

## ELEMENTARY GERMAN I (1101)

### 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.

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

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

You can find our course offerings for 1101 in the Course Directory:

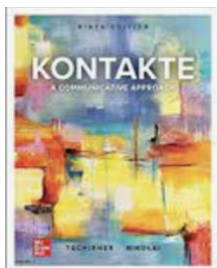
[http://www.columbia.edu/cu/bulletin/uwb/#/cu/bulletin/uwb/sel/GERL\\_Spring2022.html](http://www.columbia.edu/cu/bulletin/uwb/#/cu/bulletin/uwb/sel/GERL_Spring2022.html)

#### **Required Texts: *Kontakte*:**

*A Communicative Approach.*

Tschirner/Nikolai.

**9th Edition, 2020.**



#### **Course Goals:**

Upon completion of German UN1101, 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 edited texts on familiar topics, understand the main ideas and identify the underlying themes;
- pick out important information from a variety of "authentic texts" (e.g. menus, signs, train schedules, websites, but also newspaper articles and simple literary texts, etc.);
- begin to follow film material, identify chief characters and plots;
- fill in forms requesting information, write letters, notes, or messages providing simple information;
- provide information about German-speaking countries (e.g., geography, weather, du/Sie distinction, customs);
- use and understand a range of essential vocabulary related to everyday life (e.g., days of the week, colors, numbers, months, seasons, telling time, foods, names of stores, family, transportation, etc.), and pronounce German well enough and produce German with enough grammatical accuracy to be comprehensible to a German speaker accustomed to speaking with non-natives.

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-Syllabus – Spring

### ONLINE ENVIRONMENT

As you know **the first two weeks** of the semester this course will be taught online. During this time, Canvas will be our primary portal for all interactions and course materials. If you have any problems concerning the technology, or the course in general, please let us know as soon as possible. We will agree on a backchannel to use, should we encounter problems with Zoom. To maximize our online experience, we ask that you find an appropriate and quiet spot to join class that will allow you to actively participate in the synchronous portions of the class and that you keep your cameras on. Also, please dress appropriately as you would for a face-to-face class. Let's be aware that the online nature of interactions can have an impact on how we perceive each other and sometimes send the wrong impression, for example: how far or close we are sitting from the screen, the lack of real eye contact, the use of gestures which might not always be seen, facial gestures that might seem ambiguous, technological problems (e.g. audio), and problems with lag and synchronization. All of these factors can affect our interactions and our awareness of them can lead to overall more successful communication.

### LEARNING DURING THE PANDEMIC

While we are back on campus, it is clear that all of us 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.

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 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.
- Frequent or extended absences impede development of oral/aural skills and will lower your grade or jeopardize your success in class. If you cannot join us on a given day, it is important to let your instructor know ahead of time, so that alternative steps to make up the missed work can be discussed.
- 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 throughout the course.

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-Syllabus – Spring

**Grading overview:**

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 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, presentations, and writing assignments</b>	20%	<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>	15%	<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: 10%</li> </ul>
<b>Final Assessment</b> Final Written Assessment Final Oral Interview	15% 10%	<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+	97+	C+	77-79
A	94-96	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:**

Student life can get very intense, especially during this time. 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 to ask for help. Below are online resources to help 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>

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-Syllabus – Spring

**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:**

Departmental Online Presence:

Webpage: <https://germanic.columbia.edu>

Twitter: @CUGermanic

Facebook: <https://www.facebook.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>. There will be Coffee Hours every other Monday evening this spring.

Direct questions about language courses German at Columbia to **Jutta Schmiers-Heller**, 403A Hamilton Hall, x44824 ([js2331@columbia.edu](mailto:js2331@columbia.edu)); Barnard students contact **Irene Motyl-Mudretzkyj**, 320c Millbank Hall, x44287 ([imotyl@barnard.edu](mailto:imotyl@barnard.edu)). To major or concentrate in German, contact **Prof. Dorothea von Mücke**, 410 Hamilton Hall, x41891 ([dev1@columbia.edu](mailto:dev1@columbia.edu)). For further information on the department, go to: <https://germanic.columbia.edu/> or <https://german.barnard.edu>.

**ELEMENTARY GERMAN 1101 - Weekly Plan**

**Please note:**

- Monday, January 17 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 based 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.

