

Accelerated Intermediate German I +II - UN2125



Frühjahrssemester 2019

An online version of this syllabus can be found under: <https://germanic.columbia.edu>

Silja Weber, svw2108@columbia.edu
Office: 404A Hamilton Hall
Office Hours: Tue, 4-5pm + by appt.

Course times: Mon-Thu 12:10-2:00pm
HH 406



Required Texts

Anders gedacht (Kursbuch). Third Edition. Motyl-Mudretzkyj/Späinghaus. Boston: Heinle Cengage Learning, 2014.

Anders gedacht (Arbeitsbuch). Second Edition, Späinghaus. Boston: Heinle Cengage Learning 2011.

Der Besuch der alten Dame, Dürrenmatt (ed. Ackermann). Boston: Houghton Mifflin. 1957. *Please this exact edition! You will be citing pages from it.

Recommended

Langenscheidts Großwörterbuch Deutsch als Fremdsprache. Dr. Dieter Götz et al., Herausgeber. Berlin und München: Langenscheidt KG 1995.

Please note: German language students are expected to attend and complete class work from day one of class. Students **MUST BE IN ATTENDANCE** and have completed all course work for weeks one and two at very latest Thursday, January 31. There will be **NO NEW ADMITS** to German language classes in Week 3 of the Semester! For all questions about the courses contact for Columbia [Jutta Schmiers-Heller](#), Language Program Director and for Barnard [Irene Motyl-Mudretzkyj](#), Language Program Coordinator.. Registration information: Columbia Bulletin, Vergil, or the Barnard Registrar.

Course Goals

German 1225 is conducted entirely in German and emphasizes the four basic language skills plus cultural awareness. We have a very ambitious agenda which targets:

1. Speaking in a variety of modes

- a. Answering and asking questions
- b. Circumlocution: defining/describing when exact words fail
- c. Acting in (self-written or other) skits and role playing
- d. Responding to and formulating personalized questions
- e. Negotiating and discussing more abstract topics in German

2. Reading for a variety of purposes

- a. Gathering information
- b. Establishing general ideas
- c. Making generalizations
- d. Sequencing events
- e. Interpreting information (factual and fictional)

3. Hearing/understanding instructor, peers, audio, video and film

4. Writing

- a. Exercises (from recombination and copying to open-ended creative writing)
- b. Communicative activities: making lists, taking notes, writing memos, etc.
- c. Five topical essays (graded holistically)

5. Cultural awareness

- a. Deeper understanding of German language and the culture of German-speaking countries
- b. Sensitivity to issues and problems of contemporary life in German-speaking countries
- c. Familiarity with recent political events in German-speaking countries
- d. Increased awareness of cultural diversity in general
- e. Preparedness for those interested in studying at the Freie Universität Berlin
- f. Viewing and contextualizing art related to the culture of German-speaking countries

6. Metacognitive skills: Awareness of the language learning process

- a. Formulating individual strategies
- b. Formulating individual goals and reflecting on them over the course of the semester

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

1. speak and understand German well enough to converse comfortably with a German speaker (accustomed to dealing with non-natives) about yourself, your family, interests, daily activities, and topics of general interest;
2. 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;
3. write reasonably coherent and grammatically appropriate texts (e.g. letters, notes, summaries, and descriptions) related to everyday topics, experiences, and class readings;
4. understand and grasp the main ideas of spoken German in straightforward formal oral texts (e.g. announcements, weather reports, commercials), as well as conversations and discussions on familiar topics;
5. understand and grasp the main ideas of a variety of videos and film clips intended for a native-speaker audience;
6. demonstrate mastery of major grammatical concepts and usage of the 75 high frequency verbs in all frames.

This course is conducted in German. The rapid pace of the course requires all students to attend class and be prepared to participate actively in German every day. Homework, individual and partner activities, quizzes, writing assignments; be prepared to work about two hours out of class for every hour in class.

Classroom Expectations and Resources

Attendance/Homework. If you miss class (for any reason), please **inform the instructor in advance**. It is your responsibility to contact the instructor or other students to find out what was covered in class, make up and hand in all class work and homework. Late homework (for any reason) will be counted as follows: -5% for late homework per day (starting with the day it is due); homework will be counted as 0 after it's 7 days late, but will be corrected. **Regular attendance is absolutely necessary in this intensive class. More than three class absences automatically lower the grade.**

General Notes.

