German 140 Summer 2018 Syllabus: Berlin

Instructor
Dr. Marion Gehlker
Teaching Fellow/Grader:
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Email
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Meeting Times & Place
June 25th – July 20th
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

With access to ILEARN (Quia) (password printed on a card included with textbook) / $93 for Ebook & Iearn 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.
<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>a. Attendance/Preparation/Participation</td>
<td>10%</td>
</tr>
<tr>
<td>b. Projects (2)</td>
<td>25%</td>
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<tr>
<td>c. Essays (2 @ 7.5%)</td>
<td>15%</td>
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<tr>
<td>d. Homework + Daily Journal</td>
<td>30%</td>
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<tr>
<td>e. Tests (4)</td>
<td>20%</td>
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<td>TOTAL</td>
<td>100%</td>
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**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: Project 1 will be an individual project, Project 2 will be a group project.

**Project 1: Ethnographic Study or Cultural Exploration**

**Option 1: Ethnographic Study on a topic of your choice**

*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: Berliner Geschicthe / 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
2. Berlin Geschichte
3. Grünes Berlin
4. Berliner Kunstszenze
5. Berliner Musikszene
6. Kulinarisches Berlin
7. Berliner Menschen
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 video clips. 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)

Essay 2: Rezension eines Films/Theaterstücks/Museums/ oder einer anderen Sehenswürdigkeit in/um Berlin, 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](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 ABGBGD388 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

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1 See end of syllabus for Essay Details.
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.

<table>
<thead>
<tr>
<th>WOCHE 1: Berlin (Kap 1) &amp; Leipzig (Kap 5)</th>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE heute fällig*</th>
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<tbody>
<tr>
<td></td>
<td>Mo, 25. Juni</td>
<td>*Syllabus, Vorstellung, Erwartungen</td>
<td>1) Quia: 1.1, 1.2, 1.5, 1.6, 1.7</td>
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<td>*Stellen Sie Ihre Gastfamilie und Ihren Kiez vor (mündlich)</td>
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<td>*Berlin &amp; Videoblog</td>
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<td>*Marlene Dietrich</td>
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<td><em>„Koffer in Berlin“</em>+ Sehenswürdigkeiten</td>
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<td>*Nachrichten &amp; Wortarten</td>
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<td>*Einblicke: Party um 12 Uhr mittags</td>
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<td>*Wiederholung Deklination &amp; Sehenswertes in Berlin</td>
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<td>*Wortschatzarbeit</td>
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<td><strong>15:45:</strong> Spreefahrt</td>
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<td>Di, 26. Juni</td>
<td>*Wiederholung Konjugation</td>
<td>1) Quia: 1.9, 1.11., 1.15, 1.16, 1.17, 1.18, 1.21, 1.23</td>
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<td>*Lektüre &amp; WS</td>
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<td>*Projekt Berlin Geschichte (bringen Sie Ihre Laptops)</td>
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<td>*Geschichte der Currywurst &amp; Redemittel</td>
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<td>Mi, 27. Juni</td>
<td>*Leipzig &amp; Videoblog</td>
<td>1) Quiz: 5.2, 5.5, 5.6, 5.8, 5.9, 5.13-5.16,</td>
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<td>*Clara Schumann</td>
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<td>*Indirekte Rede &amp; Nachrichten</td>
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<td>*Lektüre: Schließt euch an</td>
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<td>Do, 28. Juni</td>
<td>TEST 1 (Berlin+Leipzig)</td>
<td>1) Quia: 5.18, 5.19, 5.21-5.23</td>
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<td>*Satzarten &amp; Dr. Faust</td>
<td>2) Speaking Task 1</td>
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<td>*Einblicke: Abriss der Gründerzeit</td>
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<td>*Stadtversammlung: Gruppendiskussion</td>
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<td>*Ostalgie</td>
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<td><strong>14:40 Uhr Wildes Kreuzberg Tour:</strong></td>
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<td>Fr. 29. Juni</td>
<td>**Kein Kurs: Fahrt nach Leipzig. Wir treffen uns um 8:15 Uhr am Hauptbahnhof vor Starbucks. Der Zug fährt um 8:30 am ab.</td>
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### WOCHE 2: Dresden (Kap 8) & Köln (Kap 7)

