

Course Title

Intensive Elementary

Course Number

GERM UA-9010 D01

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

Florian Ullrich (he, his)

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

Prerequisites

None

Units Earned

6

Course Details

Mon 9:30am to 1:00pm, Tue and Thur 09:30am to 11:30am

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

Intensive Elementary German is an introductory course to the language and culture of German-speaking countries for students with no previous experience learning German. The

course focuses on the development of communicative competence as manifested in the four language skills of listening, speaking, reading and hearing. Since the goals of communicative and grammatical competence are ultimately inseparable, students are guided towards using German as accurately as possible. Topics include food, people and freetime, mobility, shopping, daily routines, sustainable living, intercultural observations, love and emotions, health and personal hygiene. Throughout the course you will also learn about Berlin and the Federal Republic of Germany today, its landscape, food, and art. Excursions will focus on the active application of newly acquired language skills.

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.

Intensive Elementary German covers the first two parts 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 Intensive Elementary German, 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. Students will be able to 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 the 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: Workbook (100) & Portfolio (150)	250
Quizzes (4)	250
Presentation	100
Class Presentation	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 on test days 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 or other, more creative formats (e.g. collages, songs, poetry, etc.). The portfolios are due on Tuesday. Based on feedback by the instructor, students will revise each text and turn in the revision with the next portfolio assignment.

Tests and Quizzes

Students will demonstrate proficiency in the covered topics in regular in-class tests and quizzes. Tests will take about an hour, quizzes will take 15-20 minutes and provide a range of different task formats such as fill-in-the-blank, correct/false, and open/closed questions. The tests also include reading and listening comprehension checks, as well as spontaneous writing exercises.

Class Presentation

This assessment is an opportunity for students to apply their speaking and intercultural skills in a more creative way. Students will produce a 10 minute presentation, 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 during the course.

Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves)

- Töpler, Lena: Novemberfotos (ISBN: ISBN 978-3-19-229597-3); Hueber, 2015.
- Dengler, Stefanie et al.: *Netzwerk A2.1 Kursbuch- und Übungsbuch* (ISBN: 9783126069984); Klett-Langenscheidt, München, 2013.
- **Elementary German Course Reader for Fall 2022**, beginner course material developed by the German Program at NYU Berlin, provided by your instructor.

SAMPLE



- **Digital handout packages** for homework, available via Brightspace
- **Grammar Reader**, resource for beginner grammar explanation developed by German Program at NYUB, available via Brightspace, hard copies available in Reading Room
- **Quizlet**, digital vocabulary flash cards accompanying each unit of your course reader; Sign up for a free account in order to access the sets.
- Class join link: <https://quizlet.com/join/cnXhxaYpj>
- **German–English dictionary**, e.g. de.pons.com or dict.leo.org, both include pronunciation, gender and plural indication of nouns and past tense of verbs.

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

Semesterplan subject to change

Woche 1: 1 Sep 2022 *Kapitel 1 Herzlich Willkommen*

Learning outcomes

Manage basic conversations (greetings, introductions, goodbyes; understanding, asking for and giving basic personal information); express well-being; familiarize with the sounds of German (consonants, umlaute, diphthongs).

Content and structures

Greetings; interrogatives (*wie/ wer/ was/ wo/ woher/ welche*); express well-being (*Wie geht es dir/Ihnen? Mir geht es gut.*); alphabet, umlaute.

Woche 2: 5 Sep - 8 Sep 2022 *Kapitel 1 Herzlich Willkommen*

Learning outcomes

Expand on your semester abroad, your job(s), study field, interests; express well-being (*Wie geht es dir/Ihnen? Mir geht es gut.*); navigate formal and informal address (consider the idea formality; distinguish *du/ Sie, dir/ Ihnen*; use in appropriate contexts); address more than one person (basic conversation, *w*-questions, *du* vs. *ihr*) and talk about yourself as part of a group (*ich* vs. *wir*); manage classroom communication in German (clarification requests; refer to items, things inside the classroom, give basic description of items (colors) etc.); familiarize with grammatical gender.

Content and structures

Elementary Reader: Classroom vocabulary; the definite nominative article (*der/ das/ die/ die*); gender and the German language, gender-neutral language options (*xier/d er:die*); colors; sentence structure: statements, *w*-questions, yes/no-questions; country names, dative articles (*dem/ der/ den*), greetings; interrogatives *wie, wer, was, wo, woher*; verb conjugation (singular and plural) of *sein, heißen, haben, arbeiten, wohnen, leben, kommen, studieren, finden, gehen*; prepositions *aus, an, in, bei*; compound nouns.

