# German 205-SA: Focus Writing

# Intermediate Grammar and Composition

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**Course Reader**

*Migration und Literatur: Berlin*. The reader contains a selection of texts that were chosen due to their relevance to Berlin and the themes we will be discussing in class. We will also read German magazines, newspapers, brochures, and other authentic materials. Written texts provide a solid base for working with language and culture. They provide opportunities to work with the language by making use of the inherently present culture, grammar and vocabulary. Please read the texts a number of times and engage with the texts as a foundation for your formal acquisition of grammatical structures. The reader also contains resources for discovering Berlin and taking advantage of our excursions. Please look through the entire reader during the first day or two, in order to be familiar with the contents.

**Grammar**

(Optional material) Hering, Axel, Magdalena Matussek and Michaela Perlmann-Balme. *em. Übungsgrammatik: Deutsch als Fremdsprache*. Ismaning: Hueber Verlag, 2009. This book serves as a good review of intermediate level grammar while also introducing you to new grammatical structures. As we discuss what we encounter in the city and read relevant texts, we will engage formally with important grammatical structures, including conjunctions, tenses, relative clauses, and the passive voice. This grammar will also serve you as a reference for the entire German grammar. You will be expected to work independently to some degree with the grammar and exercises. There is a key to the exercises, and you should use that as you work with the material. We can easily touch on other grammatical points that you would like to review, explore, or study.

**German in Berlin**

You are encouraged to use the German language as much as possible during your stay in Berlin. Speaking with other learners of German helps you practice basic vocabulary and structure. You are encouraged to venture off the city on your own, since it is far more likely to strike up a conversation with someone else if you are by yourself. You can go to the Humboldt Mensa (cafeteria) to have lunch with German students, attend culture and sport events to meet fellow students.

**Authentic Materials**

You will have plenty of opportunities to practice all your language skills, with an emphasis on listening and speaking. Inside and outside the classroom, we will engage with current films, literary works, history, and architecture. We will include field trips, in order to take full advantage of the opportunities at hand; i.e. we want to practice our extending skillset within an authentic environment.

**Assignments**

The course is designed for you to practice and improve your written and spoken language skills.

1. **2 in-class quizzes**. The quizzes will be primarily a review of the grammar and vocabulary that is covered in the class.
2. **2 compositions.** These writing exercises allow you to make use of your creative spirits as you present what you have experienced in Berlin and in the readings. Please type those (Times New Roman, 12pt., double spaced) and email them to me on the due date. You will get paper prompts for each short essay. The prompt will suggest two topics, of which you will choose one. However, if you want to write about something that is not part of the prompt, you are welcome to discuss your ideas with me at any point.
3. **4 Weekly journals entries**. You can either use a physical notebook or an online platform. The advantage of keeping a journal is that you could note down new vocabulary and idioms that you come across in your daily interactions with German speakers. You can also keep notes on your phone and keep your journal online. You are required to submit at least 4 journal entries during the session. There is no required length or format: they could be pictures with a paragraph of description, a video narrated by you, etc.
4. **Final project: interview with a Berliner.** For the final project, you are asked to find a resident of Berlin with immigrant background, interview the person on one of the topics we will discuss in class, and write a journalistic piece based on the interview. You are encouraged to use all kinds of media, such as photos and videos. Part of the interview could even be conducted on social media (whatsapp, twitter, Instagram, etc). The learning objectives of the final project is three-fold: (1) you will practice your German in a real-world situation, both in-person and possibly online. (2) you will have a better understanding of the topic of your choice through the interviewee’s perspective. (3) you will make a friend!

**Excursions and Explorations of Berlin**

Students are required to attend all mandatory excursions, outings and activities. Please see the tentative calendar at the end of this syllabus. There will also be some excursions that are optional and they are clearly designated as such. These are part of the class and provide additional exposure to the culture and history of Berlin and Germany. As you participate in the excursions, you should document through photos, movies, or writing what you see and experience. We will use these expressions as a basis for discussions in class.

