

## ELEMENTARY GERMAN II (1102)

**Required Texts: *Kontakte:***

*A Communicative Approach.*

Tschirner/Nikolai.

**9th Edition, 2021.**



Course offerings for Elementary German II (1102) can be found in the Course Directory:

<https://doc.sis.columbia.edu/#subj/GERM/ Spring2025.html>.

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

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

For all questions about the courses, please contact **Jutta Schmiers-Heller** (js2331@columbia.edu), Language Program Director at Columbia, or **Erk Grimm** (egrimm@barnard.edu), Department Chair at Barnard.

### GENERAL COURSE DESCRIPTION

Elementary 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. Upon successful completion of this course (see expectation) 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, postcards, 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

- 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.

## COURSE POLICIES AND 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. Be prepared to work about two hours out of class for every hour in class.
- **Homework.** Homework is scheduled to align with the content in the class. Day to day homework affords further practice and is usually due before next class. Larger assignments have a bit more flexibility. If you are unclear about requirements or assignments, contact your instructor as soon as possible. Don't wait until after a deadline. **Late homework:** Homework must be submitted on time in the format requested (paper/electronic) in order to be graded as complete/full credit. You will lose 5% for each day it is late. After 10 days your homework will no longer be accepted.
- **Attendance.** Your attendance at every class meeting is important. Frequent or extended absences impede development of oral/aural skills and will lower your grade or jeopardize your success in class. You will be allowed two unexcused absences. Each additional unexcused absence will result in lowering your final grade by 1%. If you cannot attend in person due to sickness, an unexpected family or personal matter, or a religious holiday, discuss strategies with your instructor. Be proactive. If you know you will be missing a class, it is your responsibility to let your instructor know in advance and arrange for any homework to be made up.
- **Device Policy.** The use of electronic devices, including but not limited to smartphones, tablet computers, and laptops, is generally prohibited during class sessions. While it is important to know how to use relevant permitted electronic resources as you learn the language, e.g. dictionaries, class time is limited and face-to-face interactions with peers and instructors are a priority. Your instructor will inform you in advance if this policy will be overridden for classroom activities supplemented with the use of a device.
- More detailed information on the course elements will be provided by your instructor throughout the course.

**GRADING**

Grades for the course will be calculated as follows:

Course Elements	Percentage of Grade	Additional Information
<b>Class Work (attendance, participation)</b>	20%	<b>Class work may include:</b> <ul style="list-style-type: none"> <li>• Attendance is mandatory and is a crucial component to successful learning.</li> <li>• The participation grade is based on punctual arrival to class and active participation. Participation is not merely limited to speaking in 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 due by the beginning of class in the requested form (paper/electronic). Please read the Homework section above carefully.</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. They are designed to allow you to use vocabulary and structures you have learned and practiced in class.</li> <li>• All formal writing assignments will be completed in two versions. You will receive feedback on the first version, make revisions, and submit a second and final version. The grade you receive will be that of the second version.</li> <li>• Short informal in-class writing may also occur and be graded and allow you to practice expressing yourself briefly using newly learned vocabulary and structures.</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, and informal conversation.</li> </ul>
<b>Quizzes</b>	30%	<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%; Chapter Review Quizzes: 20%</li> </ul>
<b>Final Oral Assessment</b>	10%	<ul style="list-style-type: none"> <li>The semester will end with a final oral exam. There will be NO written final exam.</li> </ul>

Grades are calculated in terms of percentages, and do not conform to a curve.

<b>Letter Grade</b>	<b>Numerical Index</b>	<b>Letter Grade</b>	<b>Numerical Index</b>
A+*	99.00+	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		

\*Only for extraordinary performance across the board. No rounding up.

### ACADEMIC INTEGRITY POLICY

As the **Columbia and Barnard Policy on Academic Integrity** makes clear, the work you submit in any class must be your own. Handing 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 you is not permitted. In a language class, this means that the common practices of asking someone to look over your work, using online grammar and translation tools, or using AI, are, unless otherwise instructed, not permitted. It is crucial that all work is completed by you and reflects *your* competency in German. If you feel you need tutoring, speak to your instructor or contact Jutta Schmiers-Heller at Columbia or Erk Grimm for Barnard

## COLUMBIA UNIVERSITY/BARNARD COLLEGE

### UN1102-Syllabus-Spring 2025

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>

### **ACADEMIC, MENTAL, AND PHYSICAL SUPPORT**

Student life can get very intense. 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>

### **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<sup>[1]</sup> 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.

## COLUMBIA UNIVERSITY/BARNARD COLLEGE

UN1102-Syllabus-Spring 2025

### PLACEMENT EXAM

If you have prior knowledge of German, you must take the German 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 Schmiere-Heller for Columbia and Erik Grimm ([egrimm@barnard.edu](mailto:egrimm@barnard.edu)) for Barnard.

### GERMAN STUDIES

Direct questions about language courses German at Columbia to **Jutta Schmiere-Heller**. For questions about German major, minor, and concentration (before FA24), contact **Prof. Annie Pfeifer**, 415 Hamilton Hall, x4320 ([ap750@columbia.edu](mailto:ap750@columbia.edu)). Barnard students should contact **Erk Grimm**, 320c Millbank Hall, x48312 ([egrimm@barnard.edu](mailto:egrimm@barnard.edu)).

### DEPARTMENTAL ONLINE PRESENCE

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

X: @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>.

