

UN2102 Course Introduction

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

Section	Instructor	Time/Location
UN2102-001	**Cosima Mattner** **cm3783@columbia.edu**	**MWR 11:40-12:55** **Online**
UN2102-002	**Silja Weber** **svw2108@columbia.edu**	**TR 6:10-8:00 pm** **Online**
Note on the first two weeks: You have to be in class and caught up on work by Friday, Sept. 18. Due to Covid interruptions in the spring, the first two weeks will specifically focus on review. The later you come in, the more review you will miss.		

Lehrwerk: *Anders gedacht.* Motyl, Späinghaus, **Text and Workbook** 2013.
(Columbia Book Store / Book Culture)

Empfohlen: *Langescheidts Großwörterbuch Deutsch als Fremdsprache*. Götz et al, Herausgeber. Berlin und München: Langenscheidt, 2007.



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).

LEARNING DURING THE PANDEMIC

While this class is a rigorous academic course, it is clear that all of us are dealing with anxiety, stress, uncertainty, trauma, and grief to varying extents, and there may be unforeseen disruptions in our lives. 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.

ONLINE ENVIRONMENT

Course Format

This course is taught fully online. Online communication during course times will be synchronous using Zoom with active and collaborative teacher and student interaction. In addition, there will be a number of asynchronous resources and assignments allowing for self-paced learning. Online Assessment will occur both synchronously and asynchronously. Canvas will be our primary portal for all interactions and course materials. Portions of the meetings may be recorded with your permission. 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.

Technical Components

The following will be necessary for your active participation in this course:

- A laptop or tablet with a keyboard.
- Adequate bandwidth for audio and visual participation via zoom.
- Access to Canvas.
- Headphones with microphone are highly recommended.
- If you encounter any problems, please let us know.

Online Etiquette

Professional behavior norms benefit both students and instructors. Find an appropriate and quiet spot to join class that will allow you to actively participate in the synchronous portions of the class. We understand that you might be faced with challenges in this respect and we ask that you communicate with your instructor to find solutions. 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 interactions and awareness of them can lead to more successful communication.

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.

EXPECTATIONS AND POLICIES

General expectations

- You are expected to consistently and thoughtfully engage with class work from day one.
- You must be attending and caught up on class work by Friday, Sept. 18.
- 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 to track your progress and showcase your achievement.
- See specifics on assignments and grading below.

Columbia and Barnard policy on academic integrity require that you do not represent the work of others as your own. All work needs to reflect your own personal language level. **Extensive use (= translation of a sentence and/or more) of a translation tool such as Google translate will not help you learn and 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.

This course is conducted in German. Come ready to experiment and contribute! Be prepared to work about two hours out of class for every hour in class. If you need to miss class, **inform your instructor in advance.** It is your responsibility to find out what was covered it class, make up and hand in all class work and homework. **Stay engaged - the course covers a lot of ground every day.**

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 reflection);
- 2 samples of creative writing (plus reflection)
- 1 outline of your oral presentation or final project (plus reflection),
- Your individual vocabulary lists of 20-30 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, the first essay will be an in-class assignment. The remaining essays will be written outside of class. Please resist the temptation to use online translators, they will not help you learn and their use for more than individual words constitutes plagiarism.

Grading	
Preparation and engagement (Zoom 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	25%
Oral presentation / final project	10%
Final oral interview	10%
Portfolio (Learning goals and strategies, major assignments, creative assignments, reflections, final self-evaluation) - Completion and thoughtful reflections	15%
Missing more than one week of classes will affect the overall course grade.	

Resources, policies and 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. It's pandemic 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. 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 . Additional resources:** Food pantry at Columbia, https://thefoodpantry.studentgroups.columbia.edu/, Dean's Emergency Fund, https://cc-seas.financialaid.columbia.edu/deans-fund

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, I 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); Barnard students contact **Irene Motyl-Mudretzkyj,** 320c Millbank Hall, x44287 (imotyl@barnard.edu). To major or concentrate in German, contact **Prof. Mark Anderson**, 405 Hamilton Hall, x43666 (mma2@columbia.edu). For further information on the department, go to:https://germanic.columbia.edu/ or https://german.barnard.edu.

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. Visit Deutsches Haus online. **There will be virtual Coffee Hours every other Monday evening this fall**.

Kursplan (Details may be adjusted)

Woche	Kommunikationsthema	Sprachliche Funktion
8.-11. Sept.	**We will focus on revision in the first two weeks.** **Einheit 5:** *Film: Lola rennt (Tom Tykwer) https://vimeo.com/293050305	Wiederholung: Basiswissen, Infinitivkonstruktionen I (zu) Perfekt
14.-18. Sept.	Film: Lola rennt Umgangssprache	Wdh: Präpositionen Verben mit Präpositionen Neu: Modalpartikeln
21.-25. Sept.	**Einheit 7: Bewegungen und Gegenbewegungen** *Die 68er / Protestbewegungen / Angela Davis und die DDR	Neu: Zweiteilige Konjunktionen Wdh: Plusquamperfekt
28. Sept. -2. Okt.	*Hausbesetzungen	Wdh: Passiv
5.-9. Okt.	*Protest oder Terror? Die RAF	Funktionsverbgefüge Wdh: Konjunktiv II
12.-16. Okt.	**Einheit 8: Umgang mit der Vergangenheit** ***Vergangenheitsbewältigung: Strategien und Beispiele	Infinitivkonstruktionen II (um zu, anstatt zu, ohne zu) Temporale Präp. vs Konj.
19.-23. Okt.	*Todesfuge: Lyrik nach Auschwitz	Wdh: Komplexe Sätze
26.-30. Okt.	*Deutsche Kolonialgeschichte und aktuelle Diskussionen	Wdh: Als, wenn, wann Konjunktiv II d. Vergangenheit
2./3. Nov.	**Elcction Day Break - Academic Holidays**	
4.- 6. Nov.	**Einheit 9: Kunst und Künstler** *Anselm Kiefer Kunst beschreiben	Wiederholung: Adjektive Partizipien als Adjektive
9.-13. Nov.	*Kunst und Geschichte	Arbeiten mit den erlernten Strukturen
16.- 20. Nov.	**Ein Theaterstück: Dürrenmatts "Besuch der Alten Dame"** *Einführung zum Drama *1. Akt	Doppelter Infinitiv
23./24. Nov	*2. Akt	Arbeiten mit den erlernten Strukturen
25.-27. Nov.	**Thanksgiving Break - Academic Holidays**	
30. Nov. - 4. Dez.	2. Akt / 3. Akt	Arbeiten mit den erlernten Strukturen
7.-11. Dez.	3. Akt / Reflektion / Projekte	Arbeiten mit den erlernten Strukturen
14. Dez. for Monday classes	due this week: **Mündliche Interviews** **Portfolios fällig**	**NO WRITTEN FINAL EXAM**