- Not all homework assignments will be collected and graded (e.g. memorizing vocabulary, reading texts, or preparing questions largely will not). However, this kind of class preparation is part of your participation grade and is as important as any other homework. I will let you know which assignments I will collect as I assign them by marking them accordingly on Canvas.
- Please check for announcements on Canvas every day. This is how I communicate short-term changes to assignment due dates and other important items of information.

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. Student life can get very intense. 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> and <https://www.barnard.edu/health>

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.

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. All work must be completed by the student him/herself and reflect the student's personal language level. No credit will be awarded for work that you did not complete yourself! **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.

Grading and Major Assignments

Grading	
Class participation, homework, quizzes, and class preparation	20%
Essays (5)	25%
Oral Presentations (2)	10%
Vocabulary lists (5)	10%
Final Group Project	10%
Oral Interview	10%
Portfolio (see below)	15%

Essays: You will write essays (approx. 200- 250/250-300 words) on **five** assigned topics using vocabulary and structures already learned and practiced in class. The goal is to communicate using what you know. Essays are graded on 1. comprehensibility, 2. quality of the content/ information, 3. use of vocabulary, and 4. grammatical accuracy. 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. **If you miss the deadline for the first essay version, you lose your chance to rewrite the essay and only the first version will be graded.**

Portfolio: The central feature of Portfolios is that the samples of evidence you will include demonstrate the progress you make toward self-defined objectives whose attainment requires creativity, self-discipline and inter-disciplinarity.

At the end of the semester your Portfolio should contain

- 4 essays + reflection for each
- Materials documenting one of your oral presentations + 1 reflection
- 1-2 poems or song texts (existing or your own) + 1 reflection
- Outline of your final project + 1 reflection
- All individual vocabulary lists (20-30 entries per topic) + 1 reflection (covering all of them)
- A self-evaluation

Reflections should focus on how and why you chose these documents to be in your Portfolio, how they were created, what difficulties you encountered, and in what way they document your learning experience. **You will lighten your end-of-semester load considerably if you keep adding to your Portfolio on Canvas throughout the semester as assignments are completed.**

Further Opportunities for Studying/Speaking German

Deutsches Haus. For nearly 100 years German scholars, writers and filmmakers have spoken at Deutsches Haus (420 West 116th St.) The annual series of lectures, films and shows provide students with direct access to contemporary German culture.. All students interested in practicing their spoken German are invited to the **bi-weekly Kaffeestunde and films (Mondays from 5:30pm, first one on 1/28/2019)** and the lectures offered by Deutsches Haus.

Berlin Consortium/Study Abroad. The consortium makes it possible for science, social science and humanities majors who have completed Intermediate German I and II to study at the Freie Universität (FU) Berlin for an academic year or a semester. The program involves full immersion in the German language, enrollment in courses shared with German students at the FU, access to university libraries and student housing, internship opportunities during vacations, and exposure to cultural and political life in contemporary Germany and Europe. Contact the German Department at x4-3202 or the Division of Special Programs at x4-2559. **Next Spring or Fall you could be studying in Berlin!**

German Studies. Specific questions about language courses in German at Columbia to **Jutta Schmiers-Heller**, 402 Hamilton Hall, x44824 (js2331@columbia.edu); Barnard students contact **Irene Motyl-Mudretzkyj**, 320c Millbank Hall, x44287 (imotyl@barnard.edu). To major or concentrate in German, contact **Prof. Dorothea von Muecke**, 410 Hamilton Hall, x41891 (dev1@columbia.edu). For further information on the department, go to: <https://germanic.columbia.edu/> or <https://german.barnard.edu>.

SEMESTERPLAN (subject to change)

