

## GRMN 130: Intermediate German I

*Please note that the syllabus might change over the course of the semester. For the most recent updated version, please refer to the designated link on blackboard.*

**Professor: Franziska Schweiger**

**Class meeting days and times: MWF 1.00-1.50 PM**

**Office: JHNSN 221**

**Office hours: W/F 11-12 PM EST and by appointment.**

### COURSE SUMMARY AND LEARNING GOALS:

This intermediate German course builds on the skills acquired in the introductory sequence and centers on three themes: Migration, World War II, and the German Democratic Republic. Through films as well as short literary and journalistic texts, you will strengthen your grammatical knowledge while developing your abilities in reading, writing, and conversation. At the same time, you will deepen your understanding of German culture and history.

The course has two main components: In class, we emphasize communication and discussion, using cultural and historical materials as the basis for language practice and grammatical review. Outside of class, interactive software and frequent writing assignments provide additional support in consolidating and extending the skills learned in class.

#### Learning Goals:

- **Communicate effectively** in German at the intermediate level in speaking, writing, listening, and reading.
- **Apply grammatical structures** with increasing accuracy in a variety of contexts.
- **Interpret and analyze cultural texts** (e.g. films, journalistic writing, short literature) related to Migration, World War II, and the German Democratic Republic.
- **Develop intercultural awareness**, reflecting on cultural difference and similarity in both historical and contemporary contexts.
- **Reflect on your own position as a multilingual subject**, exploring how learning German enriches your ability to navigate, question, and critically engage with multiple cultural worlds.

### COURSE TEXTS:

- *Weiter geht's! Intermediate German Language and Culture*. David Antoniuk and Lee Forester. Student Package with Textbook and Interactive Software. ISBN 978-1-886553-55-2 **The course code for your software is: 25W-H5J-DMC**
- OPTIONAL: Frank E. Donahue. *Deutsche Wiederholungsgrammatik. A Morpho-Syntactic Review of German*. Yale University Press, 2009. ISBN: 9780300124682

Readings on the syllabus followed by **(Bb)** are on Blackboard, which you can access with your Identikey at blackboard.hamilton.edu. The abbreviation **WG** refers you to *Weiter Geht's*, **DW** directs you to *Deutsche Wiederholungsgrammatik*.

### SCHEDULE OF TOPICS AND READINGS:

		<b>Vorbereitung: Software, Grammatik, Lesen, Blog, Quizze, Aufsätze</b>	<b>Im Unterricht</b>
1. Woche	29. Aug.		<b>Herzlich willkommen!</b>
<b>Kapitel 2: Migration</b>			
2. Woche	1. Sept.	<b>Software: 2.1</b> Immigranten <b>Lesen</b> Sie 2.1 A, B (Im <i>Weiter geht's</i> Text)	Einführung: Immigration und Integration
	3. Sept.	<b>Grammatik 1.5 – 1.9:</b> Verben in der Vergangenheit (DW S.18-42) <b>Lesen:</b> Handout: "AfD Programm" (Bb)	Wiederholung: Present Perfect, Simple Past, Past Perfect Diskussion: Politik und Migration

	5. Sept.	<b>Grammatik 2.1 – 2.4:</b> Die Fälle – Nominativ, Akkusativ, Dativ, Genitiv (DW S.108-120)	Wiederholung: Nom, Akk, Dat, Gen Diskussion:
3. Woche	8. Sept.	<b>Software: 2.2</b> Anders sein <b>Lesen</b> Sie 2.2 A, C (WG)	Diskussion: Im Ausland Daheim, Diskriminierung Einführung in den Lesetext
	10. Sept	<b>Grammatik 2.5 – 2.7:</b> Artikel und Adjektive (DW S.144-171) Lesen Sie 2.2. D, E (WG)	Adjektivendungen Diskussion: Religioins- und Meinungsfreiheit im Grundgesetz
	12. Sept	<b>Sehen</b> Sie sich den Kurzfilm an: <i>Schwarzfahrer</i> (Bb)	Diskussion Diskriminierung: <i>Schwarzfahrer</i> (1992)
4. Woche	15. Sept.	<b>Software: 2.3</b> Integration <b>Lesen</b> Sie 2.3 A, C (WG) <b>Vokabelquiz 1</b>	Diskussion: Einbürgerungsverfahren
	17. Sept.	<b>Grammatik 3.2 – 3.4:</b> Akkusativ- und Dativpräpositionen (DW S. 225-238)	Akkusativ- und Dativpräpositionen Einführung in das Thema „Geflüchtete“ / TAZ “10 Jahre Fluchtsommer”
	19. Sept.	<b>Sehen</b> Sie sich das Video an: <i>Easy German</i> : “What does it mean to be a refugee” <a href="https://www.youtube.com/watch?v=CjcjOauV8Ro">https://www.youtube.com/watch?v=CjcjOauV8Ro</a> (Bb)	Diskussion: Geflüchtete
5. Woche	22. Sept.	<b>Grammatik 3.5 – 3.8:</b> Präpositionen (DW S. 238-260) <b>Sehen</b> Sie sich das Video von Fatoni: „32 Grad“ (Bb)	Präpositionen Diskussion: „32 Grad“ und Seenotrettung
	24. Sept.	Vorbereitung auf den Test	<b>CHAPTER TEST I</b>
	26. Sept.	<b>Kein Unterricht (Konferenz) Vlog fällig</b>	

