

# Syllabus German 210 003 2022/23

## Land Acknowledgment

**UBC Vancouver 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 Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.**

**Die UBC Vancouver befindet sich auf dem traditionellen, angestammten und nicht abgetretenen Territorium des xwməθkwəy̓əm (Musqueam) Volkes. Das Land, auf dem der Campus liegt, war immer und ist bis heute ein Ort des Lernens für die Musqueam, die hier über Jahrtausende ihre Kultur, Geschichte und Traditionen von einer Generation zur nächsten weitergegeben haben.**

As we learn together in this class, it is important to consider our presence on this territory, and, further, how we might support efforts to protect Indigenous land rights. It's also important to acknowledge this land in all the languages we use. If you speak languages other than English, think about how you might speak about these topics in those languages. If you're not sure, reach out to someone who might!



## When & Where

This course section meets during the Winter Term 2 2022-23 on **Tuesdays & Thursdays, from 9:30–10:45 am in BUCH B209.**



## Your Instructor

My name is [Florian Faller](#), feel free to call me Florian.

Department of Central, Eastern, and Northern European Studies (CENES, "seh-ness")

How best to contact me:

Talk to me after class, send me an email at [florian.faller@ubc.ca](mailto:florian.faller@ubc.ca) or use the canvas discussion board.

Office Hours: Tuesday, 11:15 - 12:15 in Buchanan Tower 928.



## What We'll Need: Course Materials

**1) Digital access to the textbook SAG MAL** ("Zahg mahl"): An Introduction to German Language and Culture. 3rd Student Edition, by Christine Anton & Tobias Barske. Student Package with Online Access Code to Supersite Plus (SSPlus) and Web Student Activities Manual (wSAM).

Sag Mal is available through the UBC Bookstore in a digital or loose-leaf format. Both formats include either a 6- or 36-month access code to Supersite, the online platform integrated with the Sag Mal materials. The German Language Program uses all of the Sag Mal text book through its first four semesters.

**2) CANVAS** (where you are right now!) will be used for accessing additional course material and modules. You can direct all technical questions to the Learning Technology Hub: [lt.hub@ubc.ca](mailto:lt.hub@ubc.ca).

**Many students already have this package: Please check when it expires.**

**If you don't have it, or if it expires before April 21, 2023:**

**How do I decide which textbook-option to pick?**

## Consider the following:

### 1) Loose-leaf pages?

Please note that the **Digital packages do not include loose-leaf pages, otherwise they are the exact same as the loose-leaf packages.** All 4 packages include an electronic version of these pages. Most students like to work with the loose-leaf pages, and I personally think it's better to have them. You will probably spend enough time on screens this year, so it helps to have that option. But it's up to you!

### 2) 1 semester / 6 months OR 36 months?

We are using the Sag Mal-materials for four semesters of study: Germ 100, Germ 110, Germ 200 and Germ 210. As we will work with the last three chapters (Kapitel 10-12) in Germ 210, the 6-month package is sufficient.

**3) We negotiated preferential prices for our students here at UBC.** If you find something that looks cheaper, it probably doesn't have all the components you need, is an older edition and/or you might be comparing different currencies.

**4) Used materials: Access codes are not transferable** and you may **not use an access code previously purchased by another student.** That also means you shouldn't pay much for used loose-leaf pages.



