

**Course Title**

# Elementary German II

**Course Number**

GERM UA-9002 D01

**Instruction Mode: In-Person****Fall 2022****Lecturer Contact Information**

Florian Ullrich (he/him)

Your instructor will inform you about learner hours (one-on-one meetings).

**Prerequisites**

You have taken GERM-UA9001001 Elementary German I at NYU and received a passing grade; or you have taken a first-semester introductory German course at another university and have been awarded transfer credit for the course; or you have been referred to this course after a placement test or interview with the Language Program Coordinator.

**Units Earned**

4

**Course Details**

Tuesdays and Thursday, 12:00pm to 14:00pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations so require. You will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

## Course Description

This course continues your introduction to the language and everyday culture of German-speaking countries. The course focuses on the development of communicative competence as manifested in the four language skills listening, speaking, reading, and writing. You will expand your understanding of important vocabulary and customs regarding the following topics: food; school and childhood; media; jobs and the workplace; travel; sports, music and art; emotions and clichés; contemporary German society and culture. Field trips will focus on the active application of newly acquired language skills. Since the goals of communicative and grammatical competence are ultimately inseparable, students are guided towards using German as accurately as possible. Acquiring foreign language skills requires a great deal of commitment, diligence, discipline, and consistency on the part of the student. In order to succeed in our classroom, please be prepared to spend up to one and a half to two hours of self-study per classroom hour.

Elementary German II covers the second part of a four-part German sequence. Together, these courses (Elementary I and II; Intermediate I and II) will help you develop a level of proficiency in German that will enable you to study abroad in German-speaking countries, to pursue advanced study of German worldwide, and to use German for travel, leisure, and in professional contexts. At the end of Intermediate German II, you will be prepared to successfully complete a proficiency exam.

## Course Learning Outcomes (CLOs)

After Elementary German II, students will be able to...

- understand the main points of clear standard input regarding familiar matters regularly encountered at work, during freetime, etc., and grasp the main point of short, clear and simple messages and announcements.
- comprehend short to medium length, simple texts, such as short accounts and descriptions of (past) events, feelings and wishes, e.g. in personal letters, as well as short and simple non-fiction and literary texts.
- describe experiences and events, wishes, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- interact in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the speaker is trying to say.
- ask and answer simple questions in areas of immediate need or on very familiar topics.
- write simple coherent texts about topics which are familiar or of personal interest, such as personal letters describing experiences and impressions.
- compare products or cultural practices and formulate personal opinions such as likes and dislikes at a basic level.

## Course Approach to Teaching & Learning (CATL)

The German language team aims to create a structured and lively classroom environment in which students from diverse backgrounds have continual opportunities to actively develop their language skills in a fun and communicative way based on latest research in language acquisition. We act as facilitators encouraging a continuous progression in receptive and productive as well as intercultural skills in the framework of an interdisciplinary and global education. Together, we reflect on practical elements of local cultures in relation to students' previous lived experiences in other cultural contexts. We are always open to student feedback throughout the semester and will conduct an anonymous survey half-way through the course.

## Assessment Components

Active Participation	200
Homework: Daily Exercises (100pts) & Portfolio (150pts)	250
Quizzes (4)	250
Class Presentation #1	100
Class Presentation #2	100
Final Examination	100

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Please let your instructor know at the beginning of the semester if you have made arrangements for test taking with the Moses Center for students with disabilities.

## Homework: Daily Exercises and Portfolio

Students will be assigned exercises on a daily basis that both train course content from the day and introduce new topics. These exercises are always to be completed in preparation for the next class. Students will correct these exercises with the help of a key provided by the instructor. The corrected exercises will be handed in throughout the semester in order for the teacher to monitor progress.

In addition, students will be assigned a brief portfolio assignment composition, about 100-200 words) each Thursday, as an opportunity to apply vocabulary and structures in a short and coherent paragraph format or other, more creative formats (e.g. collages, songs, poetry, etc.). The portfolios are due on the next day of class, i.e. every Tuesday. Based on feedback by the instructor, students will revise each text and turn in the revision with the next portfolio assignment.

## Quizzes

Students will demonstrate proficiency in the covered topics in regular in-class quizzes. Quizzes will take 20-30min and provide a range of different task formats such as fill-in-the-blank, correct/false, open/closed questions. They may also include reading and listening comprehension checks, as well as spontaneous writing exercises.

## Class Presentations

These assessments are an opportunity for students to apply their speaking and intercultural skills in a more creative way. During the semester, students will produce two 5 to 8 minute presentations, individually or in groups. Possible formats (e.g. slideshow, skit, video etc.) will be discussed in class.

## Final Examination

The final exam is cumulative, but will focus on material covered in later chapters of the course reader. Students will demonstrate their listening, reading, writing and intercultural skills acquired in the course.

## Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves)

- Dengler, Stefanie et al.: *Netzwerk A2 Kursbuch* (ISBN: 9783126069984); Klett-Langenscheidt, München, 2013.
- Dengler, Stefanie et al.: *Netzwerk A2 Arbeitsbuch*, Klett-Langenscheidt, München, 2013.

