THE UNIVERSITY OF BRITISH COLUMBIA
Department of Central, Eastern, and Northern European Studies

Syllabus for German 410
Advanced German II

Acknowledgement

We are uninvited guests on this beautiful land. UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the xʷməθkʷəy̓əm people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We understand that we would not be able to learn and work on this land if it weren't for the history of genocide and the ongoing colonization of Indigenous peoples in Canada.

Important Notes

This course deals with topics that are (potentially) upsetting and may evoke strong emotional reactions. If you need help coping with these feelings please contact student counselling services here https://students.ubc.ca/health/counselling-services or via phone at 604 822 3811. I can support you in gaining access to these services, if you prefer.

Some of the readings include derogatory language. Please note that such language can be _mentioned_ (not _used_) for the purpose of discussing the readings. In this course, the _use_ of derogatory language is not acceptable.

Course Information

Course Title	Course Code Number	Credit Value
Advanced German II	GERM 410/001	3 Credits

Prerequisites

German 400 or equivalent proficiency in German

German 410 is intended for students who have successfully completed German 400, or who have an equivalent level of proficiency in German. Students, who have no formal accreditation, are required to take a computerized assessment of their proficiency. Please send an email to Dr. Angelika Struch at angelika@mail.ubc.ca for information on how to complete the online assessment.

Contacts

Course Instructor	Contact Details	Office	Office Hours
Dr. Caroline Rieger (Pronouns: she, her; sie, ihr)	caroline.rieger@ubc.ca	Virtual when teaching online, otherwise Buchanan Tower 923	Please contact me via e-mail to request a Zoom meeting; in person office hours will resume when in person teaching resumes Wednesdays 14:00 -14:45 PM and by appointment

Please note that the instructor usually answer e-mails once a day, typically before ten a.m., and on weekdays only. Comprehension questions will be answered in class, (before or after class if time allows), in the office, or in the virtual "office" (via Zoom), <u>not</u> via e-mail. Thank you for understanding.

Meeting Times and Place		
410/001	Monday, Wednesday 15:00 – 16:30	on Zoom (first two weeks) Buchanan Tower 997

Course Structure and Learning Activities

This course is taught in German and emphasizes the responsibility of students for their own learning. At its core are active learning activities, such as pair, small group and whole class discussions, as well as individual, pair, and small group interactive learning activities, this will occasionally include translations. Lecturing is kept to a minimum and will mostly entail explanations on structural aspects of the German language (grammar). Homework assignments will include weekly readings and weekly writings, including reflections on your learning progress.

Learning another language is the development of a skill, not the acquisition of a body of knowledge. It can be compared with learning to play a musical instrument in an orchestra. You begin with the very basics and through study and practice you advance to ever more complex music. The key expression is meaningful practice, especially in tune with other orchestra members, or learning by working collaboratively with others, and therefore this course is designed to allow you to take an active part in each class, to hear, respond to, read, and speak a lot of German. In class, we frequently engage in pair and group work as this maximizes your opportunities to practice your language skills.

The quality of the education you receive as well as your ultimate performance in this course will depend on the amount and quality of your own effort (including the frequency and quality of your work outside of the classroom). The class will complement, but not replace your independent reading, practicing and studying.

Learning Outcomes

With regular attendance, preparation, active participation, and completion of every assignment, you will increase your vocabulary and improve your reading and writing skills as well as listening skills and your fluency. In particular you will be able to:
1. understand and critically reflect the main ideas and details of a large variety of complex texts in German on both concrete and abstract topics;
2. critically discuss and assess current topics that are of relevance to people in German-speaking regions as well as around the world;
3. interact with a high degree of fluency and spontaneity with your peers and other speakers of German about current topics and your area of expertise;
4. write clearly on a wide range of subjects, including current, controversial, cultural, inter- and transcultural issues;

5. critically reflect on and articulate your progress as an advanced learner of German.

Learning Materials

All materials will be available online.
Students who wish to purchase a grammar book can ask for recommendations.