6. Woche	29. Sept	Sehen Sie sich Fatih Akin: <i>Im Juli</i> (2000) an (Bb)	Analyse und Diskussion: <i>Im Juli</i> (2000)
	1. Okt.	Informieren Sie sich über die Stadt Tübingen: Erstellen Sie einen Wikipedia Artikel auf Blackboard (Bb)	Director of Study Abroad Tufts in Tübingen Class Visit
	3. Okt.	<b>Aufsatz 1 fällig</b>	
<b>Kapitel 4: Der 2. Weltkrieg</b>			
7. Woche	6. Okt.	<b>Software 4.1:</b> Anfang	Vortrag und Diskussion: Das 3. Reich
	8. Okt.	<b>Lesen und erforschen</b> Sie 4.1 A (WG)	Vortrag und Diskussion: Das 3. Reich und Einführung in den Lesetext
	10. Okt.	<b>Lesen</b> Sie 4.1 B, C, D „Damals war es Friedrich“ (WG)	Textdiskussion
8. Woche	13. Okt.	<b>Software 4.2:</b> Heimkehr Lesen Sie 4.1 E, F „Damals war es Friedrich“ (WG)	Textdiskussion
	15. Okt.	<b>Grammatik 4.1 – 4.2:</b> Präfixverben (DW S.60-91)	Präfixverben
	17. Okt.	<b>Kein Kurs: Herbstferien</b>	
9. Woche	20. Okt.	<b>Software 4.3:</b> Überleben <b>Lesen:</b> 4.2 A, B „Kippenstechen“ (WG) <b>Vokabelquiz 2</b>	Vortrag und Diskussion: Kinderlandverschickung und Einführung in den Lesetext
	22. Okt.	<b>Lesen:</b> 4.2 C, D „Kippenstechen“ (WG)	Diskussion: „Kippenstechen“
	24. Okt.	<b>Grammatik 4.3 – 4.7:</b> Konjunktiv II (DW S.352-354) <b>Lesen:</b> 4.3. A, B „Kippenstechen“	Konjunktiv II
10. Woche	27. Okt.	Sehen Sie sich Dennis Gansel, <i>Die Welle</i> (2008) an (Bb)	Analyse und Diskussion <i>Die Welle</i> (2008)

	29. Okt.	Vorbereitung auf den Test	CHAPTER TEST II
	31. Okt.		
Kein Kurs (Konferenz) Aufsatz 2 fällig			
Kapitel 5: Die DDR			
11. Woche	3. Nov.	Software 5.1: Alltag	Vortrag und Diskussion: Die DDR
	5. Nov.	Lesen Sie 5.1 A, C: Vorteile und Nachteile, Immer hilfsbereit (WG)	Diskussion Alltag in der DDR Einführung Adverbien und Diskussion
	7. Nov.	Grammatik 5.1 – 5.3: Adverbien (WG S.209-224)	Adverbien
12. Woche	10. Nov.	Software 5.2: Wende Sehen Sie sich das Easy German Video “Fall of the Berlin Wall” an (Bb)	Vortrag und Diskussion: Die Wende
	12. Nov.	Grammatik 5.4 – 5.7: Man, gut und schlecht, nicht und kein	Grammatik und Diskussion
	14. Nov.	Lesen Sie 5.2 A, B, C (WG)	Diskussion: Mauerfall und danach
13. Woche	17. Nov.	Software 5.3: Vereinigt Lesen Sie 5.3 A, C, D (WG) Vokabelquiz 3	Diskussion: Wiedervereinigung
	19. Nov.	Grammatik 5.8 – 5.9: Passiv (DW S.392-401)	Passiv
	21. Nov.	Hören Sie sich den Podcast 99% Invisible: “Dance, Dance Revolution” an (Bb)	Diskussion: Wiedervereinigung auf der Tanzfläche?
Thanksgiving Ferien			
14. Woche	1. Dez.	Sehen Sie sich Christian Petzold: Barbara (2012) an	Analyse und Diskussion Barbara (2012)

