German Media
T/Th 2:00-3:15 (Curtin Hall 321)

Course Instructor: Karolina May-Chu
Office, phone & email: Curtin Hall 894, (414) 229 4547 (general)
maychu@uwm.edu
Office Hours: T 3:30-4:30 pm; Th 11-12, or by appointment

COURSE DESCRIPTION
Zappen, Surfen und Downloaden (channel hopping, internet surfing, and downloading) are three activities shaping the German-speaking world. These activities have an impact on how news today are produced, circulated, and received. Traditional media continue to play an important role, but in light of new channels of distribution, they have also undergone significant changes over the past decade.

In this course, we will explore the complexity of the contemporary German media landscape and take a closer look at how the media both reflect and shape German society today. We will discuss topics that are of current interest or that have had a lasting impact on German society and are recurring themes in public discussions.

Using both traditional and new media, we will cover topics ranging from German unification, to “green living,” to migration, to the notion of a shared “European” culture, the ethics of journalism, and the changing role of journalism in society. Here, new media such as podcasts, YouTube, or Twitter as well as the presence of older media such as newspapers, radio, and television will serve not only as a means to learn about contemporary German culture, but also as a subject of conversation themselves.

In this course you will also get to know different genres of journalistic writing and understand their different goals and strategies. In each class period we will therefore devote some time to aspects of German style and grammar, especially as it pertains to the language you will encounter in different media, especially journalistic writing. You will learn to identify and analyze writing strategies and stylistic features as well as understand their effects on the content and its reception.

The language of instruction is German.
Prerequisites: German 334 & 6 cr German courses at the 400-level or above.

COURSE OBJECTIVES
By the end of this course, students will:
• be able to discuss and analyze current issues in German culture, including reunification, media ethics, and green living.
• be able to discuss and compare German-language media (newspapers, radio, television, internet resources) and major media outlets.
• be able to understand and reproduce vocabulary associated with contemporary media
• be able to recognize and understand five genres of journalistic writing: announcement, report, reportage, commentary, and interview
• be able to produce four genres of journalistic writing: announcement, report, reportage, and commentary
• be more attuned to specific aspects of German style and grammar
REQUIRED MATERIALS

- Additional texts, excerpts, and worksheets are posted to our D2L site and must be printed and brought to class. Please read each text thoroughly and make sure to bring your notes to class as well.
- You also need a good-size dictionary, such as the New College German Dictionary (Langenscheidt). Good online dictionaries include: [http://dict.leo.org](http://dict.leo.org) or [http://www.dict.cc](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. If you need help with an assignment, talk to me. Your use of outside sources must be clearly indicated and documented. Not adhering to these rules will constitute an academic integrity violation and will have serious consequences (see below).

Expected Workload

Although the exact breakdown will vary by student, your expected time commitment for this course is approximately **150 hours**:

- This class meets twice weekly for 75 minutes, for a total of about **36 hours of required lecture time**.
- You should expect to take at least **38 hours** over the course of the semester to complete the readings and graded homework worksheets.
- The three written assignments will take about **40 hours** to complete.
- You should reserve at least **36 hours** to study vocabulary and prepare for and take the test, and complete your final project.

EVALUATION

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Daily Participation (Mitarbeit) and Preparation</td>
<td>15%</td>
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<tr>
<td>Graded Homework (Arbeitsblätter)</td>
<td>20%</td>
</tr>
<tr>
<td>Written Assignments (3 Schreibaufgaben)</td>
<td>35%</td>
</tr>
<tr>
<td>1 Test (Midterm exam)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project and Project Presentation</td>
<td>20%</td>
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**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97%*</td>
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<tr>
<td>A</td>
<td>96-93%</td>
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<tr>
<td>A-</td>
<td>92-90%</td>
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<td>B+</td>
<td>89-87%</td>
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<td>B</td>
<td>86-83%</td>
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<td>B-</td>
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<td>C+</td>
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<td>69-67%</td>
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<td>66-63%</td>
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<tr>
<td>D-</td>
<td>62-60%</td>
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<td>F</td>
<td>59% or below</td>
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Missed test or assignment = 0

* There will be no A+ for final grades

EVALUATION DETAILS

A) Class Preparation and Participation – 15%
This includes coming to class on time and with your readings printed and read, with your notes in hand, 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** (phones, laptops, tablets, iWatches, etc.) unless you receive explicit permission from me. If you have a question, including about vocabulary, please ask me or discuss the question with your classmates before reaching for the easy solution.
Preparation for and participation in class will be evaluated using the following criteria:

**A** = student is very well prepared, with written notes and/or marked up readings, and participates actively; student is attentive, always responds when called upon and volunteers often with pertinent questions and comments. Student is always on time.