Assessments of Learning: Overview and Details

Active participation   20%
Weekly mini summaries   25%
Language Learning Journal (incl. small projects)   45%
Presentation   10%

Active participation (20%) addresses LO 1, 2, 3, 4

Regular and punctual attendance (with your learning materials, notes and questions), preparation and active participation are expected. Active participation includes initiative taking, willingness to communicate, volunteering answers, asking questions, contributing to pair and group work, and being supportive of others. Students are graded on a five-point scale as outlined in the following table.

Mark	Category	Participation Criteria
5	Outstanding	Continually encouraging and supportive of others. Continuously engaged in classroom activities. Active leadership role in class. Volunteers information and facilitates the learning of others. Punctual and complete attendance. Excellent attitude and effort.
4	Very Good	Demonstrates leadership and active support with peers. Consistent and punctual attendance. Positive attitude and high level of effort.
3	Adequate	Works well with others, willing to contribute toward class discussion. Occasionally late and/or absent. Satisfactory effort and attitude.
2	Minimal	Only occasional contribution given during class. Frequently late and/or absent. Motivation and initiative low. Minimal effort.
0-1	Poor	Little to no contribution during class. Poor punctuality and attendance record. Attitude, participation and effort do not meet acceptable standard.

Regular mini summaries (see schedule) (25%) addresses LO 1, 2, 4

Having completed the reading for the following week or the viewing of the assigned video clip or movie, you write a very short text of three to five connected sentences communicating the ca. three main ideas of the reading/viewing. This assignment promotes a deep, interactive engagement with the read or viewed content, it increases your comprehension, your ability to identify principle ideas within a German discourse, and your writing skills. Mini summaries are due each week on Friday or Saturday afternoon, no later than 6 pm (see schedule).

For punctual submission of your mini summary you will receive 0.5 mark out of five; you will receive up to 1.5/5 for relevant content; and up to 2/5 for language use (1 mark for comprehensibility and 1 mark for accuracy) and up to 0.5/5 for coherence and cohesion.

Language Learning Journal and small projects (45%) addresses LO 1, 2, 4, 5
The grading will be distributed as follows:

25% average of in term entries

  8% final reflective entry

12% for the final version of the journal

The objective of the Language Learning Journal is to improve your German writing skills and active vocabulary. Furthermore, it will give you the opportunity to critically reflect on your personal language acquisition process, your development of cultural awareness, and to develop your thoughts and opinions about your experiences with the German language. Start out by thinking about and verbalizing your own learning goals. This will consist of the **first entry** in your journal that is due no later than January 14, 2021 and be about 250 words in length. Briefly describe your current German language abilities and define what your specific learning goals are, what you would like to be able to do in April when this class ends. It is important for your learning progress that these personal learning goals not be vague, i.e. not increase vocabulary, but increase vocabulary in a certain topic area such as outdoor activities, biology, film and theatre etc.; not increase comprehension, but follow the German news, understand podcasts on music, on societal matters, on racism etc. If accuracy and German structures are important to you, mention which ones in particular you want to master, for example passive voice, indirect speech, accurate usage of tenses, word order in longer, complex sentences etc.
For all your other entries — the second one will refer to week 2, 3, and 4; the third to week 5, 6, and 7 and so on — you will write about your German language acquisition and learning during those weeks in and out of the classroom. When you focus on your language acquisition, you are encouraged to 1) briefly describe the experience and the interaction, 2) record any specific words or phrases or grammar needed, especially if it is still (fairly) new to you, 3) record any new words or phrases (heard and read) in a vocabulary section of your journal, 4) identify gaps in your language, look up words or phrases that would have facilitated communication or comprehension and record them in your vocabulary section of your journal, 5) explain whether the communication/ project was successful (i.e., "Did you achieve what you set out to?") and whether there was any new cultural learning involved, and 6) set/adjust personal learning goals (i.e., identify and tackle common errors, set targets for speaking more often and in more varied places, strive to activate new vocabulary (even using Quizlet), use more complex sentences, ask more questions, etc.). Please note that your vocabulary list will not be submitted to your instructor on a regular basis, only at the end of the

term when you submit the entire journal (see below) you will also submit your vocabulary list.

