

## SPRING 2025: UN2102 - Intermediate German II

You can find our course offerings for 2102 in the Course Directory:

<https://doc.sis.columbia.edu/#subj/GERM/Spring2025.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 Schmiers-Heller**, Language Program Director

- for **Barnard: Erk Grimm**, Department Chair

**The first two weeks will foreground on review. The later you join the class, the more review you will miss. You need to be caught up by the end of week 3, Friday, February 7.**

### COURSE INFORMATION



### Required books (2) (Columbia Book Store / Book Culture)

- **Lehrwerk:** *Anders gedacht*. Motyl, Späinghaus, 2013.
- **Reading text:** Friedrich Dürrenmatt, *Der Besuch der alten Dame*.
  - *Der Besuch der alten Dame*: 9780415051408 - Please get THIS edition, you will need the page numbers.
  - Old Edition: 9780395040898 – Also okay if still available as used copy, same content, different cover.

### Course Goals

German 2102 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 exams, 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 at the latest by February 3 and caught up on class work by Friday, February 7.
- 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.

### 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.

## 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>

## 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 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>

## 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 of your oral presentation or final 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

## Writing assignments

Students are required to write three **coherent essays** (approx. 200-250 words) on assigned essay prompts using vocabulary and structures already learned and practiced in class. The goal is to learn to communicate using what you know, and it is important that you write at your own level of competence. Essays are graded on comprehensibility, quality of the content/ information, use of vocabulary, and grammatical accuracy (including correct typing of German characters).

Each essay is written twice. After receiving comments about the content and an indication of grammatical errors, your rewrite should incorporate the instructor's suggestions. The final grade is the average of both drafts.

**In order to evaluate how well you can write in German, there will be an initial in-class writing assignment. The remaining essays will be written outside of class. Please resist the temptation to use online translators or any AI tools, they will not help you learn and their use for more than individual words constitutes plagiarism. You will be allowed to look up words and phrases, but you have to mark them in the text.**

## 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	15%
Oral presentation	10%
Final project	10%
Final oral interview	10%
Portfolio (Learning goals and strategies, major assignments, creative assignments, reflections, final self-evaluation) - Completion and thoughtful reflections. (10% homework related to P and 5% for completion of P)	15%

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**Please see guidelines for attendance.**

## Departmental grading scale

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Letter grade	A+*	A	A-	B+	B	B-	C+	C	C-	D	F
Numerical index	99.00+	94-97	90-93	87-89	83-86	80-82	77-79	73-76	70-72	65-69	64-

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

## RESOURCES, POLICIES, AND 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 Erk Grimm 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)). For questions about our major, minor, and concentration (before FA24), contact **Prof. Annie Pfeifer**, 415 Hamilton Hall, x4320([ap750@columbia.edu](mailto:ap750@columbia.edu)). Barnard students please 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

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.

## KURSPLAN (DETAILS MAY BE ADJUSTED BASED ON COURSE NEEDS)

Woche	Kommunikationsthema	Sprachliche Funktion	Größere Aufgaben
<b>20. Januar: MLK Day</b>			
<b>1. Woche</b> (21. - 24. Januar)	Einführung in den Kurs, Kennenlernen * <b>Lola rennt</b> (Tykwer)	Wiederholung (Wdh.): Basiswissen, Perfekt Infinitivkonstruktionen I (zu)	
<b>2. Woche</b> (27. - 31. Januar)	* Noch ein bisschen Lola * Wiederholung	Wdh: Präpositionen Verben mit Präpositionen Neu: Zweiteilige Konjunktionen	
<b>3. Woche</b> (3. – 7. Februar)	<b>Lernstrategien und Ziele</b> <b>Einheit 7: Bewegungen und Gegenbewegungen</b> * Mehr Lola * Schreibaufgabe im Kurs	Wdh: Passiv  Informelle Sprache: Modalpartikeln	<b>Tag 1 - Dokument:</b> Lernstrategien und Ziele Ins <b>Portfolio</b> aufladen.
<b>4. Woche</b> (10. – 14. Februar)	* Einführung: Die 68er * Protestbewegungen * Hausbesetzungen	Wdh: Plusquamperfekt Wdh: Konjunktiv II	<b>Aufsatz 1 Version 1</b>
<b>5. Woche</b> (17. - 21. Februar)	* Protest oder Terror? Die RAF	Formelle Sprache: Funktionsverbgefüge Neu: Konjunktiv II d. Vergangenheit	<b>Aufsatz 1 Version 2</b>
<b>6. Woche</b> (24. - 28. Februar) <b>Feb.25: Last day to drop a class</b>	<b>Einheit 8: Umgang mit der Vergangenheit</b> * Vergangenheitsbewältigung: Strategien und Beispiele	Wdh: Komplexe Sätze, als, wenn, wann	<b>Minireferate - Gruppenprojekte: Erinnerungskultur</b>

<b>7. Woche</b> (3. – 7. März)	* Todesfuge: Lyrik nach Auschwitz	Neu: Infinitivkonstruktionen II (um zu, anstatt zu, ohne zu), Temporale Strukturen	
<b>8. Woche</b> (10. - 14. März)	* Deutsche Kolonialgeschichte und aktuelle Diskussionen	Wiederholung: Adjektive Neu: Partizipien als Adjektive	
<b>March 10:</b>	<b>Official Midterm Date</b>	<b>Time for Feedback, but</b>	<b>NO MIDTERM EXAM</b>
<b>17. - 21. März: Spring Break! Viel Spaß</b>			
<b>9. Woche</b> (24. - 28. März)	<b>Einheit 9: Kunst und Künstler</b> * Anselm Kiefer * Kunst beschreiben	Arbeiten mit den erlernten Strukturen	
<b>10. Woche</b> (31. März – 4. April)	* Kunst beschreiben * Kunst und Geschichte * Präsentationen zur Kunst * Einführung zu Theaterstück <i>Der Besuch der alten Dame</i> von <b>Friedrich Dürrenmatt</b> ( <i>DBdaD</i> )		<b>Minireferat: Kunst und Künstler</b>  <b>Aufsatz 2 Version 1</b>
<b>11. Woche</b> (7. - 11. April)	<i>DBdaD</i> * 1. Akt	Formelle Sprache: Indirekte Rede / Konjunktiv I	<b>Aufsatz 2 Version 2</b>
<b>12. Woche</b> (14. - 18. April)	<i>DBdaD</i> * 1. Akt / 2. Akt	Akademische Sprache: Zitieren	
<b>13. Woche</b> (21. - 25. April)	<i>DBdaD</i> * 2. Akt / 3. Akt * Beginn: Gruppenprojekte	Arbeiten mit den erlernten Strukturen	<b>Aufsatz 3 Version 1</b>
<b>14./15. Woche</b> (28. April - 2. Mai + 5. Mai (Montag))	<i>DBdaD</i> * 3. Akt / Schlussdiskussion * Arbeit am Portfolio * Gruppenprojekte beenden und präsentieren		<b>Gruppenprojekt</b>
<b>Reading Week</b>	<b>Mündliche Interviews</b>	<b>NO WRITTEN FINAL EXAM</b>	<b>Aufsatz 3 Version 2 Portfolios</b>