

GRMN 201 Intermediate German

Fall 2020

DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

Mondays in September and October: voluntary simultaneous sessions 2:30-4:00 PM

Planned are 2 simultaneous tests during regular class time, accommodated if needed due to time conflicts, and one open book, timed test

Remote meetings with instructor by appointment

Instructor: Jennifer Ruth Hosek **Contact Information:** jhosekk@queensu.ca 510 434 6140 WhatsApp

Office Hours: Office Hours directly after any class session, e.g., catch me on-line after class, and by appointment

Course description

A continuation of GRMN 102/3.0 aimed at expanding basic language skills (listening, reading, writing, and speaking). Students will review and deepen their knowledge of grammatical and syntactic structures and vocabulary and engage with German cultural issues and texts. Given the remote circumstances, this standard course has been modified towards a directed self-study course with partner work that allows students more possibilities to organize their time-on-task according to their individual needs and to minimize the need for broad-band internet.

PREREQUISITE: A grade of C in GRMN 102/3.0 or permission of the Department of Languages, Literatures and Cultures.

Intended Student Learning Outcomes

With your active participation, this course will help you expand your German language skills. To complete this course you will demonstrate your improved ability:

1. to have everyday conversations in German. You will learn how to expand your abilities to function in a German-speaking environment and to express yourself on a number of topics.
2. to understand speakers of German on topics such as leisure-time activities, interests, travelling, being ill or having an accident, life plans, etc.
3. to read in German by reading longer texts. You will acquire reading strategies, strengthening your ability to understand and analyze different kinds of texts with more limited dictionary use.
4. to write short texts, dealing with everyday topics and issues, and to edit them for grammatical correctness.
5. to pronounce German in standard manners.
6. to understand and engage with some aspects of the cultures in German-speaking countries as treated in the course.

You will review and continue to acquire grammatical and syntactic structures and patterns, which underlie all communication in the language.

Textbooks/Readings

Kontakte: A Communicative Approach by Erwin P Tschirner, Erwin Tschirner, Brigitte Nikolai, Tracy Terrell. McGraw Hill.

English Grammar for Students of German by Cecile Zorach, Charlotte Melin. Olivia Hill Press.

Handouts at the end of this syllabus.

Recommended: German-English dictionary of choice

Work and Late Policy

-- It is strongly recommended that students keep up with their assignments as assigned for each day and each week. Given the circumstances, homework may be uploaded at any time prior to the Test for which it helps you to prepare for full credit. After that point it will not be accepted. It is

highly recommended that you work on your German every day and upload assignments every day or week. You should average 10 hours a week working on German.

--LiLi sessions late (remember to use the Timing Function in the LiLi program) will be marked 10% off per late day from the total points available for that conversation. Fulfillment of the requisite number of minutes in German and in English in a timely fashion earns you 100% credit for LiLi.

Grading Scheme

See below and syllabus for more assignment detail and due dates.

--Homework: 25 %

--Test 1: 10% Test 2: 10% Test 3: 10%

--LinguaeLive e-tandem with students at Strickhof, in Lindau Switzerland <https://www.strickhof.ch>

between 7 Sept and 30 November at the convenience of the student pairs. 3 German and English sessions x 30 minutes = 180 minutes total: 15 %

--Attend the Queen's Virtual Roundtable "Longing, Belonging and Exclusion in a Global World: Refugees in Past and Present." Write an analytical response essay of 300-400 words about it, revise it with help of your LiLi partner, and hand it in (see LiLi section for details): 20%

--Essay Two: Write an analytical response essay of 300-400 words Brecht's "Wenn die Haifische Menschen wären.": 10%

--Extra Credit: Watch Christian Petzold's film *Transit* (ideally prior to the Round Table). Write an analytical response essay of 250-500 words about it <https://queensu.kanopy.com>: 5 %

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	and below

Guidelines

-- Practice active learning. When considering how and when to do your work, do it in the way that it will help you learn the most. Claim your education.

Homework:

First read the relevant white pages and the relevant purple/grey (grammar) explanation pages carefully.

Then, IN A PHYSICAL NOTEBOOK: Write out by hand and complete the assigned exercises in the purple/grey pages. Clearly label each exercise. Correct your answers from the back of the book in a different color. If the answer says 'answers will vary' write that statement next to the completed exercise. If you would like me to check over that part of the assignment to be sure that your answers are correct, cut and paste the exercise in question into an email and send it to me. Create one PDF binder of each homework assignment section using a phone app or a scanner and upload it to onQ. Studies show that hand-writing exercises helps the writer retain more information than typing does.

Unfinished homework, including sentences not written out, and/or not corrected = 0%

Finished homework, sentences written out, checked = 100%

Tests:

You will need access to a printer for tests. You will print the test, take it, PDF and upload it. I will proctor the test via your computer's camera, which you will be set up to ensure that I can see that you are using no notes or other assistance. Academic integrity breaches will not be tolerated. Tests exist to give you impetus to learn. Do not cheat yourself or others.

LiLi Tutorial:

-- LinguaeLive -- www.linguae.live.ca -- LiLi is a unique, educational language tandem platform created by me and my web engineer with SSHRC funding. It allows students in classes around the world to connect with each other to learn each other's languages and cultures. Please recognize the opportunity that it offers and consider its benefits and limitations as you go. I would be happy to receive detailed feedback on the program and the web platform. If you know donors or volunteers, we could use the help.

-- Use the link to register in LiLi and search for complementary partners in our paired Strickhof English class. (Here is a link to their school: <https://www.strickhof.ch>)

"You are invited to join LinguaeLive to find language partners.

