

# SAMPLE SYLLABUS

NYU Prague

**GERM-UA 9004 P01**

**Intermediate German II**

**Spring 22**

**Course Format: In-Person**

**Time Zone: CET**

## Spring 22

You may be taking courses at multiple locations this semester. If you are enrolled in this course 100% **remotely** please make sure that you have completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. **Please contact the site Academic Director ([vanda.thorne@nyu.edu](mailto:vanda.thorne@nyu.edu)) if you need more assistance.**

If you are attending **in person**, 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. 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 require additional physical distancing.

## Instructor Information

- Name: Josef Ager, PhD

## Course Information

- Course Number: GERM-UA 9004 P01
- **Course Name: Intermediate German II**
- **Meeting times: (CET) Mon/Wed 1:30pm – 2:50pm**
- [NYU Prague Academic Calendar](#)

## Course Overview and Goals

Intermediate German II is intended to develop communication, writing, and argumentation skills at a higher level. Students examine and discuss texts of various genres, then write short essays related to these areas. The course includes a selected review of grammar, idioms, and phraseology of the previous three semesters. The course focuses on building writing skills while continuing to enrich conversational abilities. Other features of the course are presentations, guided writing, and reading of literary excerpts. On the basis of assorted passages and articles from various books, magazines, and

# SAMPLE SYLLABUS

newspapers students train to comprehend and to discuss present-day issues of German-speaking countries. Part of the class is also an introduction to a few representative (Jewish) German writers who had lived in Prague. However, the main goal of the course is to consolidate students' command of spoken German. (Format of the course: Lectures)

## Upon Completion of this Course, students will be able to:

- make use of an eloquent vocabulary to handle complex everyday situation
- present, discuss, and analyze opinions
- relate and value events that happened or could have happened in the past
- create detailed texts and reports that are parts of modern business life
- react and interact in a clear and profound manner

## Course Requirements

**Class Participation, Homework** - Class participation is important for this type of course; therefore, it will form a considerable part of a student's grade (15%).

**Composition assignments** - 4 essays, each 2 pages (20%).

**Short presentation** – 15 minutes (15%)

**Mid-term test** - Grammar test (20%).

**Final exam** - Grammar and vocabulary test (30%).

## Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Participation, Homework	15%
Composition assignments	20%
Short presentation	15%
Mid-term test	20%
Final examination	30%

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent
A	92.5% and higher
A-	90.0 – 92.49%
B+	87.5% - 89.99%
B	82.5% - 87.49%
B-	80% - 82.49%
C+	77.5% - 79.99%

# SAMPLE SYLLABUS

<b>C</b>	72.5% - 77.49%
<b>C-</b>	70% - 72.49%
<b>D+</b>	67.5% - 69.99%
<b>D</b>	62.5% - 67.49%
<b>D-</b>	60% - 62.49%
<b>F</b>	59.99% and lower

## Assessment Expectations

**Grade A:** Excellent work.

**Grade B:** Very good work.

**Grade C:** Satisfactory work.

**Grade D:** Passable work.

**Grade F:** Fails to meet the requirements.

## Course Schedule

### Topics and Assignments

<b>Week/Date</b>	<b>Topic</b>	<b>Grammar</b>	<b>Assignment Due</b>
Session 1 Wednesday, January 26	Overview of course		
Session 2 Monday, January 31	Overview of course	Prepositions of time	
Session 3 Wednesday, February 2	Small talk topics	Numerals and measurement	
Session 4 <b>MAKE UP DAY</b> <b>Friday,</b> February 4	<i>Die neuen und die alten Bundesländer</i>	Weak noun declensions	Written assignment about a short movie
Session 5 Monday, February 7	World population	Simple past tense	
Session 6 Wednesday,	Specialization and general knowledge	Simple past vs. present perfect tense	

