>	<b>Movie: Im Juli</b> Fatih Akin, 2000 	<b>Review of known structures</b>  <b>New structures:</b> Passive Voice Genitive Case Indirect Questions	<b>First session of week:</b> Essay 4 - Version 2: Filmkritik <b>All Week:</b> Group Project Presentations <b>Last Day of Week:</b> Meine Individuelle Vokabelliste – Version 2
<b>Woche</b> <b>14/15</b>  <b>April</b> <b>24 –</b> <b>May 1</b>	<b>Movie: Im Juli</b> Fatih Akin, 2000 <b>+ Final Review</b> 	<b>Review of known structures</b>  <b>New structures:</b> Passive Voice Genitive Case Indirect Questions	<b>First session of week:</b> Meine Individuelle Vokabelliste – Version 2 <b>All Week:</b> Group Project Presentations
<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>		