This assignment will provide feedback about your learning progress to the instructor and aids in designing customized tasks. In addition to writing about the learning as it relates to assignments directly related to GERM 410, you have to include thoughts and details on two personal small German projects per every 21 days. Examples of such projects are: reading a German short story, reading a longer German news or science/ scholarly report, watching a German movie, having a long conversation in German with someone who is not a classmate, participating in a German online chat, learning a German song, going to a German play, etc. What matters is that you do a variety of activities that are not directly linked to any German class that you take, but will support you in reaching your personal learning goals. You will write at least one 300-word entry every week and hand in the language learning journal every three weeks electronically as a **pdf file** every third Friday, no later than 6 pm; **triple-spaced** (see schedule). By writing frequently, you will develop more fluency in your German writing skills. Your journal will be graded on the breadth and depth of your reflections, accuracy, complexity, overall comprehensibility, as well as completeness of the assignments. It will be returned to you with problem areas marked, but not corrected. You are encouraged to correct your entries for the final submission of the entire journal (see below).

At the end of the term, you will write one final ca. 1000-word entry reflecting on the process of keeping a journal, including the creation of and reflection on at least eight small projects, and how all of it has supported your own learning goals. A pdf copy of the entire journal is due April 20, 2022 no later than 11 pm.

In accordance with the University regulations on cheating and plagiarism, students must write and correct all journal entries independently; that is, without the help of another person. Of course students are encouraged to collaborate and interact with peers (and other German-using individuals in their circle) and are encouraged to include reflections on collaborative activities in their journal entries.

Grading criteria for your journal entries are posted on Canvas.

Presentation (10%) addresses LO 1, 2, 3
On our second last day of classes, April 4, 2022, you will give a presentation (ca. 15 minutes in length, including q&a) on any topic that is relevant to your own studies (major) or your future profession.

You will demonstrate that you are able to present/speak freely and answer your peers' and your instructor's questions about your chosen topic in German.

Your presentation will be graded for content (relevance, evidence-based knowledge) 2/5; German language usage 1/5; structure and organization 1/5; presentation style 1/5.

General Evaluation Criteria

The assignments, should demonstrate your understanding of the course materials through synthesis and application. The grading criteria are consistent with the criteria established by the Faculty of Arts.

90-100% = A+   76-79% = B+   64-67% = C+   50-54% = D
85-89% = A   72-75% = B   60-63% = C   00-49% = F
80-84% = A-   68-71% = B-   55-59% = C-

> What follows is the provisional, incomplete course schedule. Readings should be completed **no later than** the date indicated on the course schedule. Any changes to this schedule will be announced on Canvas.

Schedule of Topics

Date, Topic	Reading	Assignment due
		Please submit all assignments via email
JAN 10: Willkommen und Einführung	Kursbeschreibung	
JAN 12: Klimawandel	Statt lesen, dieses Video anschauen: https://www.youtube.com/watch?v=oJ1zm65u-ck	
JAN 14		Journal 1: Meine Lernziele before 6 PM

50-Minuten Video: Klimawandel - Was die Wissenschaft wirklich weiß (...und was nicht) . WDR Doku 2021. https://www.youtube.com/watch?v=oJ1zm65u-ck

Date, Topic	Reading	Assignment due
JAN 15: Klimawandel	Statt lesen, dieses Video anschauen: https://www.youtube.com/watch?v=bCvUwnIdqBI	Mini Summary before 6 PM
JAN 17: Klimawandel		
JAN 19: Klimawandel		

50-Minuten Video: Klimawandel - Was wir tatsächlich tun können. WDR Doku 2021. https://www.youtube.com/watch?v=bCvUwnIdqBI

Date, Topic	Reading	Assignment due
JAN 22: Klimawandel	https://www.fluter.de/weber	Mini Summary before 6 PM

Date, Topic	Reading	Assignment due
JAN 24: Klimawandel	In class Video: Klimawandel: Das ist jetzt zu tun!	
JAN 26: Klimawandel, Ökologie der Gegenseitigkeit		
JAN 29		Journal 2: 10. bis 28. Januar (before 6 PM)

Geyer, Oliver (2020). „Wir brauchen eine neue ökologische Lebenskunst". *Fluter.* https://www.fluter.de/weber

Date, Topic	Reading	Assignment due
JAN 31: Klimawandel, Ökologie der Gegenseitigkeit		
FEB 1: Thema	Erstspracherwerb Seite 1-4	Mini Summary on the chapter *Der Behaviorismus* before 6 PM
FEB 2: Erstspracherwerb		
FEB 7: Erstspracherwerb		
FEB 9: Erstspracherwerb		

Rieger, Caroline (2011). Erstspracherwerb: Die wichtigsten Theorien des Erstsprach-erwerbs. *Manuskript*.