# SAMPLE



## Supplemental Text(s) (not required for purchase)

- **Digital Handout Packages / Electronic Resources** for homework, available via Brightspace
- **Grammar Reader**, resource for beginner grammar explanation developed by German Program at NYU Berlin, available via Brightspace, hard copies available in Reading Room
- **German–English dictionary**, e.g. [de.pons.com](http://de.pons.com) or [dict.leo.org](http://dict.leo.org), both include pronunciation, gender and plural indication of nouns and past tense of verbs.
- Very helpful for **pronunciation practice**: University of Iowa provides an excellent technical overview of [the sounds of German](#) and where and how they are produced anatomically.

You can use the following authentic resources (available via web or apps for your computer, smart phone, or tablet) in order to stay up-to-date:

- Tagesspiegel (daily newspaper based in Berlin)
- Spiegel Online (German news magazine)
- Die Zeit (German weekly newspaper)
- Frankfurter Allgemeine Zeitung/FAZ (daily newspaper based in Frankfurt)
- Süddeutsche Zeitung (daily newspaper based in Munich)
- ARD (German TV station with an extensive media library)
- ZDF (German TV station with an extensive media library)
- [Young Germany](#)
- [Deutsche Welle](#) for lots of interesting articles as well as **free German online courses for independent study**.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

## Additional Required Equipment

You will be asked to use a dictionary. You can rely on the online mono- and bilingual [dictionaries from Pons](#), which include pronunciation, grammatical gender and plural information of nouns and past tense of verbs.

One copy of each book is kept in the Reading Room of NYU Berlin's Academic Center, for you to read in the center but not to take out.

## Semesterplan

(subject to change)

### Woche 1: 1 Sep 2022

#### Learning outcomes

Introduce yourself and others, ask information from others, give information about yourself

#### Content and structures

##### **Supplemental material**

Greetings, personal information, review: W-Fragen, Ja-/Nein-Fragen, conjugation present tense

## **Woche 2: 6 Sep - 8 Sep 2022**

### **Learning outcomes**

Talk about the past, arrange a meeting, make and answer suggestions, ask for and give reason

### **Content and structures**

#### ***Netzwerk neu A2: Chapter 1***

Review perfect tense; subordinating conjunction *weil*, pronunciation of *ch*

## **Woche 3: 13 Sep - 15 Sep**

### **Learning outcomes**

Talk about time at school and after graduating, compare school systems, present a university

### **Content and structures**

#### ***Netzwerk neu A2: Chapter 2***

German school system, express opinion, dis-/agree; modal verbs in Präteritum, possessive articles in dative case, temporal prepositions

## **Woche 4: 20 Sep - 22 Sep 2022**

### **Learning outcomes**

Talk about online activities, compare electrical devices, formulate advantages and disadvantages

### **Content and structures**

#### ***Netzwerk neu A2: Chapter 3***

Temporal adverbs *oft, manchmal, selten, nie*, comparative and superlative of adjectives

### **Requirement**

**Thur, 22 Sep: Quiz 1**

## **Woche 5: 27 Sep - 29 Sep**

### **Learning outcomes**

Understand opinions in texts, read and write blogs; learn about the Day of Unification of Germany, talk about the national holiday of your country.

### **Content and structures**

#### ***Netzwerk neu A2: Chapter 3 + supplemental material***

subordinate conjunction *dass*; the meaning of 3 Oct as a national holiday of Germany

### **Requirement**

#### **Thurs, 29 Sep, Market Field trip**

We will visit one of the local Berlin markets. The goal of the excursion is to get familiar with the products and goods on the market, to talk to the sellers and to directly apply German language skills. Learn the German words for flavors and colors.

### **Learning Goals**

Familiarize yourself and ask for opening and closing times, learn new words around food and produce, repeat prices and numbers.

## **Woche 6: 4 Oct - 6 Oct**

### **Learning outcomes**

Talk about emotions, congratulate, express pleasure and sorrow, talk about an event,

### **Content and structures**

#### **Netzwerk neu A2: Chapter 4**

clauses with *wenn*, reflexive verbs

### **Requirement**

**Thurs, 6 Oct: Ausflugstag:** Today all classes will have an Ausflugstag (excursion day), which literally means "to fly out"! We have picked a variety of museums, exhibitions, and other places of interest in Berlin as destinations for our Ausflüge, and you can choose the one that appeals most to you. Some are well-known and centrally located, others are a bit further afield. In the following week, we will reflect on our Ausflüge in our German language classes and present what we have discovered. More information and the sign-up sheet will be provided in class.