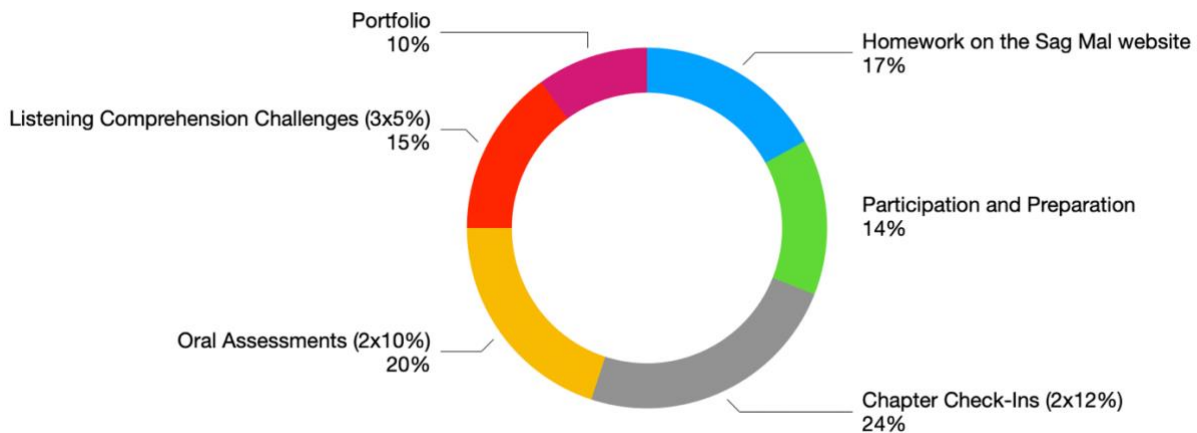
## What We'll Learn: Course Outcomes

- to speak and write in German about such topics as city life, daily routines, profession, career, nature and environment
- to understand spoken German in audio documents and videos as well as written German, at the intermediate level
- to apply learning strategies to succeed in learning German, and in other future learning
- to identify the rich dimensions of human diversity that characterize Germanophone cultures, including but not limited to linguistic, racial, ethnic, social, regional, gender and ability difference
- to enhance your understanding of your own language(s) and cultural background(s), and your ability to manage ambiguity and uncertainty

There's nothing to fear in language learning. No one's perfect, but the effort is worth it! Learning German gives your voice, intellect, identity, emotions, and culture a new dimension, but it takes a bit of time and patience. Please be gentle with yourself and others. Let me know if you're ever feeling like you need some encouragement!

## What about Grading?

**Marking and assessment in UBC German classes are designed to encourage your progress and to coach you toward your goals. Here's how we do it.**



### **Homework on the Sag Mal website (17%)**

Your textbook is linked to a great online learning platform, where you will practice grammar, vocabulary, and other knowledge introduced in each chapter.

### **Participation and Preparation (14%)**

Regular attendance at all classes and active participation in all class activities is fundamental to language learning success. Students come prepared for class by completing the work assigned by their instructor.

### **Chapter Check-Ins (24% = 2x12%)**

We will have two Chapter Check-Ins in this course. You will complete these online quizzes at home and they will be available on Canvas for a period of 24 hours. The Chapter Check-Ins are open book assignments. No LockDown Browser is required.

### **Oral Assessments (20% = 2x10%)**

Two times in the term, you will upload a) a text you've written in response to a prompt your instructor will give you, as well as b) a video of yourself reading or performing the text you've written.

### **Listening Comprehension Challenges (15% = 3x5%)**

There will be a total of three short listening comprehension tasks in a semester. You will have to respond to a set of basic comprehension questions, so you can track your listening comprehension over time. All three Listening Comprehension Challenges will be available on Canvas for a period of 24 hours. No LockDown Browser is required.

### **Portfolio (10%)**

The portfolio is an ongoing document for your personal exploration with German. You will hand in contributions for the portfolio three times in the semester, and grade your progress yourself. More detailed info will be on Canvas!

***There are no traditional final exams or midterms in this course.***

## Assessments: What is a Portfolio?



The portfolio is a place for you to dynamically and creatively build your personal relationship with learning German. The general idea is that you **engage with German culture and language on your own terms**: Feel free to explore without being too concerned about what exactly is expected of you.

There will be **three portfolio tasks** this term. For each of these, you will **choose two or three from the seven following prompts**.

Each portfolio entry will be marked by **two components**: (1) research (follow the prompts) and (2) vocabulary (compile German vocabulary and phrases related to these prompts).

There is a minimum of 200 words per task, and no maximum.

At this level, try to challenge yourself to write these entries **mostly in German**. How much German exactly? It depends on the topic you pick, and how you explore it. There will be a minimum of 100 German words as complete sentences for task 1 (no maximum). This will increase to 125 words for task 2, and 150 for task 3.

You'll be the judge in the end, as **you are the one grading your portfolio, at the end of the term**. So feel free to do what makes most sense to you!

### (a) Liebe Freund\*in

**(1) Research:** Write an ongoing (five-part) letter to an imaginary German friend, in which you express your hopes, desires, frustrations, experiences, and questions about learning German. If you took other German classes before, what has changed that you can tell your friend about?

**(2) Vocabulary:** Try to write a letter to your German friend completely in German. If you took other German classes before, you might try to translate your old entries into German. See what words you discover, and which ones come easily to you. Try writing to yourself as your German friend! See what happens!

### (b) Travel Guide

**(1) Research:** Choose a German-speaking town/city/region, and keep up with what's going on there over the course of the semester. What season is it now? What kinds of events and festivities are happening this time of year?

**(2) Vocabulary:** Choose some particular events to prepare vocabulary for. Would you like to go to a restaurant in this place? How would you order?