Date, Topic	Reading	Assignment due
FEB 12: Erstspracherwerb	Erstspracherwerb:Interaktionismus Seite 13-16 (oben)	Mini Summary before 6 PM
FEB 14: Erstspracherwerb ma		
FEB 16: Erstspracherwerb		
FEB 19		Journal 3: 31. Januar bis 19. Februar before 6 PM

Rieger, Caroline (2011). Erstspracherwerb: Die wichtigsten Theorien des Erstsprach-erwerbs. *Manuskript*.

Date, Topic	Reading	Assignment due
FEB 21-25	READING BREAK	
FEB 26: Bäume	Freundschaften & Die Sprache der Bäume	Mini Summary before 6 PM
FEB 28: Bäume		
MAR 2: Bäume		

Peter Wohlleben. Freundschaften & Die Sprache der Bäume, in: Das geheime Leben der Bäume, Seite 7-13; 14-20.

Date, Topic	Reading	Assignment due
MAR 5: Gender	Tba	Mini Summary before 6 PM
MAR 7: Gender		
MAR 9: Gender		

Date, Topic	Reading	Assignment due
MAR 12: Gender	_Tba	Mini Summary before 6 PM
MAR 14: Gender		
MAR 16: Gender		
MAR 18		Journal 4: 28. Februar bis 18. März before 6 PM

Date, Topic	Reading	Assignment due
MAR 19: Literatur (Geschichten über Berlin)	_Wladimir Kaminski. Ich bin kein Berliner. Seite 9-16.	Mini Summary before 6 PM
MAR 21: Literatur (Geschichten über Berlin)		
MAR 23: Literatur (Geschichten über Berlin)		

Wladimir Kaminski. Ich bin kein Berliner. Goldmann Verlag.

Date, Topic	Reading	Assignment due
MAR 26: Literatur (Holocaust)	Ruth Klüger. weiter leben. Seite 9-14	Mini Summary before 6 PM
MAR 28: Literatur (Holocaust)		
MAR 30: Literatur (Holocaust)		

Ruth Klüger. Auszug aus: Erster Teil. Wien, in *weiter leben: Eine Jugend*, Seite 9-14.

Date, Topic	Reading	Assignment due
APR 2		Vorträge vorbereiten
APR 4: Vorträge		
APR 6: Tba		
APR 9		Journal 5: 21. März bis 8. April before 6 PM
APR 20		Journal: letzter Eintrag & gesamtes Journal einreichen

University Policies

During this pandemic, teaching and studying at UBC has new, often unpredictable challenges, for instance this term we start out in virtual learning spaces and plan to go back to on campus learning on January 24, 2022. Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order on Face Coverings (COVID-19). Such requests must be made through the Center for Accessibility (Vancouver campus).

After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, these students are welcome in the class.

Mask wearing protects you as well as others in your environment. Let's do everything we can as a community to stop the spread of this virus.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise, hence there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website: https://senate.ubc.ca/policies-resources-support-student-success and the UBC Academic Calendar: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0, 0,0 or here: http://learningcommons. ubc.ca/resource-guides/avoid-plagiarism/

Other Course Policies
Names and Pronouns
UBC provides us with a class roster that lists your given name and your "preferred" name. I will default to using your preferred name as listed on this roster, but please don't hesitate to let me know at any time (in person or by e-mail) if you would prefer me to use anything else (or if I am inadvertently mispronouncing your name). You can update your preferred name by logging onto the Student Services Centre (SSC) and choosing the "Personal Info" tab. Unfortunately, there is currently no way to register your pronouns in a similar way. I will attempt to be relatively neutral with gendered pronouns, unless you have explicitly told me which pronouns you prefer. Please don't hesitate to let me know at any time (in person or by e-mail) if you have preferences about your pronouns that you'd like me to follow (including e.g. whether you'd like me to be explicit about correcting mis-gendering in class if it happens).

