



## Department of Central, Eastern and Northern European Studies

*Velkommen to the Scandinavian Program!*

### DANI 210: Intermediate Danish II

#### Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land upon which it is situated has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

UBCs Point Grey Campus er placeret på Musqueam-folkets (xwməθkwəyəm) nedarvede, traditionsrige og ikke retsmæssigt afståede territorie. Området, hvorpå det er placeret, har altid fungeret som et rum for læring for Musqueam-folket, som i årtusinder har videregivet deres historie, kultur og traditioner fra én generation til den næste på dette sted.

#### COURSE INFORMATION

**Title:** Intermediate Danish II **Code:** DANI 210 **Section:** 001 **Credit Value:** 3

**Meeting Times:** Mondays, Wednesdays & Fridays from 2:00 - 3:00 pm (PT)

**UBC Schedule:** <http://www.calendar.ubc.ca/vancouver/index.cfm?page=deadlines>

**Meeting Locations:** Buchanan B318

#### CONTACTS

**Instructor:** Ann-Kathrine Havemose

**Contact:** Make sure to check Announcements on Canvas regularly. This will be our main tool to communicate but you can also email me at [annkathrine.havemose@mail.ubc.ca](mailto:annkathrine.havemose@mail.ubc.ca) (disclaimer: I will not be answering mails on weekends)

**Office hours:** Mondays 1-1:30 and Wednesday 3-3:30 in Buchanan Tower 905

**Fika** (the Swedish word for having coffee/tea together):

Drop-in 4-5 pm **on Wednesdays** in Cenes Lounge (Room 910), 9<sup>th</sup> floor,  
Buchanan Tower from January 18<sup>th</sup>

<https://cenes.ubc.ca/events/event/fika/>

## PREREQUISITES

DANI 200 or **MUST** have approval from instructor. Also note that you can't take this course if you have already taken it, or the equivalent, before.

Students with native or near-native proficiency in either Swedish or Norwegian are welcome to join the intermediate courses (DANI 200-210).

## DISCLAIMER

The material in this course includes content that might be offensive and upsetting to some readers, such as strong language, reference to and consumption of alcohol and drugs, violence, graphic and sexual imagery. Some also deal with sensitive issues, such as suicide, death, racism, and sexual abuse.

## COURSE STRUCTURE AND ACTIVITIES

The aim of this course is to **introduce the students to the Danish language on an elementary level** through reading, listening, writing, and speaking exercises done in class, individually and/or with a conversation partner. The students will also become acquainted with some aspects of the Danish culture through different media such as music, film and text.

Classes in Danish 210 are activity-based and learning success will depend on student participation in those activities. Students will be expected to attend class regularly, come prepared, and participate actively in all class activities. Most instruction will integrate a combination of lecture, question and answer sessions, whole-class participation, small group activities, partner work or individual work.

Learning a foreign language highly depends on the student's own engagement with the material in, but mostly outside of the classroom.

## HOW TO DO WELL IN THIS COURSE

- Familiarize yourself with the course via the syllabus and Canvas
- Participate as much as you can: learning a language is more fun (and easier) when you have people to learn it with – remember, you are part of a learning community.
- Keep your work up to date (homework and group work, grammar reviewing, listening and speaking practices etc.)

- Communicate with and support your classmates.
- Contact me if you have questions through class discussion board on Canvas or via email if there is anything affecting your learning or performance.
- Join me and the other SCAN/DANI/SWED students for our casual *fika* on Wednesdays between 4-5 pm

## LEARNING OBJECTIVES

Upon completion of this course, you will be able to

- acquire a bit beyond basic insights into Danish language and culture;
- understand spoken and written Danish at beginner's level;
- pronounce a fair variety of hard-to-pronounce sounds and words
- use greetings and small talk phrases in everyday, basic situations;
- share information about yourself, and ask and answer simple questions;
- read and write simple texts;
- interact with others orally (in Danish) in class

You will learn about some key aspects in Danish culture that will expose you to modes of thought and expression outside your own language and culture. Expanding your knowledge about a foreign language and culture, like Danish, will help you to understand your own language and culture better, as well as expand your view and understanding of the interrelation of language and thought.

