University of Wisconsin-Milwaukee, Department of Foreign Languages and Literature

GERMAN 499: German for Heritage and Immersion Speakers  
Tuesdays 4:00-6:00 PM; Curtin Hall 203  
(1cr., runs 9/10-11/3)

DRAFT SYLLABUS AND SCHEDULE

Course instructor & email: Dr. Karolina May-Chu (maychu@uwm.edu)  
Office, phone: Curtin Hall 894, (414) 229 4547  
Office Hours: W 2-4 PM and by appointment

COURSE DESCRIPTION

If you learned German in an immersion setting, your skills and needs differ from those who learned German in a more traditional way. In this 1-credit course, you will apply your well-developed speaking and comprehension skills, and we will work together on advancing your understanding of grammar and practice writing. Our discussions will focus on events and developments in contemporary German society. You are also invited to suggest topics that are of personal or professional interest to you.

Prerequisites: None. Instructor consent may be required to enroll in the course. Please contact me for a permission code if you have difficulties enrolling.

COURSE OBJECTIVES

By the end of this course, you will:

• be more aware of grammatical features and know how to use them
• be more confident in using writing and spelling conventions correctly
• be more attuned to specific aspects of German style and register
• be familiar with some current discussions in Germany
• be aware of various German-language media you can follow to stay up-to-date

REQUIRED MATERIALS

• Course readings are available on Canvas. They must be printed and brought to class. Please read each text thoroughly, make notes in the text and in a separate notebook, and make sure to bring your notes to class.
• A good-size dictionary, such as the New College German Dictionary (Langenscheidt). Good online dictionaries include: http://dict.leo.org or http://www.dict.cc.

The use of electronic translation programs and sites (e.g. Google Translate) is NOT allowed. All work you submit must be entirely your own. Not adhering to these rules will constitute an academic integrity violation and will have serious consequences (see below).

RECOMMENDED MATERIALS

• Not required, but highly recommended (especially if you are pursuing a minor or major in German): Rankin & Wells. *Handbuch zur deutschen Grammatik* (5th edition or later is recommended; used copies in good condition are between $20-$50)
**EVALUATION**

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation and Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Written Assignments / Worksheets (Arbeitsblatt)</td>
<td>40%</td>
</tr>
<tr>
<td>Course Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A+)</td>
<td>100-97%*</td>
</tr>
<tr>
<td>(B+)</td>
<td>96-93%</td>
</tr>
<tr>
<td>(C+)</td>
<td>92-90%</td>
</tr>
<tr>
<td>(D+)</td>
<td>90-87%</td>
</tr>
<tr>
<td>(D-)</td>
<td>89-86%</td>
</tr>
<tr>
<td>(C)</td>
<td>86-77%</td>
</tr>
<tr>
<td>(B)</td>
<td>76-73%</td>
</tr>
<tr>
<td>(B-)</td>
<td>72-70%</td>
</tr>
<tr>
<td>(C-)</td>
<td>71-70%</td>
</tr>
<tr>
<td>(D)</td>
<td>66-63%</td>
</tr>
<tr>
<td>(D-)</td>
<td>62-60%</td>
</tr>
<tr>
<td>(F)</td>
<td>59% or below</td>
</tr>
</tbody>
</table>

Missed assignment = 0

* There will be no A+ for final grades

**EVALUATION DETAILS**

A) **Class Preparation and Participation – 30%**

This includes coming to class on time and with your readings printed and read and with the homework completed. It also includes meaningful participation in class, whether that be in discussion, group/partner activities or individual work. Please do not use electronic devices in class unless you receive explicit permission from the instructor. If you have a question, including about vocabulary, please ask your instructor.

Preparation for and participation in class will be evaluated using the following criteria:

A = student is very well prepared, with written notes, and participates actively; student is attentive, responds when called upon and volunteers often with pertinent questions and comments.

B = student is usually prepared, sometimes with written notes, and always responds when called on; volunteers on occasion.

C = student shows evidence of being unprepared; has trouble when called on and does not volunteer often.

D-F = student is unprepared and/or inattentive; never volunteers; comes to class late and/or leaves early; exhibits a general lack of concern for the class; student’s behavior has a negative effect on the class.

B) **Written Assignments/ Worksheets (Arbeitsblatt) – 40%**

There will be 6 assignments or worksheets in this course. The assignments will take different forms, for example grammar worksheets or questions requiring a short written response, or a combination of both. **We will begin working on these assignments in class, and you will complete them at home.** You will have the opportunity to submit corrections. Details and a grading rubric will be posted to Canvas.

