

## GERM 202, SS 2013: Intermediate German II: Language and Culture



Meeting Times: MWF @ 11:15-12:20

Meeting Place: Bogar G08

Instructor: Jacob van der Kolk

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Office Hours: W @ 10:00-11:00

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**Focus [Diversity Intensive].** Over the last fifty years, the face of Germany has changed, exemplified by a national soccer team that features players of Turkish, African and Arabic descent (e.g. Mesut Özil, Jérôme Boateng and Sami Khedira, respectively, and from left to right in photo above) among others. Beginning with the massive flood of south European and Middle Eastern guest workers in the 1960s and culminating in the ongoing influx from the former communist bloc nations, years of immigration have transformed the country into a multicultural and multiethnic nation. In this course, we will continue our study of German culture and language by critically assessing the literature of ethnic minorities in Germany. Each student will do so by writing three essays over the span of the semester.

**Session Format [Team Intensive].** Most sessions will be run largely by students. Students will work cooperatively inside and outside of class by organizing extra-curricular weekly meetings, by engaging in critical class discussion, and by presenting and leading class discussion on the primary literature.

**Foreign Language Component.** All class discussions, presentations, and essays will be in German. Furthermore, students will also continue the study of grammar begun in GERM 201, highlighted by a 25-35 minute lecture at the beginning of each class and by 10 quizzes over the span of the semester.

<u>Objectives</u>	<u>Goals</u>	<u>Assessment</u>
<b>Foreign Language: German</b>	Bring reading, writing, speaking and listening skills from advanced beginner to intermediate level.	Daily grammar studies; ten quizzes; lectures and presentations; discussions; communicative language activities.
<b>Diversity Intensive</b>	Recognize and understand the diversities of the human experience in relation to the course content.	Lectures; reading; discussion.
	Integrate methods of diversity analysis while addressing multicultural Germany.	Discussion; three papers applying theory to minority groups.
<b>Team Intensive</b>	Demonstrate processes needed for a positive working relationship with team members.	“Kick-off” discussion of successful team work in first week of class.
	Demonstrate and evaluate the roles and functions of leadership and team membership.	Two evaluations, one after midterm, one after end of term. Each student evaluates self and group as a whole. See attached evaluation sheet.
	Work together in a team to analyze and solve problems.	Nine weeks of team presentations. Each student will participate in one team presentation per week.

**Texts.** All of our primary literature will be made available as PDFs via Blackboard. *Make sure to check Blackboard often.* You need to purchase the following text, if you do not have it from GERM 201:

Gerda Dippmann and Johanna Watzinger-Tharp. *A Practical Review of German Grammar*. Third Edition. New York: Prentice Hall, 2000.

### Evaluation.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95	≥90	≥86,6̄	≥83,3̄	≥80	≥76,6̄	≥73,3̄	≥70	≥66,6̄	≥63,3̄	≥60	<60

### Criteria

<u>9 Team Presentations (Referate)</u>	<u>250 pts.</u>	<u>25%</u>
• Each Presentation	25 pts.	2,5%
• Cumulative Audience Participation	25 pts.	2,5%
<u>3 Essays (2,5-3 pages each)</u>	<u>250 pts.</u>	<u>25%</u>
• Each 1. Draft of Essays 2&3	23 pts.	2,3%
• 1. Draft of Essay 1	24 pts.	2,4%
• Each Final Draft	60 pts.	6%
<u>10 Grammar Quizzes (Lernkontrollen)</u>	<u>500 pts.</u>	<u>50%</u>
• Each Quiz	50 pts.	5%

**Language Tables.** Students are required to attend ten language tables during the semester. Those whose schedules preclude attendance are asked to watch four German films during the semester and write a one-page summary of each in German before the time of the final exam. Time: TBA.