## LEARNING MATERIALS

This syllabus is an outline for the course and the topics we will cover during the semester. Note that the syllabus is subject to change and will likely change depending on the students' advancement in class. What you need to prepare/read for each class will be found in the individual class tab on canvas as well as specific links for praxis online.

### Required Texts:

Slotorub, Fanny og Moreira, Neel Jersild (2014). *Puls 2*, Alfabet

**(It is not available as a physical book to you, but buy it as an e-book through the publisher Links to an external site.)**

## TECHNICAL REQUIREMENTS

For Canvas and online part of this course, you will need a computer or tablet with a microphone that has the capacity to view and/or download documents from Microsoft Word (including PPT), video and audio capacity, a keyboard, and headphones.

Some homework will be handed in as recordings of conversations, and so you will also need an audio recorder (of any kind).

If you encounter technical issues while using Canvas, please contact the UBC Information Technology Service Centre for assistance, using their online form. For more general information see: <https://keeplearning.ubc.ca/>

## **SCHEDULE OF TOPICS AND CLASSES (subject to change)**

Homework for each class will be posted on canvas → Assignments → Participation

This syllabus is an outline for the course and the topics we will cover during the semester. Note that the syllabus is subject to change and will likely change depending on the students' advancement in class. What you need to prepare/read for each class will be found in the individual class tab on canvas as well as specific links for various materials. **ALWAYS CHECK CANVAS BEFORE EACH CLASS.**

### **Modul 1 (week 1-4): Arbejde og Uddannelse**

#### **Week 1 (01.09-01.13)**

*Focus:* Arbejdsliv og arbejde i Danmark

*Materials:* Sikkerhedsstyrelsen: <https://www.redenidiot.dk/>

Slotorub, Fanny og Moreira, Neel Jersild (2014). "Kapirel 1 Arbejde og Uddannelse" *Puls 2*, Alfabet

Abildgaard, Inger (2012). "Vi vælter os i kage på arbejde" *Samvirke*

*Pronunciation:* D

*Activities:* Læseforståelse / interview / holdundersøgelse

#### **Week 2 (01.16-01.20)**

*Focus:* Arbejde i Danmark

*Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). "Kapirel 1 Arbejde og Uddannelse" *Puls 2*, Alfabet

*Pronunciation:* Tryk

*Grammar:* Inversion og ordstilling

*Activities:* Dialog / læs og lyt / **Presentation 1:** mit arbejde (onsdag 01.18)

### **Week 3 (01.23-01.27)**

- Focus:* arbejde, uddannelse og fremtidsplaner
- Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). "Kapirel 1 Arbejde og Uddannelse" *Puls 2*, Alfabet
- Pronunciation:* tryk og rytme
- Grammar:* verber i datid / pronominer
- Activities:* lytteforståelse / dialog

### **Week 4 (01.30-02.03)**

- Focus:* arbejde, uddannelse og fremtidsplaner
- Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). "Kapirel 1 Arbejde og Uddannelse" *Puls 2*, Alfabet
- Pronunciation:* R
- Grammar:* direkte og indirekte tale
- Activities:* lytteforståelse / interview / dictogloss / flashcard-spil / **Quiz 1** (02.03) / **presentation 2:** uddannelse, fremtid og hvorfor du lærer dansk (02.03)

### **Modul 2 (5-): Danmarksbilleder**

#### **Week 5 (02.06-02.10)**

- Focus:* Hvad er Danmark?
- Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). "Kapirel 3 Danmarksbilleder" *Puls 2*, Alfabet
- Pronunciation:* vokaler
- Activities:* brainstorm / mindmap / lytteforståelse / dictogloss / oplæsning

