

German 140 Summer 2017 Syllabus: Berlin

Instructor

Dr. Theresa Schenker

Email

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Meeting Times & Place

June 26th – July 21st

M-F: 10am-1pm

SRH Ernst-Reuter Platz 8

Course Overview

This content- and task-based intermediate German course builds on your previous German course work and assumes that you have basic skills in German. The course combines the acquisition of communicative competence and cultural awareness with mastery of language structures. We will focus on intermediate-level development of all language skills (reading, writing, speaking, and listening). In-class time will focus on developing speaking skills, while out-of-class assignments will help you improve your writing skills. Reading, viewing, and discussing a broad range of cultural materials from the German-speaking world are essential components of this course. The class will be conducted entirely in German.

Required Textbook

Stationen 3rd edition, *Prisca Augustyn & Nikolaus Euba*, ISBN-10: 0495902853

With access to ILEARN (Quia) (password printed on a card included with textbook) / \$93 for Ebook & Ilearn Access at the Yale bookstore

Recommended

A good German/English – English/German dictionary, such as Harper Collins German Dictionary, Oxford Duden, or Langenscheidt

Course Goals

The course goal is to help you work toward the level Advanced Low, or B1. This means that by the end of the course sequence (130 and 140), you should be able to:

- understand the main points of standard input on familiar topics
- deal with most situations you may encounter when traveling in German-speaking countries
- produce simple connected text on familiar topics or those of personal interest
- describe experiences, events, and plans and explain reasons for opinions

Academic Dishonesty

is not tolerated at Yale. This extends to any work you submit for your German class. Academic dishonesty includes, for example, submitting the same paper for two courses, cheating in any form on any assignment, and plagiarism (which includes copying sentences from the internet). In the context of your language classroom you are also discouraged from using Google Translate or other translating services for looking up more than one word. You are not allowed to receive help on assignments from native speakers, tutors, or anyone else. You are always more than welcome to seek help or feedback from your instructor.



Category	Weight
a. Attendance/Preparation/Participation	10%
b. Projects (2)	25%
c. Essays (2 @ 7.5%)	15%
d. Homework + Daily Journal	30%
e. Tests (4)	20%
TOTAL	100%

Grading System

a. Attendance / Preparation / Participation – 10%

This is an intensive summer course and you are expected to attend **all class meetings**. You are not allowed to miss class. Should a serious illness arise that will require your absence, please notify your instructor as soon as you are aware of the problem so you may discuss whether an exception can be made. Your active participation in partner and small-group activities and class discussions online and in the classroom is crucial to your progress and is therefore a graded component of the course. In order to participate most effectively, you will have to prepare many activities in advance. Preparation includes, but is not limited to, thoroughly reading assigned texts, preparing answers to assigned questions, learning vocabulary and grammar, and completing written exercises and assignments online. Part of effective participation is speaking German in class. Using cell phones in class, speaking English, or being otherwise distracted will lower your participation grade.

b. Projects – 25%

For this class you will prepare two projects. One will be a group project, and one an individual project.

Project 1: Ethnographic Study or Cultural Exploration

Option 1: Ethnographic Study on a topic of your choice (individual project)

For this project, you can choose a setting you are most interested in and conduct an ethnographic observation there. This setting could be: a mall, a supermarket, the marketplace, a club, a restaurant, a playground, a subway station, a park, a bus stop, a museum... You should have some knowledge of this setting in your home country. For this project you will:

- *observe the setting twice throughout your time in Berlin for 15 minutes each*
- *take detailed notes on everything that you notice (complete the worksheet for this)*
- *compare your observations with what you know about this setting in your home country*

- *prepare a (written) report (approximately 3 pages double spaced) in which you*
 - *provide a description of what people do in this setting (how do they act and interact, what do they say, what language do they use, ...)*
 - *provide an explanation of the outcome and meaning of the individuals' interactions (what is the goal or purpose of their interactions?)*
 - *compare the first two points with this setting in your home country and identify cultural differences and similarities*
- *prepare a (spoken) presentation in which you*
 - *present your findings to the other classmates*
 - *speak freely (do not include full sentences on your Power Point/Prezi...)*
 - *include some pictures and an analysis of the setting including a comparison with your home country → you may prepare the presentation with a group if you selected the same setting*

Option 2: Cultural Exploration Essay

Purpose: The purpose of this assignment is to think more critically about a specific *aspect of German culture*.