C) **Course Project – 30%**

In this course you will create a project on a topic that interests you. You will present an overview of this project to the class at the end of the semester. The project can take many forms, including the creation of a game, a multimedia presentation, a short film, a research poster, or a blog. Detailed instructions and a list of suggestions will be posted to our course site. Your project will be exhibited at the German Program Student Exhibit on December 14, preferably in your presence.

You must have discussed your idea with me by the end of our second class meeting.
ATTENDANCE POLICY AND TARDINESS

Tardiness: Please be aware that tardiness is disruptive to the class. If you habitually arrive after class has started, it will have an adverse effect on your participation grade. Additionally, arriving 10-20 minutes late three times will be counted as one absence. Arriving more than 20 minutes after class has begun is considered an absence. If you have a legitimate reason for being late, you should come and talk to me, and your tardiness will be excused.

Absences: This class as well as your and your classmates’ success in this class depend on your active and regular attendance. Since we are only meeting eight times, you are allowed only one absence for the semester. No differentiation is made between excused or unexcused absences. More than one absence may affect your final grade. Your final grade may decrease by two percentage points per absence after the one allowed absence. Advance notification of an absence is not required, although it is greatly appreciated. You do not need to provide a reason when you notify me of your absence. Please keep in mind that you might want to “save” your three allowed absences for an emergency.

- Religious days of observation are excused, but please notify me in advance of your absence.
- Please note, that if you are not in class (for whatever reason) you must still (a) turn in any assignments that are due on the day of your absence; (b) find out about assignments given on that day; (c) You are not excused from quizzes or tests given on the day of your absence. Make-up tests may be arranged at my discretion and only in cases of absence for legitimate reasons. If at all possible, you should inform me of your absence before the missed quiz or test.

While it is your responsibility to stay informed about the course, you should also remember that open and honest communication can help avoid larger problems in the future - so please do not hesitate to approach us if a problem arises!

OTHER POLICIES:

Policy on late assignments
Late assignments may receive lower grades: an assignment received within the first 24hrs after the deadline may receive a 2% deduction; 4% may be deducted for every additional 24-hour period that an assignment is late. Exception: pre-approved or approved late submissions. I strongly encourage you to communicate with me about any problems you are having. I usually work with students on helping them catch up and get on track again, if there are serious reasons beyond their control for having missed assignments.

Special accommodations
If you need special accommodations in order to meet any of the requirements of the course, please contact us as soon as possible. In addition, if you have any questions or concerns regarding the requirements of this course, including what is expected of you in class, i.e., participation, homework, tests, or anything else, discuss this with us as soon as possible. Please review this syllabus thoroughly and pay attention to the requirements and assessment measures for this course.

The Department of Foreign Languages and Literature intends to comply with the UWM policy on Academic Misconduct and the Students with Disabilities Act. For additional university policies, see Appendix C in the UWM Timetable.

The following page will provide you with a link to the Secretary of the University Web site (http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf) and contains the following University policies:
1. Students with disabilities
2. Religious observances
3. Students called to active military duty
4. Incompletes
5. Discriminatory conduct
6. Academic misconduct
7. Complaint procedures
8. Grade appeal procedure
Statement on Names and Gender Pronouns:**

Nouns in German have a grammatical gender (masculine, feminine, or neuter) that often doesn't obey any apparent logic: why is a pen “he,” a university "she," or a girl "it"? Whereas linguists may offer different explanations for that, one thing is clear: if we want to speak German in its standard variation, we must learn the gender of nouns. The appropriate use of pronouns, possessive adjectives, adjective endings, or declensions depends on knowing the gender of a noun.

The German language also assigns humans a gender, and German is not special for having a rigid binary gender system. As a matter of fact, you will hear binary forms in most public discourse. Patriarchy, heterosexism, and gender normativity are reflected in our use of language, and language instruction is one of the spaces in which such power structures are reinforced. This does not mean that such practices cannot be contested. Feminist, queer, intersex, and trans activists in Germany have been advocating for many years for the use of gender-inclusive and non-binary language when addressing other people. Many German speakers are fighting for their right not to be erased by implicit sexist language (are all Studenten male?) or to be addressed by their preferred gender pronoun. The use of gender inclusive language is becoming more common in German. Activists are advocating forms that challenge the gender binary, for instance with the Gender-Gap (Student_innen), the Gender-Sternchen (Student*innen), and the alternative ending x (Studentxs). Still very common, but currently diminishing in usage is the use of the “Binnen-I form” with the female ending inserted into the word with a capital I (as in StudentInnen).

