

# GM251\_B – Deutsch B2

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Course Times: Monday, 9:00 am – 10:30 am  
Wednesday, 9:00 am – 10:30 am  
Friday, 9:00 am – 10:30 am

Consultation hours: by appointment

## Course Description

This course is designed to develop your communicative competence in German. By “communicative,” we mean to express your own ideas orally and in writing, and to develop strategies for understanding spoken and written discourse—as opposed to merely memorizing vocabulary lists and grammar rules. By “competence,” we mean that your acquisition of the language must show a high level of grammatical, lexical, and cultural *accuracy*.

To achieve these goals the course will give you ample opportunity to engage in communicative exchanges: in the group or with a partner, in direct interaction with me, in listening to dialogue between other native speakers on audiovisual media, in expressing your ideas in writing, and in understanding and discussing short texts.

- **The classroom interaction will be in German**, because input and use are the chief engines of foreign language acquisition.
- **Active and consistent classroom participation** is crucial to your success at acquiring the language. A language cannot be “crammed” in. In order to get the most out of this class, you need to constantly use and practice the language.
- **Outside the classroom**, you are expected—and will need to—spend at least 12 hours a week, which corresponds to two hours each day, doing your homework, and learning and practicing your grammar and vocabulary.
- Make sure to always bring a **hardcopy** of your written **homework** to class. Assignments need to be **double-spaced** and have **margins of about 3 cm** on each side for comments and corrections.
- Essays that are up to 24 hours late will be downgraded one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline and cannot receive a grade of higher than C. Thereafter, the student will receive a failing grade for the assignment.

The learning goals are in accordance with the **Common European Framework of Reference for Languages: Learning, Teaching, Assessment** (abbreviated as CEFR). CEFR is a guideline used to describe achievements of learners of foreign languages across Europe. It describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level. Our class fulfils the requirements of the “B2 Vantage” level. What this means is that once you have completed the class successfully you are able to:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **Attendance**

Because Bard College Berlin has an intensive, student-centered and seminar-based educational model, attendance at all sessions of courses is mandatory.

However, you may encounter circumstances that prevent you from attending classes for which you may be excused, meaning that the absences will not impact your grade. These circumstances include illness, religious observance, military obligation, attendance at a conference, a Bard Network event, a civic engagement initiative, a research trip or another compelling circumstance outside of your control (i.e. court appearance, visa appointment, death of a family member). Optional non-academic travel, hosting visiting family and friends, or work schedules are not grounds for excused absences. You will be allowed to self-report your absences four times, meaning that a notification informing your instructor about the reason for your absence before or within 24 hours of the class is sufficient. If you miss class more than four times, you will need to provide your instructor with appropriate documentation in order to be excused (i.e. a doctor's note).

All unexcused absences will lower your final grade by one step (i.e. if your final grade is a B, you will be downgraded to a B-). Seven unexcused absences and more will result in automatic failure of the course.

If you are facing the unusual situation of long-term, serious medical or personal emergencies (generally lasting more than two weeks), you can request a Leave of Absence, to be approved by the Deans, the Head of Student Life or the Director of Academic Services.

If you have any general medical issues or other concerns that could impact your compliance with these regulations, you need to inform your instructor during the first week of the semester. For information on disability accommodation, you should consult with Brian Gallagher, Head of Student Life: [b.gallagher@berlin.bard.edu](mailto:b.gallagher@berlin.bard.edu)

The process for applying for disability accommodation is explained in the Student Handbook with links to the forms here: <http://www.berlin.bard.edu/for-students/student-handbook/policies-and-regulations/#c4206>

Please be punctual and considerate. Switch off your mobile phone before each class, and keep bathroom breaks to a minimum. Interruptions are bad for everybody's concentration and impolite.

The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

## **SPECIAL CONSIDERATIONS FOR SPRING 2021**

Some students might need to begin the semester remotely due to travel restrictions caused by the pandemic. In addition, all students and instructors must refrain from in-person attendance if they are feeling ill. Instructors will make efforts to offer alternatives to in-person attendance where needed, including remote participation or asynchronous options.

