

# SAMPLE SYLLABUS



## Course Title

# Intensive Intermediate German

## Course Number

GERM-UA9020D01

## Instruction Mode: In-Person

## Fall 2022

## Lecturer Contact Information

Laura Gemsemer: she/her

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

## Prerequisites

You have taken GERM-UA9002 Elementary German II or GERM-UA 9010 Intensive Elementary German at NYU and received a passing grade; or you have taken two semesters or the equivalent of introductory German 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 Coordinator.

## Units Earned

6

## Course Details

Mondays 9:30-13:00, Tuesdays and Thursdays, 9:30 to 11:30.

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.

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## Course Description

This course covers the second two parts of a four-part German sequence. Together, these courses (Elementary I and II; Intermediate I and II) should 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, or to use German for travel, leisure and work. At the end of Intermediate German II (or Intensive Intermediate German), you will be prepared to successfully take a proficiency exam.

In this course, you will continue to study grammar, vocabulary and other aspects of the German language. This course intends to create a balance between working with intellectually stimulating subjects and practicing the skills needed to communicate effectively in a foreign language and to interact with members of diverse groups of people. The course program also includes and reflects on different aspects of gender-neutral language. During the course, you will engage with a large variety of topical subjects from German culture and history as well as films, literature and music. Not unlike learning an instrument, learning another language requires a great deal of commitment, diligence, discipline, and consistency on the part of the student. In order to succeed in this course, please be prepared to spend up to two hours of independent study per classroom session. Your personal effort and learning progress will be continuously and individually supported by your German instructor.

## Course Learning Outcomes (CLOs)

Students will:

- Understand the main points of extended speeches and lectures, as well as most audio or video clips regarding current affairs or on TV news programs and follow lines of argument, provided the topic is reasonably familiar.
- Understand the majority of films in standard dialect and contemporary prose.
- Read articles and reports concerned with topics of current interest.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Take an active part in discussions in familiar contexts, while being able to account for and sustain their points of view.
- Present clear descriptions of a wide range of subjects related to their fields of interest.
- Explain an opinion on a topical issue which can provide the advantages and disadvantages of various viewpoints.
- Write a clear and detailed text, letter, essay or report on a wide range of subjects related to their interest that passes on information, gives reasons in support of or against a particular point of view or highlights the personal significance of events and experiences.

## Course Approach to Teaching & Learning (CATL)

We aim to create a structured and lively classroom environment in which students from diverse backgrounds have continuous 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.

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## Assessment Components

Active Participation	200
Homework	200
3 Quizzes (3x50)	150
3 Compositions (3x50)	150
2 Oral presentations (2x50)	100
Final exam	200

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.

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

**Quizzes** (in-class, 30 to 45 minutes) will focus on the understanding and application of recent vocabulary and grammar structures, written expression and intercultural understanding. According to different learner types and preferences, students may choose to either bring a device and type or to handwrite the quiz.

**Compositions** (200 to 400 words) will be assigned as an opportunity to apply vocabulary and structures in different written formats (e.g. report, review, interpretation). Based on feedback by the instructor, students will revise each text and turn in a second version.

**Oral Presentations** present an opportunity for students to apply their speaking and intercultural skills in a more creative way. Students will produce a 5 to 10 minute presentation as individual or group work. Possible formats (e.g. slideshow, skit, video etc.) will be discussed beforehand in class.

The **Final Examination** (approximately 2 hours) will be given during the finals week. Students will display their listening, reading, writing and intercultural skills acquired during the course. The exam is cumulative, but will focus on selected structures, topics and material of the semester that will be announced beforehand.

## Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves)

Please purchase the following materials:

1. *Impuls Deutsch 2* Online Course Book + Online Workbook Codes, A2 - B1 by Nicole Coleman, Damon Rarick et al.

NP00860530402, Klett USA. More details about the purchase of the required digital course material TBA in class.