Woche 3: 12 Sep - 15 Sep Kapitel 2 Berlin, Berlin

Learning outcomes

Get acquainted with Berlin; refer to people/things, attractions/ landmarks in third person singular and plural (*er/ sie/ es/ xier/ sie*); ask for someone's personal pronoun; inquire and give the location of certain things/landmarks in the city; expand on basic description of things using adjectives;; count till 1000; give phone number, state (digital) time, temperatures; describe food, beverages and eating habits and preferences; order beverages and food in restaurant/ at a café (including correcting false orders politely);

Content and structures

Elementary Reader: Landmark and attraction vocabulary; adjectives (*alt, bekannt, groß, interessant, klein, langweilig, ruhig, schön*); personal pronouns in nominative (*ich/ du/ er/ sie/ es/ xier/ wir/ ihr/ sie/ Sie*); numbers 1-1000; Ordering fast food, irregular verbs: *möchten* vs. *mögen, hätte gern*.

Requirement

Thurs, 15 Sep, Quiz 1

Woche 4: 19 Sep - 22 Sep Kapitel 3 Guten Appetit

Learning outcomes

Familiarize with common take-away foods in Germany; understanding the grammatical categories of subject and object and their role-making functions in a sentence; compare ways of eating out in different countries and ways of buying groceries; pay and tip according to conventions; plan a meal with friends and organize preparations.

Content and structures

Paying and tipping conventions; indefinite and negative articles in accusative case (*einen/ ein/ –, keinen/ kein/ keine/ keine*); regular verbs (*brauchen, ein|kaufen, kosten*); adverbs *gern/ lieber* and their position in the sentence; noun plural (*der Apfel, die Äpfel, das Ei, die Eier, die Tomate, die Tomaten*); (packaging) units; prepositions *zu / zum / zur*; revision: 3rd-person-pronouns and referencing; regular verb conjugation (*leben, kommen, hören, schreiben, arbeiten, finden,*); sentence structure: questions and statements; gender; definite articles in nominative (*der/ das/ die/ die*).

Woche 5: 26 Sep - 29 Sep Kapitel 3 Guten Appetit

Learning outcomes

Communicate successfully at a market; ask for the location of certain items inside stores; buy groceries at the store or the market; packaging units; master expressions of politeness and clarification requests; learn about German meals (*Frühstück/ Mittagessen/ Abendessen*) and regional specialties; describe international dishes; exchange restaurant recommendations. Discuss different sorts of bread and their relevance to German culture.

Content and structures

Vowel-change verbs *lesen, sprechen, essen, nehmen*; regular verbs (*brauchen, ein|kaufen, kosten*); adverbs *gern/ lieber* and their position in the sentence; noun plural (*der Apfel, die Äpfel, das Ei, die Eier, die Tomate, die Tomaten*); prepositions *zu / zum / zur*; revision: 3rd-person-pronouns and referencing; regular verb conjugation (*leben, kommen, hören, schreiben, arbeiten, finden,*); sentence structure: questions and statements; gender.

Requirement

Thurs, 29 Sep, Market Field trip

We will visit one of the local markets in Berlin. The goal of the excursion is to become familiar with the products and goods at the market, to talk to the vendors and to directly apply German language skills. Learn the German words for flavors and colors and dive into the history of the market.

Learning Goals

Familiarize yourself and ask for opening and closing times, learn new words about food and produce, repeat numbers and how to say prices.

Woche 6: 4 Oct - 6 Oct *Kapitel 4 Freizeit und Stadtleben*

Learning outcomes

Make smalltalk about your weekend in past tense, touch upon the weather, activities, obligations, visitors; describe sorts of public entertainment, weekend and freetime activities; discuss Berlin as a key German cultural center.

Content and structures

Präteritum of *haben* and *sein*; freetime vocabulary; weather; vowel-change verbs (a->ä: *fahren, schlafen, laufen*; e->ie: *sehen, lesen*; e->i: *treffen*, cf. *essen, sprechen, nehmen*); sentence connectors (*aber, denn, und, oder*); copula-verb *sein*

Requirement

Mon, 3 Oct: Public holiday (no class)

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: 10 Oct - 13 Oct *Kapitel 4 Freizeit und Stadtleben*

Learning outcomes

Describe flea market finds and personal shopping preferences; be able to name some clothing and household items; give your opinions on various topics (e.g. weather, attraction, art scene, clothing styles: *Wie findest du ...? Gefallen dir...?*); understanding the grammatical categories of subject and object and their role-making functions in a sentence; name and

describe important people in your life and give their relation to you; understand the concept of *Vereine* and their role in Germany. Talk about Dates and Time, Give and ask information about time, learning to understand an analogue clock.