- Select a topic of interest to you. This should be a topic that was addressed in one or more of the "photo journal prompts", such as: *Berlins Geschichte / Nationalstolz / Probleme in Berlin / Leben in Deutschland / Was ist "Deutsch" / ...*

Note: topic cannot be the same as what you have selected for the group project (project 2)

- Select images from our photo blog (these do not have to be only photos you have taken, but you can select photos from other students as well). Analyze these photos based on the topic you have selected. What do these photos tell you about the topic? What do you learn through them? Note if there are differences between what you knew or thought you knew about Germany / Berlin / German culture before you came to Germany, and what you know now. How do these photos shape your understanding of German culture / German-ness?
- Reflect on the images
- *Write a 3 page (doubled-spaced) paper in which you analyze the selected images based on the cultural topic you have selected.*
- Your paper should include
 - *A brief introduction to the cultural theme you selected and a rationale for why you selected it*
 - *an analysis of this topic as seen in the images. what do the images teach you about your selected topic? How have they shaped your understanding of Germany/ German culture?*
 - *a comparison of this cultural theme/topic to the US (or your home country)*

Project 2: Exploring Berlin

In a group of 3-4 students you will explore a topic of interest to you and prepare a short movie (Imovie or AdobeSpark) and a presentation about it. You may choose from the following topics or come up with your own:

- | | |
|-------------------------|-------------------------|
| 1. Literarisches Berlin | 5. Berliner Musikszene |
| 2. Berlin Geschichte | 6. Kulinarisches Berlin |
| 3. Grünes Berlin | 7. Berliner Menschen |
| 4. Berliner Kunstszene | 8. Sport in Berlin |

9. Berliner Architektur

10. Neues aus Berlin

For your project, you will go to different places in Berlin and explore their relevance to your topic. You can interview people and collect some background information. You should take pictures or film short clips and put together a short movie (similar to a documentary) presenting your topic using the iMovie App or AdobeSpark. You can include images and videoclips. In your spoken presentation in class you will show your movie and present the topic you have explored to your classmates. Please make sure to ask people before interviewing them or video-taping them if that is ok with them. You can tell them it is only for a class presentation and will not be published anywhere. Your video should be 5-7 minutes long and must include: images, spoken words, text. In your in-class presentation you will show your video and discuss what you found most interesting while researching your topic, and you should ask the audience some comprehension questions as well. While you will not submit a script for this, you may ask your instructor for feedback at any time during the course.

c. Essays – 15%

You will write two essays this semester (250-300 words). Do not write a draft in English and translate it into German, but think and write only in German, concentrating on structures and vocabulary you have mastered. **These assignments must be completed without help from a native speaker, translation software, your host families or tutors. You may not cut and paste from a web or site other sources without attribution. Use of a translation program is unacceptable.** You will be graded on content, organization, comprehensibility, grammar, and word choice/range. Detailed essay assignments will be provided on Canvas. For both essays, you will submit two drafts, each are worth 50% of the final grade.

Essay 1: Fremdsprachenlernen / Studiengebühren / Zeitproblem (must primarily be written in subjunctive II)¹

Essay 2: Rezension eines Films/Theaterstücks/Museums/ oder einer anderen Sehenswürdigkeit in/um Berlin, Hamburg, Leipzig oder Dresden

d. Homework & Journal – 30%

ILearn Quia Workbook Online.

Complete the online workbook assignments as they are listed on the syllabus by Midnight the day they are due. Before you use Quia for the first time, you will need to create a new account. Go to <http://books.Quia.com> and click “Students,” then click “Create a new account.” Select a username, a password, and other information. Then click “submit.” To complete the enrollment process, you will need to enter the course code **GPBGC878** and the book key (included inside your book package).

Daily Journal.

For this course, you will be asked to keep a daily journal (Monday through Friday; you may skip two days and do those over the weekend but you may not complete more than one post in a day.) Late submissions or make-up of missed submissions *are not permitted*. You are expected to **alternate between a written and a spoken entry each day** which you will post on an individual blog or in a google drive folder. You will complete 3 written and 2 spoken entries in weeks 1 and 3, and 2 written and 3 spoken entries in weeks 2 and 4. Altogether you will post: 10 written and 10 spoken entries. Journal entries are due before class time each day. *You may miss 2 entries without it affecting your*

¹ See end of syllabus for Essay Details.

grade. You may choose your own format for this daily journal. The recommended domain for your journal is www.tumblr.com due its easy-to-use Ipad app. If you wish to choose a different site consult with your instructor. If you would like to *map* where you have been in Berlin all summer, you can choose to use <https://storymap.knightlab.com/> for your blog, where you can map all the places, add pictures and write your blog posts there.

You are encouraged to follow the blogs of your classmates and to comment on their entries. Extra credit will be given to students who interact with each other through comments on the blogs.