**B** = student is usually prepared, mostly with written notes and/or marked up readings, and usually responds when called on; volunteers on occasion. Student sometimes comes late or leaves early.

**C**= student shows evidence of being unprepared; has trouble when called on and does not volunteer often. Student often arrives after class has begun or leaves early.

**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) GRADED HOMEWORK – 20%**
Over the course of the semester, different types of homework will be assigned. This will include the following:
- written assignments (worksheets), oral assignments, and reading assignments. Please complete all assignments carefully and bring your notes and readings to class.

The graded homework consists of worksheets (Arbeitsblätter) that you will complete over the course of the semester. Homework must be typed and submitted to Canvas. Assignments must be turned in by the beginning of the class for which they are due.

If you have problems with the homework, I will be happy to help you. Please talk to me after class, during my office hours, or make an appointment. As a general rule, **late homework will not be accepted, however, exceptions can be granted on a case by case basis. Do make sure you come and talk to me about any difficulties you encounter.** Please read the “Policy on late assignments” in the “Other Policies” section below.

**C) Written Assignments (10%/10%/15%) – 35%**
Over the course of the semester you will have 3 larger written assignments. Each will require you to write in a specific genre of journalism. These assignments need to be typed, double spaced, in 12 pt. Times New Roman/Calibri font, with 1 inch margins on all sides. At the top of the page, be sure to include your name, the class, the assignment number, typed at the top right, single spaced, then the title centered underneath! Also be sure to **type all umlauts** and proof read your essay. More information on the assignments and the grading rubric will be posted to Canvas.

**D) Midterm Examination – 10%**
The midterm examination will cover content from the first-half of the course. It will include questions on the context information provided as well as the theory discussed. It will also contain a practical section in which you will apply your knowledge about texts.

**E) Final Project (15%) and Project Presentation (5%) – 20%**
For your Final Project you will prepare a simple web-based presentation or website that will include three larger written sections (blogs) as well as supporting multimedia components (sounds, images, hyperlinks). Your project will be made available to all students in our class.

You may use any platform or format for your final project, but I suggest using “Sway.” “Sway” is available through Office 365, and it is free of charge to all UWM students through their university account. Copy and paste this link into your browser to see these instructions and an example with further details on Sway: [https://sway.com/FCs7AnVxqGp210vF](https://sway.com/FCs7AnVxqGp210vF).
The final project has three components: the individual blog entries, the finished product with multimedia components, and the in-class presentation of the project:

1) At the beginning of the semester you will choose a topic that interests you. Over the course of the semester, you will submit three blog entries on your chosen topic. Your topic must relate to German language, culture, history, society, economy, etc. in some way. You may for example chose a musical style, a food item, or a German city as your topic and write three blog entries that relate to different aspects of this topic. **All three entries must share the same theme or topic but they can cover very different aspects of that theme.** Details on how to chose a topic as well as the length and structure of the individual blog entries will be posted Canvas. You should consider these the blog entries drafts for your final project: each blog entry will be collected and graded, and all three entries will constitute 30% of the final project grade.

2) The second part of your final project will be worth 70% of your grade and it will include the revision (based on my feedback) and expansion of your blog entries as well as putting together an appealing presentation that includes different types of media and visual aids.

3) As part of your final project, you will also present your blog to the class. Your presentation should be 5-7 minutes in length.

**GRADUATE STUDENTS**

In addition to the work listed above, graduate students are expected to do the following:

- write a more extensive writing assignment for assignment number 3 (Reportage). The paper should be approximately double the length required of undergraduates.
- provide an annotated bibliography of 15 sources on one of the major themes discussed in this class. This bibliography can be on the same topic as the topic chosen for the third writing assignment.

**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 four 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. **Three absences** are allowed for the semester. No differentiation is made between excused or unexcused absences. **More than three absences may affect your final grade.** Your final grade may decrease by **one percentage point per absence** after the allowed three absences. 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 me 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. A “0” on any given assignment may have a serious impact on your grade. Even with a late penalty, it is better to submit an assignment than to submit nothing. Remember to talk to me before submitting a late assignment.

Special accommodations
If you need special accommodations in order to meet any of the requirements of the course, please contact me 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 me 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 Americans with Disabilities Act. Students with disabilities can find detailed information and assistance through the Student Accessibility Center.