### **Pronouns**

In German, persons as well as nouns are assigned a gender (often randomly): male, female, neuter. These gender assignments are currently still part of the normative usage and of the authentic language material, cultural sources and literary texts used in our classes. We are asking everyone to be aware of implications resulting from these rigid grammatical rules and conventions, and to respect the wishes of their fellow students and instructors. Please inform your instructor if you wish to be addressed with a preferred pronoun. Unfortunately, German has presently only limited options for doing so. We will try to find solutions that everyone is comfortable with.

### **Course Materials:**

Ute Koithan, Tanja Mayr-Sieber et al.: *Aspekte neu B2*. Lehr- und Arbeitsbuch mit Audio-CD, Teil 1. Stuttgart: Klett Sprachen, 2017. [ISBN 978-3-12-605027-2](https://www.klett.de/ISBN-978-3-12-605027-2)

Ute Koithan, Tanja Mayr-Sieber et al.: *Aspekte neu B2*. Lehr- und Arbeitsbuch mit Audio-CD, Teil 2. Stuttgart: Klett Sprachen, 2017. [ISBN 978-3-12-605028-9](https://www.klett.de/ISBN-978-3-12-605028-9)

Arrangements regarding digital copies for use in online classes will be announced by the instructors.

Hard copies or electronic copies of the additional material (copies of newspaper clippings etc.) will be made available prior to classes dedicated to special subjects.

I strongly encourage you to make use of the following resources:

- The **Bard Center for Foreign Languages and Culture** provides various language learning materials on the website at <http://flcl.bard.edu/resources/german/>
- Check out the “**Resources**” section at the Bard College Berlin German Studies Program website; it provides an overview of useful links and online resources on German language, literature and media at <https://berlin.bard.edu/academics/german-program/>

### **Continuous Assessment**

Every two to three weeks you will take **a test of the chapter(s) you have studied** (the exact test date will be announced by me at least two classes in advance).

The tests must be taken on the announced test days. The only acceptable means of rescheduling a test are: (a) prior arrangements with me in the case of religious holidays, pressing personal or family matters, or (b) written notification from a doctor or from the Dean of Bard College Berlin following the absence. (Tests that are missed and not excused under these terms will not be rescheduled, and will receive a score of “0%”.)

In preparation for all tests and quizzes, you are expected to

- make frequent use of your coursebook and additional online exercises
- study the “Wortschatz” for each chapter that you find in your coursebook

In addition to the chapter tests there are **bi-weekly essay assignments**. Out of these you will complete **two** in class. For writing your **in-class essay assignments**, you may only consult paper dictionaries. Smartphones, tablets and laptop computers are not permitted.

For completing your **take-home essay assignments**, you may only consult dictionaries. The use of translation applications or the like is not permitted.

For **all take-home essay assignments** to be complete, **you must hand in two versions**. You will receive a grade for the corrected second version of your essay, based on its content, grammar, and structure. You can receive a maximum of 12 points for your essay (4 points for each category).

Example:

Content: 4

Structure: 3.5

Grammar: 2

Overall: 9.5 Points (B-)

### **Grading**

Your Grade will be based on class attendance, quality of participation, written homework assignments, and tests:

- Class Participation & Homework 20%
- Oral Proficiency 10%
- Essays & Quizzes (announced or unannounced) 20%
- Chapter Tests 25%
- Final Exam 25%

### **Final Exam:**

The final exam consists of four sections (grammar, reading comprehension, writing, listening test, oral test) that cover material from each chapter completed during the term and the literary texts discussed in class. An “F” on the final exam results in automatic failure of the course.

In order to pass the course, you will have to pass the final exam. Final exams always take place during completion week and cannot be rescheduled. Please note the date of the final exam and schedule your travels accordingly.

### **Academic Integrity**

- According to the Student Code of Conduct (located in the Student Handbook), Bard College Berlin adheres to a strict set of guidelines in regards to Academic Integrity.
- If a student is suspected of Plagiarism, Collusion, Resubmission of their own work or Cheating, protocol requires the instructor to inform Kerry Bystrom (Associate Dean) or Catherine Toal (Dean) with the specifics of the situation. They will communicate with the student about the alleged violation and follow up with a disciplinary process, which is run through the Academic Integrity Board.