**Evaluation**

|  |  |
| --- | --- |
| Attendance and participation | 20% |
| 4 Journal responses | 20% |
| 2 papers | 20% |
| 2 quizzes | 10% |
| Final project and presentation | 30% |
| Total | 100% |
|  |  |

**Guidelines to Evaluation of Participation**

*A: Outstanding*

Individual is always excellently prepared and contributes actively and effectively to class without being prompted; participation indicates that individual has not only read, watched, or listened to material, but has also made a superior effort to think about it; makes significant attempts to come up with engaging and intellectually stimulating questions and original ideas.

*B: Good*

Individual is usually prepared and contributes effectively to class; tends to wait until prompted, but shows adequate grasp of material covered and is able to answer questions regarding facts and storylines; a good effort is apparent to go beyond factual information and to discuss questions of interpretation.

*C: Satisfactory*

Individual participates to some degree, but generally only when prompted or if part of a group; shows some understanding of material, but preparation tends to be incomplete; is able to answer some questions on facts.

*D: Poor*

Individual consistently comes to class unprepared and is not able to answer questions regarding content or interpretations.

*F Unacceptable (Failing)*

Individual shows no grasp of material and contribution to class is insignificant, disruptive, or irrelevant.

**Academic Integrity**

Abroad as on campus, the Department of German conforms to the norms of academic integrity as articulated by the university's Academic Integrity at Northwestern handbook, available at: http://www.northwestern.edu/uacc. If you use another person's words or ideas directly or indirectly, you must acknowledge this through proper citation methods. Students are encouraged to seek out other readers of their texts, and but they must inform the instructor of that help was received. Students should save drafts of their work in order to demonstrate the progression of their work through revisions.

**Special Needs**

If you are aware that you have special needs such as a learning disability that requires special accommodations, please contact the Office of Disabilities as soon as possible and provide me with the written notice during the first two weeks of the quarter in order for appropriate adjustments to be made. Contact SSD at http://www.northwestern.edu/disability or by phone at 847-467-5530. If you have questions, please feel free to ask me! In any case, we will meet regularly to discuss your writing and your experience in the course and in the university.

**Vorläufiger Stundenplan**

1. Woche: Zeitgenosse Immigrationspolitik

**Dienstag, 20. Juni**

Einführung und Orientierung in Berlin

Thema: Migration und Integration

**Keine Aufgabe**

**Donnerstag, 22. Juni:**

Thema: Flüchtlingspolitik: AfD, Pegida, und Bundestagswahl 2017

Grammatik: Ausdrücke zur Diskussion

**Aufgabe: Tagebucheintrag 1**

2. Woche: Wessen Deutschland?

**Dienstag, 27. Juni**

Thema: Deutschsein

Text: „Die Bedeutung der Nation wird zunehmen“, Schöne

Grammatik: Verben des Ausdrucks

**Aufgabe: Vorbereitung für Quiz 1**

**Donnerstag, 29. Juni**

**Quiz 1 (1 Stunde)**

Thema: Deutsche mit Migrationshintergrund

Video: [Wie fühlen sich Migranten in Deutschland? (ProSieben](https://www.youtube.com/watch?v=hNKy4TK5Fb4))

Grammatik: Konjunktionen

**Aufgabe: Tagebucheintrag 2**

**Freitag, 30. Juni**

Film: Angst essen Seele auf (Fassbinder, 1974)

Grammatik: Eine Filmkritik schreiben

**Aufgabe: Aufsatz 1** (Filmbewertung)

3. Woche: Übersetzungen, Übersee-zungen

**Montag, 3. Juli**

Thema: die Heimatfrage in Deutschland

Text: „Die Heimat trägt der Mensch in sich“, Senoçak

Grammatik: Präteritum und Plusquamperfekt

**Keine Aufgabe**

**Mittwoch, 5. Juli:**

Thema: Übersee-zungen

Text: „die Eierfrucht“, Tawada Yoko

Grammatik: Das Passiv

**Aufgabe: Vorbereitung für Quiz 2**

**Freitag, 7. Juli:**

**Quiz 2 (1 Stunde)**

Thema: Übersetzungen

Text: „Zwischen den Sprachen“, Müller

Video: [Ein Portrait](https://www.youtube.com/watch?v=HhohIgOuhJg)