Academic conduct

Paramount in this course is the respect and dignity of all people involved and all people involved are responsible for the co-creation of a learning space where everyone's input can be respectfully heard.

It is the students' responsibility to know the University policies on plagiarism and academic misconduct. Please review UBC's policies on cheating, plagiarism, and other forms of academic dishonesty and misconduct (here: https://senate.ubc.ca/policies-resources-support-student-success or here: http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/). In this seminar, as per University regulations, students must write, correct and/or revise all their assignments independently (unless the assignment or a part thereof was meant to be a pair or small group activity); that is, with no assistance of any kind from another person. The use of electronic aids and devices is prohibited unless the instructor has granted permission; students are encouraged to consult scholarly publications (scholarly articles, books, book chapters), but must acknowledge all sources and clearly mark all quotations and ideas as such. Cheating, plagiarism and other forms of academic misconduct are serious offenses. They are subject to disciplinary action and will not be tolerated. All cases of academic misconduct will be forwarded to the Dean's Office.

Students might additionally consult the Purdue Writing Lab for general information on plagiarism, information on safe practices to avoid plagiarism and more: https: // owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

Attendance
Regular attendance is an academic regulation of the Faculty of Arts. I will take note of absences. If you are unavoidably absent from scheduled classes you should report the reason for your absence (including technical issues) to me upon your return to class or via e-mail as soon as you have access to or feel well enough to access e-mail. You may be granted concession for your absence(s).

in-term concession: You must contact me via e-mail as soon as you are aware that you may need an in-term concession. I will adjudicate the request. Please include a Student Self-Declaration form, found on the Arts Advising website. If you require a second concession, you must make your request to your Faculty Advising Office. Please review your Faculty Advising Office's website for concession criteria as well as process to follow. A student without concession, whose attendance falls below 75 percent of the scheduled instructional hours, will automatically fail this course.

This course emphasizes active learning engagement and the responsibility of students for their own learning. Students have multiple opportunities to contribute to in-class learning activities and to class discussion. They are expected to arrive on time and required to refrain from using any devices unrelated to learning activities.

Assignments

Students are expected to read assigned materials in advance and be prepared to discuss issues in a thoughtful and respectful way. Assignments are due on the day originally announced. 2% of the assigned grade will be deducted for every late day. In special, documented circumstances, assignments may be submitted after the initial due date, subject to explicit arrangements with the instructor. A valid note from Arts Advising might be required. During the term all assignment will be handed in electronically. Please ensure that all e-files are virus and worm free. Thank you. Students should name their assignments 'G410 date student first name' (example: G410 Jan18 Kim).

Group assignments or activities are to be prepared by all members of the group.

All assignments (Pdf format please) that students hand in need to be typed (TNR or Arial 11 or 12 pt), triple-spaced, titled and have the student's name as well as page numbers included on every page in the header or footer section. Cover pages are not necessary. For other details, please follow the APA guidelines (7th Edition). You can consult this site https://owl.purdue.edu/owl/research_and_citation/apa_style/ Students who prefer to work with another style guide, such as Chicago or MLA, may do so. Consistent use is key.

Early Alert

The instructor will do her best to reach out and offer support if she is concerned about students' academic performance or well-being. She will identify her concerns using Early Alert, a program that allows academic, financial, or mental health concerns to be identified sooner and responded to in a coordinated way and respectful manner. This provides students with the earliest possible connection to resources like academic advising, financial advising, counseling or other resources and support to help students get back on track. The information is treated confidentially and is meant to help students not hurt them. For more information, please visit earlyalert.ubc.ca.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using CANVAS. CANVAS, like many

analytics tools, captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, postings on CANVAS etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record our classes. Under special circumstances a student may ask in writing to record classes. The student needs to wait for the Course Instructor's written consent to record our classes.