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

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

- Electronic Resources (via Brightspace / NYU Library)
- *Grammar Reader for Beginners* developed by NYU in Berlin for more explanations

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- and practice. Available for free [online](#) and downloadable from NYU LMS (Brightspace).
- **Quizlet** offers vocabulary flash cards accompanying each unit. You will have to sign up for a free account in order to access the sets.
  - Class join link for this class: <https://quizlet.com/join/U54sqbbAg>
  - Very helpful for **pronunciation practice**: University of Iowa provides an excellent technical overview over [the sounds of German](#) and where and how they are produced anatomically.
  - Zorach, Cecile, et al: ***English Grammar for Students of German. The Study Guide For Those Learning German.*** The Olivia and Hill Press, 2014. Copies for use within the Academic Center are available in the reading room or from your instructor.
  - See [Deutsche Welle](#) for lots of interesting articles as well as **free German online courses for independent study.**

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](#)

These are all free and a great way to practice your German.

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 the 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.

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## Semesterplan

(subject to change)

### Woche 1 – 1 Sept 2022

WILLKOMMEN - Introduction & Berlin

You will get familiar with your fellow students and your instructor, describe your first impressions and expectations and get acquainted with our classroom policies, course material and course program. The topic of our first lessons is “Berlin”. We will read about summer activities in Berlin and refresh grammar skills by taking a closer look at the structures used.

#### Learning outcomes

Describe your first impressions and expectations of the course. Understand short texts about Berlin.

#### Structures

Grammatical cases and their “triggers” (ex. Präpositionen).

#### Texts

[Kiez](#)

[11 Tipps für den Sommer in Berlin](#)

### Woche 2: 5 Sept - 8 Sept 2022

Kapitel 1: Was war da los? Ost-West-Geschichte(n)

Monday: Focus on Berlin

Subchapters for Tuesday/Thursday: (1) „Deutsche Geschichte(n)“ & (2) „Ost-West-Perspektiven zum 17. Juni 1953“ & (6) Ampelmann – eine Ost-West-Geschichte

We will listen to different songs about Berlin and start comparing our views on the city.

Before we start working with the first chapters of the book, we will deepen our discussion about Berlin, talk about the housing problem the city currently has and get acquainted with the initiative “Deutsche Wohnen und Co enteignen”. We will deepen the grammar review and refresh your German skills.

We will then summarize the views of Berlin depicted in the songs.

#### Learning outcomes

challenge your German language skills while speaking about the different views on the city expressed in the songs. Understand and talk about songs and lyrics.

Learn about important dates and events of German post-war history. Understand and summarize the main ideas from texts and videos about historical events. Ask for and provide information about specific historical events. Contrast ideological viewpoints about historical events. Get acquainted with the geography of Germany and the former border of the GDR.

#### Ressources

[Deutsche Wohnen & Co enteignen](#)

[11 Tipps für den Sommer in Berlin](#)

#### Text and Film

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## Der Kampf um den Berliner Wohnungsmarkt

### **Lyrics**

[Culcha Candela: Berlin City Girl](#)

[Seeed: Dickes B](#)

[Peter Fox: Schwarz zu blau](#)

[Endlich August: Das ist Berlin](#)

### **Songs (tbd)**

[Culcha Candela: Berlin City Girl](#)

[Seeed: Dickes B](#)

[Peter Fox - Schwarz zu Blau](#)

[Endlich August: Das ist Berlin](#)

### **Structures**

Review: Infinitiv- und Finalsätze, reflexive verbs, local and temporal prepositions, years/dates, comparative and superlative.

### **Woche 3: 12 Sept - 15 Sept 2022**

Kapitel 1: Was war da los? Ost-West-Geschichte(n)

Monday: (6) Ampelmann – eine Ost-West-Geschichte

Subchapters for Tuesday/Thursday: (1) „Deutsche Geschichte(n)“ & (2) „Ost-West-Perspektiven zum 17. Juni 1953“ & (3) „Geteiltes Berlin“ & (5) „Zwischen uns die Mauer“

From contemporary Berlin, we will go back to its history and learn about post-war Berlin and start talking about Berlin as a divided city.

We will focus on the iconic “Ampelmännchen”. Later this week, we talk about the Berlin Wall and about Berlin as a divided city. What did the wall do to the couples and families divided by it?

Also, we will read short articles about products made in GDR and find out what became of them today. Everybody will pick one so-called Ostalgie-topic and prepare a presentation for next week.