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-Syllabus – Spring

Week	Topic	Language Functions	Deadlines for larger assignments
<b>Woche 1</b>  <b>January 18-22</b> <b>ONLINE</b>	<b>Getting to know each other</b> <b>Introductions A/B</b> Requests Names Alphabet and Numbers Clothing and Colors Greetings and Goodbyes	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. Short Profile Padlet (in-class/or homework – English)
<b>Woche 2</b>  <b>January 24-28</b> <b>ONLINE</b>	<b>Getting to know each other</b> <b>Introductions A/B</b> Our Classroom Descriptions Family The body Weather and Seasons Nationality, Origin, and Language	Definite and indefinite articles The verbs <i>sein</i> and <i>haben</i> Plurals of nouns Personal pronouns Possessive determiners	<b>January 24/25:</b> Short Profile Padlet – Comments (Homework)
<b>Woche 3</b>  <b>January 31-February 4</b>	<b>Kapitel 1 – Wer ich bin und was ich tue.</b> Leisure Time School and University	Present tense Likes and dislikes Telling time Word order in statements Accusative case The negative article <b>kein-</b>	<b>January 31 :</b> Chapter Review Quiz A/B
<b>Woche 4</b>  <b>February 7- 11</b>	<b>Kapitel 1 – Wer ich bin und was ich tue.</b> Daily Routine Personal Information	Separable pre-fix Verbs Word order in questions.	<b>Last session in this week or beginning of next:</b> Chapter Review Quiz – K1
<b>Please note:</b>	<b>Friday, February 4 is the last day to add a class.</b>		
<b>Woche 5</b>  <b>February 14-18</b>	<b>Kapitel 2 – Besitz und Vergnügen</b> Possessions Presents	Accusative case The negative article <b>kein-</b> The verb <b>möchte</b> (would like)	<b>February 14:</b> Essay 1 – Version 1: Profile
<b>Woche 6</b>  <b>February 21-25</b>	<b>Kapitel 2 – Besitz und Vergnügen</b> Clothing and Looks Pleasures	The verb <b>möchte</b> (would like) Possessive determiners Present tense of stem-vowel changing verbs	<b>February 21:</b> Essay 1 – Version 2: Profile <b>Last session in this week or beginning of next:</b> Chapter Review Quiz – K2

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-Syllabus – Spring

Week	Topic	Language Functions	Deadlines for larger assignments
<b>Woche 7</b> <b>February 28-</b> <b>March 4</b>	<b>Kapitel 3 – Talente und Pläne</b> Talents and Plans Duties	Modal verbs Accusative case for personal pronouns	February 28: Mein Zimmer-Padlet – Part A March 4: Mein Zimmer Padlet Part B: Comments
<b>Woche 8</b> <b>March 7-11</b>	<b>Kapitel 3 – Talente und Pläne</b> Services. Physical and mental state	Word formation: feminine pronouns Dependent clauses	Last session in this week or by end of weekend: Chapter Review Quiz – K3 <b>March 7 – Midterm Date</b>
<b>March 14-18</b>	<b>SPRING BREAK</b>	<b>NO CLASSES</b>	<b>VIEL SPASS!</b>
<b>Woche 9</b> <b>March 21-25</b>	<b>Kapitel 4 – Ereignisse und Erinnerungen</b> Daily work day Vacation and leisure time	Talking about the past: the Perfect Tense	March 22/23: Essay 2 – Version 1: NYC
<b>Woche 10</b> <b>March 28-</b> <b>April 1</b>	<b>Kapitel 5 – Geld und Arbeit</b> Providing Services Professions	Dative verbs Question Pronouns: wer, wen, wem Expressing change: werden	April 4/5: Essay 3 - Version 1: Meine Woche
<b>Woche 11</b> <b>April 4-8</b>	<b>Kapitel 5 – Geld und Arbeit</b> The workplace In the kitchen	Word formation: Masculine nouns in -er and feminine nouns in -in Location: in, an, auf + dative Dative Case: Personal Pronouns	April 11/12: Essay 3 - Version 2: Meine Woche  Last session in this week or beginning of next: Chapter Review Quiz -K5
<b>Woche 12</b> <b>April 11-15</b>	<b>Kapitel 6: Wohnen</b> House and apartment Around the town	Dative Verbs Location vs. Destination: Two-way prepositions Word order: Time before place Direction: in/auf vs. zu/nach	April 11-15: Group Google Slide Presentations (presentation all week)
<b>Woche 13</b> <b>April 18-22</b>	<b>Kapitel 6: Wohnen</b> Looking for a place to live Housework	Word formation: Prefixes be-, ver-, and er- Preposition <i>mit</i> and <i>bei</i>	April 18-22: Group Google Slide Presentations (presentation all week)

COLUMBIA UNIVERSITY/BARNARD COLLEGE  
1101-Syllabus – Spring

Week	Topic	Language Functions	Deadlines for larger assignments
<b>Woche 14</b> <b>April</b> <b>25-29</b>	<b>Review Period</b>	Review of Chapters A-6	
<b>Monday,</b> <b>May 2</b>	<b>Review Period</b>	Review of Chapters A-6	
<b>Final Exam</b> <b>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>		