Written entries:

Your written entries must be a minimum of ten sentences in each post (more is encouraged). You will receive prompts for each day. You may include images or quotes. You may not get help with your writing from anyone.

Spoken entries: You must speak freely in your spoken journal entries. Writing down sentences and reading them is not permitted. You can use the Ipad's video recording function and then upload your video to your blog, or you can use the app "Voice Record". You can also use the app "Adobe Spark" (you can add images here but you are not required to; you can also simply record yourself speak on one slide).

Photo Post: Additionally, you will post a photo every day to our classblog. You will have a prompt for this. <https://germanatyalemmer2017.tumblr.com>

Other assignments. Other homework listed on the syllabus must be turned in or be completed at the beginning of class.

No late homework will be accepted.

e. Tests – 20%

There are four tests. These will deal with material covered in the designated *Stationen* chapters as well as other material covered in class. The tests will vary slightly and will test any combination of the four skills (reading, writing, speaking, and listening) as well as vocabulary. Speaking is done outside of class on Canvas.

Preliminary Course Schedule

*the left column tells you what topics will be covered in class, the right column tells you what homework is due TODAY. Syllabus is subject to change. Changes will be announced in class.

WOCHE 1: Köln & Dresden		
TAG	IM KURS	HAUSAUFGABE heute fällig*
Mo, 26. Juni	<ul style="list-style-type: none"> *Syllabus, Erwartungen, Organisatorisches *Köln & Vieoblog * Heinrich Böll * Modalverben *Einblicke: Nationalstolz 	1) Quia: 7.1, 7.2, 7.6
Di, 27. Juni	<p>Kein Kurs! Wir treffen uns 10:15Uhr an „Genslerstr. 66“ – Gedenkstätte Hohenschönhausen</p>	1) Quia: 7.7-7.9, 7.13-7.15
Mi, 28. Juni	<ul style="list-style-type: none"> *Deutsche Parteien & Futur ½ *Wortschatzarbeit *Redemittel zum Diskutieren *Lektüre: Endlich locker sehen 	1) Quia: 7.16-7.18
Do, 29. Juni	<p>TEST 1</p> <ul style="list-style-type: none"> *Dresden & Videoblog *Die Brücke *Dresden Reise Webquest (bring laptop/ipad) 14:45Uhr Wildes Kreuzberg Tour 	1) Quia: 7.20, 7.21 2) DUE: Speaking Task 1
Fr. 30. Juni	<ul style="list-style-type: none"> *Einblicke: Barenboim *Konjunktionen *Redemittel *Wortschatzarbeit 	1) Quia: 8.1, 8.2, 8.5-8.8

WOCHE 2: Dresden & Leipzig		
TAG	IM KURS	HAUSAUFGABE Heute fällig
Mo, 3. Juli	*Lektüre: Das doppelte Lottchen	1) Essay 1 Draft 1 due SUNDAY MIDNIGHT 2) Quia: 8.9, 8.10, 8.13-8.15
Di, 4. Juli	<ul style="list-style-type: none"> *Leipzig & Videoblog *Clara Schumann *Indirekte Rede & Nachrichten 13:45Uhr Unterweltentour 	1) Quia: 8.17, 8.19, 8.20, 5.2, 5.5, 5.6, 5.8
Mi, 5. Juli	<ul style="list-style-type: none"> *Einblicke: Abriss der Gründerzeit *Stadtversammlung: Gruppendiskussion 	1) Quia: 5.9, 5.13-5.16

	*Wortschatzarbeit & Satzarten	
Do, 6. Juli	TEST 2 *Lektüre: Schließt euch an 16:30Uhr Room Escape [Klosterstraße 62, 10179 Berlin]	Presentation Project 1: Students 1 + 2 1) Quia: 5.18, 5.19, 5.21-5.23 2) DUE: Speaking Task 2 3) Essay 1 Final draft due
Fr, 7. Juli	<i>Trip to Leipzig. Bring what you need for the weekend. We'll meet at the train station at 9AM in front of Starbucks.</i>	