### **Learning outcomes**

Learn about the history of Berlin, especially of the Berlin Wall and about people's attempts to escape from the GDR. Describe authentic historical images and make assumptions about their meaning.

Learn about the term “Ostalgie” and typical GDR-products, such as the Ampelmann, the Trabi and linguistic peculiarities of the former GDR.

### **Film**

[Das Ost-Ampelmännchen - eine Erfolgsgeschichte](#)

[Der Comic über die geteilte Stadt Berlin](#)

### **Texts**

[ERST STEHEN, DANN GEHEN. Elvis, Otto, Kasperle: Die zwölf lustigsten Ampelmännchen Deutschlands](#)

Articles (tbd) from Ostalgie-section of [Part-time magazine](#) I edited (PDF).

### **Structures**

Temporal subordinate clauses (als & wenn), tenses, comparative

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## Woche 4: 19 Sept - 22 Sept 2022

Kapitel 1: Was war da los? Ost-West-Geschichte(n)

Monday: Visit to GDR Museum

Subchapters for Tuesday/Thursday: Gendergerechte Sprache Tutorial (0) & (7) „Chancengleichheit“ & (8) „Vertrags- und Gastarbeit in der DDR und BRD“

We will listen to your presentations and talk about the term “Ostalgie”. We will talk and read about gender sensitive language use and learn about new and old options (and issues) the German language has. We will talk about equality and focus on the two Germanies again. Also, we will learn about “Gastarbeiter” (“guest workers”) and see how this topic is presented in different media, e.g. films and songs.

### Learning outcomes

Understand the public discussion about gender-neutral language in Germany. Get acquainted with the gender-neutral pronoun *xier* and learn about questions of gender equality in former East and West Germany and in the present. Learn about contract worker programs in both Germanies and get acquainted with a German-Turkish Rapper, Eko Fresh (\*1983) whose song made it into German school books.

### Texts

[Sprache in der Schule: Gendergap im Klassenzimmer](#)

[Eko Fresh: "Der Gastarbeiter"](#)

### Ressources

[GENDERWÖRTERBUCH](#)

### Structures

Temporal subordinate clauses (während, bevor, seit, etc.), tenses, verbs with vowel changes, modal verbs

### Requirements (Tuesday)

Presentation #1

## Woche 5: 26 Sept - 29 Sept 2022

Kapitel 1: Was war da los? Ost-West-Geschichte(n)

Monday: DDR im Comic & Delving deeper into the gender debate

Subchapters for Tuesday/Thursday: (9) „Wende“ & (10) „Einheit“ & (11) „Wer wir sind“

We will deepen our discussion about gender sensitive language and read articles with different viewpoints on the topic. We will watch the film *Almanya*. Later this week the fall of the wall will be one of our topics. This raises the questions of the complex topic of identity - based on nationality, geography, society, and culture, etc. You will get acquainted with the German singer songwriter, Dota Kehr (\*1979), and both listen to and read her song about “Grenzen”. Since the German word “Grenze” means both border and boundary and is used in many wordings from adjectives to verbs and nouns, we will work on that vocabulary field, too.

### Learning outcomes

Answer questions about and express personal views on song lyrics. Discuss concepts of identity, with notable regard to history and socialization.

### Text

Genderdebatte (tbd)

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[Dota Kehr: "Grenzen"](#)

## Video

[Dota Kehr: "Grenzen"](#)

## Structures

Gendern & grammar; temporal subordinate clauses (nachdem), tenses, middle field, modal verbs

## Requirements

(Thursday)

Quiz #1

## Woche 6: 4 Oct - 6 Oct 2022

Monday – No Class – Public Holiday  
Tuesday: Kapitel 1: Was war da los? Ost-West-Geschichte(n) / DDR in Text & Film  
Subchapters for Tuesday: (12) Good bye, Lenin & Das Leben der anderen / DDR im Film & (31) Das Filmfestival von Locarno (106)  
Thursday: Excursion day

To conclude the first chapter, we will talk about the representation of the GDR in films and texts. We will watch and read selected examples. You will write a critique.