**Attendance.** Only three absences are permissible in German 202.

**Academic Honesty.** University policy will be adhered to. Please consult the Student Handbook. Other types of academic dishonesty include:

- Over-cooperation. Unless you are doing a group assignment, do all graded assignments, like your essays, on your own and do not share answers. You may however collaborate on ungraded assignments like the homework.
- Over-correction. Getting help on a writing assignment from a friend or tutor is great, but you alone should be the one writing the text. Make sure that revisers do not just give you the answer, but instead provide corrective marks or feedback on what is wrong.
- Online Translators. Online translators are not only prohibited (since it replaces you as the writer of the text) but also really easy to detect. Online dictionaries are however allowed.

## Schedule.

- All assignments and readings posted are due on the noted day.
- Items in **bold** designate graded assignments that are due or occurring on the given day.
- The **bold numbers** listed under the *Lektüre/Filme* column denote which group will be giving a *Referat* on the given piece of literature.

<u>Datum</u>	<u>Practical Review</u>	<u>Lektüre/Filme</u>
Mo, 14.01.	Einführung / Introduction	
Mi, 16.01.	S. 182-189: 10.5, 10.6A, 10.6B, 10.6C, 10.6D, 10.7	Göktürk, et. al., 2-17
Fr, 18.01.	S. 189-193: 10.8A, 10.9, 10.10, 10.11A, 10.12, 10.13	Page, 1-18
Mo, 21.01.	S. 193-198: 10.14, 10.15, 10.16A, 10.16B, 10.17A, 10.18A, 10.18B	Marino, „Der Schnee“
Do, 22.01.	<b>Drop/Add period ends.</b>	
Mi, 23.01.	<b>Lernkontrolle 1: Kapitel 10</b>	Kavasoglu, „Betrüger“
Fr, 25.01.	S. 199-207: 11.1, 11.2A, 11.2B, 11.3, 11.4, 11.5, 11.6	Biondi, „Heimfahrt“ bis 67
Mo, 28.01.	S. 207-210: 11.7, 11.8A, 11.8B, 11.9A, 11.9B, 11.10A, 11.11	<b>1:</b> Kaya, „Gedanken“
Mi, 30.01.	S. 210-213: 11.12, 11.13A, 11.13B, 11.14A, 11.14B, 11.15A	<b>2:</b> Oliver, „8. Tag“
Fr, 01.02.	<b>Lernkontrolle 2: Kapitel 11</b>	<b>3:</b> Naoum, „Reise“
	<b>Regular withdrawal deadline. It is not possible to have a regular withdrawal from a course after this deadline by paying a late fee.</b>	
Mo, 04.02.	S. 215-219: 12.1A, 12.1B, 12.2A, 12.2B, 12.3A, 12.3B	<b>1:</b> Kavasoglu, „Teppich“
Mi, 06.02.	S. 220-226: 12.5, 12.6, 12.7, 12.8, 12.9A, 12.9B	<b>2:</b> Abate, „Schwimmen“
Fr, 08.02.	S. 226-230: 12.10, 12.11A, 12.11B, 12.12A, 12.12B, 12.13A, 12.13B	<b>3:</b> Schami, „Ausflug“
Mo, 11.02.	<b>Lernkontrolle 3: Kapitel 12, 215-230</b>	<b>Pre-Draft Essay 1</b> <i>Brot und Schokolade</i>
Mi, 13.02.	S. 230-235: 12.14B, 12.15, 12.16, 12.17A, 12.17C; 285-287: 15.1A	<i>Brot und Schokolade</i>
Fr, 15.02.	S. 287-293: 15.1B, 15.2A, 15.2C, 15.3A, 15.4A, 15.4B	<i>Brot und Schokolade</i>
Mo, 18.02.	S. 293-297: 15.5A, 15.5B, 15.6, 15.7, 15.8A	<b>Final Draft Essay 1</b> <b>1:</b> Gündisch, 5-14
Mi, 20.02.	<b>Lernkontrolle 4: Kapitel 12, 230-235; Kapitel 15</b>	<b>2:</b> Gündisch, 15-25
Fr, 22.02.	S. 236-241: 13.1A, 13.1B, 13.2A, 13.2B, 13.3, 13.4A	<b>3:</b> Gündisch, 26-38
Mo, 25.02.	S. 241-246: 13.5A, 13.5B, 13.6, 13.7, 13.8, 13.9A	<b>1:</b> Gündisch, 39-53
Mi, 27.02.	S. 246-255: 13.10A, 13.10B, 13.11, 13.12, 13.14, 13.15	<b>2:</b> Gündisch, 54-68
Fr, 01.03.	<b>Lernkontrolle 5: Kapitel 13</b>	<b>3:</b> Gündisch, 69-81
<b>04.03.-08.03. Frühlingsferien: Keinen Unterricht</b>		