WOCHE 3: Hamburg & Die Deutschen im Ausland		
TAG	IM KURS	HAUSAUFGABE Heute fällig
Mo, 10. Juli	* Film: Goodbye Lenin *Diskussion: Film *Hamburg & Videoblog	1) Quia: 4.1, 4.2, 4.6., 4.8
Di, 11. Juli	*Sabine Christiansen *Einblicke: Jung, dynamisch *Plattdeutsch *Wortschatzarbeit *Redemittel 19:30Uhr Chamäleon-Theater	1) Film Worksheet Due 2) Quia: 4.9, 4.10, 4.13-4.16
Mi, 12. Juli	*Konjunktiv 2 der Vergangenheit *Ein Tag im Hamburg & Konjunktiv 2 *Hamburg als Tor zur Welt: Deutsche Auswanderer	1) Essay 2 First draft due 2) Quia: 4.17-4.19, 4.23 Presentation Project 1: Students 3 + 4
Do, 13. Juli	TEST 3 *Lektüre: Tschick *Die Deutschen im Ausland *Bertolt Brecht *Brecht Gedichte	1) Quia: 12.1, 12.2, 12.5-12.7 Presentation Project 1: Students 5 + 6 2) DUE: Speaking Task 3
Fr, 15. Juli	<i>No class – trip to Hamburg. Meet at train station at 8:45AM in front of Starbucks</i>	

WOCHE 4: Die Deutschen im Ausland & Modernes Deutschland		
TAG	IM KURS	HAUSAUFGABE Heute fällig
Mo, 17. Juli	*Einblicke: Jeder sechste Amerikaner.. *Präpositionen & Mein schönster Urlaub	Presentation Project 1: Students 7 + 8

	*Redemittel & Wortschatzarbeit 16:45Uhr Reichstagsführung	
Di, 18. Juli	<i>No Class, Visit to</i> Gedenkstätte Sachsenhausen <u>Treffpunkt: 9:25 Uhr</u> Hauptbahnhof, Gleis 6 unten	1) Quia: 12.8, 12.9, 12.13, 12.14 2) Essay 2 Final draft due <i>Presentation Project 1: Students 9 + 10</i>
Mi, 19. Juli	*Da/Wo Komposita *Verben mit Präpositionen *Lektüre: New Yorker Woche *Modernes Deutschland	1) Quia: 12.10, 12.15, 12.16 <i>Presentation Project 1: Student 11+12</i>
Do, 20. Juli	*Ein Berlin – viele Kulturen *Migration in Deutschland und den USA *Rückblick auf Kulturprojekte von 130 Abschlusssessen mit Gastfamilien	1) Quia: 12.18-12.20 <i>Presentation Project 1: Student 13+14+15</i>
Fri, 21. Juli	TEST 4 Projektvorstellungen: Projekt 2	DUE: Dialang (send screenshots of all results to instructor) http://dialangweb.lancaster.ac.uk/dr Due: Observation Report/Cultural Analysis Due: Speaking Task (Canvas) Due: GCAA
Sa, 23. Juli	<i>Students leave host families - end of program</i>	

Syllabus is subject to change. Changes will be announced in class.

Essay 1:

Write a **250-300** word essay **on one of the options below:**

- **Topic 1: Fremdsprachenlernen**
 - Sollten Kinder in den USA schon in der Grundschule Sprachen lernen und was wären die Vor- und Nachteile? Wie sollte Fremdsprachenunterricht in den USA verändert werden und warum?
- **Topic 2: Studiengebühren**
 - Sollte das amerikanische Universitätssystem dem kostenlosen deutschen System angepasst werden und warum (nicht)? Wie sollte das amerikanische Universitätssystem verändert/verbessert werden und warum?
- **Topic 3: Ein großes Problem unserer Zeit**
 - Was ist (deiner Meinung nach) das größte Problem in Amerika (und/oder Deutschland) heute, und wie sollte/könnte dieses Problem gelöst werden?
- **Topic 4: Dein Sommer**
 - Was hättest du diesen Sommer gemacht, wenn du nicht am Berlin Programm teilgenommen hättest? [must be written in subjunctive II in the past]

Essay 2

Write a **250-300** word essay in which you review any of the following:

- A German movie you have seen at the movie theatre
- A German play, opera, musical performance, concert... you have seen in Germany
- A museum or other landmark you visited
- A restaurant at which you ate in Germany

The audience of your review are future students who will participate in the Berlin study abroad program. Your review should provide them with enough information to decide whether they want to also attend this show/see this museum/eat at this restaurant when they are in Berlin. Your review can be informal, but should contain complex structures that demonstrate your ability to express complex thoughts. Subordination, coordination, subjunctive, and passive should be part of your review. Your review should also include the following information:

- Why did you attend this movie/performance... why did you choose to visit this restaurant/museum?
- What was it about / what was the content?
- How was the atmosphere?
- Who else was there (who was the audience?)
- What did you like and dislike about it?
- Would you recommend it to future study abroad participants? Why/Why not?
- How was your experience at this event? What did it teach you about German culture, and/or language, and/or German people?

You will submit the assignment to your instructor as a word doc. It would be nice if you could include some pictures that you took yourself! Students going on the Berlin study abroad next year will read your review to get some ideas of what they could do when they are in Berlin.