

GM301 – Deutsch C1

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Course Times: Monday, 2:00 pm – 3:30 pm
Wednesday, 2:00 pm – 3:30 pm
Friday, 2:00 pm – 3:30 pm

Room: P98, Seminar Room 3

Consultation hours: by appointment

COURSE MATERIALS

Mandatory:

Ute Koithan, Tanja Mayr-Sieber et al.: *Aspekte neu C1*. Lehr- und Arbeitsbuch mit Audio-CD, Teil 1. Stuttgart: Klett Sprachen, 2017. [978-3-12-605037-1](#)

Ute Koithan, Tanja Mayr-Sieber et al.: *Aspekte neu C1*. Lehr- und Arbeitsbuch mit Audio-CD, Teil 2. Stuttgart: Klett Sprachen, 2017. [978-3-12-605038-8](#)

Please purchase these two volumes no later than **by the end of week one**.

Bookstore near campus: **Buchhandlung Chaiselongue**, Dietzgenstr. 68, 13156 Berlin. Phone: 030 476 111 31, Email: info@chaiselongue-buch.de

Strongly Recommended:

English Grammar for Students of German. Eds. Cecile Zorach, Charlotte Melin. Olivia Hill Press, 2001. ISBN: 0-934034-31-1

or:

Essential Grammar of German with Exercises. Ed. Monika Reimann. Max Huber Verlag, 2012. ISBN-10: 3192015756

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/>

COURSE DESCRIPTION AND GOALS

This course is designed to develop your communicative competence in German to an advanced level. By “communicative,” we mean that you will learn to refine expressing your own ideas orally and in writing, and to develop advanced 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*. Our goal is not simply a list of rules and words, but real communication between speakers.

To achieve these goals, you have to engage in as many communicative exchanges as possible. The course will give you ample opportunity to do so: in small groups or with a partner, in direct interaction with me, in listening to dialogues between other native speakers on audiovisual media, in expressing your ideas in writing, and in understanding and discussing short texts.

- **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 specialization.
- 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 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.
- 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.
- 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 the Head of Student Life. 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>

LEARNING AND TESTING

About every two weeks, you will take a **test of the “Kapitel” you have studied** (the exact test date will be announced by me at least two classes in advance) and an **essay assignment**.

The tests must be taken on the announced test days. Tests that are missed 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 textbook and listening exercises
- study the “Wortschatz” for each “Kapitel”
- go to the Schubert-Verlag textbook homepage for free online exercises at:
<http://www.schubertverlag.de/aufgaben/>

Out of your bi-weekly **essay assignments**, 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 essay assignments** to be complete, **you must hand in two versions**. The grade you receive for your second version can be maximally half a point above the one of your first version (i.e. if the grade for their first version is a B, the second version can maximally receive a B+). The grade you receive is based on the essay’s content, grammar, and structure/vocabulary. You can receive a maximum of 12 points for your essay (4 points for each category).

Example:

Inhalt:	4
Aufbau/Wortschatz:	3.5
Grammatik:	2
Gesamt:	9.5 Punkte (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	20%
Chapter Tests	25%
Final Exam	25%

SPECIAL CONSIDERATIONS FOR SPRING 2022

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.

Please be punctual and considerate. Switch off your cell phones before each class (including the vibration setting). If you are texting, emailing, surfing the web – you are considered absent! Also please keep bathroom breaks to a minimum. Interruptions are bad for everybody's concentration and impolite.

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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
Week 1 Jan. 31 – Feb. 06	Zeit und Zeitgefühl Wie lange ist das letzte Semester her? Was haben wir während des Sommers gelernt? Was wollen wir in diesem Semester lernen?	<u>Aspekte Kapitel 1</u> , Modul 1–2 Grammatik: Konnektoren
Week 2 Feb. 07 – Feb. 13	Online und zuhause Wie viel Zeit verbringen wir mit dem Handy? Wie ist es, mit anderen zusammen zu wohnen? „Wer zieht während einer Pandemie schon gerne um?“ <u>Chapter Test 1</u>	<u>Aspekte Kapitel 1</u> , Modul 3-4 Grammatik: trennbare und untrennbare Verben
Week 3 Feb. 14 – Feb. 20	Humor und andere Feinheiten Was finden wir witzig und warum? „Laut Lorient ist ein Leben ohne Möpfe möglich.“ <u>Essay 1</u> (take-home)	<u>Aspekte Kapitel 2</u> Grammatik: Möglichkeiten der Redewiedergabe; Nominal- und Verbalstil
Week 4 Feb. 21 – Feb. 27	An die Arbeit! Was ist der Unterschied zwischen Arbeit, Beruf und Berufung? „Viele Bewerber*innen hoffen, dass die Personalchefin sie nicht auf ihre Deutschkenntnisse hin <i>testet</i> .“ „Viele Deutsche haben Angst vor einem Karriereknick, weswegen sie beruflich keine Experimente machen.“ <u>Chapter Test 2</u>	<u>Aspekte Kapitel 3</u> Grammatik: Subjekt- und Objektsätze; weiterführende Nebensätze
Week 5 Feb. 28 – Mar. 06	Was schafft die Wirtschaft? Welche Rolle hat Deutschland in der Weltwirtschaft?	<u>Aspekte Kapitel 4</u> Grammatik: Nominalisierung und Verbalisierung von