Mo, 11.03.	S. 257-262: 14.1, 14.2A, 14.2B, 14.3, 14.4A, 14.4B	<b>1:</b> Gündisch, 82-94
Mi, 13.03.	S. 262-266: 14.5B, 14.6A, 14.6B, 14.7A, 14.7B, 14.8	<b>2:</b> Gündisch, 95-107
Fr, 15.03.	S. 267-276: 14.10, 14.11, 14.12A, 14.13, 14.14, 14.15A	<b>3:</b> Gündisch, 108-115
Mo, 18.03.	<b>Lernkontrolle 6: Kapitel 14, 257-276</b>	<b>Pre-Draft Essay 2</b> <i>Angst fressen Seele auf</i>
Mi, 20.03.	S. 276-282: 14.15B, 14.15C, 14.15D, 14.16, 14.17, 14.19A	<i>Angst fressen Seele auf</i>
Fr, 22.03.	S. 282-284: 14.19B, 14.20A, 14.20B, 14.20C; S.299-300: 16.1A, 16.1B	<i>Angst fressen Seele auf</i>
<b>25.03.-05.04. 2013 Fall Semester Registration</b>		
Mo, 25.03.	S. 300-307: 16.2B, 16.3, 16.4, 16.5A, 16.5B, 16.5C	<b>Final Draft Essay 2</b> <b>1:</b> Kaminer, 9-22
Mi, 27.03.	<b>Lernkontrolle 7: Kapitel 14, 276-284; Kapitel 16, 299-307</b>	<b>2:</b> Kaminer, 23-35
<b>29.03.-01.04. Ostern-Ferien: Keinen Unterricht</b>		
Di, 02.04.	<b><u>Late withdrawal deadline.</u> Students are allowed to take a late withdrawal from a total of 12 semester hours of coursework during their Susquehanna career. To take advantage of this late withdrawal option, students must complete and return to the Registrar's Office the Late Withdrawal Approval form (available from the Registrar's Office).</b>	
Mi, 03.04.	S. 308-314: 16.7, 16.6, 16.9A, 16.9B, 16.10, 16.12A	<b>3:</b> Kaminer, 36-49
Fr, 05.04.	S. 314-317: 16.12B, 16.13A, 16.13B, 16.13C, 16.14	<b>1:</b> Kaminer, 50-64
Mo, 08.04.	S. 317-321: 16.16A, 16.16B, 16.17A, 16.17B, 16.17C	<b>2:</b> Kaminer, 65-77
Mi, 10.04.	<b>Lernkontrolle 8: Kapitel 16, 307-321</b>	<b>3:</b> Kaminer, 78-93
Fr, 12.04.	S. 322-328: 17.1A, 17.1B, 17.2, 17.3, 17.4A	<b>1:</b> Kaminer, 94-110
Mo, 15.04.	S. 329-333: 17.5, 17.6, 17.7; 334-335: 18.1	<b>2:</b> Kaminer, 111-126
Mi, 17.04.	S. 335-340: 18.2B, 18.3, 18.4, 18.5A	<b>3:</b> Kaminer, 127-142
Fr, 19.04.	<b>Lernkontrolle 9: Kapitel 17; Kapitel 18, 334-340</b>	<b>1:</b> Kaminer, 143-160
Mo, 22.04.	S. 341-345: 18.7, 18.8, 18.9A, 18.10, 18.11	<b>2:</b> Kaminer, 161-174
Mi, 24.04.	S. 345-350: 18.12, 18.13, 18.14, 18.15	<b>3:</b> Kaminer, 175-192
Fr, 26.04.	S. 351-356: 18.17, 18.18, 18.19, 18.20	<b>Pre-Draft Essay 3</b> <i>Gegen die Wand</i>
Mo 29.04.	S. 356-359: 18.22A, 18.22B, 18.23A, 18.23B	<i>Gegen die Wand</i>
<b>Di 30.04.</b>	<b>Lernkontrolle 10: Kapitel 18, 341-359</b>	<i>Gegen die Wand</i>
Mi, 01.05.	Reading Day	
<b>02.05.-06.05. Final examinations</b>		
Fr, 03.05.	<b>Final Draft Essay 3 fällig per E-mail</b>	

