

# German 470:132:01 Intermediate German II

Index #: 40281

Spring 2011  
MW5 (2:50 – 4:10)  
Hardenbergh Hall A3

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**Office Hours:** by appointment

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## **Course Description:**

Intermediate German II is an ambitious course in which students will continue to develop their language skills by discussing a variety of cultural topics and themes in the German-speaking world. The focus of the course is on expanding vocabulary, reviewing major grammar topics, developing effective reading strategies, improving listening comprehension, and working on writing skills. Work in small groups increases each student's opportunity to speak in German and provides for greater feedback and individual help. Cultural topics explored this semester will include German history, literature, visual arts, and film and their relevance to contemporary culture.

The course is conducted entirely in German. The rapid pace of the course requires all students to attend class and be prepared to participate actively in German every day. Homework, individual and partner activities, writing assignments, and quizzes will be routine from day one; be prepared to spend a significant amount of time on work outside of class.

**Prerequisite:** German 131 or equivalent, or placement test

**Grading Scale:** A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=65-69;  
F=64 and below.

## Grading:

<p><b>Class participation</b> (including attendance, see below) = 10%, <b>homework/class preparation</b> = 10%, <b>occasional grammar quizzes</b> = 10%</p> <p>*Attendance. All students must attend regularly and arrive prepared. Those who miss more than two class sessions without a compelling excuse (a doctor's or college dean's note, for instance) should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Three late arrivals count as one absence.</p> <p><b>Note:</b> It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.</p>	30%
<p><b>Three essays</b> (minimum 300 words) (10% each)</p> <p>Students are required to write a coherent essay (300 - 350 words) on three assigned topics using vocabulary and structures already learned and practiced in class. The exercise is to learn to communicate using what you already know. Essays are graded on 1) communicative comprehensibility, 2) quality of the content/information/analysis, 3) use and range of vocabulary, and 4) grammatical accuracy (including spelling, capitalization, and correct use of German characters [e.g., ä, ö, ü, ß]). Each essay is written twice. After receiving comments about the content and an indication of grammatical errors, your rewrite should incorporate the instructor's suggestions. The final grade is the average of both drafts. If the deadline for the first draft is missed, you lose your chance to rewrite the essay, and a grade will be assigned to the first and only draft.</p>	30%
<p><b>Portfolio</b> (due at the end of the semester, includes all essays, creative writing samples, vocabulary lists (one per chapter), reflections, and self-evaluation, all compiled in the portfolio)</p>	20%
<p><b>Final Exam</b></p>	20%

**Required Text:**

Anders Gedacht: Text and Context in the German-Speaking World 2<sup>nd</sup> edition (2010). Motyl-Mudretzkyj, Späinghaus ISBN: 9781439082539

Motyl-Mudretzky/Späinghaus, *Anders gedacht: Workbook/Lab Manual*. 2<sup>nd</sup> edition ISBN-10: 053873423X, ISBN-13: 9780538734233

Occasional handouts and Sakai downloads. **Budgetary restrictions require the German Department to collect from each student 5 cents per page toward the cost of handouts other than the syllabus, quizzes and tests.** The department may also assess a fee for optical media (blank CD-Rs and DVD-Rs), when appropriate. When readings are available electronically, students are expected to print them out and bring them to class.

**Online course materials:**

Please note that our course will have its own website on <https://sakai.rutgers.edu/portal>. You can log on using your Net ID and password. If the course does not appear as one of your tabs, please search and add it or contact me and I will grant you access. Some of the reading will be available via Sakai and you are required to print and bring those readings to class on the scheduled days as part of your class participation grade. Please check Sakai frequently for updates, announcements, and resources. You can also communicate with your classmates via Sakai in the Chat Room or pose questions in the Forum. Online materials may also be available through library online reserves. Please go to [http://www.libraries.rutgers.edu/rul/lib\\_servs/course\\_reserves.shtml](http://www.libraries.rutgers.edu/rul/lib_servs/course_reserves.shtml) and log in using your Net ID and password. You can then search by Instructor, Course Number, or Course Name.

**Plagiarism:**

Plagiarism is an extremely serious matter, and can lead to a student's failing the course and being referred to his or her dean for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Please see the University's policies on academic integrity at <http://teachx.rutgers.edu/integrity/policy.html>, and discuss with your instructor any questions you may have about this and related issues.

**Disability Support Services:**

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.rutgers.edu/>.

It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

**Cell Phones:**

Cell phones and all other technological devices (beepers, iPods, MP3players...) must be turned off during class out of respect for the instructor and fellow students. Please schedule all important phone communications outside of class time.

