

## ELEMENTARY GERMAN II (1102)

### COURSE INFORMATION

#### General:

German II 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 1102** 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:

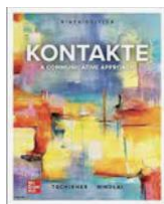
For all questions about the courses contact for **Columbia Jutta Schmiers-Heller**, Language Program Director and for **Barnard Irene Motyl-Mudretzkyj**, Language Program Coordinator.

#### Required Texts: Kontakte:

*A Communicative Approach.*

Tschirner/Nikolai.

**9th Edition, 2021.**



**Please see textbook options in Canvas under Textbook Information.**

### 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.

**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 as it helps you prepare for the content covered in that day's 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.

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- 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 if, 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><br>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-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.

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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 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:**

(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>

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**ELEMENTARY GERMAN 1102 – 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 assignments may change based on our class needs.
- Major changes to deadlines can still occur based on class needs, but will be discussed in class in a timely manner.

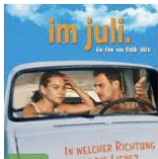
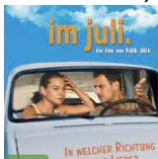

| Week  | Topic   | Main Language Functions   | Deadlines for larger assignments  |
|---|---|---|---|
| <b>Woche 1</b><br><br><b>January 16 - 19</b><br><br><b>Jan. 15 MLK Day UN-HOL</b> | <b>Getting to know each other</b><br><br><b>Wiederholung Kapitel A-5</b>                          | The verb <i>heißen</i><br>The German Case System<br>Grammatical Genders<br>Formal/Informal Address of people                                  | <b>1<sup>st</sup> week</b><br>Survey on learning and basic info.  |
| <b>Woche 2</b><br><br><b>January 22 - 26</b>                                      | <b>Wiederholung Kapitel A-5</b>   | Definite and indefinite articles<br>The verbs <i>sein</i> and <i>haben</i><br>Plurals of nouns<br>Personal pronouns<br>Possessive determiners |   |
| <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><br><br><b>January 29 - February 2</b>                              | <b>Kapitel 7: Unterwegs</b><br>Geography<br>Means of transportation                               | Relative Clauses<br>Da-/Wo-Composita<br>Making Comparisons  | <b>First session of the week:</b><br><b>Chapter Review Quiz 1-5</b>   |
| <b>Woche 4</b><br><br><b>February 5 - 9</b>                                       | <b>Kapitel 7: Unterwegs</b><br>Means of transportation<br>Travel Experiences                      | Making Comparisons<br>Perfect tense review + simple past of <i>haben/sein</i> .   | <b>First session of the week :</b><br>Wer bin ich<br>Padlet – Part A<br><b>Last Day of Week:</b> Wer bin ich Padlet – Part B:<br>Comments |

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| Week  | Topic  | Main Language Functions  | Deadlines for larger assignments  |
|---|--|--|---|
| Woche 5<br>February<br>12 - 16                                      | <b>Kapitel 8: Essen und Einkaufen</b><br>Meals<br>Shopping and Cooking   | Adjectives<br>Two-way prepositions and verbs<br>Future Tense   | First session of the week: 1 <sup>st</sup> essay – version 1: Traveling<br><b>Chapter Review Quiz – K7</b>                        |
| Woche 6<br>February<br>19 - 23<br>Feb.20: Last day to drop a class. | <b>Kapitel 8: Essen und Einladen</b><br>Meals<br>Shopping and Cooking  | Adjectives<br>Two-way prepositions and verbs<br>Future Tense   | First session this week:<br>Essay 2 – Version 1: Reisen   |
| Woche 7<br>February 26 - March 1                                    | <b>Kapitel 9: Kindheit und Jugend</b><br>Childhood<br>Teenage Years  | Dependent clauses with <i>als</i><br>Simple Past   | First session of the week:<br><b>Chapter Review Quiz – K8</b><br>Mein Lieblingsrestaurant<br>Padlet Part B: Comments              |
| Woche 8<br>March<br>4 - 8   | <b>Kapitel 9: Kindheit und Jugend</b><br>Teenage Years<br>Stories and Fairy Tales  | Time: <i>wenn, wann, als</i><br>Past perfect and sequence of events in past  | Over the weekend:<br><b>Online: Chapter Review Quiz -K9</b>   |
| March 4:<br>March<br>11-15  | <b>Official Midterm Date</b><br><b>SPRING BREAK</b>  | <b>Time for Feedback, but NO CLASSES</b>   | <b>NO MIDTERM EXAM VIEL SPASS!</b>  |
| Woche 9<br>March<br>18 - 22   | <b>Kapitel 11: Gesundheit und Krankheit</b><br>The body and taking care of your body   | Accusative and Dative<br>Reflexive Pronouns  | First session of the week: 2 <sup>nd</sup><br>Essay – version 1 – Story   |
| Woche 10<br>March<br>25 - 29  | <b>Kapitel 11: Gesundheit und Krankheit</b><br>Doctors, Pharmacy, and Accidents<br><br>+ <b>Movie: Im Juli</b>                   | Word order of accusative and dative objects<br>Indirect questions: Wissen Sie, wo...?<br>Word order in dependent and independent clauses | First session of the week: 2 <sup>nd</sup><br>Essay – version 2 – Story   |
| Woche 11<br>April<br>1 - 5  | <b>Movie: Im Juli</b><br>Fatih Akin, 2000<br> | <b>Review of known structures</b><br><br><b>New structures:</b><br>Passive Voice<br>Genitive Case<br>Indirect Questions                  | First session of week: Essay 3 – Version 2 – Geschichten<br><br>Last session of week: Meine Individuelle Vokabelliste – Version 1 |



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| Week   | Topic   | Main Language Functions   | Deadlines for larger assignments  |
|--|---|---|---|
| <b>Woche 12</b><br><br><b>April</b><br><b>8 - 12</b>   | <b>Movie: Im Juli</b><br>Fatih Akin, 2000<br><br>  | <b>Review of known structures</b><br><br><b>New structures:</b><br>Passive Voice<br>Genitive Case<br>Indirect Questions | <b>First session of week:</b> Essay 4 Version 1: Filmkritik<br><br><b>Last session of week:</b> Meine Individuelle Vokabelliste – Version 1   |
| <b>Woche 13</b><br><br><b>April</b><br><b>15 - 19</b>  | <b>Movie: Im Juli</b><br>Fatih Akin, 2000<br><br>  | <b>Review of known structures</b><br><br><b>New structures:</b><br>Passive Voice<br>Genitive Case<br>Indirect Questions | <b>First session of week:</b> Essay 4 - Version 2: Filmkritik<br><b>All Week:</b> Group Project Presentations<br><b>Last Day of Week:</b> Meine Individuelle Vokabelliste – Version 2 |
| <b>Woche 14/15</b><br><br><b>April</b><br><b>22 – 26</b><br><b>+ April 29</b><br><b>(Monday)</b> | <b>Movie: Im Juli</b><br>Fatih Akin, 2000<br><b>+ Final Review</b><br><br>  | <b>Review of known structures</b><br><br><b>New structures:</b><br>Passive Voice<br>Genitive Case<br>Indirect Questions | <b>First session of week:</b> Meine Individuelle Vokabelliste – Version 2<br><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> |   |   |