**Works Cited.** The notations in the *Lektüre/Filme* column above refer to the following sources. All will be available in Blackboard under *Content* → *Lektüren*.

Abate, Carmine. "Schwimmen, schwimmen." 93-99. In: *Zwischen Fabrik und Bahnhof*. Ed. by Biondi et. al. Bremen: Sudwind Gastarbeiterdeutsch, 1982.

*Angst fressen Seele auf*, or *Ali, Fear Eats the Soul*. Directed by Rainer Werner Fassbinder. 1974. Criteria Collection, 2003. DVD.

*Brot und Schokolade*, or *Bread and Chocolate*. Directed by Franco Brusati. 1973. Verona: Verona produzione, 2002. DVD.

Biondi, Franco. "Die Heimfahrt." 57-73. In: *Im neuen Land*. Ed. by Franco Biondi, et. al. Bremen: Sudwind Gastarbeiterdeutsch, 1980.

*Gegen die Wand*, or *Head On*. Directed by Fatih Akin. 2003. Hamburg: Wüste Filmproduktion, 2005. DVD.

Göktürk, Deniz, et. al. *Germany in Transit: Nation and Migration, 1955-2005*. Berkeley: U of California Press, 2007.

Gündisch, Karin and Peter Knorr. *Im Land der Schokolade und Bananen: Zwei Kinder kommen in ein fremdes Land*. Weinheim: Beltz & Gelberg, 1987.

Kaminer, Wladimir. *Russendisko*. Munich: Goldmann, 2002.

Kavasoglu, Nazim. "Der Betrüger und der Tourist." 52-56. In: *Zwischen Fabrik und Bahnhof*. Ed. by Biondi et. al. Bremen: Sudwind Gastarbeiterdeutsch, 1982.

Kavasoglu, Nazim. "Gestohlener Teppich." 83-88. In: *Im neuen Land*. Ed. by Franco Biondi, et. al. Bremen: Sudwind Gastarbeiterdeutsch, 1980.

Kaya, Fahri. "Gedanken zu Deutschland." 68-72. In: *Zu Hause in der Fremde*. Ed. by Christian Schaffernicht. Fischerhude: Verlag Atelier im Bauernhaus, 1981.

Marino, Pasquale. "Der Schnee." 21- 25. In: *Nach dem Gestern*. Ed. by Giuseppe Giambusso. Bremen: Sudwind Gastarbeiterdeutsch, 1982.

Naoum, Jusuf. "Die Reise." 153-156. In: *Eine nicht nur deutsche Literatur*. Ed. by Irmgard Ackermann. Munich: Piper, 1986.

Oliver, José F. A. "Der 8. Tag." 53-56. In: *Lachen aus dem Ghetto*. Polynationaler Literatur- und Kunstverein. Katenelnbogen: Mandala, 1985.