***The instructor reserves the right to make changes to the syllabus.  
Additional homework not listed on the syllabus may be assigned in class.***

**Final Exam:** May 5th, 8am-11am. Location: TBA

WB = Workbook, TB = Textbook, S = Seite

	<b>Klasse</b>	<b>Einheit</b>	<b>Thema</b>	<b>Hausaufgabe fällig</b>
1	19. Januar		Einleitung, Vorstellung des Kursplanes Grammatik: Wiederholung Personal- und Possessivpronomen	
2	24. Januar	7	<i>Kunst und Künstler – Anselm Kiefer</i> Bildbesprechung einzelner Werke Grammatik: Adjektivendungen	
3	26. Januar	7	<i>Kunst und Künstler</i> Biografie des Künstlers	WB S. 200 – 202, Aufgabe 7 (A), 8, 9
4	31. Januar	7	<i>Kunst und Künstler</i> Celan und Kiefer: „Todesfuge“ & „Dein Goldenes Haar Margarethe“	WB S. 202 – 203, Aufgabe 10
5	2. Februar	7	<i>Kunst und Künstler</i> Kunst heute Grammatik: Partizip I und II als Adjektive	WB S. 195, Aufgabe 3
6	7. Februar	7	<i>Kunst und Künstler</i> Diskussionsrunde: Kunst Wiederholung für Quiz I	WB S. 196 – 197, Aufgabe 4 (A) und 5 (A)
7	9. Februar	5/6	<b>Quiz I</b> <hr/> <i>Stationen deutscher Geschichte</i> Wiederholung Passiv	<b>Vokabelliste Einheit 7</b> WB S. 209, Aufgabe 3

8	14. Februar	5/6	<p><i>Überblick: Österreichische &amp; Schweizer Geschichte</i></p> <p>Grammatik: <i>als, wenn, wann</i></p>	<b>Aufsatz I</b>
9	16. Februar	6	<p><i>Umgang mit der Vergangenheit:</i></p> <p>Vergangenheitsbewältigung vs. Vergangenheitsaufarbeitung:</p> <p>Th. W. Adorno</p> <p>„Was bedeutet: Aufarbeitung der Vergangenheit“ (Auszüge)</p>	Worksheet <i>als, wenn, wann</i>
10	21. Februar	6	<p><i>Umgang mit der Vergangenheit</i></p> <p>Vergangenheitsbewältigung (cont.)</p> <p>Grammatik: Infinitive mit <i>anstatt ... zu, ohne ... zu, und um ... zu</i></p>	
11	23. Februar	6	<p><i>Umgang mit der Vergangenheit</i></p> <p>Vergangenheitsaufarbeitung in Kunst und Literatur: Böll, Eich, Brecht &amp; Kästner</p> <p>Grammatik: Temporale Konjunktionen und Präpositionen</p>	<b>Überarbeitete Fassung Aufsatz I</b> WB S. 174, Aufgabe 2
12	28. Februar	6	<p><i>Umgang mit der Vergangenheit</i></p> <p>Vergangenheitsaufarbeitung in Kunst und Literatur: Böll, Eich, Brecht &amp; Kästner (cont.)</p> <p>Grammatik: Plusquamperfekt (Past Perfect)</p>	WB S. 181 – 182, Aufgabe 9
13	2. März	6	<p><i>Umgang mit der Vergangenheit</i></p> <p>Diskussionsrunde: Vergangenheitsbewältigung</p> <p>Grammatik: Konjunktionen, Konjunktiv II der Vergangenheit</p>	WB S. 178 – 179, Aufgabe 3 und 4, S. 180, Aufgabe 6
14	7. März	8	<p>Wiederholung für Quiz II</p> <hr/> <p><i>Das Leben im anderen Deutschland</i></p> <p>Einstieg: Deutsch-deutsche Geschichte</p>	<b>Vokabelliste Einheit 6</b> WB S. 183 – 184, Aufgabe 10 und 11