The following page will provide you with a link to the Secretary of the University Web site http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf and contains the following University policies:

1. Students with disabilities 5. Discriminatory conduct
2. Religious observances 6. Academic misconduct
3. Students called to active military duty 7. Complaint procedures
4. Incompletes 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 non-gendered 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.**
SEMESTERÜBERBLICK:
Course schedule and content may be subject to change by instructor. Please check your e-mail and Canvas regularly for updates and listen for announcements in class.

Arbeitsblatt: Complete and submit; you will find the worksheet on Canvas
Schreibaufgabe: Complete and submit; assignment details on Canvas
Liesem: Refers to pages in the textbook (Kerstin Liesem: Professionelles Schreiben für den Journalismus)
Lesen/Sehen/Hören: Reading, viewing, and listening activities. Questions to guide you through the assignment will be posted to Canvas, take notes and bring them to class.
Medienblog: Complete and submit; assignment details on Canvas; follow one topic throughout the semester, entries are drafts for your final project

**Bolded assignments** in the column “Hausaufgabe (HA)” need to be typed and uploaded to Canvas on the day for which they are due.

<table>
<thead>
<tr>
<th>Stunde und Datum</th>
<th>Themen im Unterricht</th>
<th>Hausaufgabe (HA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Einführung in die Medienlandschaft Deutschlands und journalistische Darstellungsformen</strong></td>
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</table>
| W1D1 22. Januar | 1) Gemeinsames Kennenlernen  
2) Einführung in das Kursthema | 1) Lesen: Wadlinger: Weniger Zeit mit Medien  
2) Lesen: Patalong - Steigender Medienkonsum/ 585 Minuten Lebensausfall? |
| W1D2 24. Januar | 1) Medien und Mediennutzung  
2) Die deutsche Zeitungslandschaft | 1) Medienblog 1 |
| W2D1 29. Januar | 1) Die journalistischen Darstellungsformen  
(Einführung) | 1) Lesen: Liesem S.149-155: Die Überschrift  
2) Lesen: Liesem: S. 49-54 oben: Die Nachricht  
3) Arbeitsblatt 1 |
| W2D2 31. Januar | 1) Was ist eine Nachricht?  
2) Die Überschrift | 1) Lesen: Liesem S.1-7: kurz schreiben  
2) Lesen: Liesem S. 54-64: Die Meldung  
3) Lesen: „Der Mauerfall - ein Irrtum?“  
4) Arbeitsblatt 2 |

**Thema 1: Der Mauerfall und die Medien**

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<th>Stunde und Datum</th>
<th>Themen im Unterricht</th>
<th>Hausaufgabe (HA)</th>
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</table>
| W3D1 5. Februar | 1) Der Mauerfall in den Medien: Das Ereignis und sein Kontext  
2) Lesen: „Wandel im Osten: Ausreisewelle“  
3) Sehen/Lesen: „Heute vom 9.11.1989“ (Video und Text) |
| W3D2 7. Februar | 1) Grundregeln für Professionelle Texte 1: Kürze  
2) Der Mauerfall in den Medien (die Meldung) | 1) Lesen: Liesem S.149-155: Die Überschrift  
2) Lesen: Liesem: S. 49-54 oben: Die Nachricht  
3) Arbeitsblatt 1 |
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| **W4D1** 12. Februar | 1) Grundregeln für Professionelle Texte 2: Kohärenz  
2) Der Mauerfall: Die Berichterstattung (der Bericht)  
1) Lesen: Liesem S. 7-12: Was zusammengehört, darf der Autor nicht trennen  
2) Lesen: Liesem S. 70-75: der Bericht  
3) **Schreibaufgabe 1, Teil 1: die Zeitungsmeldung** |
| **W4D2** 14. Februar | 1) Grundregeln für Professionelle Texte 3: Hauptsatz und Nebensatz Teil 1  
2) Der Mauerfall in den Medien  
1) Lesen: Liesem S. 12-18: Hauptsatz und Nebensatz  
2) **Arbeitsblatt 3** |