Grammatik: Präpositionen und Präpositionaladverbien

**Aufgabe: Tagebucheintrag 3, Aufsatz 2** (Entwurf der Abschlussarbeit)

4. Woche: Muttersprache, Heimatland

**Mittwoch, 12. Juli:**

Text: „Mein Berlin“, Özdamar

Grammatik: die indirekte Rede

**Keine Aufgabe**

**Freitag, 14. Juli:**

Grammatik: Bericht schreiben aus einem Interview

**Aufgabe: Tagebucheintrag 4, Abschlussarbeit** (Interview mit einem Berliner mit Migrationshintergrund)

**Montag, 17. Juli**

**Präsentationen**

**German 102-1: Intermediate German**

**Berlin - eine Entdeckungsreise!**

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Welcome to Intermediate German! I am delighted that you are taking the opportunity to continue your study of German here in Berlin this summer. Berlin is a fascinating city with a rich and unique history, a flourishing culture, and an exciting presence and ever changing identity. Berlin is a city that continually re-invents itself.

Over the course of these next four weeks, you will explore many facets of Berlin and bring your experiences back to class. This will be an important foundation for working with the language. The course has a focus on using German for communication, and I encourage you make use of German at every possible opportunity. The more you use the language, the more you will learn.

We will also develop reading and writing skills, as you delve into authentic materials and all that the city has to offer and as you recount and reflect upon your own observations and travel adventures.

The basic goal for you is to discover Berlin and its many treasures and to use your German as you visit districts in the city, museums, sights, but also restaurants and stores and daily life and participate in our various excursions. The more initiative you show, the more rewarding your experience will be!

**Course Materials**

1. **Canvas texts.**

 The texts posted on canvas were chosen because of their relevance to Berlin and the themes we will be discussing in class. You will also be asked to bring in German magazines of your choice or other authentic materials. Written texts provide a solid base for working with language and culture. They provide opportunities to work with the language by making use of the inherently present culture, grammar and vocabulary. Please read the texts a number of times and engage with the texts as a foundation for your formal acquisition of grammatical structures.

2. Reimann, Monika. ***Essential Grammar of German.*** Hueber Verlag, 2016.

 This book serves as a good review of basic grammar while also introducing you to new grammatical structures. As we discuss what we encounter in the city and read relevant texts, we will engage formally with important grammatical structures, in particular verbs and verb forms. This grammar will also serve you as a reference for the entire German grammar. You will be expected to work independently to some degree with the grammar and exercises. There is a key to the exercises, and you should use that as you work with the material. We can easily touch on other grammatical points that you would like to review, explore, or study.

3. **Student Experiences and Observations**

Your experiences in Berlin and your discoveries will provide some of the most valuable material for our work in class. You should envision the class as a forum where you can share materials that you have found, photos that you have taken and experiences that you have had interacting with others in Berlin. You will regularly write about your experiences and present on pictures you have taken, materials you have collected, and dialogues that you have heard or taken part in. Photos provide a very good framework for a conversation and exploration of topics and themes. Describing and interpreting photos will help you stretch your linguistic abilities.

**German in Berlin**

You have the clear advantage of arriving in Berlin with a basic knowledge of the German language. It is best if you now try to use the language as much as possible during your stay. Much of the time, you will be with other program participants and it is good if you try to establish German as the desired language of communication. It is actually easiest to speak German with other learners of German, and it is the constant practice of basic vocabulary and structures that will allow a transition to speaking German with Germans or other fluent speakers of the language. Often, it is a good idea to go on simple adventures with a friend, so that one person can speak while the other listens intently to what is being said or explained. After the first couple of days, it is also good to venture off on your own, so that you are challenged to think and communicate only in German. It is far more likely that you will strike up a conversation with someone if you are by yourself. Go to the Humboldt Cafeteria (Mensa) to have lunch with German students or attend cultural events or join music groups, clubs or gyms where you naturally meet Germans. Asking a question, seeking directions or just commenting on the weather might be the start of an interesting conversation as well. Occasional frustration is normal while learning a language. Be easy on yourself, take a break, recover your energies and start again.

