

German 3040-001: Grammar and Culture (3 credits)

Instructor: Dr. Katharina Gerstenberger

Faculty Contact: 1960 LNCO. Preferred contact is katharina.gerstenberger@utah.edu

Date and Place: T/H 12:25PM-01:45PM in [LNCO 1920](#). The designation for this class is **in person**.

Office Hours: Thursday 2-3pm and by appointment; office hours may be in person or via Zoom.

Content Overview:

Welcome to your journey to Intermediate German. German 3040—Grammar and Culture—is geared toward students who have had 2 years of college German (1010-2020) or 3-4 years of high school German (AP score of 3 minimum). The class is designed to rapidly improve your interpretive, interpersonal, and presentational communication skills through practice in speaking, listening comprehension, reading, writing, and cultural awareness activities. You will learn about topics relating to the history and contemporary life of Germany. The level of this course is Intermediate Low and the goal is to get you to Intermediate Mid on the ACTFL scale (see links on Canvas).

The class moves very fast and uses the online website for *Neue Blickwinkel*. It is imperative that you keep up with the grammar and writing assignments online to make progress.

Books:

- Text book: *Neue Blickwinkel* (2nd ed.) (Chalupa & ter Haseborg) available at bookstore (if open) and as an ebook online. Either paper or ebook is fine.
- Learning Site to accompany *Neue Blickwinkel* (online at learningsite.waysidepublishing.com). **Website subscription is mandatory.**
- Recommended grammar help: English Grammar for Students of German (available from publisher's website <http://www.oliviahill.com/student/german/> or amazon.com)

Student Learning Goals:

This course aims to get you from Intermediate Low to Intermediate Mid in the ACTFL scale. Please see the level descriptions at [ACTFL Can Do](#).

At the end of the semester—if you participate in the class—you will be able to:

- engage in more complex conversations, provide and obtain basic information in the present, past, and future tenses, express feelings and emotions, and exchange opinions through class discussions, essay writing, role playing, and partner work
- understand and interpret more complex written language on a variety of topics by analyzing, summarizing, and discussing authentic texts

- present information, concepts, and ideas by participating in group discussions and debates, conduct interviews and present information, and create skits/role-plays
- demonstrate an understanding of the products, practices, and perspectives of German-speaking regions by identifying and describing important aspects and challenges of young people's lives, different types of media available today and the effect they have on the consumer, important historical events, and Germany's role in the EU today through role-playing, class discussions, essay writing, textual analysis, and other classroom activities
- reinforce and further your knowledge of other disciplines and gain insights into German-speaking cultures by reading and interpreting authentic texts and examining other cultural products (films, songs, media, etc.)
- demonstrate an understanding of the nature of the German language by comparing it with linguistic structures, vocabulary items, and idiomatic expressions in your native language
- use the language outside the classroom at community events that will be announced in class

Recommendations for Success

Becoming proficient in German means developing skills in addition to understanding how the language works. Language skills are developed through continuous and meaningful practice, including practice in using the language to communicate with others. In class, we will use a variety of activities and language tasks that require you to interact with others and to be an active participant in class. These activities are designed to supplement the individual study and preparation that you do at home. You will find that regular rather than sporadic preparation is essential for steady progress and good performance. Timely completion of homework reinforces your learning and keeps you up to date in class.

Anxiety: Doing something badly in front of others is anxiety-inducing! I have been there, and I know how scary it can feel. I endeavor to create an atmosphere that is playful and fun, where you can play around with the language without fear or embarrassment. There may of course be times when you might be uncomfortable, when you don't know the answer. Remember that we are all in the same boat and that everybody has a different pace and path toward language proficiency. Please talk to me when you feel frustrated or overwhelmed. **YOU CAN DO IT!**

Course Evaluation

In my courses, I give you ample opportunity to succeed. You will be evaluated for proficiency and the work you do in class. I will look for the things you **can do** with the language rather than mistakes you make. For example, I don't dock points for wrong adjective endings since students at your level are just beginning to use these. Please read the level descriptors posted on Canvas that tell you what **you can do** with the language. Experimentation with more challenging vocabulary and syntax is **highly encouraged and rewarded**.

Homework (Wayside Learning Website)	25%
Weekly Quiz (14 x 1.4%)	25%
Language Production (5 x 5%)	25%
Show your Proficiency (5 x 5%)	25%

Homework @ Leaning Site: All homework will be assigned through the Wayside Learning website. Many of the exercises are self-correcting and you can do them as often as you like. In

fact, I encourage you to go over the assignments as much as you can. All assignments will be tallied up for 20% of your grade. The more you do, the faster you learn!

Language Production: Every chapter, I will give you the opportunity to produce either written or spoken language to play around with the new vocabulary and structures. You will write short essays and prepare conversations with a partner. Collectively these pieces of language production will be tallied up to 25% of your grade. You will be evaluated in terms of proficiency level. See below!

Show your Proficiency: This is the only part of the course that assesses **accuracy**. You will be tested at the end of each unit about the material we have covered. The test mostly tests grammar structures, oral comprehension, and oral and written language production.