# SAMPLE SYLLABUS

February 9			
Session 7 Monday, February 14	Three famous Germans	General subjunctive	
Session 8 Wednesday, February 16	Egon Erwin Kisch, Journalism	Expressing wishes; <i>als ob, als wenn</i>	
Session 9 Monday, February 21	The average German; stereotypes	Uses of <i>es</i>	
Session 10, Wednesday, February 23	Languages in the European Union	Prepositional phrases	Written assignment <i>Du bist mein Mensch</i> (movie)
Session 11, Monday, February 28	Walter Sermer, The sudetes	<i>Da</i> -compounds, <i>wo</i> -compounds	
Session 12 Wednesday, March 2	The multicultural society	Phrases with <i>da/wo</i> -compounds	
Session 13 Monday, March 7	Writing a job application	Expressing opinions	
Session 14 Wednesday, March 9	Human-induced climate change	Equivalentents for English <i>to</i> , Adjectives	
Monday, March 14	<b>SPRING BREAK - NO CLASSES</b>		
Wednesday, March 16	<b>SPRING BREAK - NO CLASSES</b>		
Session 15 Monday, March 21	Rainer Maria Rilke, the German language in Prague	Genitive prepositions	
Session 16 Wednesday, March 23	Mid-term test		Grammar test
Session 17 Monday, March 28	Environmental protection in Germany	Adjective nouns	
Session 18 Wednesday, March 30	Making a phone call; business German	Neuter adjective nouns	Written assignment <i>Vor der Morgenröte</i> (movie)
Session 19	Nature, zoos, pets	Animal idioms	

# SAMPLE SYLLABUS

Monday, April 4			
Session 20 Wednesday, April 6	Franz Kafka (biography)	Conjunctions	
Session 21 Monday, April 11	<i>Erinnerungen an F.K.</i> (Rudolf Fuchs)	Passive with modal verbs	
Session 22 Wednesday, April 13	<i>Ein Besuch im Bergwerk</i> (Franz Kafka)	Substitutes for the passive voice	
Monday, April 18	<b>EASTER HOLIDAY - NO CLASSES</b>		
Session 23 Wednesday April 20	Student life in Germany	Expressing probability	
Session 24 Monday, April 25	Demographic trends in Germany	Types of comparisons ( <i>wie, als</i> )	Written assignment <i>Unorthodox</i> (Netflix series)
Session 25 Wednesday, April 27	Body language	Adjective endings	
Session 26 Monday, May 2	In the office	Uses of the comma; abbreviations	
Session 27 Wednesday, May 4	Screens, communication, acceleration	Phrase related to the body	
Session 28 Monday, May 9	Review	Phrases with numbers	
Tuesday, May 10	<b>READING DAY - NO CLASSES</b>		
Session 29 Wednesday, May 11	<b>FINAL EXAM</b>		Grammar and vocabulary test

## Course Materials

- **Required Textbooks & Materials:** "Handbuch zur deutschen Grammatik; Wiederholen und anwenden", James Rankin/Larry D. Wells, Houghton-Mifflin, Boston – New York 2010. (copy available in the library) Assorted articles and passages from various books.

## Resources:

# SAMPLE SYLLABUS

- **Access your course materials:** [Brightspace](#)
- **Databases, journal articles, and more:** [Bobst Library](#) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#) (nyu.edu/it/servicedesk)
- **NYU Prague library:** [Tritius Catalog](#) (https://nyu.tritius.cz/?lang=EN)

## Course Policies

### Attendance and Tardiness

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. And 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, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to Academic Director Vanda Thorne ([vt21@nyu.edu](mailto:vt21@nyu.edu)) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academic Director Vanda Thorne ([vt21@nyu.edu](mailto:vt21@nyu.edu)) by email 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 staff. Doctor's notes must be submitted in person or by e-mail to the Academic Director, 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.

### Late Submission of Work

# SAMPLE SYLLABUS

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 SITE Staff), 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.
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 the university computer is no excuse for a late submission.

## Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic Director as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

**Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.**

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

**“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).**

**Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”**

**“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (Liberal Studies Program Student Handbook)**

# SAMPLE SYLLABUS

## Classroom Etiquette

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- 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.
- 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 deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. In online classes, consider using the chat function or “raise hand” function in order to add your voice to class discussions.

## 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 SITE's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office 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](#).



# SAMPLE SYLLABUS

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 Prague.

## **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 \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277