15	9. März	8	<p><i>Das Leben im anderen Deutschland</i></p> <p>Leben in BRD und DDR</p> <p>Grammatik: Relativsätze</p>	
	<b>12. – 20. März</b>		<b>Frühlingsferien (Spring Break)</b>	
16	21. März	8	<p><i>Das Leben im anderen Deutschland</i></p> <p>Die DDR im Film: <i>Good Bye, Lenin!</i>, <i>Das Leben der Anderen</i>, <i>Sonnenallee</i></p> <p>Filmausschnitte &amp; Diskussion</p>	<p><b>Aufsatz II</b></p> <p>WB S. 217 – 218, Aufgabe 2</p>
17	23. März	8	<p><i>Das Leben im anderen Deutschland</i></p> <p>Die DDR im Film: <i>Good Bye, Lenin!</i>, <i>Das Leben der Anderen</i>, <i>Sonnenallee</i> (cont.)</p> <p>Grammatik: Konjunktiv I (indirekte Rede)</p>	<p>WB 215 – 217, Aufgabe 1</p>
18	28. März	8	<p><i>Das Leben im anderen Deutschland</i></p> <p>Deutschland nach der Wende: Die ‚Mauer in den Köpfen‘ und Ostalgie</p> <p>Grammatik: Passiv</p>	<p>WB S. 224, Aufgabe 1, S. 235, Aufgabe 4 und 5</p>
19	30. März	8	<p><i>Das Leben im anderen Deutschland</i></p> <p>Diskussionsrunde: Geteiltes (Deutsch)Land</p> <p>Wiederholung für Quiz III</p>	<p><b>Überarbeitete Fassung von Aufsatz II</b></p> <p>WB S. 227, Aufgabe 4, WB S. 232 – 233, Aufgabe 2 (A)</p>
20	4. April	9	<p><b>Quiz III</b></p> <hr/> <p><i>Lola rennt</i></p> <p>Einstieg: Thema und Sprache des Films</p>	<p><b>Vokabelliste Einheit 8</b></p> <hr/> <p><b>Film „Lola rennt“ ansehen</b></p>
21	6. April	9	<p><i>Lola rennt</i></p> <p>Thema und Sprache des Films (cont.)</p> <p>Grammatik: Modalpartikel</p>	<p>WB S. 240, Aufgabe 2</p>

22	11. April	9	<i>Lola rennt</i> Vergleichen der Handlungsstränge Grammatik: Komparativ & Superlativ, Satznegation	WB S. 247 – 248, Aufgabe 9, 10 und 11
23	13. April	9	<i>Lola rennt</i> Grammatik: Wortfolge & Orts- und Richtungsangaben	WB S. 241 – 242, Aufgabe 3, WB S. 252 – 253, Aufgabe 17
24	18. April	9	<i>Lola rennt</i> Diskussionsrunde: Was wäre, wenn... Grammatik: Konjunktiv II	WB S. 244 – 245, Aufgabe 7, WB S. 255 – 257, Aufgabe 20 - 21
25	20. April	9	Wiederholung für Quiz IV <b>Quiz IV</b> <hr/> Zur freien Verfügung (Klärung offener Fragen, Diskussion, Mock Exam Übungen, etc.)	<b>Aufsatz III</b>  WB S. 243, Aufgabe 5
26	25. April		Wiederholung für Abschlussexamen	
27	27. April		Wiederholung für Abschlussexamen	
28	2. Mai		Portfolio Präsentationen	<b>Portfolio</b> <b>(inklusive überarbeitete Fassung von Aufsatz III und Vokabelliste für Einheit 9)</b>
	5. Mai	8 – 11am	<b>Abschlussexamen</b>	

## Class participation rubric

	<b>Exceeds expectations (100-90 %)</b>	<b>Meets expectations (89-80 %)</b>	<b>Meets some expectations (79-70 %)</b>	<b>Below expectations (69-65 %)</b>
<b>Attentiveness</b>	Student is always attentive and focused on work assigned. Student does not interrupt the class with anything that does not pertain to class work assigned, i.e. personal conversations, use of electronic devices, etc.	Student is attentive and focused most of the time and barely interrupts class work.	Student is sometimes attentive and interrupts the class at times.	Student is barely attentive, not focused and/or frequently interrupts the class with anything that does not pertain to class work assigned, i.e. personal conversations, use of electronic devices, etc.
<b>Contribution</b>	Student is always eager to contribute to class, pair and group work and ask questions. Students always volunteers answers. Contributions are beneficial and relevant to class discussion/topic.	Student is eager to contribute to class, pair and group work and occasionally asks questions. Student volunteers answers most of the time. Contribution is mostly beneficial to class discussion/topic.	Student is occasionally eager to contribute to class, pair and group work and asks questions some of the time. Student volunteers answers some of the time. Contribution is somewhat beneficial to class discussion/topic.	Student almost never contributes to class, pair and group work, never asks questions and volunteers answers. Contribution is irrelevant to class discussion/topic.
<b>Risk Taking</b>	Student only speaks German during class.	Student tries to speak German most of the time during class, but still switches to English.	Student barely speaks German during class and prefers to speak English.	Student almost never speaks German during class and speaks mostly English.