Grading for Proficiency:

What does grading for proficiency mean? I will assess what you **can** do with the language at your level. Speaking at Intermediate Mid proficiency does not mean that you are perfect; rather it means that you are beginning to take risks with the language. You are expanding your vocabulary and you are speaking in longer and more complex sentences. At Intermediate Mid proficiency, you make mistakes! For example, you might not remember to put the verb at the end of a subordinate clause. However, you will get points for attempting a subordinate (= weil) clause!

- A = student is at Intermediate Mid proficiency
- B = Student is at Intermediate Low proficiency
- C = Student is at Novice proficiency

(plus/minus will indicate whether you are approaching the level or fall just short of it).

Course Itinerary

The course itinerary can be found on **Canvas** and will be adjusted according to student needs. The class moves fast, so make sure you keep up with the schedule.

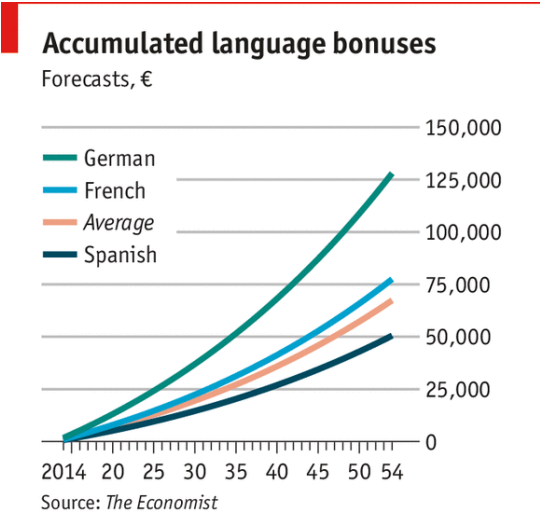
	Tuesday	Thursday
W 1	22. 8. Kapitel 6: Grünes Leben: Umweltschutz, Politik, Nachhaltigkeit.	24.8. Kapitel 6: Grünes Leben: Umweltschutz, Politik, Nachhaltigkeit.
W2	29.8 Kapitel 6: Grünes Leben: Umweltschutz, Politik, Nachhaltigkeit Weekly Quiz	31.8 Kapitel 6: Grünes Leben: Umweltschutz, Politik, Nachhaltigkeit Language Production

W3	5.9. Kapitel 6: Grünes Leben: Umweltschutz, Politik, Nachhaltigkeit Weekly Quiz Show your Proficiency!	7.9. Kapitel 7: Mobilität und Medien: Erfindungen, Engagement, Kommunikation
W4	12.9. Kapitel 7: Mobilität und Medien: Erfindungen, Engagement, Kommunikation Weekly Quiz	14.9. Kapitel 7: Mobilität und Medien: Erfindungen, Engagement, Kommunikation Language Production
W5	19.9. Kapitel 7: Mobilität und Medien: Erfindungen, Engagement, Kommunikation Weekly Quiz	21.9. Kapitel 7: Mobilität und Medien: Erfindungen, Engagement, Kommunikation Show your Proficiency!
W6	26.9. Kapitel 8: Grenzen überschreiten: Ein Blick in die Vergangenheit Weekly Quiz	28.9 Kapitel 8: Grenzen überschreiten: Ein Blick in die Vergangenheit
W7	3.10 Kapitel 8: Grenzen überschreiten: Ein Blick in die Vergangenheit Weekly Quiz	5.10 Kapitel 8: Grenzen überschreiten: Ein Blick in die Vergangenheit Language Production
W8	10. 10 HERBSTFERIEN	12.10 HERBSTFERIEN
W9	17.10 Kapitel 8: Grenzen überschreiten: Ein Blick in die Vergangenheit Weekly Quiz	19.10 Kapitel 8: Grenzen überschreiten: Ein Blick in die Vergangenheit Show your Proficiency!
W10	24.10 Kapitel 9: Deutschland: Immigration und Integration Weekly Quiz	26.10 Kapitel 9: Deutschland: Immigration und Integration
W11	31.10 Kapitel 9: Deutschland: Immigration und Integration Weekly Quiz	2.11 Kapitel 9: Deutschland: Immigration und Integration Language Production
W12	7.11 Kapitel 9: Deutschland: Immigration und Integration Weekly Quiz	9.11 Kapitel 9: Deutschland: Immigration und Integration Show your Proficiency!
W13	14.11 Kapitel 10: Die deutsche Identität: Regional, National und International Weekly Quiz	16.11 Kapitel 10: Die deutsche Identität: Regional, National und International
W14	21.11	23.11

	Kapitel 10: Die deutsche Identität: Regional, National und International Weekly Quiz	ERNTE-DANKFEST
W15	28.11 Kapitel 10: Die deutsche Identität: Regional, National und International Weekly Quiz	30.11 Kapitel 10: Die deutsche Identität: Regional, National und International Language Production
W16	5.12. Kapitel 10: Die deutsche Identität: Regional, National und International Weekly Quiz	7.12. Kapitel 10: Die deutsche Identität: Regional, National und International Show your Proficiency!