#### **Week 6 (02.13-02.17)**

- Focus:* I Danmark er jeg født
- Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). "Kapirel 3 Danmarksbilleder" *Puls 2*, Alfabet

Natasja (2007). *I Danmark er jeg født*, playground Music Scandinavia AB

H.C. Andersen (1850). *I Danmark er jeg født*

*Pronunciation:* Assimilation / reduktion

*Grammar:* modalverber / pronominer / konjunktioner / hovedsætninger og ledsætninger

*Activities:* læseforståelse

### **Week 7 (02.20-02.24): WINTER BREAK, NO CLASS**

### **Week 8 (02.27-03.03)**

*Focus:* Den danske velfærdsstat

*Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). “Kapirel 3 Danmarksbillede” *Puls 2*, Alfabet

*Activities:* **presentation 3:** berømte danskere (mandag 02.27) / lytteforståelse / læseforståelse / **quiz 2** (fredag 03.03)

### **TEMAUGE / THEME WEEK: Højskolen og højskolesangbogen**

### **Week 9 (03.06-03.10)**

### **Week 10 (03.13-03.17)**

*Monday 03.13:* *Presentations of your project on Untranslatables*

*Focus:* Højtider året rundt

*Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). “Kapirel 5 Højtider året rundt” *Puls 2*, Alfabet

*Pronunciation:* vokalsænkning / D

*Grammar:* adjektiver og gradbøjning

*Activities:* lytteforståelse / læseforståelse

### **Week 11 (03.20-03.24)**

*Focus:* Nytår og jul

*Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). “Kapirel 5 Højtider året rundt” *Puls 2*, Alfabet

*Pronunciation:* reduktion / R

*Grammar:* verber i imperativ, datid og førnutid / inversion

*Activities:* **presentation 4:** højtider (mandag 03.20) / holdundersøgelse / lytteforståelse / læseforståelse / spil

### **Week 12 (03.27-03.31)**

*Focus:* Bryllup og fest

*Materials:* Slotorub, Fanny og Moreira, Neel Jersild (2014). “Kapirel 5 Højtider året rundt” *Puls 2*, Alfabet

*Activities:* læs diagrammer / dialog / læseforståelse / minioplæg / flashcard-spil / **quiz 3** (03.31)

### **Week 13 (04.03-04.07)**

*Monday 04.03:* TBA

*Wednesday 04.05:* Culture Sharing Presentations

**FRIDAY 04.07 NO CLASS (EASTER, GOOD FRIDAY)**

### **Week 14 (04.10-04.14)**

**MONDAY 04.10 NO CLASS (EASTER MONDAY)**

**Wednesday 04.12 LAST CLASS**

### **ASSESMENT**

Participation and preparation	20%
Presentations	20%
Culture sharing	20%

Untranslatable project	15%
Quizzes (3 in total)	15%
Portfolio: wordlist	10%

### **Participation and preparation (20%)**

Active participation in all class activities is crucial for language learning success and presence in class is mandatory. Students must come prepared for class by completing the work assigned by their instructor. Participation grades will be based on the instructor’s assessment of students’ preparation for class and their on-task involvement in daily classroom work. Unexcused absences will negatively affect your grade. Punctuality is also appreciated. **Repeated tardiness will also negatively affect your participation grade.** Absences will be excused at the instructor’s discretion, based on UBC and departmental policy.

### **Presentations (20%)**

There will be 4 speech exercises i.e., presentations on a topic given to you a part from Culture Sharing and the Untranslatable project. More information about these will be given in class (and on canvas)