## **Woche 7: 11 Oct - 13 Oct**

### **Learning outcomes**

Formulate regulations, describe typical job tasks, talk about what you like and don't like in your daily routines. Talk about an evening program

### **Content and structures**

#### **Netzwerk neu A2: Chapter 4 + 6**

Prepositions *ohne* with accusative and *mit* with dative, adjectives with definite article

### **Requirement**

**Thur, 13 Oct: Quiz 2**

## **Woche 8: 18 Oct - 20 Oct**

### **Learning outcomes**

Present a person and his/her job biography, talk about career decisions, express dis-/agreement, talk about career aspiration

### **Content and structures**

#### **Netzwerk neu A2: Chapter 6 + 7**

Adjectives with indefinite article, forms and usage of the verb *werden*

### **Requirement**

**Tue, 18 Oct: Presentation 1**

## **Woche 9: 25 Oct - 27 Oct**

### **Learning outcomes**

Ask for information on a train ride, reproduce what someone said, formulate polite questions talk about mobility in the city, understand and give directions in town

## **Content and structures**

### **Netzwerk neu A2: Chapter 7**

Indirect questions with W-Frage and with *ob*; local prepositions *an ...vor, durch, bis zu, gegenüber von*

## **Woche 10: 01 Nov – 03 Nov**

### **Learning outcomes**

Talk about a sports event, express excitement, hope and disappointment, discuss plans for the weekend, make and react on a proposition

## **Content and structures**

### **Netzwerk neu A2: Chapter 9**

express consequences and contradiction; adverbs *deshalb* and *trotzdem*, verbs with dative and accusative objects

## **Requirement**

**Thur, 03 Nov: Quiz 3**

## **Woche 11: 08 Nov – 10 Nov**

### **Learning outcomes**

Learn and talk about the 9 Nov (Day of the Fall of the Wall); talk about living and tidying up, describe the location of objects in relation to each other; differentiate between static and dynamic locational relationships

## **Content and structures**

### **Netzwerk neu A2: Chapter X**

The relevance of the 9 Nov for the people in Germany; two-way prepositions with accusative and dative; verbs with two-way prepositions (*liegen – legen, stehen – stellen, hängen – hängen, sitzen – setzen*)

## **Woche 12: 15 Nov – 17 Nov**

### **Learning outcomes**

Talk about living situations and express your preferences; speak about sharing your living space with others; differentiate between singular and reoccurring past; talk about hypothetical situations.

## **Content and structures**

### **Netzwerk neu A2: Chapter 10 + 11**

Subordinate conjunctions *als* and *wenn*; subjunctive II: *wäre / hätte / würde / könnte / sollte*

## **Woche 13: 22 Nov – 23 Nov**

### **Learning outcomes**

Plan an excursion, talk about its preparation.

## **Content and structures**

### **Netzwerk neu A2: Chapter 11**

Verbs with prepositions

### **Requirement**

**Tues, 22 Nov: Quiz 4**

**Thur, 24 Nov: National holiday (no class)**

**Woche 14: 29 Nov – 01 Dec**

### **Learning outcomes**

Read a sms conversations; formulate precise questions

### **Content and structures**

***Netzwerk neu A2: Chapter 11***

W-Fragen with prepositions

### **Requirement**

**Tue, 29 Nov: Ausflugstag:** Today we will 'fly out' again and practice our German in authentic settings. In creative and stimulating environments we will get the chance to improve our verbal language skills, broaden our vocabulary and train our listening skills. More information and the sign-up sheet will be provided in class.

**Woche 15: 06 Dec – 08 Dec**

### **Learning outcomes**

Reflect on your study-abroad experience with a focus on lingual aspects; talk about your plans for next semester

### **Content and structures**

***Supplemental material***

General review of the semester with a focus on the most difficult structures

### **Requirement**

**Tues, 06 Dec: Presentation 2**

**Finals week: 13 Dec – 15 Dec**

**Tues, 13 Dec: Reading Day (no class)**

**Thur, 15 Dec: Final exam**

### **Recommendations for a Positive Teaching and Learning Environment**

To optimize the experience in the learning environment, please consider the following:

- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Students should be respectful and courteous at all times to all participants in class.

### **Suggested Learning Opportunities that Relate to our Course**

Please use the opportunity to take part in the Tutorial Program and Tandem Program in collaboration with Berlin Kolleg.

## Your Lecturer

Florian Ullrich teaches German at the German Language Program at NYU Berlin. He holds a BA in English Literature and Linguistics and an MA in Teaching German as a Foreign Language from Technische Universität Berlin. His academic interests include semiotics and semantics, especially contrastive approaches as well as language policies. In his class, Florian focuses on a communicative approach that enables learners to form useful sentences early on and apply them in real-life. He is also very interested in learning through digital media, be it apps, podcasts or other online tools.

Florian's non-academic interests include politics, history, running and he recently decided to give improving his French language skills yet another try.

## Academic Policies

### Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0  
A- = 90-93 or 3.7  
B+ = 87-89 or 3.3  
B = 84-86 or 3.0  
B- = 80-83 or 2.7  
C+ = 77-79 or 2.3  
C = 74-76 or 2.0  
C- = 70-73 or 1.7  
D+ = 67-69 or 1.3  
D = 65-66 or 1.0  
F = below 65 or 0

### Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team ([berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu)) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to NYU Berlin's director or Wellness Counselor. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class

participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

### **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Students should not plan to leave the site before the end of the finals period.

### **Late Submission of Work**

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on a university computer is no excuse for a late submission.

### **Academic Honesty/Plagiarism**

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may

check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Citations Style Guide](#)

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics team in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics team will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

## **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin.

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

Please consider the environment before printing this syllabus. If printing is necessary, please select only the essential page range.