	3. Dez.	Erstellen Sie eine Filmkritik: Diskussionsforum (Bb)	Analyse und Diskussion <i>Barbara</i> (2012)
	5. Dez.	<b>Vorbereitung auf den Test</b>	<b>CHAPTER TEST III</b>
15. Woche	8. Dez	<b>Aufsatz 3 fällig</b>	
	10. Dez	Wiederholung für die Abschlussprüfung	Wiederholung für die Abschlussprüfung
	12. Dez	<b>Jahresendfeier</b> <b>(WICHTIG: Aufsatzkorrektur bei der Abschlussprüfung fällig)</b>	

## COURSE REQUIREMENTS

Attendance and participation	20%
Software	10%
Grammar Homework	10%
Vlogs	10%
3 Unit Tests	15%
3 Short Essays	15%
Final Exam	20%

**Attendance and Participation:** Regular attendance and active participation are mandatory and necessary for your success in the course. Attendance is taken at the beginning of each class. You receive a participation grade at midterm (8%) and at the end of the semester (12%). If illness or emergency keep you from attending class, please contact me in advance.

**Software:** The software contains listening, reading, and vocabulary exercises, assigned weekly. After completing the exercises, upload the pdf report to your designated blackboard folder No late software.

**Grammar Homework:** Printable grammar packets with written exercises for each chapter are posted on Blackboard. You are responsible for completing grammar homework and self-checking your answers (you can find the answer key on BB). Please mark your corrections with a different colored pen before turning it in. Homework packages are to be uploaded to the designated blackboard folder as indicated on the syllabus. No late homework.

**Vlogs:** Students will keep a Vlog in which they will record a short video of themselves speaking in German about one *AHA-Moment* (something you have learned that you didn't know before) and one *Fragezeichen* (something that remains unclear or something that you would like to know more about). You can receive help from **The Language Center** (JHNSN 301) with filming your Vlog. The Language Center is open Monday – Friday 9AM – 10PM, Saturdays closed, Sunday 1PM – 10PM. The staff will advise you on and assist you with the technical component of your assignment. Vlogs allow you to apply the grammar and vocabulary you have learned to express yourself freely. No late Vlogs. Please upload your Vlogs to your designated blackboard folder.

**Tests:** Students complete 3 exams throughout the semester. Vocabulary is assigned from the printable vocabulary lists on the software and tests consist of writing sentences using the vocabulary and words in context. The midterm reflects the focus of the class, including short essay questions related to the topics discussed in class, a reading comprehension text, grammar and vocabulary, listening comprehension, and a speaking assessment.

**Essays:** Students complete three essays on a choice of topics, as indicated on the syllabus. Essays will be approximately 500 words in length. The essays should be typed and double-spaced. Essays are turned in, and graded with errors marked and identified, but not corrected. Students then correct errors and

hand in a final version. The final grade is a combination of the two versions.

**Final Exam:** The final exam is cumulative, but will focus on the most recent material, including listening comprehension, grammar and vocabulary, a short essay, and a reading comprehension text.



## ATTENDANCE AND MAKE-UP POLICIES:

Accruing more than 3 unexcused absences will have a negative impact on your participation grade. Habitual tardiness results in the same.

If you miss a class for any reason, it is your responsibility to find out from another student the assignment for the next class. Please do not email me to ask *what* was covered in class. I am always happy to meet with you to clarify any *specific questions* regarding the covered material.

If illness or emergency keeps you from attending a session, please contact me in advance.

Exams that are missed cannot be made up, except under certain circumstances (documented medical emergencies).