**Authentic Materials**

You will have opportunities to practice all your language skills, with an emphasis on listening and speaking. However, texts also provide solid samples of the language and the more you read, the more you will absorb vocabulary and idiomatic use of the language. Reading can be challenging, since texts often contain a range of vocabulary far beyond what a learner of the language can be expected to acquire within the first year or two of learning. A good text is an interesting text. If you are intrigued by the content of a text, you will find ways to interpret and extrapolate based on your broader knowledge of the culture, history and politics of Germany. Easier and straightforward texts usually provide a more satisfying reading experience. Difficult texts can also be useful, but the task of reading can become very labor intensive. I encourage you to look for simple texts that are interesting to you. Children's literature, texts written for teens and romances contain an everyday language that is very useful for language learning. Ultimately, we will mix both approaches and engage with a variety of texts.

**Assignments**

The course is designed to allow students to practice and improve language skills. The homework assignments are monitored through daily class discussion. You will also keep a **Berlin Travel Journal** (***Berlin Reisetagebuch***) to provide opportunities to document your findings, your work, and your questions. It is important for you to establish a good routine of maintaining the journal; it is also an important means for evaluation.

**Berlin Travel Journal (Berlin Reisetagebuch)\***

Please purchase a small notebook that is used for journal entries as well as for collecting new and interesting vocabulary. Journal entries will contain:

1. Regular journal entries about your experiences here. (10-12 sentences -once per week, due on Friday)

2. 10 new, interesting or useful vocabulary items per week with a sample sentence showing the use of the vocabulary item.

3. Homework assignments ranging from cultural observations to descriptions of parts of the city and summaries and interpretations of our texts.

 **Short papers**

The two short writing exercises allow you to make use of your creative spirits but also improve your writing. Please choose two journal entries for which you have received feedback and rewrite them with edits and corrections in a word document.

**Final Project - Photo Essay**

The final writing assignment will involve an interactive presentation and a descriptive that accompanies one or a number of photos that you have taken during your weeks in Berlin. This is an expository and interpretive assignment that allows you to inform a larger audience about culture, life and history in Berlin. You may choose a place, an event, or a work of art, or a personality to write about. As you visit museums and go on excursions throughout the city take notes and pictures. This photo and essay should be an example of what you found interesting in Berlin! Be creative use Prezi, PowerPoint, Keynote, iMovie etc.

**Excursions and Explorations of Berlin**

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**Evaluation**

 Attendance & participation 20%

 quizzes 5%

 4 Journal responses (4 x 5%) 20%

 Grammar homework 10%

 2 Short Papers (2 x 10%) 20%

 Final project and presentation 25%

 **Total 100%**

**Guidelines to Evaluation of Participation**

**A Outstanding**

Individual is always excellently prepared and contributes actively and effectively to class without being prompted; participation indicates that individual has not only read, watched, or listened to material, but has also made a superior effort to think about it; makes significant attempts to come up with engaging and intellectually stimulating questions and original ideas.

**B Good**

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**C Satisfactory**

Individual participates to some degree, but generally only when prompted or if part of a group; shows some understanding of material, but preparation tends to be incomplete; is able to answer some questions on facts.

**D Poor**

Individual consistently comes to class unprepared and is not able to answer questions regarding content or interpretations.

**F Unacceptable (Failing)**

Individual shows no grasp of material and contribution to class is insignificant, disruptive, or irrelevant.

**Canvas Site**

On our Canvas site, you will find all the materials for the course and will see any important updates for homework assignments. However, please be advised that access to the internet may fluctuate and that our Blackboard site will not be running during some parts of the summer. For this reason, we have arranged for you to have all the materials in hard copy or electronically.

**Academic Integrity**

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**Special Needs**

If you are aware that you have special needs such as a learning disability that requires special accommodations, please contact the Office of Disabilities as soon as possible and provide me with the written notice during the first two weeks of the quarter in order for appropriate adjustments to be made. Contact SSD at <http://www.northwestern.edu/disability> or by phone at 847-467-5530. If you have questions, please feel free to ask me! In any case, we will meet regularly to discuss your writing and your experience in the course and in the university. **Viel Spaß!**