### **Culture sharing (20%)**

1. In discussions on Canvas, you will all share something you find interesting about Denmark or Danish culture (**10%**), either individually, in pairs or in groups of maximum 3. It could be to present a unique artist, some intriguing architecture, introduce a sport or game or highlight a diverse and inclusive perspective of Danish cultures, including Indigenous, Black Danish, LGBTQ+ among others. Sharing options could be a short PPT; a comic; a short film, podcast, vlog, or series of Instagram posts etc. You can post anytime during the term but **no later than on Monday March 27.**
2. You will present your project for the class (either the nature of the project or the project itself or both) **on Monday April 3.**
3. In a paragraph, share your thoughts, questions, and reflections on two of your peers’ Canvas posts (**5%**) in discussions. However, I strongly encourage you to take time to enjoy all your course-mates' posts! Please submit your peer feedback **no later than on Wednesday April 5.**

### **Untranslatable project (15%)**

Either a **short essay** or **digital media project** exploring “Untranslatables”. These short essays and media projects will thematize how some words aren’t easily translated into other languages and retain their distinct meaning and purpose only in their original form, exploring what one word or a group of words means through creative means. Options include a 350-500-word



definition; a 750-1000-word personal essay, literary text, or screenplay; a short comic; a short film, podcast, vlog, or series of TikToks; a short digital game or interactive narrative using a platform such as [Twine Links to an external site.](#); a series of GIFS, memes, or Instagram posts; or a larger creative project using traditional or mixed media formats.

Extra points for making your entire or parts of your project in Danish.

The Deadline for these are **Friday Feb. 17<sup>th</sup> at midnight**

**On Monday Feb. 27<sup>th</sup> you will present your project to the class.**

### **In-class quizzes (15%)**

There will be 3 short in-class quizzes at the end of each module starting from Jan 27<sup>th</sup> instead of a final exam (5% each). This is to make sure that you are keeping up with the course work and that you review vocabulary and grammar structures regularly. Keeping on top of homework and other assignments during the semester should be sufficient preparation for these quizzes.

### **Portfolio: wordlist (10%)**

Throughout the semester you will add words you learn to your wordlist.

Each other week, starting from week 2, you will choose a word from your wordlist that you like and write:

- a definition of the word
- three (correct) sentences using the word
- three examples from texts, songs or film clips that uses the word.

For your final Portfolio hand-in, you are to hand in:

- Your wordlist (with the words properly categorised, i.e. nouns, verbs etc.) and
  - Verbs are to be conjugated in infinitive, present, past and future tense.
  - Nouns are correctly gendered (i.e. en / et) and conjugated in both singular and plural forms.

If you do this during the semester, your workload will be minimal. Doing this at the very last minute will be very work intensive.

### **Assessment Content and Format**

Before both quizzes and assignments, students will receive detailed information about content and format.

The content of the quizzes and assignments are consistent with the instructional content of the provided by the instructor and online material. The format of the quizzes will be divided into units that assess the linguistic proficiencies of reading and writing, as well as the formal structures of the language and lexical knowledge.

The linguistic proficiency of listening and speaking is assessed separately in class. Tasks to assess comprehension may include but are not limited to providing a response to questions about what was heard, choosing the correct answer from a selection of possible responses, answer questions in an interview, reading together in pairs and individually.

Comprehension of the grammatical structures of Danish will be assessed through tasks and activities appropriate to the structure; e.g. word order may be assessed by re-writing scrambled sentences in the correct word order, or using the verbs in their correct form. Units assessing lexical acquisition are presented within a context such as text completion.

Writing proficiency will be assessed by requiring that students write a text in Danish on topics that have been covered in the instructional materials. The student is encouraged to use grammar structures and vocabulary from the course material but can also incorporate new words etc. However, beware of online translation programs or you might end up writing in “Googlish”.

The assignments and quizzes should demonstrate learner understanding of the course material, through synthesis and application, i.e. the skilled use of written and spoken Danish. The grading criteria are consistent with the criteria established by the Faculty of Arts see:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

## **UNIVERSITY POLICIES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so 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](#)

### **Academic Code of Honour**

Academic honesty and integrity are essential principles of the University of British Columbia. All UBC students are expected to behave as honest and responsible members of our academic community and to uphold the highest standards of ethics and academic integrity. As a student of the Scandinavian Studies Program, you will be required to abide by the principles and policies of

the University with respect to academic honesty and integrity, and affirm a pledge to uphold them.