Content and structures

Verb *gefallen* to express general opinions, the adverb *gern*, negation (*nicht* vs. *kein*); understanding grammatical categories of subject and object and concurrent nominative and accusative case; articles in accusative and nominative case; definite article in accusative case (*den/ das/ die/ die*);

Requirement

Tues 13 Oct, Quiz 2

Woche 8, 17 Oct - 20 Oct: Kapitel 5 Mein Umfeld

Learning outcomes

Name and describe your social circles, important people in your life and give their relation to you; understand the concept of *Vereine* and their role in Germany; describe people's characters (*Mein Vater ist ein alternativer Typ,...*); learn about the concepts of *Vereine* and *Netzwerke* for community support; talk about your hobbies and your free time; daily life.

Content and structures

Family and friends vocabulary (*Freund(in), Mutter, Vater, Geschwister,...*); relationship vocabulary (*single, verliebt, getrennt lebend, verheiratet...*); character adjectives (*alternativ, extrovertiert, freundlich, interessiert, kreativ, musikalisch, nett...*); genitive -s (*Jennifers Buch*); possessive articles in nominative (and *accusative) case (*meine Schwester, deinen Kommilitonen, xiese Freundin,...*); *adjective declination in nominative and accusative case (*mein bester Freund, xiese beste Freundin, ...*); existential construction *es gibt*. separable verbs (*aus/gehen, ein/kaufen*); word order in the verbal bracket; *gefallen*

Woche 9, 24 Oct - 27 Oct: Kapitel 6 Träume, Wünsche, Pläne

Learning outcomes

Comprehend and reconstruct the plot of a short movie in German; anticipate a movie ending; give your opinion about the short film *Der Kiosk* by Anete Melece; familiarize with German-speaking regions as part of DACHL (the German speaking countries); describe paths using directional expressions (*durch den Park, ins Wasser, über eine Brücke*) and talk about travel destinations; express wishes and desires (*Ich will...*); plan a vacation together with a friend, compare travel preferences and set goals for your time off; talk about your dream vacation and the activities it would involve; understand someone's travel itinerary/ account of their vacation; express aspirations and obligations, permissions or lack thereof in connection to traveling.

Content and structures

W-interrogative *wohin*; directional prepositions (*nach/ zu*); directional prepositions requiring accusative case (*in/ auf/ *durch/ *über/ •an/ •entlang*); verbs connected to travel experiences (*aufstehen, besichtigen, bleiben, ein|packen, entdecken, entspannen, gehen, kennen|lernen, lernen, machen, mit|kommen, genießen, reisen, spazieren, wandern*); meaning, usage and irregular conjugation of modal verbs *können, müssen, wollen, dürfen*; verbal bracket and position of predicate elements in a sentence, possessive construction: nominative and accusative, adjective declination

Requirement

Thurs 27 Oct: Quiz 3

Woche 10, 31 Oct - 3 Nov: *Kapitel 7 Moin Moin*

Learning outcomes

Get acquainted with the northern German metropolis of *Hansestadt Hamburg*, its landmarks and attraction, its layout, the ascribed mentality of its people, some regional dishes, the style of the architecture, etc; use cardinal directions and places in the city (*Hafen, Museum, Bahnhof..*) for reference; understand accounts of a past trip (provided as written blog entries and in oral narration); relay your own activities as part of a past trip or journey in conversational past tense; compare public transportation and understand the basics of using it in Germany. Talking about a story or an event, narrating a story.

Content and structures

Perfekt (conversational past tense) with *haben* (static, ex.: *Ich habe Yoga gemacht.*) vs. *sein* (dynamic, ex.: *Ich bin ins Kino gegangen.*); past participles of regular and irregular verbs; review of Präteritum (preterite tense); vocabulary for cardinal directions (*im Norden, im Süden, etc.*), places, attractions and tourist activities in the city (*das Zentrum, der Hafen, etc.*) and means of transportation (*der Zug, die Tram, etc.*); comparative and superlative forms of adjectives, imperative, modal verb: *sollen*.