At UWM we strive to be respectful and inclusive. Whereas we still need to learn language in its normative form, I encourage you to be aware of the implications of such norms and to be attentive to your classmates’ and instructors’ desires. There is no reason why we cannot strive to make language less oppressive for all.

In this class, I ask that you refer to me as Dr. May-Chu or Professor May-Chu combined with the formal form of address (Sie). Please use feminine gender pronouns to refer to me. I address students with their first name and the formal “Sie.” I recommend that students address each other with their first names and the informal “du.”

If you are concerned that the gendered nature of the German language may cause you any discomfort, please let me know and we can meet to talk about possible strategies/solutions. I have a class roster with your names, but please contact me should you have any preferred name and/or preferred pronoun by which you would like to be addressed. Although there are limitations to what the language allows grammatically, I am committed to finding solutions that work for all of us.

**A number of German instructors throughout the United States are working on strategies to foster more inclusive classrooms. In particular, this statement is adapted from the “Language For Life” pamphlet issued by Grinnell College and the work done by Dr. Angineh Djavadghazaryans.
Semesterübersicht
Course schedule and content may be subject to change by instructor. Please check your e-mail and our Canvas course site frequently for assignment details and updates to the schedule.

Woche 1 (11. September)

Themen im Unterricht:
1) Kennenlernen: Welche Rolle spielen Deutschland und die deutsche Sprache in meinem Leben?
2.) Wer/Was ist „deutsch“?
3.) Grammatik: Der Kasus – was ist er, wozu braucht man ihn und was macht man mit ihm? (Arbeitsblatt 1)

Hausaufgabe für heute:
Lesen: “Bundeskanzlerin Angela Merkel buchstabiert unser Land: Was ist deutsch?”
(https://www.bild.de/news/topics/65-jahre-bild/was-ist-deutsch-52174512.bild.html)
Lesen: Deutsche Welle “Kommentar: Wie Angela Merkel Deutschland buchstabiert”
(http://www.dw.com/de/kommentar-wie-angela-merkel-deutschland-buchstabiert/a-39368666)

Woche 2 (18. September)

Themen im Unterricht:
1.) Deutschland heute: Migration
2.) Grammatik: Was kann man mit Verben machen? Welche Zeitformen gibt es und wie werden sie gebildet? (Arbeitsblatt 2)

Hausaufgabe für heute:
Tatort anschauen (auf Canvas)
Arbeitsblatt 1 abgeben

Woche 3 (25. September)

Themen im Unterricht:
1.) Deutschland heute: Gleichberechtigung und Sprache
2.) Grammatik: Schöne Sätze bilden mit Relativsätzen. (Arbeitsblatt 3)

Hausaufgabe für heute:
TBA
Arbeitsblatt 2 abgeben

Woche 4 (2. Oktober)

Themen im Unterricht:
1.) Medien: Zeitungen und Fernsehen
2.) Grammatik: Präpositionen und was danach kommt.
3.) Grammatik: Wo kommen die vielen Wörter hin? Die Wortstellung im Deutschen. (Arbeitsblatt 4)
Hausaufgabe für heute:
TBA (Zeitungsrecherche)
Arbeitsblatt 3 abgeben

Woche 5 (9. Oktober)

Themen im Unterricht:
1.) Medien: Musik und Film
2.) Grammatik: Adjektive und Adjektivendungen (Arbeitsblatt 5)

Hausaufgabe für heute:
TBA (Video/Film ansehen)
Arbeitsblatt 4 abgeben

Woche 6 (16. Oktober)

Themen im Unterricht:
1.) Umwelt, Umweltbewusstsein
2.) Grammatik: N-Deklination von Nomen und andere Eigenarten von Substantiven. (Arbeitsblatt 6)

Hausaufgabe für heute:
Lesen: „Das deutsche Recycling-Märchen“ (Süddeutsche Zeitung)
Alligatoah: „Lass liegen“ (Musikvideo)
Arbeitsblatt 5 abgeben

Woche 7 (23. Oktober)

Themen im Unterricht:
1.) Universität, Studium, Studentenleben
2.) Grammatik: So wird das gemacht: das Passiv.

Hausaufgabe für heute:
TBA
Arbeitsblatt 6 abgeben

Woche 8 (30. Oktober)

Themen im Unterricht:
1.) Abschlussdiskussion
2.) Final Projects präsentieren
3.) Grammatik: der Konjunktiv

Hausaufgabe für heute:
Präsentation der Final Projects vorbereiten

Final Projects abgeben: 6. November, 16 Uhr

Donnerstag, der 13. Dezember: German Program Student Exhibit (optional but participation is greatly encouraged)