### WEEKLY PLAN

#### Please note:

- Monday, January 21, 2025 is Martin Luther King Day – we have no classes.
- The weekly plan just gives you a general overview. More information on topics and page numbers can be found in the book. Detailed instructions for homework and assignments will be shared in Canvas.
- The overall content and assignment 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>  <b>January</b> <b>21 - 24</b> <b>Jan. 20</b> <b>MLK Day</b> <b>UN-HOL</b>	<b>Getting to know each other</b>  <b>Wiederholung Kapitel A-5</b>	The verb <i>heißen</i> The German Case System Grammatical Genders Formal/Informal Address of people	<b>1<sup>st</sup> week</b> Survey on learning and basic info.

<b>Woche 2</b>  <b>January</b> <b>27 - 31</b>	<b>Wiederholung Kapitel A-5</b>	Definite and indefinite articles The verbs <i>sein</i> and <i>haben</i> Plurals of nouns Personal pronouns Possessive determiners	
<b>Please note:</b>	<b>Jan. 31 – last day to add a class. Last day to receive tuition refund for a class dropped.</b>		
<b>Woche 3</b>  <b>February</b> <b>3 - 7</b>	<b>Kapitel 6: Wohnen</b> Haus und Wohnung In der Stadt	Dative Verbs Location vs. destination: Two-Way prepositions Word order: Time before place Direction: <b>in/auf</b> vs. <b>zu/nach</b>	First session of the week: <b>Chapter Review Quiz 1-5 - in-class</b>
<b>Woche 4</b>  <b>February</b> <b>10 – 14</b>	<b>Kapitel 6: Wohnen</b> Eine Wohnung suchen Haushalt	Word formation: Prefixes with <b>be-, ver-, er-</b> The prepositions <b>mit</b> and <b>bei</b> + dative Separable-prefix verbs: The present tense and the perfect tense	First session of the week: Wer ich bin und wo ich wohne <b>Writing 1:</b> Padlet – Part A Last Day of Week: Wer ich bin und wo ich wohne Padlet – Part B: Comments
<b>Woche 5</b>  <b>February</b> <b>17 - 21</b>	<b>Kapitel 7: Unterwegs</b> Geography Means of transportation	Relative Clauses da-/wo-Composita Making Comparisons	First session of the week: <b>Writing 2:</b> 1 <sup>st</sup> essay – version 1 <b>Chapter Review Quiz – K6 - in-class</b>
<b>Woche 6</b>  <b>February</b> <b>24 - 28</b> <b>Feb.25: Last day to drop a class.</b>	<b>Kapitel 7: Unterwegs</b> Means of transportation Travel Experiences	Making Comparisons Perfect tense review + simple past of <i>haben/sein</i>	First session of the week: <b>Writing 2:</b> Essay – Version 2

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
UN1102-Syllabus-Spring 2025

Week	Topic	Main Language Functions	Deadlines for larger assignments
<b>Woche 7</b>  <b>March 3 - 7</b>	<b>Kapitel 8: Essen und Einkaufen</b> Meals Shopping and Cooking	Adjectives Two-way prepositions and verbs Future Tense	First session of the week: <b>Chapter Review Quiz – K7 - in-class</b>
<b>Woche 8</b>  <b>March 10 - 14</b>	<b>Kapitel 8: Essen und Einladen</b> Meals Shopping and Cooking	Adjectives Two-way prepositions and verbs Future Tense	End of the week: <b>Chapter Review Quiz – K8 - ONLINE</b> <b>Writing 3:</b> Mein Lieblingsrestaurant in NYC (Padlet or Essay) – Version 1
<b>March 10:</b>	<b>Official Midterm Date</b>	<b>Time for Feedback, but</b>	<b>NO MIDTERM EXAM</b>
<b>March 17 - 21</b>	<b>SPRING BREAK</b>	<b>NO CLASSES</b>	<b>Viel Spaß!</b>
<b>Woche 9</b>  <b>March 24 - 28</b>	<b>Kapitel 9: Kindheit und Jugend</b> Childhood Teenage Years	Dependent clauses with <i>als</i> Simple Past	End of the week: <b>Writing 3:</b> Mein Lieblingsrestaurant in NYC (Padlet or Essay) – Version 2
<b>Woche 10</b>  <b>March 31 – April 4</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 11</b>  <b>April 7 - 11</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 Reflexive Pronouns	First session of the week: <b>Chapter Review Quiz – K9 - in-class</b>  Last session of week: Meine Individuelle Vokabelliste – Version 1
<b>Woche 12</b>  <b>April 14 - 18</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 Reflexive Pronouns	First session of the week: <b>Writing 4:</b> Essay - Version 1  Last session of week: Meine Individuelle Vokabelliste – Version 2



Week	Topic	Main Language Functions	Deadlines for larger assignments
<b>Woche 13</b>  <b>April</b> <b>21 - 25</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 the week:</b> <b>Writing 4:</b> Essay - Version 2 <b>All Week:</b> Group Project Presentations + Oral Practice <b>Last Day of Week:</b> Meine Individuelle Vokabelliste – Vokabelquiz
<b>Woche 14 + 1</b>  <b>April 28 –</b> <b>May 2</b> <b>+ May 5</b> <b>(Monday)</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 the week:</b> <b>Chapter Review Quiz – Im Juli - in-class</b> <b>Rest of Week:</b> Group Project Presentations + Oral Practice
<b>Final Oral Exam</b>	Oral Exams will take place during Final Exam Week. Most likely the first Friday from 9-12. But note: <b>Exact Exam Dates / Places are not published by the University until after midterms. There will be NO written Final.</b>		