Woche / Wichtige Aufgaben	Kommunikationsthema	Sprachliche Funktion
1. Woche 21. Januar MLK Day => kein Kurs 22. – 25. Januar	<ul style="list-style-type: none"> • Kennenlernen • Gespräche über Zielsetzungen und Lernstrategien Einheit E - Das Reisen <ul style="list-style-type: none"> • Texte, Statistiken • Neue Trends beim Reisen 	Wiederholung: Grundelemente der Kommunikation: Verben: Präsens, Perfekt und Präteritum (Un)regelmäßige und (un)trennbare Verben Komposita Die Fälle: der Dativ, der Akkusativ, Pronomen
2. Woche 29. Jan – 1. Februar Do: Aufsatz 1.1 + VOK (Einheit E)	E-E: Freizeit oder Nichtstun Einheit 1: Das Fernweh, das Wandern und der Mythos Wald <ul style="list-style-type: none"> • Das Wandern • Ausflug in die deutsche Literaturgeschichte 	Richtung und Lage ausdrücken: Präpositionen mit Akkusativ und Dativ, Wechselpräpositionen Aufforderungen und Wünsche ausdrücken: Imperativ Infinitive mit um ... zu
3. Woche 5. – 8. Februar Do: Aufsatz 1.2	Einheit 1 fortgesetzt <ul style="list-style-type: none"> • Der Wald • Der Mond Einheit 3: Multikulturelles Leben	Verben mit Präpositionalobjekt da- und wo-Komposita Präteritum Verben und verwandte Nomen
4. Woche 12. – 15. Februar Referat I (Do)	Einheit 3: Multikulturelles Leben <ul style="list-style-type: none"> • Migration • Einwanderung und Einbürgerung 	Wiederholung: Perfekt
5. Woche 19. – 22. Februar Di: Aufsatz 2.1 + VOK (Einheit 3)	Einheit 10: Das Leben im anderen Deutschland <ul style="list-style-type: none"> • Die Geschichte der beiden deutschen Staaten • Film: <i>Good Bye Lenin</i> • Film: <i>Das Leben der Anderen</i> 	Gedanken verbinden Relativsätze/ Relativpronomen Passiv
6. Woche 26. Februar – 1. März Di: Aufsatz 2.2	Einheit 7: Bewegungen und Gegenbewegungen <ul style="list-style-type: none"> • Die 68er Bewegung • Hausbesetzungen “Rauch-Haus-Song” (Lied) 	Zweiteilige Konjunktionen: sowohl...als auch und weder...noch Konjunktiv II

<p>7. Woche 5. – 8. März</p>	<p>Einheit 8: Umgang mit der Vergangenheit</p> <ul style="list-style-type: none"> • Aufarbeitung der Vergangenheit: Architektur, Denkmal, Museum, Geste • „Todesfuge“ 	<p>Infinitive mit anstatt...zu, ohne...zu, um...zu Konjunktiv II der Vergangenheit</p>
<p>8. Woche 12. – 15. März Di: Aufsatz 3.1 + VOK (Einheit 7)</p>	<p>Einheit 8 fortgesetzt</p> <ul style="list-style-type: none"> • Erinnerungskultur heute • Vergessene Kolonialzeit? 	<p>Temporale Konjunktionen versus Präpositionen Plusquamperfekt</p>
<p>19. – 22. März</p>	<p>KEIN UNTERRICHT – FRÜHLINGSFERIEN</p>	
<p>9. Woche 26. – 29. März Di: Aufsatz 3.2</p>	<p>Einheit 9: Kunst und Künstler: Anselm Kiefer Werke von Anselm Kiefer</p>	<p>Prädikative und attributive Adjektive Positiv, Komparativ, Superlativ</p>
<p>10. Woche 2. – 5. April Do: Referat II + VOK (Einheit 8, 9, Referat II)</p>	<p>Extensives Lesen Der Besuch der alten Dame (Dürrenmatt), Akt 1</p>	<p>Wiederholung: Genitiv</p>
<p>11. Woche 9. – 12. April</p>	<p>Extensives Lesen Der Besuch der alten Dame (Dürrenmatt), Akt 2/3</p>	<p>Konjunktiv I (Indirekte Rede), Zitieren</p>
<p>12. Woche 16. – 19. April Do: Aufsatz 4.1 + VOK (Alte Dame)</p>	<p>Extensives Lesen Der Besuch der alten Dame (Dürrenmatt), Akt 3 Gruppenprojekte</p>	<p>Anwendung des neuen Wortschatzes und der neuen Strukturen</p>
<p>13. Woche 23. – 26. April Do: Aufsatz 4.2</p>	<p>Präsentation der Gruppenprojekte 🎬 Einheit 5: Lola rennt: Ein Film der 90er Jahre</p>	<p>Modalpartikel</p>
<p>14. Woche 30. April – 3. Mai Do: Aufsatz 5.1 + VOK (Einheit 5)</p>	<p>Einheit 5 fortgesetzt 🎬 Arbeit mit dem Film 🎬 Reflexionen zum Film</p>	<p>Anwendung des neuen Wortschatzes und der neuen Strukturen</p>
<p>15. Woche 6. Mai • Interviews • Sa. 11. Mai: Aufsatz 5.2 • Sa. 18. Mai: Portfolio komplett</p>	<p>Prep for oral interview, review, wrap up</p> <ul style="list-style-type: none"> • This course does NOT have a final exam. • You do have an individual oral interview. 	