**Thema 2: Die Flüchtlingskrise**

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| **W5D1** 19. Februar | 1) Grundregeln für Professionelle Texte 4: Hauptsatz und Nebensatz Teil 2  
2) Die Flüchtlingskrise: Ereignisse und ihr Kontext  
1) Lesen: TBA |
| **W5D2** 21. Februar | 1) Grundregeln für Professionelle Texte 5: klar schreiben (Nominalstil)  
2) Die Flüchtlingskrise in den Medien (der Kommentar)  
1) **Schreibaufgabe 1, Teil 2: der Zeitungsbericht**  
2) Lesen: Liesem S. 20-27 oben: Klar schreiben  
3) Lesen: Liesem S. 122-129: Der Kommentar |
| **W6D1** 26. Februar | 1) Grundregeln für Professionelle Texte 6: Aktiv und Passiv  
2) Die Flüchtlingskrise in den Medien (der Kommentar)  
1) Lesen: Liesem S. 27-29: Aktiv und Passiv  
2) Sehen: ARD Kommentar von Anja Reschke: „Hetze gegen Flüchtlinge“  
3) Lesen: „Merkel in der Flüchtlingskrise: Willkommens-Journalismus bis zum Abwinken“ |
| **W6D2** 28. Februar | 1) Grundregeln für Professionelle Texte: Verben  
2) Die Flüchtlingskrise in den Medien (der Kommentar)  
1) Lesen: Liesem S. 29-33: Verben  
2) Lesen: Kommentar TBA  
3) **Arbeitsblatt 4** |
| **W7D1** 5. März | Midterm Review  
1) **Schreibaufgabe 2: Kommentar** |
| **W7D2** 7. März | Midterm Examination |

**17.-24. März Frühlingsferien**

**Thema 3: Bio, Öko und Umweltschutz**

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| **W8D1** 26. März | 1) Grundregeln für Professionelle Texte: Adjektive  
2) Bio, Öko und Umweltschutz: Kontext  
1) Lesen: Liesem S. 33-37: Adjektive  
2) Lesen: „Biolebensmittel: Nicht gesünder, nur besser“  
3) Lesen: „Bio-Produkte werden aus Sorge um Umwelt gekauft“ |
| **W8D2** 28. März | 1) Grundregeln für Professionelle Texte: Adjektive II – Bildhaft schreiben  
2) Bio, Öko und Umweltschutz (Reportage)  
1) Lesen: Liesem S. 38-40: Bildhaft schreiben  
2) Lesen: Liesem S. 79-87: Die Reportage  
3) **Arbeitsblatt 5** |
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<th>Datum</th>
<th>Thema</th>
<th>Aufgaben</th>
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| W9D1 2. April | 1) Grundregeln für Professionelle Texte: Verständlichkeit  
2) Bio, Öko und Umweltschutz (Reportage) | 1) Lesen: „Kritik an Ökobewegung Hilfe, die Lohas kommen!“  
2) Medienblog 2 |
| W9D2 4. April | 1) Sprache: Stil und Redemittel  
2) Bio, Öko und Umweltschutz (Reportage) | 1) Lesen: Liesem S. 40-48 Das Karlsruher Verständlichkeitskonzept  
2) TBA |

**Thematisches Programm**

### Thema 4: Musik und Politik

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<tbody>
<tr>
<td>W10D1 9. April</td>
<td>1) Der Eurovision Song Contest</td>
<td>1) Lesen: TBA</td>
</tr>
<tr>
<td>W10D2 11. April</td>
<td>1) Der Eurovision Song Contest</td>
<td>1) Lesen: Text TBA</td>
</tr>
</tbody>
</table>
| W11D1 16. April | 1) Sprache: Stil und Redemittel  
2) Der Eurovision Song-Contest | 1) Schreibaufgabe 3: Die Reportage                                                                 |
| W12D2 18. April | 1) Der Eurovision Song-Contest                                         | 1) Lesen: Liesem S. 105-117: Das Interview  
2) Lesen: Text TBA  
3) Arbeitsblatt 7 |

### Thema 5: Radio, TV, Soziale Netzwerke und Neue Medien

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<tr>
<th>Datum</th>
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| W13D1 23. April | 1) Medien im Umbruch  
2) Das Fernsehen – Teil 1  
Die deutsche Fernsehlandschaft  
Fernsehjournalismus und TV Formate | 1) Lesen: „Medien im Umbruch: Das Ringen um Vertrauen und Glaubwürdigkeit“  
2) Sehen: TBA |
| W13D2 25. April | 1) Das Fernsehen – Teil 2                                              | 1) Sehen: TBA                                                                               |
| W14D1 30. April | 1) Das Radio – Teil 1  
Die deutsche Radiolandschaft | 1) Hören: TBA                                                                 |
| W15D1 7. Mai | 1) Twitter, YouTube und Facebook                                      | 1) Lesen: TBA                                                                               |
| W15D2 9. Mai | Abschlussdiskussion PROJEKTTAG                                         |                                                                                           |

**Final Project due: Thursday, May 16, 10:00 AM**