## Learning outcomes

Discuss and express personal views on films and texts about the GDR. Discuss concepts of identity with notable regard to history and socialization. Write a film critique.

## Videos

[Good bye, Lenin! \(Trailer\)](#)

## Structures

Adjective (Word field: Film + declension), Präteritum (in texts)

## Requirements (Thursday)

Composition #1

**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 2022

Monday: *Almanya* & Debriefing of Ausflugstag  
Kapitel 2: Wer würde sich trauen? Achterbahnen und andere Nervenkitzel  
Subchapters for Tuesday/Thursday: (22) Geprüfte Sicherheit & (23) Hobbys und Berufe für Adrenalin-Junkies & (24) Angst - Psyche und Körper & (25) Das Leben ist eine Achterbahn



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Later this week, we will talk about scary situations and dangers and have a conversation about things one is afraid of. We will discuss the term “German Angst” and compare fears of people in different places and communities. We will also read about the opposite, that is, e.g. jobs with adrenaline rush.

## Learning Outcomes

Express how you would react in a scary situation. Discuss the deeper reasons for what we call “German Angst”. Compare the fears of people with the chase of adrenaline.

## Texts

[Blogs und ihre Macher: Der Grenzgänger](#)

[Furcht der Deutschen Was bedeutet der Ausdruck "German Angst"?](#)

## Film

*Almanya - Willkommen in Deutschland*. Regie: Yasemin Şamdereli. 2011.

## Structures

Konjunktiv 2, Verben mit Präpositionen

## Woche 8: 17 Oct - 20 Oct 2022

Monday: Delving into “German Angst”  
Tuesday/Thursday: Angst und Ängste / Die Angst vor der Angst

We will differentiate our talk about German Angst and “Angst” in general. What does “Angst” mean for you personally? What’s the difference between “Angst” and “Furcht”? Would you be scared if...? Moreover, we will read an excerpt from a novel by the young German author, Olivia Wenzel (\*1985), and discuss how “Angst” is depicted. We will then see a very different text example about a Turkish family who immigrated to Germany and never visited Turkey again. We will use that text to practice both grammatical structures (subjunctive 2) and ask whether “Angst” might play a role in this text, too.

## Learning Outcomes

Read and understand an excerpt of a literary text. Identify and discuss different types of “Angst”. Recognize grammatical structures and practice them.

## Texts

[Die furchtsamen Deutschen](#)  
[Frank Biess: „Republik der Angst“](#)

Excerpt from: Olivia Wenzel: *1000 Serpentinaen Angst*, S. Fischer, Frankfurt/Main, 2020, S. tbd (PDF).

[Das Land in meinem Kopf](#)

## Structures

Subjunctive II, adjectives, prepositions vor / aus

## Requirements (Thursday)

Quiz #2

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## Woche 9: 25 Oct - 27 Oct 2022

Monday: *Made* *in* *Berlin*

Kapitel 3: Wie wird das gemacht? Die Schweiz als Herstellerin von Qualitätsprodukten

Subchapters for Tuesday/Thursday: (27) (Produkt-)Geographie der Schweiz & (28) Geschichte(n) der Schweiz

Focus: Schweizer bzw. europäische Neutralität(en)

We will first get acquainted with inventions and inventors from Berlin, and then with major inventions and their inventors from Switzerland and Germany in general. We will talk about neutral countries of Europe while focussing on the concept of neutrality: Can anything ever truly be neutral? You will select a European country and be the specialist on its neutrality within the group discussion.

We will listen to another song by Dota Kehr and continue practicing the subjunctive 2: What would you do if you were to find a fairy in the forest?

### Learning outcomes

Learn about inventions and inventors from Switzerland and Germany. Talk about the concept of neutrality. Challenge your comprehension and vocabulary by conducting a little research project. Present a topic in front of the class. Describe unreal/hypothetical situations.

### Texts

[10 Berliner Erfindungen vor 100 Jahren Innovativ, heute unverzichtbar](#)

[Europa: Das Ende der Neutralität?](#)

[Dota Kehr: "Eine Fee"](#)

### Structures

Subjunctive 2, passive voice (present tense): Zustandspassiv vs. Vorgangspassiv

## Woche 10: 31 Oct - 3 Nov 2022

Monday: Delving into the fear of invasion. Neutrality or Nato vs. Russia?