You may not reschedule an exam to accommodate personal or family travel needs.

If an academic, athletic, or professional activity is scheduled on the day of an exam, I am willing to consider administering a make-up. But you must let me know as soon as possible, preferably in the first three weeks of class, and you must provide documentation of your participation in the activity. This includes conferences related to a club or activity.

Please inform me in the first three weeks of class about anticipated absences for religious holidays.

If you are texting during class, you will be counted absent.

## SOME GENERAL COURSE POLICIES:

If you would like to be addressed using a name or gender different than the one indicated on the course registration list, please let me know.

Exams will include material covered in readings and class discussion.

Please inform me ahead of time if you would like to bring a guest to class.

I encourage you to come to office hours to discuss your assignments and any other academic issue that you would like to talk about.

If you have a letter from Disability Services Office about accommodations for a disability, please provide a copy of that document by email to me. Please let me know in the first two weeks of class, if you can. I can only make accommodations for disabilities if I receive this document from Disability Services Office.

Honor code violations: Honor code violations include not only plagiarism, but every form of academic dishonesty. All students are expected to contribute to an atmosphere of high ethical standards by observing all principles of Hamilton's Honor Code. For details, please see the student handbook: <https://www.hamilton.edu/student-handbook/studentconduct/honor-code>. Violations of the honor code will be subject to disciplinary action.

### **Email policy:**

I am very happy to meet with you in my virtual office hours!

I offer virtual office hours every week in which I am available to answer questions and discuss the course and any other academic issues. I limit the amount of time dedicated to answering emails. For this reason, you should avail yourself of my office hours.

I try to answer emails within 2 days.



I unfortunately cannot correspond about grades over email. Grades will be posted on Blackboard, and you can discuss them in virtual office hours. If you have a question about the course, please check the syllabus to see if it is answered here.

### **Grades:**

This course will be graded according to the Hamilton College grading scale:

<b>Letter Grade</b>	<b>Percent</b>
A+	98.00 %
A	95.00 %
A-	92.00 %
B+	88.00 %
B	85.00 %
B-	82.00 %
C+	78.00 %
C	75.00 %
C-	72.00 %
D+	68.00 %
D	65.00%
D-	62.00 %
F	55.00 % and lower

### **A-F Grading:**

A = exceptional performance, far above expected performance average.

B = very good, still above expected performance average

C = good, performance meets basic course requirements

D = acceptable but below performance average, some basic course requirements are not met

F = not acceptable, minimal basic course requirements are not met.

Please note that work that is just “**ok**” – competent or average – will receive a “**C**.”

If you ever believe that you have been graded unfairly, please come to office hours with the assignment in question, and I will be happy to discuss the grade with you.

### **Grade appeal policy:**

If you would like to have your grade reconsidered on any assignment, you may appeal the grade in writing. Please submit a written explanation of the appeal to me within 14 calendar days of receipt of the original grade. Your appeal should have two parts. In the first part, you explain the rationale given by the professor for the current grade; show in this part that you’ve taken the time to understand the current grade and the reasoning behind it. In the second part, you should explain why you think this rationale is incorrect and why you think you deserve a better grade. Be as specific as you can in your appeal and include a copy of your assignment attached to your appeal. The grade appeal should be turned in via email. You will hear about the

grade appeal decision within 14 days.

**Some basic tips for doing well in this class:**

❖ Keep up with the reading schedule and *plan ahead*. This is a class with a high work load, designed to expose you to German language EVERYDAY. The deadlines for grammar packages and software are for when they should be **completed**. I will

not accept late work. So please be sure to work on grammar/software continuously every day!

❖ Come to class prepared to discuss the day's texts and grammar assignments. To do this, you should ***read the assigned text actively and work through grammar assignments deliberately***, taking notes as you read and thinking about how the reading relates to previous assignments and class discussions, and how grammar builds on structures that you are already familiar with.

❖ If the text or grammar point is difficult (and some of them are difficult), ask yourself what makes it difficult and take some notes about why and where you're stuck. This is a good starting point for resolving the difficulty or discussing it in class.

❖ ***Take good notes*** in class and when reading. Your notes will be helpful for studying - and taking notes makes you a better listener and thinker during class.