### (c) Culture + Media

**(1) Research:** Journal about a German artist, singer, speaker, or show from Spotify / Netflix / YouTube / TikTok. Did you journal about them in an earlier German course? What words or structures did you learn from them? Are you catching words or phrases you didn't previously?

**(2) Vocabulary:** See if you can pick up new words or structures. What are you noticing helpful about learning bits of German from watching/listening to media, as compared to a classroom setting?

### (d) Culture Today

**1) Research:** Choose a Culture Today module to journal about throughout the semester. This can be a module from a previous term. What more information can you find about this aspect of culture in the German-speaking world? How does it compare to where you come from?

**(2) Vocabulary:** See how you might use language that is new to you. Write a story about someone, or two sides of a conversation between people about a Culture Today topic.

### (e) I want to learn about this!

**(1) Research:** Is there a topic you want to be able to converse about in German? Yoga? Ecosystems? Politics? Is there a new grammar structure you want to learn? This prompt is a wild card: Explore!

**(2) Vocabulary:** Compile words and phrases to explore your topic of choice. Draw a map with these words and phrases, or write a cartoon about German-speaking characters for whom this topic is commonplace.

### (f) Reflection

**1) Research:** If you took previous German classes, start looking back at your old portfolio entries. How has your knowledge of German changed? What structures or ideas from previous German learning (including exchange or with neighbours or family!) would you like to practice to feel more comfortable in?

**(2) Vocabulary:** Practice the structures or words in ways that might stick for you. Write a conjugation song and sing it on your way to class! Design a t-shirt with a slogan that incorporates a grammar form which still feels unfamiliar to you! Make up a recipe for a new dish!

### (g) Towards the Future

**(1) Research:** Journal about how your German language learning can play into your life after university, or what you might be excited to learn in GERM300. As part of this prompt, you might schedule a conversation with a team member from the Centre for Student Involvement and Careers and journal your ongoing thoughts.

**(2) Vocabulary:** What kinds of phrases and sentences might you say in a German work setting, or job interview? How might you describe your work habits to a potential employer? Try writing out an imaginary job interview in German.

## Course Timeline: Our plan for this term

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<b>Week</b>	<b><i>Sag mal</i></b>	
January 9 – 15	Kapitel 10	
January 16 – 22	Kapitel 10	
January 23 – 29	Kapitel 10	
Jan. 30 – Feb. 5	Kapitel 10	
February 6 – 12	Kapitel 11	<b>Listening Assessment I</b>
February 13 – 19	Kapitel 11	
February 20 – 26	<b>Midterm Break</b>	
Feb. 27 – March 5	Kapitel 11	<b>Chapter Check-In (Kapitel 10 and 11A)</b> (Thursday, March. 9)
March 6 – 12	Kapitel 11/12	
March 13 – 19	Kapitel 12	<b>Listening Assessment II</b>
March 20 – 26	Kapitel 12	
March 27 – April 2	Kapitel 12	
April 3 – 9	Kapitel 12	
April 10 – 16 ( <i>Last day of classes: April. 13</i> )	Kapitel 12	<b>Chapter Check-In (Kapitel 10 – 12)</b> (Thursday, April 13) <b>Listening Assessment III</b>
April 17 – 28	Formal Examination Period	<b>Final day to submit VHL-exercises:</b> Date set by instructor

## Sich Wohl Fühlen: Taking care of yourself in Germ 210

We know that it isn't easy to learn a language. But it can be fun and joyful, and it is definitely important. Being able to actually speak a language—rather than just reading it off a machine translation platform—opens you up to new friendships, knowledge, opportunities, and worlds.

Here are some tips for how we can make this term a good one.

- Make a friend! Introduce yourself to a student or two who sit nearby, or by posting on the Canvas discussion forum. This way, if one of you comes down with a cold and has to miss class, you can help each other by e.g. sharing notes.
- Start a WhatsApp Group, a Spotify music page, or a class instagram. Just for fun! Having a community helps the learning along!
- Contact your instructor if you're feeling ill and cannot attend class or finish a homework assignment on time. If there is an assessment that day, we will make alternate arrangements.
- Find a favourite song in German and memorize the lyrics so you can sing along!





## Career Readiness

Learning German doesn't mean you need to pursue a job in a German-speaking place. Lots of jobs and careers will prompt you to draw on what you learn in language and culture classes—often in unpredictable ways! It is never too early (or too late) to start imagining the different ways your language learning and your career might intersect to cultivate your long-term intellectual and personal satisfaction.