Requirement

Tues & Thurs, 25/27 Oct: Class Presentation #1

Woche 11, 7 Nov - 10 Nov: *Kapitel 7 Moin Moin, Talking about the past*

Learning outcomes

Understand accounts of a past trip (provided as written blog entries and in oral narration); relay your own activities as part of a past trip or journey in conversational past tense; compare public transportation and understand the basics of using it in Germany; contrast basics about the rules of the road and traffic signs; describe motion or location;

Content and structures

Perfekt (conversational past tense) with *haben* (static, ex.: *Ich habe Yoga gemacht.*) vs. *sein* (dynamic, ex.: *Ich bin ins Kino gegangen.*); past participles of regular and irregular verbs;

review of Präteritum (preterite tense); dative preposition *mit*; articles in dative; comparative and superlative forms of adjectives; vocabulary for means of transportation (*der Zug, die Tram*, etc.); introduction: preterite

Requirement

Thurs, 10 Nov: Field Trip [Bernauer Straße, Mauerpark]

We will be visiting Bernauer Straße, the first border station to open back up in 1989. We will also talk about 9th of November as an important date in German history: Start of the November Revolution leading to the first German Republic in 1918, and thirty years later attacks on Jewish people, shops and synagogues in 1938, nowadays referred to as 'Novemberpogrome'.

Learning Goals

Talk about historical events, Preterite and Perfect tenses, dates, give small presentations and/or information.

Woche 12, 14 Nov - 17 Nov: Kapitel 8 Wohnkultur

Learning outcomes

Explain the (current) living arrangements of yourself and others; discuss living situations in different cities and countries and your personal preferences; describe various housing accommodations; talk about your preferences in regard to furniture; describe the locations of objects in relation to one another. *Novemberfotos*.

Content and structures

Vocabulary for various living arrangements and situations, furniture; 9 two-way prepositions (*in, an, auf, über, vor, hinter, neben, zwischen*) with dative; verbs describing the position of objects (*hängen, liegen, stehen, sitzen, stecken, lehnen*).

Woche 13, 21 Nov - 24 Nov: Kapitel 8 Wohnkultur + Netzwerk A2.1 Kapitel 1+2

Learning outcomes

Learn about the city of Basel and the Design Museum there; describe works of art and architecture using adjectives before and after nouns; ask for and give the time; make dates with friends; arrange appointments over the telephone; learn to suggest, accept and decline appointments and dates, arrange meetings, talk to friends and colleagues.

Content and structures

Describe objects; adjective declination in nominative and accusative; telling time and time expressions; vocabulary for telling time and days of the week; temporal prepositions; local prepositions *in* + accusative vs. *nach* (+ dativ w/o article).

W-question word *wann*; temporal prepositions *ab, am, bis, für, in, nach, um, seit, von... bis, vor, zwischen...und*; temporal adverbs, subordinating conjunction *weil*, preterite for modal verbs.

Requirement

Tues, 22 Nov: Quiz 4

Thurs, 24 Nov: No Class (NYU New York Holiday)

Woche 14, 28 Nov - 1 Dec: Kapitel 9 Work + Life = Balance? Netzwerk A2.1 Kapitel 2+3

Learning outcomes

Explain your own daily routine and those of others; talk about everyday activities, as well as when and how often one does them; explain your schedule; explain your plans for the weekend; express and understand obligations and intentions; formulate complicated sentences with multiple parts. Talk about the time after graduating from school, compare school systems, present a university; Talk about online activities and digital media, compare electronic devices; learn about traditions of Advent in Germany

Content and structures

W-question word *wann*; temporal prepositions *ab, am, bis, für, in, nach, um, seit, von... bis, vor, zwischen...und*; temporal adverbs; review: modal verbs and the verbal bracket; vocabulary for everyday activities; review, comparison with *als, so wie*.

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, 5 Dec - 8 Dec: Kapitel 9 Work + Life = Balance? + Netzwerk A2.1 Kapitel 3

Learning outcomes

Describe body parts and give compliments; describe physical ailments to others; communicate to a physician at a visit to the doctor's office; give and understand health tips for specific ailments; relay advice or suggestions to a third party; make demands and give orders, understand opinion in texts, read and write a blog post; talk about movies, reflection on the course and the learning progress.

Content and structures

Vocabulary for body parts, health and ailments; review: adjective declination; imperative; modal verb *sollen* for reported advice; review: modal verbs *können, wollen, müssen, dürfen*; subordinate conjunction *dass*.

Requirement

Tue or Thurs, 06 Dec - 08 Dec: Class Presentation #2 (in class)

Woche 16: 12 Dec

Finals week

Mon, 12 Dec: General Review

Finals Week: 14 Dec - 19 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) 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 are not permitted to leave the site until their finals have been completed at the designated times. Upon receiving approval from the Academics Team, eligible graduating students may depart the site one day before their school, department or university graduation ceremony.

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) 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

SAMPLE



- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

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