Considering a Major or Minor?

German is currently one of the most important languages in the European Union and the international business world; it is often taught as the first foreign language in eastern European countries. A major or minor in German is an excellent complement to majors in all areas of study and can improve your success rate on the job market and in your future profession. Completing a major or minor in German is not hard to do and can provide you opportunities to travel, study, and or work abroad. If you are interested in a major or minor in German, please speak with me or see our UG advisor Olivia Davis (olivia.davis@utah.edu).



UNIVERSITY OF UTAH AND INSTRUCTOR POLICIES

Time Commitment

I realize that students are busy and that you may have many demands on your time. This course expects 2-3 hours of preparation time/reading/writing time for every class period. You must keep up with weekly written assignments and readings.

Communication Policy

Email. The primary methods of teacher-to-student communication for the semester will be via course announcements and email. Unless otherwise noted, students may expect a response from the instructor within 48 hours. I will try to reply as soon as I can.

Canvas Course Management System

I will use Canvas exclusively for posting assignments, texts, reading questions, and films. You must be able to access Canvas to complete your assignments. Please do not enroll in this course if you are unwilling to engage with the technology. I will **not** make any accommodations for your inability to master Canvas.

Technology Help

Resources for technology related questions include:

Canvas Online help: classhelp@utah.edu

phone: (801-581-6112)

Translation Software & Language Help through Friends

You are in this class because you want to learn German. Feel free to use translation software (google translate etc.) to help you craft your essays. This is what we do in real life. However, you are not permitted to use your German friends/classmates to **rewrite** your essays for you. In order to get an unvarnished impression of your skills, I will ask you to write a short essay in class at the beginning and at the end of the course. This will help me determine where you truly are in your language journey. If your essays/homework assignments are considerably above what you can do in class, they will not be counted toward your grade!

Undocumented Student Support Statement.

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. You may also use this [online contact form](#), or email info@disability.utah.edu, for assistance. CDA will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Contact Information for Title IX Coordinator. Sherrie Hayashi, Title IX Coordinator; (801) 581-8365; fax (801) 585-5746, sherrie.hayashi@utah.edu; 135 Park Building, Level 1 OEO Suite

Safety Statement. “The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.”

Diversity & Equity Statement. The Department of World Languages and Cultures values students from diverse backgrounds and perspectives. We fully endorse university policies prohibiting sexual harassment as well as discrimination on the basis of race, ethnicity, immigration status, color, disability, religion, age, sex, gender identity, sexual orientation, and/or socio-economic status. It is our intent that the diversity that students bring to this class be viewed as a resource, strength and benefit. To that end, we expect that all students treat each other with dignity and respect.

Strongly Recommended Content:

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Names & Personal Pronouns. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, Call or Email us at lgbtrc@sa.utah.edu or 801-587-7973 to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm.

Wellness Statement. For personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., interfering with your ability to succeed and thrive at the University of Utah, contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Plagiarism Software Policy I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools without citation, documentation, or authorization. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's Student Code:

<https://regulations.utah.edu/academics/6-410.php>

Drop/Add - Policy 6-100.III.G.5

Last day to add without a permission code	Friday, August 25
Last day to wait list	Friday, August 25
Last day to add, drop (delete), elect CR/NC, or audit classes	Friday, September 1
Last day to withdraw from classes	Friday, October 20
Last day to reverse CR/NC option	Friday, December 1
Final exam period	Mon.-Fri., Dec. 11-15

Student Code - Policy 6-400 (<https://regulations.utah.edu/academics/6-400.php>) Revised, affective August 15, 2023

Section III - Student Behavior - disruption, harassment, hazing, etc.

Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct Policy 6-410 (<https://regulations.utah.edu/academics/6-410.php#a.III.A>) - cheating, plagiarism, etc.

Accommodations (<https://academic-affairs.utah.edu/wp-content/uploads/sites/18/2015/03/accommodations-policy-background.pdf>)

Attendance: students who must be absent from class for University activities or religious obligations are permitted to make up assignments and examinations.

Content: modifications of otherwise applicable reading, writing, viewing or performing requirements – are subject to the discretion of the instructor; instructors may deny accommodation requests as long as the subject course requirement has a reasonable relationship to a legitimate pedagogical goal. Instructors may grant content accommodation requests after considering the difficulty of administering an accommodation; the burden on the student's sincerely-held beliefs; the importance of the particular requirement to the course; and only if

there is a reasonable alternative means of satisfying the curricular objective. Under the policy, students are required to make content accommodation requests during the first two weeks of the semester unless the student could not have known of the conflict during that time. Denial of a content accommodation request may be appealed to the Dean who will only overturn an instructor's decision if it was arbitrary and capricious. Content Accommodation Student Request Form: <https://academic-affairs.utah.edu/wp-content/uploads/sites/18/2015/03/accommodations-student-request-form.pdf>