Kapitel 3: Wie wird das gemacht? Die Schweiz als Herstellerin von Qualitätsprodukten

Subchapters for Tuesday/Thursday: (30) Wie werden Schweizer Uhren hergestellt & (32) Demokratie - Mit oder ohne Frauen?

Focus: Zeit - kurze Weile, lange Weile (eine Kinderperspektive)

We will deepen and then end our discussion about neutrality in times of war. Our next topic is less political and more philosophical: What is time? "If nobody asks me, I know; but if I were desirous to explain it to one that should ask me, plainly I do not know." (Augustinus, 354-430) We will try to find a way to describe what time means, and also talk about the concept of being bored – when the while gets long – and what to do against it. We will listen to and summarize a radio podcast for children.

### Learning outcomes

Reflect upon philosophically complex topics and find definitions. Challenge your listening comprehension by listening to and summarizing a radio podcast.

### Film

[Schwindende Neutralität in Europa](#)

### Text & Audio

[Was ist Zeit? Woher weiß die Uhr die Zeit?](#)

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[Was ist Zeit? Woher weiß die Uhr die Zeit?](#)

## Text & Audio

[Wenn die Zeit nicht vergehen will #25 Was ist Langeweile?](#)

[Wenn die Zeit nicht vergehen will #25 Was ist Langeweile?](#)

## Structures

Passive (alle tenses), von & durch in the passive voice, temporal prepositions and subordinate clauses

## Woche 11: 7 Nov - 10 Nov 2022

Monday: Nutrition – Health – Cooking

Kapitel 4: Wie leben wir nachhaltig? Kommunikation für die Zukunft unseres Planeten

Subchapters for Tuesday and Thursday: (41) Was ist Nachhaltigkeit? & (42) Klimawandel & (42) Ich in der Umwelt

We will start the week by talking about food, recipes and different diets. We will have a conversation about climate change, sustainability and our own carbon footprint. We will also research the connection between diet and climate change and weigh different views. We will focus on health issues and special diets, e.g., What is a fruitarian?

## Learning outcomes

Understand and give advice related to health issues and different diets. Have a conversation about your own carbon footprint and compare viewpoints about diet and climate change. Understand key information related to sustainability and match it to visual and textual descriptions.

## Film (tbd)

[Ernährung & Klima - Klimaschutz in der Schule kinderleicht \(KEEKS\)](#)

[Retten Veganer die Umwelt?](#)

[Selbstexperiment: 24 Stunden als Frutarier](#)

## Structures

Review: declension, relative clauses

## Requirements

Composition #2 (Monday)

Quiz #3 (Thursday)

## Woche 12: 14 Nov - 17 Nov 2022

Monday: *Taste the Waste* (documentary) & introduction to work and life of Saša Stanišić

Kapitel 4: Wie leben wir nachhaltig? Kommunikation für die Zukunft unseres Planeten

Subchapters for Tuesday and Thursday: (44) Die Wolke & (45) Umweltbewegungen & (46 + 47) Deutschland, grünes Vorbild

We will deepen our talk about climate change, diet and consumerist society. In preparation for the reading on Tuesday evening, we will get acquainted with the author Saša Stanišić. We will discuss behavior and strategies for emergency situations and learn about the political landscape of Germany: Which parties are “green” and what does “green” even mean, particularly in times of energy shortage? We will start talking about climate activism. You will research contemporary activism and present a group you selected next week.

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## Learning outcomes

Understand texts and films about consumerist society. Describe pictures, navigate German websites and collect information. Discuss environmental activism with classmates. Debate “green” parties and decisions.