- Specifics of the policy itself can be found in the student handbook. It is part of your responsibility as a student to familiarize yourself with this aspect of College life and Code of Conduct.
- Please be aware that using tools such as Google Translate may pose a violation of academic integrity even when carried out with the best intention, e.g. when its intended purpose was to correct or improve the linguistic quality of your writing rather than deceive.

### **COVID-19 Contingency Plan**

In the event of a COVID-19 outbreak we may be required to shift to online teaching. Classes will resume live on ZOOM or other video platforms. For continuous assessment and other assignments we will ask you to adhere to a BCB “honor code”: When submitting work you may be asked to confirm that you did not cheat by adding or signing a statement such as “Ich habe ehrlich gearbeitet”.

## GM251 – DEUTSCH B2

### SYLLABUS

***Please note that this syllabus is subject to change; the selection of additional topics is preliminary. You are responsible throughout the semester for knowing what you have to do for each class.***

Each “Chapter” will usually be accompanied by additional exercises. “Chapter” tests will take place about every two weeks.

Woche	Themen	Sprachliche Mittel und Inhalte
<p><b>Week 1</b></p> <p>Feb. 1 – Feb. 07</p>	<p><b>Wir lernen einander kennen</b></p> <p>Wer sind wir? Wo fühlen wir uns zuhause? Was kennen wir schon? Was wollen wir lernen?</p> <p>Wir formulieren unsere Wünsche, Ziele und Strategien.</p>	<p><u>Aspekte Kapitel 1</u>, Modul 1–2</p> <p>Grammatik: Wortstellung im Satz</p>
<p><b>Week 2</b></p> <p>Feb. 08 – Feb. 14</p>	<p><b>Interkulturelle Verständigung</b></p> <p>Heimat ist ...</p> <p><u>Chapter Test 1</u></p>	<p><u>Aspekte Kapitel 1</u>, Modul 3–4</p> <p>Grammatik: Negation</p>
<p><b>Week 3</b></p> <p>Feb. 15 – Feb. 21</p>	<p><b>Wie kommunizieren wir?</b></p> <p>Wie verständigen wir uns?</p> <p>„Je eindeutiger die Signale sind, umso besser verstehen wir sie.“</p> <p><u>Essay 1</u></p>	<p><u>Aspekte Kapitel 2</u></p> <p>Grammatik: Vergleichssätze; das Wort es</p>
<p><b>Week 4</b></p> <p>Feb. 22 – Feb. 28</p>	<p><b>Ist Arbeit wirklich das halbe Leben?</b></p> <p>„Das Leben ist <i>nicht nur</i> Spaß und Entspannung, <i>sondern auch</i> harte Arbeit.“</p> <p><u>Chapter Test 2</u></p>	<p><u>Aspekte Kapitel 3</u></p> <p>Grammatik: Konnektoren nicht nur ..., sondern auch; sowohl ... als auch etc.</p>
<p><b>Week 5</b></p> <p>Mar. 1 – Mar. 07</p>	<p><b>Das Zusammenleben</b></p> <p>„Wer A sagt, [der] muss auch B sagen.“</p> <p>„sich Hoffnungen <i>machen</i>“</p> <p><u>Essay 2</u></p>	<p><u>Aspekte Kapitel 4</u></p> <p>Grammatik: Relativsätze mit wer Nomen- Verb-Verbindungen</p>

