**GRAMMATIK AKTIV:**

**BC 2210 (2 points) and BC2212 (3 points)**

**FALL 2020**

**WEDNESDAY: 4:10 – 6:00**

**Instructor: Irene Motyl-Mudretzkyj**

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**Required Texts**

Großes Übungsbuch Grammatik.  Sabine Dinsel/Susanne Geiger: Hueber Verlag, 200

**Prerequisites:** Successful completion of German Elementary II or equivalent or higher proficiency level of German.

This course is for students who would like to either review basic grammar functions, before moving into Intermediate German I or II or for students currently enrolled in Intermediate or Advanced German language classes who intend to review basic linguistic features  to improve accuracy and ease in speaking and writing.

**Course Goals:**  Intermediate German Grammar 1210 is conducted entirely in German and emphasizes linguistic competence and accuracy in speaking and writing plus cultural awareness. Grammatical and syntactic structures needed for correct oral and written expression will be practiced and applied through a variety of skill building exercises and tasks. During this course we will target linguistic accuracy through a variety of modes:

Writing

* exercises (from fill-ins, recombination, to small creative writing tasks)
* communicative activities: making lists, taking notes, writing memos, etc.
* structuring sentences with heightened awareness to grammatical structure
* writing small texts with the goal to incorporate specific grammatical features
* peer editing
* writing of reflective learning journal

Speaking in a variety of modes

* responding to and formulating personalized questions
* talking about past events
* describing
* expressing an opinion
* negotiating
* Presenting on specific grammar topics

Reading for a variety of purposes

* gathering information
* establishing general ideas
* making generalizations
* sequencing
* interpreting information (factual and fictional)

Cultural awareness

* deeper interest in German language and in the culture of German-speaking countrie
* sensitivity to issues and problems of contemporary life in German- speaking countries
* familiarity with recent political events in German-speaking countries
* increased awareness of cultural diversity in general
* preparedness for those interested in studying at the Freie Universität Berlin

Metacognitive skills: Awareness of the language learning process.

* Formulating individual strategies
* Formulating individual goals and reflecting on them in the course of the semester
* Reflection and writing about the student's individual learning experience

**Learning Outcomes:**

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 and linguistically adequate with a German speaker (accustomed to dealing with non-natives) about yourself, your family, interests, daily activities, and topics of general interest;
* write grammatically reasonable accurate, coherent  texts (e.g. Letters, notes, summaries, and descriptions,) related to everyday topics, experiences, and class readings
* 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) and be able to locate specific information in such texts;
* demonstrate mastery of major grammatical concepts and usage of the 75 high frequency verbs in all frames;
* Show the ability to reflect on your individual and learning process and strategies

**Course requirements and grading for BC2210 (2 credit course) and 2212 (3 credit course)**

1. **Participation, completion of homework and regular class preparation.............15%**

**2.** **Self-assessment quizzes**(not graded)

**3.**  Completion of **weekly writing assignments** incorporating specific grammatical features (150-200 words (2 credit course) or 200-250 words (3 credit course)  .....................................................................................25%

**4. Completion of weekly reflective study journal…………………………………15%**

2 credit course 2210: Handout with rubrics. For3 credit course 2212: Students will hand in a weekly 150-200 word summary in German in which they highlight what they have learned and explain the rules and applications of the linguistic feature on hand. In the last portion of the summary students will reflect on their learning process during each week to document their progress

**5. Presentations on specific grammar topics……………………………………25%**

credit course: 1-2 presentations, 3 credit course:2-3 presentations

1. **End of** **semester reflection (200-250 words)** summary of learning process based on the reflections and notes in the weekly study journal**.....................................................................................................................20%**

This course is conducted in German. The pace of the course requires all students to attend class and be prepared to participate actively in German every time the class meets.  During class time we will work on homework, will do individual and partner activities, quizzes and writing assignments, as well as peer editing. Be prepared to work about two hours out of class for every hour in class.

Please inform the instructor in advance (if possible) if you have to miss class (for any reason). In addition, if you have to miss class, please visit our Canvas Course (Courseworks) page in order to find out what was covered in class, make up so that you are well prepared for your next attended class.  Please see below information about class content and homework.

**Class content and  homework can be accessesd through "pages" in our courseworks site on Canvas:**

**Every class outline, all assignments and information where particular handouts and can be found will be posted in "pages".  Class handouts and additional resources can be found in "files".**

Regular attendance is important in language classes. In case you have to miss classes, please contact the instructor for support and help with regard to staying on track with the material.

**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**](https://health.columbia.edu/services/ods)**and**[**https://www.barnard.edu/health**](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, 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 DepartmenLearning 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, 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

**Students with disabilities**:

Barnard Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to make an appointment to see your instructor as soon as possible. Also stop by the Office of Disability Services in 7 Milbank to register for support services.

**Berlin Consortium:**

The consortium makes it possible for science, social science and humanities majors who have completed German 1201/1202 to study at the Freie Universität Berlin for an academic year or semester. The program involves full immersion in the German language, enrollment directly 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 easily be studying in Berlin!

**Course Syllabus  BC 2210 / BC 2212**

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| --- | --- | --- | --- | --- | --- |
| **Week:** | | **Performative Functions:** | | | **Linguistic Feature:** |
| **1. Week** | | * Getting to know each other      * Describing yourself * Telling stories about past events * Conversation about: student’s goals and learning strategies | | | * Verbs, Present and Present Perfect Tense (Conversational Past)      * Regular and Irregular Verbs, Seperable and non-separable Verbs |
| **3. Week** | * Telling about past events * Giving advice | | | * Correct usage of “als” and “wenn” * Infinitive with **um….zu** * **“damit”** | |
| **4. Week** | * Writing about past events * Writing a curriculum vitae | | | * Simple past tense * Verbs and related nouns | |
| **5. Week** | * Expressing conditions * Expressing wishes, plans, desires and needs | | | * Modal Auxillliary Verbs in Present and Past tense * Imperative | |
| **6. Week** | * Combining thoughts * Defining and describing objects and situations | | | * Relative clauses, Relative pronouns | |
| **7. Week** | * Reporting on a course of events | | | * Passive Voice in present, simple past and present perfect tense | |
| **8. Week** | * Combining thoughts * Writing about past events, making distictions in sequencing | | | * Temporal Conjunctions versus Prepositions * Past Perfect Tense | |
| **9. Week** | * Expressing causal, temporal and conditional thoughts | | | * Subordinating and Coordinating conjunctions: Syntax      * “weil” ”da” “ als” “wenn” “ und” “aber” “oder” | |
| **10.Week** | * Sequencing past events, * Logically combining events and thoughts in speaking and writing | | | * Adverbial Conjunctions * „damit“ „sodass“ „obwohl“ „indem“ | |
| **11. Week** | * Describing objects * Making qualitative judgements * Comparing | | | * Predicative and attributive adjectives     (Adjective-endings) | |
| **12. Week** | * Speaking and writing about wishes, desires and hypotheses | | | * Subjunctive II | |
| **13. Week** | * Relating what someone or a source stated | | | * Indirect Speech, * Subjunctive I | |
| **14. Week** | * Review | | | * Review | |
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