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<th>TAG</th>
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<th>HAUSAUFGABE Heute fällig</th>
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| Mo, 2. Juli | *Dresden* & Videoblog  
*Die Brücke  
*Konjunktionen (koordinierende, zweiteilige, subordinierende)  
*Einblicke: Barenboim  
*Wortschatzarbeit* | 1) Essay 1 Draft 1 due SUNDAY MIDNIGHT  
2) Quia: 8.1, 8.2, 8.5-8.10 |
| Di, 3. Juli | *Redemittel  
*Lektüre: Kästner  
*Dresden Reise Webquest (bring laptop/ipad)* | 1) Quia: 8.13-8.15, 8.17, 8.19, 8.20 |
| Mi, 5. Juli | *Köln: Heinrich Böll  
*Modalverben  
*Einblicke: Nationalstolz  
*Lektüre  
*Wortschatz & Redemittel* | 1) Quia: 7.1, 7.2, 7.6-9, 7.13-15, 7.20, 7.21 |
| Do, 5. Juli | TEST 2  
*Futur I & II  
*Videoblog  
*Lektüre: Das doppelte Lottchen* | 1) Quia:  
2) Speaking Task 2  
3) Essay 1 Final draft due |
| Fr, 6. Juli/ Sa, 7. Juli | **Kein Kurs: Fahrt nach Dresden**  
9 Uhr Hbf | |

*Treffen mit SRH-Studenten*
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<tr>
<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFGABE Heute fällig</th>
</tr>
</thead>
</table>
| Mo, 9. Juli | *Film: Goodbye Lenin  
*Diskussion: Film  
*Hamburg & Videoblog  
*Museumspass (3 Tage) | 1) Quia: 4.1, 4.2, 4.6., 4.8  
2) Präsentation Projekt 1: Student 1,2,3                                                                                                                                                               |
| Di, 10. Juli  | *Sabine Christiansen  
*Einblicke: Jung, dynamisch  
*Plattdeutsch  
*Wortschatzarbeit & Redemittel  
*Konjunktiv II bei Modalverben | 1) Film Worksheet  
2) Quia: 4.9, 4.10, 4.13-4.16  
3) Präsentation Projekt 1: Student 4,5,6                                                                                                                                                                      |
| Mi, 11. Juli  | *Konjunktiv II der Vergangenheit  
*Ein Tag im Hamburg  
*Hamburg als Tor zur Welt: Deutsche Auswanderer | 1) Quia: 4.17-4.19, 4.23  
2) Präsentation Projekt 1: Student 7,8,9                                                                                                                                                                  |
| Do, 12. Juli  | TEST 3  
*Lektüre: Tschick | 1) Speaking Task 3  
2) Essay 2 First draft                                                                                                                                                                                     |
| Fr, 13. Juli  | Kein Kurs:  
8:30 Uhr Besuch des Bundestages |                                                                                                                                                                                                                     |
| Sa, 13. Juli  | Fahrt nach Hamburg: 8:15am Hbf |                                                                                                                                                                                                                     |
### WOCHE 4: Die Deutschen im Ausland & Modernes Deutschland

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<th>TAG</th>
<th>IM KURS</th>
<th>HAUSAUFgabe Heute fällig</th>
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</table>
| Mo, 16. Juli | Kein Kurs! **12:30 Uhr Besuch des ehemaligen Stasi-Gefängnisses Hohenschönhausen** | 1) Essay 2 Final draft  
2) Quia: 12.1, 12.2, 12.5-12.7 |
| Di, 17. Juli  | **Die Deutschen im Ausland**  
*Deutsche Touristen*  
*Einblicke: Jeder sechste Amerikaner*  
*Präpositionen & Mein schönster Urlaub*  
**19:30 Uhr Chamäleon-Theater** | 1) Quia: 12.8, 12.9, 12.13, 12.14  
2) Präsentation Projekt 1: Students 10,11,12 |
| Mi, 18. Juli | *Präpositionen & Da/Wo Komposita*  
*Verben mit Präpositionen*  
*Wortschatz & Redemittel*  
*Brecht Gedichte *Redemittel & Wortschatzarbeit* | 1) Quia: 12.10, 12.15, 12.16  
Präsentation Projekt 1: Student 13,14,15 |
| Do, 19. Juli  | *Ein Berlin – viele Kulturen*  
*Migration in Deutschland und den USA*  
*Rückblick auf Kulturprojekte von 130*  
**18:30 Uhr Abschluss mit Gastfamilien** | 1) Quia: 12.18-12.20  
Präsentation Projekt 1: Student 16,17,18 |
| Fr, 20. Juli  | TEST 4  
Projektvorstellungen: Projekt 2 | 1. Dialang: [http://dialangweb.lancaster.ac.uk/](http://dialangweb.lancaster.ac.uk/)  
(please take for all skills in German: listening, writing, reading, structures, vocabulary; gather screen shots of all tests in one Word document & send to instructor)  
2. Observation Report/Cultural Analysis  
3. GCAA  
4. Speaking assessment at the following links:  
[http://clear.msu.edu/mashups/29980](http://clear.msu.edu/mashups/29980)  
[http://clear.msu.edu/mashups/29979](http://clear.msu.edu/mashups/29979)  
5. Speaking Task (Canvas) |
| Sa, 23. Juli  | Studenten verlassen die Gastfamilien – Ende des Programs | |

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

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 and grader 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.