❖ The same goes for participation: if you take part in discussions and ask and answer questions, you will be able to understand the material much better than if you just sit there in class. ***Active engagement with the course material*** will make preparing for the exams much easier.

❖ If you don't understand something, ***ask a question***. You probably aren't the only one who didn't understand something, and your question will be helpful not only for you, but for the rest of the class.

❖ Sometimes you might only realize after class that you didn't get something. In this case, please ***ask a question during the next class***.

❖ Avail yourself of your instructor's ***office hours***.

❖ Do not miss class; absences will lower your final grade.

*(Some of these tips are adapted from the syllabus of Michael Du Plessis, University of Southern California.)--*

**The following paragraphs describe some college policies relevant to the classroom. If you have any questions about them, please let me know, and I will be happy to discuss them or to find out more about them for you. All college policies apply to the virtual classroom.**

**Freedom of Expression/Maintenance of Public Order at Hamilton College** In compliance with the provision of Article 129a of the Education Law of New York State as added by Chapter 191 of the Laws of 1969, Hamilton College submitted the following statements of procedure to be used for the maintenance of public order on its campus and other college property used for educational purposes.

December of 1967, the faculty of Hamilton College adopted the following statement of freedom of expression:

—Free inquiry and free expression are indispensable to the attainment of those goals to which Hamilton College is dedicated. All members of the college community should be free to examine and discuss all questions of interest to them, to express opinions, and to question but not suppress the opinions of others. Because of its commitment to free discussion, the faculty states that actions by individuals or groups to prevent speakers invited to the campus from speaking, to disrupt the operation of the institution, or to restrain others by physical force cannot be tolerated. In short, the right to protest the expression of opinion and the right to express opinion are mutually dependent.

Based on the above, the College would stress that it has not only protected, but has encouraged controversy and indulged dissent, whether by students, faculty members or visitors. This has applied to all forms of vocal demonstrations, protests and criticism, whether directed at national or local policy or at Hamilton. The College further stresses that it deplores the use of violence, and it will make every effort to prevent violence.

**Americans with Disabilities Act** The Disability Services Office at Hamilton College serves students who have a disability that qualifies under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with disabilities Act (ADA) of 1990, and the Amendments Act of 2009. Disabilities covered by ADA may include physical disabilities, learning differences, and psychiatric conditions. Students who wish to utilize accommodations are encouraged to view the Disability Services webpage and contact the office for a confidential appointment. (<https://www.hamilton.edu/student-handbook/other/disability-support-services>.)

**Title IX** The College does not discriminate on the basis of age, gender or gender identity, race, color, national origin, sexual and affectional orientation/association, military or veteran status, marital status, mental/physical disability, genetic information, ethnic origin, religion, or any other characteristic protected by law in its employment and educational programs.

Hamilton College and its faculty are committed to assuring a safe and productive learning environment for all students. In compliance with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Exceptions are situations where the students are unlikely to expect that a disclosure would trigger reporting options (i.e. required class writing assignment, University-approved research project, and/or class discussions). For more information about Title IX, please refer to the Title IX Policy or contact Catherine Berryman, Director of Community Standards (Title IX Coordinator) to discuss pursuing a formal complaint through College procedures (Tel. Nr. 315 859 4020). A person who experiences sexual misconduct may respond to the experience in many different ways, including feeling confused, vulnerable, out of control, embarrassed, angry, or depressed. The University and community provide a variety of resources to assist individuals who have experienced sexual misconduct; both to address the effects of the incident, and to help them identify the options available to them for making a complaint about the incident and offer assistance if requested. (<https://www.hamilton.edu/offices/hsmb>)

**College Policy on Absence Related to Religious Observance** In compliance with New York Education Law pertaining to institutions of higher education, Hamilton College affirms that "...each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days." Further as provided by this law, "no adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section."

**Honor Code** Any form of academic dishonesty is a serious offense in an academic community. At Hamilton such dishonesty will often result in removal from the course, assignment of an XF\* for the course, or separation from the College community, or some combination of these. It is essential, therefore, that every student understands the standards of academic honesty and how to avoid dishonesty by proper acknowledgment of intellectual indebtedness. The Honor Court will not excuse a lack of awareness or understanding of what constitutes academic dishonesty. Any attempt to commit any of the following infractions also constitutes academic dishonesty.

*Based on the Hamilton Student Handbook: <https://www.hamilton.edu/student-handbook>*