	<p>Bevölkerungswachstum und Wirtschaftswunder: „Nachdem der Krieg beendet war, stieg die Bevölkerungszahl bis 1950 rasch an.“</p> <p><u>Essay 2</u> (in-class)</p>	<p>Temporalsätzen, Kausalsätzen und Modalsätzen</p>
<p>Week 6 Mar. 07 – Mar. 13</p>	<p>Was sind unsere Ziele?</p> <p>Gute Vorsätze, der Sinn des Lebens, berufliche und persönliche Ziele formulieren</p> <p>„Den meisten Deutschen sind persönliche Daten <i>so</i> wichtig, <i>dass</i> sie sich <i>nicht</i> bedenkenlos ins Netz stellen.“</p> <p>„Um persönliche Ziele besser erreichen zu können, hilft das Gespräch mit Freunden.“</p> <p><u>Chapter Test 3</u></p>	<p><u>Aspekte Kapitel 5</u></p> <p>Grammatik: negative Konsekutivsätze; Nominalisierung und Verbalisierung von Konzessiv- und Finalsätzen</p>
<p>Week 7 Mar. 14 – Mar. 20</p>	<p>Ziele und Rückschau</p> <p>Was sind unsere Fortschritte? Welchen Herausforderungen müssen wir uns noch stellen?</p> <p><u>Essay 3</u> (take-home)</p>	<p><u>Aspekte Kapitel 5</u></p> <p>Grammatik-Wiederholung: Deklination der Nomen und Adjektive</p>
<p>Week 8 Mar. 21 – Mar. 27</p>	<p>Rückschau und Wiederholung</p> <p>Was haben wir gelernt?</p> <p>Wunschthemen besprechen</p> <p><u>Chapter Test 4</u></p>	<p><u>Aspekte Kapitel 1–5</u></p> <p>Grammatik: Wiederholung</p>
<p>Week 9 Mar. 28 – Apr. 3</p>	<p>Gesundheit und Wellnesswahn</p> <p>Wir sprechen über innere und äußere Gesundheit und über die Vermeidung von Krankheiten</p> <p>„Viele erinnern sich nicht (daran), als Kind gestillt worden zu sind.“</p> <p><u>Essay 4</u> (take-home)</p>	<p><u>Aspekte Kapitel 6</u></p> <p>Grammatik: Infinitivsätze in der Gegenwart und Vergangenheit; Nominalisierung und Verbalisierung von Konditionalsätzen</p>
<p>Week 10 Apr. 4 – Apr. 10</p>	<p>Recht und Verbrechen</p> <p>Was sind unsere Jugendsünden?</p> <p>Kuriose Gesetze, kuriozes Juristendeutsch: Was ist in Deutschland etwas anders als woanders?</p> <p>Ist das noch Deutsch: „Der Täter hat verhöört werden müssen.“</p> <p>„eine nicht zu identifizierende Person“</p> <p><u>Chapter Test 4</u></p>	<p><u>Aspekte Kapitel 7</u></p> <p>Grammatik: Besonderheiten des Passivs; modales Partizip</p>

Mon, Apr. 11 – Mon, Apr. 18	Spring Break – Frühjahrsferien	
	Wir haben zwar keinen Deutschkurs, aber wir sprechen <u>ganz viel Deutsch</u> .	
Week 11 Apr. 19 – Apr. 24	Wie man wird was man ist Verhalten und Entwicklung Erziehungsfragen „Die Studenten wollen den pinken Panther nicht gesehen haben.“ „Sie könnten damit durchaus recht haben.“ <u>Essay 5</u> (in-class)	<u>Aspekte Kapitel 8</u> Grammatik: Subjektive Modalverben, Behauptungen und Vermutungen ausdrücken
Week 12 Apr. 25 – May 01	Die schönen Künste Kreativität, Künstlerleben, Kunstkritik „Die Nachwelt wird sich darüber freuen, dass sie so kreativ ist.“ „Die Arbeit als Künstler ist ein hartes Brot. Allerdings bringt sie auch viele Freiheiten.“ <u>Chapter Test 6</u>	<u>Aspekte Kapitel 9</u> Grammatik: Nominalisierung und Verbalisierung von Präpositionalergänzungen; Konnektoren (allerdings, mittlerweile, vielmehr etc.)
Week 13 May 02 – May 08	Erinnern und Vergessen Wir sprechen über die Funktion des Gedächtnisses und schreiben Beiträge über „falsche Erinnerungen“ „Tun wir eine Sache wiederholt in demselben Kontext, wird sie bald zur Gewohnheit.“ <u>Essay 6</u> (take-home, optional)	<u>Aspekte Kapitel 10 (Modul 1–2)</u> Grammatik: Besonderheiten von Konditionalsätzen
Week 14 May 9 – May 15	Gesichtsblindheit und Gedächtnisforschung Kennen wir uns nicht ...? „Die Macht der Gewohnheit darf nicht unterschätzt werden.“ Rückschau und Wiederholung Wir erinnern uns: Was haben wir im Verlauf des Semesters gelernt? Lieblings- und Wunscthemen besprechen Welche Ziele haben wir erreicht? Was werden wir in den Winterferien machen?	<u>Aspekte Kapitel 10 (Modul 3–4)</u> Grammatik: Modalitätsverben

Week 15 May 16 – May 22	Completion Week
Tuesday, May 17	Final exams (09:00 am – ca. 4:00 pm)