Page, Scott E. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton: Princeton U Press, 2008.

Schami, Rafik. "Ausflug mit Strafanzeige." 100-107. In: *Im neuen Land*. Ed. by Franco Biondi, et. al. Bremen: Sudwind Gastarbeiterdeutsch, 1980.

### **Instructions for Essays.**

- Each individual student will choose a theme dealing with the texts studied since the first draft of the previous essay (i.e. you may discuss the film shown between your first and final drafts).
- Students will hand in a first draft one week before their final draft is due. (See *Schedule* above). The first draft will be graded according to the appropriateness of its content and argument. However, if you put more effort into the first draft, your second draft will be easier and better.
- The final draft will scrupulously grade content, style, and grammar.

### **Instructions for Team Presentations.** See the following page for the *Evaluationsbogen*.

- Each member of the team will read the entire passage. *Subdividing the reading assignment by pages is not allowed.*
- The team will need to establish a weekly meeting time and place to prepare the class presentations.
- For each group's first three presentations, each group must meet with the instructor at least one class period before their presentation time to discuss their *Referate*.
- At the mid-term and at the end of the semester, you will complete a self-evaluation on yourself and your group, which will be considered by the instructor when assessing your grades.

### As presenters, students will:

- Provide quick glosses of new or key vocabulary related to the selection.
- Write a quiz on the reading and its presentation in class that might be in the format of identifications, definitions, true or false, matching or fill-in-the-blank. The quiz will contain a minimum of *ten items worth ten points apiece*. Quizzes will be graded by the instructor.
- Describe the setting of the selection.
- Identify and describe the characters and their development
- Summarize the plot
- Identify and explain the dominant themes, issues, or problems and their development
- Identify and explain the signs, symbols, images, and/or metaphors
- Prepare visual aides for the presentation: posters, acetates, handouts, power point, etc.
- Select one short passage to read with class and explain its significance
- Prepare a class activity that promotes communication among students. Successful activities might include: asking small groups or pairs to act out a variety of scenes, solve problems, create fictitious alternatives, compare and contrast stories and characters, etc.
- Subdivide responsibility for items above. One student might present the setting and plot while another concentrates on the characters, etc. Naturally, this will have to be coordinated for the quiz.

On the day of the presentation, the team will present the installment, read and explain the short selection, lead an activity, and administer the quiz. You will have 25-35 minutes to do so.

### As audience members, students will:

- Have read the source material which is being presented and will have a beginning working knowledge of its vocabulary, characters, plot, major themes, and metaphorical allusions.
- Bring the text with them to class
- Be prepared to discuss the text in class and participate in any additional activities planned by the team.
- Complete the quiz provided by the team to the best of their abilities.

**GERM 202: Evaluation for Team Presentations**

Name \_\_\_\_\_

- |  |                             |
|--|-----------------------------|
| 1. Reading selection is significant and well explained.          | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 2. German is clear and understandable.                           | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 3. Quiz questions appropriate to the material.                   | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 4. Description of setting is clear and complete.                 | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 5. Plot summary is clear and accurate                            | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 6. Character descriptions are complete and accurate.             | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 7. Explanation of themes, issues, problems clear and complete.   | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 8. Explanation of symbols, images, metaphors clear and complete. | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 9. Visual aids clear and complete.                               | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
| 10. Class activity appropriate, promotes communication           | 0 – 0,5 – 1 – 1,5 – 2 – 2,5 |
|  | Total: _____/25             |
- 

**GERM 202: Evaluation for Team Leadership/Participation**

Name \_\_\_\_\_

Please rate your performance and that of the group as a whole by rating each of the following criteria.

Lowest 1 – 10 Highest

Criterion	Self	Team
Calm, assertive leadership		
Positive attitude toward team work and content		
Organization		
Division of labor		
Timeliness: presence and work		
Initiative and ideas		
Patience and cooperation		
Willingness to help others		