<p><b>Week 6</b></p> <p>Mar. 08 –</p> <p>Mar. 14</p>	<p><b>Was können wir wissen?</b></p> <p>„Wer Wissen schafft, macht Wissenschaft.“</p> <p>„Das Wissen der Menschheit lässt sich nicht in wenigen Worten zusammenfassen.“</p> <p><u>Chapter Test 3</u></p>	<p><u>Aspekte Kapitel 5</u></p> <p>Grammatik: Passiv und Passiversatzform</p>
<p><b>Week 7</b></p> <p>Mar. 15 –</p> <p>Mar. 21</p>	<p><b>Rückschau und Wiederholung</b></p> <p>Was haben wir gelernt?</p> <p>Wunschthemen besprechen</p> <p><u>Essay 3</u></p>	<p><u>Aspekte Kapitel 1-5</u></p> <p>Grammatik: Wiederholung</p>
<p><b>Week 8</b></p> <p>Mar. 22 –</p> <p>Mar. 28</p>	<p><b>Was wollen wir können?</b></p> <p>einkaufen, telefonieren, uns verstehen, Prüfungen bestehen, Briefe schreiben usw.</p> <p>Fit für ...</p> <p>„Der Drops <i>ist gelutscht</i>.“</p> <p>Was wollen wir in den Frühjahrsferien machen?</p>	<p><u>Aspekte Kapitel 6</u></p> <p>Grammatik: Passiv mit <i>sein</i> (Zustandspassiv); Vergleichssätze mit <i>als</i>, <i>als ob</i> und <i>als wenn</i> im Konjunktiv II</p>
<p>Mon, Mar. 29 –</p> <p>Mon, Apr. 05</p>	<p><b>Spring Break – Frühjahrsferien</b></p> <p>Wir haben zwar keinen Deutschkurs, aber wir sprechen <u>ganz viel Deutsch</u>.</p>	
<p><b>Week 9</b></p> <p>Apr. 06 –</p> <p>Apr. 11</p>	<p><b>Kultur und Kulturkritik</b></p> <p>Kulturschätze, Kulturbanausen, Kulturwelten</p> <p>Wie raubt man Kunst? Wie bewahren wir Kultur?</p> <p><u>Chapter Test 4</u></p>	<p><u>Aspekte Kapitel 7 (Modul 1-2)</u></p> <p>Grammatik: Textzusammenhang</p>
<p><b>Week 10</b></p> <p>Apr. 12 –</p> <p>Apr. 18</p>	<p><b>Wie überleben Sprachen?</b></p> <p>Wie bewerten wir Literatur?</p> <p>„Sprachen sterben dadurch aus, dass sie nicht an die nächste Generation weitergegeben werden.“</p> <p><u>Essay 4</u></p>	<p><u>Aspekte Kapitel 7 (Modul 3-4)</u></p> <p>Grammatik: Modalsätze</p>

<p><b>Week 11</b></p> <p>Apr. 19 –</p> <p>Apr. 25</p>	<p><b>Geschichte oder Geschichten?</b></p> <p>Das macht(e) Geschichte</p> <p>Wie schreibt man Geschichte?</p> <p>„Man sagt, Gutenberg <i>habe</i> den Buchdruck erfunden.“</p> <p>„Wir sind <i>neugierig auf</i> die Bundestagswahl.“</p> <p><u>Chapter Test 5</u></p>	<p><u>Aspekte Kapitel 8</u></p> <p>Grammatik: Nomen, Verben und Adjektive mit Präpositionen; indirekte Rede</p>
<p><b>Week 12</b></p> <p>Apr. 26 –</p> <p>May 02</p>	<p><b>Die musischen Seiten des Lebens</b></p> <p>Mit viel Gefühl ...</p> <p>„Wie hat die Komödiantin auf <i>die Reaktion</i> des Publikums <i>reagiert</i>?“</p> <p><u>Essay 6</u> (optional)</p>	<p><u>Aspekte Kapitel 9</u></p> <p>Grammatik: Nominalisierung von Verben</p>
<p><b>Week 13</b></p> <p>May 03 –</p> <p>May 09</p>	<p><b>Blicke in die Zukunft</b></p> <p>Zukunftsmusik? Von Robotern, Zukunftsszenarien und Wunschträumen</p> <p>Sind auf unseren Straßen schon jetzt <i>selbstfahrende</i> Autos unterwegs?</p> <p><u>Chapter Test 6</u></p>	<p><u>Aspekte Kapitel 10</u></p> <p>Grammatik: Partizipien als Adjektive</p>
<p><b>Week 14</b></p> <p>May 10 –</p> <p>May 16</p>	<p><b>Rückschau und Wiederholung</b></p> <p>Was haben wir im Semester gelernt?</p> <p>Wunschthemen besprechen</p> <p>Welche Ziele haben wir erreicht?</p> <p>Was werden wir in den Sommerferien machen?</p>	<p><u>Aspekte Kapitel 1–10</u></p> <p>Grammatik: Wiederholung</p>
<p><b>Week 15</b></p> <p>May 17 –</p> <p>May 23</p>	<p><b>Completion Week</b></p>	
<p>Wednesday,</p> <p>May 19</p>	<p><b>Final exams</b></p> <p>(09:00 am – 4:00 pm)</p>	