### **Academic Integrity**

“Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of [...] examples of academic misconduct [...]” (<http://bit.ly/2aIaXji>). “All work submitted by students (including, without limitation, essays, dissertations, theses, examinations, tests, reports, presentations, problem sets, and tutorial assignments) may be reviewed by the University for authenticity and originality. Without limiting the generality of the foregoing, such review may include the use of software tools and third party services including Internet-based services such as [TurnItIn.com](http://turnitin.com). By submitting work, students consent to their work undergoing such review and being retained in a database for comparison with other work submitted by students. The results of such review may be used in any University investigation or disciplinary proceedings” (<http://bit.ly/2aIaZaN>).

**Anything** you use in your written work, directly or indirectly, must be cited (e.g., if you are paraphrasing or using a quotation, if you are using class notes or lecture slides, etc.). Not citing and making reference to the quotation and the original source constitutes academic dishonesty. **Cases of plagiarism or academic dishonesty will receive zero credit and will be forwarded to the Dean’s Office, in accordance with UBC policy.** No excuses. Unless otherwise stated by the professor, you must work individually (i.e., not with other students) to produce the written work that you submit.

It is your responsibility as a student to fully and carefully read the information contained in the following web links, which offer detailed information concerning plagiarism:

#### [Plagiarism Resource Centre For Students](#)

#### [Academic Regulations](#)

<http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>

According to the UBC Academic Calendar, "Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own...when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation."

To sum it up, plagiarism is taking the words or ideas of another person and submitting them without the proper acknowledgement of the original author.

### **OTHER COURSE POLICIES**

## **Attendance**

In accordance with UBC Policies and Regulations, students are expected to attend class regularly and to be on time. Arriving late or leaving early is disruptive to the class and will be subject to a reduction in the participation grade. Those students who are unavoidably absent from scheduled classes must report the reason for their absence to their instructor immediately upon their return to class. Students may be granted concession for their absence either by their instructor or, in the case of an extended absence, by the Academic Advising Services of the Faculty of Arts. In the Scandinavian Studies Program, a student without concession, whose attendance falls below 60% of the scheduled instructional hours, will be excluded from the final examination.

Students must contact me via email as soon as you are aware 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, Arts Students must contact Arts Advising. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

## **Electronic Devices**

Computers, cell phones and other electronic devices are to be used only as required for class-related activities. Failure to do so is considered disrespectful and may be subject to a reduction in the participation grade.

## **COPYRIGHT**

All materials of this course are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. That includes materials uploaded to Canvas by the instructor and shared with students on Canvas and are for the use of those students registered in that class, and only by them, and are not to be downloaded, uploaded and shared elsewhere. 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 the SCAN classes.

## **WHAT CAN I DO AFTER TAKING THIS COURSE?**

- Pursue a minor in Scandinavian Studies <https://cen.es.ubc.ca/undergraduate/scandinavian-studies/scandinavian-minor/>
- Take more Scandinavian-related courses at UBC <https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=1&dept=SCAN>

- Read our brochure about the Scandinavian Program here <https://cene.cms.arts.ubc.ca/wp-content/uploads/sites/25/2021/08/SCAN-Brochure-2021-5.pdf> or access it at the bottom of this page <https://cenes.ubc.ca/undergraduate/scandinavian-studies/>
- Join the Scandinavian and Nordic Cultural Association  
[ubcscandinaviannordic@gmail.com](mailto:ubcscandinaviannordic@gmail.com)  
<https://www.facebook.com/SNCAof>
- Study in Scandinavia, [www.students.ubc.ca/global/](http://www.students.ubc.ca/global/)
- Contact the Scandinavian Undergraduate Advisor, Lena Karlström, with questions or for more information ([lenak@mail.ubc.ca](mailto:lenak@mail.ubc.ca))