If you'd like a thought partner to help you envision these possibilities, you can continue this conversation with an advisor at the Centre for Student Involvement and Careers (advising appointments and workshop registration are available through [CareersOnline](#)).



## UBC Policies and Resources

The following policies and procedures are considered part of the class syllabus and policy.

UBC [Attendance](#) Policy  
Applying for [Academic Concession](#)  
[UBC's Academic Code of Honour](#)  
UBC's current [COVID-19](#) Policy  
[Resources to support Student Success](#)  
[Accommodations for Religious Holidays and Days of Significance](#)  
[Using Online Netiquette](#)  
[Use of Electronic Devices at UBC](#)  
[Center for Accessibility](#): Support for Disabled Students

UBC Calendar Entry for this course: "Introduction to the language. Ability to communicate accurately in a variety of everyday situations."

## Interested in Majoring, Minorng, or taking another class in the German department?

There is so much to explore! Courses range from culture and film studies, to literature and historiography, philosophy and language, sexuality and gender, media, activism, and society.

Our professors are experts in fields ranging from Comics and Games studies and Queer Studies and Critical Race Theory. Our Honours students participate in community and capstone projects, including our annual undergraduate research conference and journal.

### **Courses offered in Term 2 Include:**

GERM 121: German Fairytales and Popular Culture (Dr. Biz Nijdam)

GERM 304: German Cinema: German-language horror films (Dr. Jason Lieblang)

GERM 304: German Cinema: Sexuality and Weimar Cinema (Dr. Ervin Malakaj)

GERM 412: German Media Studies (Dr. Ilinca Iuraşcu)

These courses require no prerequisites. And don't worry! Many courses in UBC German are taught in English. Your German knowledge will be a bonus!

Questions? Reach out to the instructors or to the director of undergraduate studies, Dr. Ervin Malakaj, [ervin.malakaj@ubc.ca](mailto:ervin.malakaj@ubc.ca)! He is a joy to be around and would love to chat with you.

You can also check out more information about courses offered on our Instagram [@ubcgermanstudies](https://www.instagram.com/ubcgermanstudies).

## German Program Learning Outcomes

### The German Program helps you to...

- Experience and contribute to our multilingual world
- Recognize how multilingual meanings impact people and processes—in complex, subtle, and profound ways
- Describe how monolingualism and linguistic nativism intersect with racism, nationalism, classism, ableism, and other forms of oppression

### Undo the effects of monolingualism, Anglocentrism, and linguistic nativism

- describe the means by which knowledge is made in diverse Germanophone contexts—including collaborative, historical, methodological, linguistic, social, aesthetic, creative, technological, material, and political processes
- interpret texts and narratives using various literary, linguistic, and multimodal frameworks
- help undo colonial processes of knowledge production—both those arising from Germanophone colonial modernity and in Canada’s colonial past and present

### Know—from a multilingual, Germanophone standpoint

- Speak, read, and write in German creatively and confidently, taking pride in the accents and heritage language proficiencies you came to the program with (English, German, Mandarin, Persian, Cree, etc.)
- Work across languages—through translation, interpretation, code-mixing, assistive technology, etc.
- Understand that language is constantly changing amid social and historical fluid

### Enjoy using German—with confidence

- Express what it means for you to be alive and human today
- Express what responsibilities you have to other people, communities, land, and ecologies
- Identify the complexities of historical, sociopolitical, and cultural processes that particularly affect German-speaking people and places

### Live in a volatile age

- Identify and describe how power works in the settings that matter to you and your communities
- Describe Germanophone societies' specific responsibility to redress genocide, eugenics, Nazism, colonialism, settler colonialism, and the ongoing effects of empire
- Use resources from cultural history and experiences of crisis from the 20th century and before to pursue justice and responsibility in the 21st century
- critique propaganda, linguistic deceit, obfuscation, linguistic racism, elitism, authoritarianism, hate, exclusionary purism, and various forms of fascism in linguistic, visual, and symbolic form

## **Aim for planetary justice & public responsibility**

- Strive to comprehend beyond your own personal experience and standpoint, through processes of listening, reflecting, conceptualization, analysis, and translation
- View knowledge and language as a commons, rather than a possession
- Identify the difference between the use of language and knowledge to manipulate or gain power over others, and the use of language to uplift and nourish others
- Identify how your experiences shape you differently than do those of a person of another gender, sexuality, race, religion, background, immigration status, ethnicity, language, accent, embodiment, age, language, and worldview

## **Model intellectual humility**