## Text

[Saša Stanišić: Sprachartist mit Fantasie und Humor](#)

## Text und Photo Series

[Konsumgesellschaft Wider den Wegwerf-Wahnsinn!](#)  
[Bilderstrecke aus Taste the Waste](#)

## Film

[Taste the Waste - Trailer](#)

## Ressources

[Fridays for Future](#)  
[Extinction Rebellion](#)  
[Letzte Generation](#)  
[Ende Gelände](#)

## Structures

Relative clauses, participles

## Woche 13: 21 Nov - 24 Nov 2022

Monday: Saša Stanišić: *Herkunft*

Tuesday: Kapitel 4: Wie leben wir nachhaltig? Kommunikation für die Zukunft unseres Planeten

Subchapters for Tuesday: (48) Kommunikation & (49) Was bewegt zu nachhaltigem Handeln?

Thursday: NYU New York Holiday – No Class

You will present your research results about climate activism in front of your classmates. We will discuss the similarities and differences between the activists' approaches and ways of communication and debate the group's presence in the media. We will then reflect on how communication works and how “good” communication can move people to change their individual behavior when compared to “bad” communication.

## Learning outcomes

Challenge your speaking skills by presenting your research. Compare and contrast activism, frame critique and sympathy.

## Texts

[Erst kommt die Reue, dann das Vergeben](#)  
[Die Grünen stehen vor den Trümmern ihrer Energie-Träume](#)

## Ressources

[Fridays for Future](#)  
[Extinction Rebellion](#)  
[Letzte Generation](#)  
[Ende Gelände](#)

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## Structures

N-declension, relative clauses

## Requirements

Presentation #2

### Woche 14: 28 Nov - 1 Dec 2022

Monday: Bündnis 90/Die Grünen ("Alliance 90/The Greens") between energy crisis and green objectives

Tuesday: Excursion day

Thursday: Kapitel 4: Wie leben wir nachhaltig? Kommunikation für die Zukunft unseres Planeten

Subchapters for Thursday: (50) Nachhaltigkeit im Unialltag

You will get acquainted with the most influential green party in Germany, currently part of the government. We will focus on the dilemma they currently find themselves in: How to deal with the energy shortage and still remain true to their political position. We will then continue talking about climate activism and reflect on individual strategies for more sustainability in both our academic and everyday lives. We will read an article about the generationally different approach to climate change, and discuss how radical should activism be? We will watch a short documentary about radical(ization) of climate activism.

## Learning outcomes

Challenge your listening comprehension by watching a short documentary. Summarize the content and defend a specific position.

## Texts

[Generationenkonflikt in der Klimadebatte: Das Schweinsbraten-Syndrom](#)

## Film

[Die "Quälgeister" von Extinction Rebellion: bunte Aktionswoche der Klimaaktivisten | SPIEGEL TV](#)

## Ressources

[Bündnis 90/Die Grünen](#)

## Structures

Focus on grammatical case: dative and genitive

**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 2022

Monday: Climate activism

Tuesday and Thursday: Closing discussion and review

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We will watch a documentary about climate activism, review our topics, including grammar, and prepare for the final.

## **Learning outcomes**

Review the main grammar topics of the semester. Reflect on what has been your greatest progress during the semester and how you might continue along this path. Give feedback / course evaluations.

## **Film**

[Radikale Klimaaktivisten: Wie weit darf Protest gehen?](#)

## **Requirements (Tuesday)**

Composition #3

## **Woche 16: 12 Dec**

Monday: Hatice Acikgoez, Ein Oktopus hat drei Herzen

## **Finals Week: 13 Dec - 15 Dec 2022**

**Tue, 13 Dec: Reading Day – No class**

**Thurs, 15 Dec: Final Exam**

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

To optimize the learning environment, please consider the following:

- Please do not eat during class and minimize any other distracting activities (e.g. 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.

High motivation, eagerness to learn a new language, as well as to discover the culture of German-speaking environments are welcome. We behave respectfully towards everyone in the classroom, are kind and supportive in every way and thus create an atmosphere in which everyone is comfortable to speak (and make mistakes) in a new language.

## **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**

Laura Gemsemer teaches classes for the German Language Program at NYU Berlin since Fall 2022. Laura holds a PhD in Literature/Religious Studies and two M.A.s from Freie Universität Berlin (Comparative Literature and Religious Studies). She has been working with different language schools, colleges and universities since 2018. It is her first semester at NYU Berlin.

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## 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.

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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



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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](#).

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## **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.