To join the course GRMN 201 F 2020 PARTNER WITH STRICKHOF at Queen's University:

Sign up with the following link <http://www.LinguaeLive.ca/index.html?#signupstudent:1EEBA88DL>

or if you already have a LinguaeLive account,

add the course using the following invite code: 1EEBA88DL

If you would like to know more about LinguaeLive and finding complementary language students, please visit [http://](http://www.LinguaeLive.ca/#studentinfo)

www.LinguaeLive.ca/#studentinfo:

-- You are responsible for downloading Skype, WhatsApp or another Voice-and-Video-Over Internet Protocol program to use to tandem with your partner. Logistical concerns are your responsibility.

-- You will be speaking with your student LiLi partner in Strickhof for 3 x 30 minutes in German and 3 x 30 minutes in English between 7 Sept and 30 November at the mutual convenience of you and your partner. I recommend that you have them work on your Essay 1.

-- **Use the Timing Function in LinguaeLive to document the time that you communicated.**

When you are speaking in German, you determine the topic, and vice versa.

Potential topics and exercises: introductions; questions about each other's educational experience and career plans; comparing your lives in Canada and Germany; comparing aspects of Canada and Germany; practicing the exercises in the white and/or purple pages of *Kontakte*; reading texts in *Kontakte* together; discussing and/or describing the Virtual Roundtable "Longing, Belonging and Exclusion in a Global World: Refugees in Past and Present" (your partner may wish to attend); and getting feedback on your essay 1.

Essays:

Take these essays seriously; deploy formal essay structure (intro, argument, a topic sentence for each paragraph, a conclusion). Typed, double-spaced.

Queen's Student Academic Success Services offers a wealth of resources: <https://sass.queensu.ca/onlineresource/topics/>

I am also happy to help.

Essay 1

An analytic response essay to the Virtual Roundtable.

You are to get feedback on essay 1 in the following manner. Ideally during LiLi session two, please have your partner simply note the mistakes.

YOU will then analyze the nature of the mistake and explain it to me in a footnote in the revised essay. You must submit to me in one pdf binder:

1. the original essay
2. the electronically marked-up essay with YOUR footnotes explaining the mistake and correction (e.g., need dative case here, this is a reflexive verb, etc.)
3. the revised essay

I will mark the revised essay and the efforts that you made in analyzing and making the corrections. That is, you will not be penalized for making mistakes, rather, you will benefit from having obtained assistance and you will work with and learn from this input. Your final essay will be improved.

Essay 2

An analytic response essay to the following prompt about Brecht's "Wenn die Haifische Menschen wären."

Was sagt dieser Parabel über unsere menschliche Kultur aus?

Was würden Sie als kleiner Fisch machen oder was, meinen Sie, sollten die kleinen Fische machen?

See Brecht's text below.

You are not to get assistance with this essay.

Dr. J's Paper Marking Guidelines for longer papers, use as an aspirational guide for your shorter essays:

Top range: This paper is outstanding in form and content. The thesis is clear and insightful; it expands in a new way on ideas presented in the course. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent, but also complex and nuanced.

Good range: This paper's thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of a top range paper.

Average range: This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure): for example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper is usually poorly organized, written and proofread.

Location and Timing of Final Examinations

No final examination. Stay on top of your work all semester for maximal learning.

Statement on Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Dr. J says, "If you plagiarize, you will fail this course."

Copyright of Course Materials



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Acknowledgment of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia

<https://www.queensu.ca/encyclopedia/t/traditional-territories>

Accommodations for Disability

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with re-quests for academic consideration for students facing extenuating circumstances. Arts and Science under-graduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Jennifer Ruth Hosek

Instructor/Coordinator email address: jhosek@queensu.ca

I look forward to teaching and learning with you

<p>Week --beginning with each Monday's date --Assignment A or B, representing the first or second ½ of the week</p>	<p>Required homework on indicated weeks: --tandem discussions with your LiLi partner in Switzerland "You are invited to join LinguaeLive to find language partners. To join the course GRMN 201 F 2020 PARTNER WITH STRICKHOF at Queen's University: Sign up with the following link http://www.LinguaeLive.ca/index.html?#signupstudent:1EEBA88DL or if you already have a LinguaeLive account, add the course using the following invite code: 1EEBA88DL If you would like to know more about LinguaeLive and finding complementary language students, please visit http://www.LinguaeLive.ca/#studentinfo:</p>	<p>Required homework every week (this homework is what gives you your homework mark): --Purple Pages in <i>Kontakte</i>. In a notebook, write out the full answers to every exercise clearly by hand, label them, check the answers in the back of the book and correct using differently colored ink, make pdfs of your work, and upload into the appropriate section in onQ. Email me "answers may vary" assignments if you would like me to look them over. --read correlated pages of <i>English Grammar for Students of German</i>. The detailed <i>Korrespondenz</i> lists the precise page numbers (onQ).</p> <p>Suggested re-enforcement homework every week – On-Line Review: --do the exercises in the relevant section of CONNECT Chapter (on-line McGraw Hill resource) https://connect.mheducation.com/class/j-hosek-grmn-201</p> <p>Suggested re-enforcement homework every week – On-Line Review: --do the exercises in the relevant section of LEARNSMART (on-line McGraw Hill resource) https://connect.mheducation.com/class/j-hosek-grmn-201</p> <p>Suggested task-based homework every week – Partner Work: Work with a Queen's student partner on the partner exercises in <i>Kontakte</i> that correspond to the Purple Pages that you have done prior to working with your partner: --read together aloud the grammar introduction scenarios (always labelled in red lettering Grammatik Chapter:Section [e.g., Grammatik 10:1]) to reinforce this use of grammar in structured context. --the <i>Informationsspiele</i> with the I in a Red Circle icon—second speaker's parts are in the back of the book --the <i>Situationen</i> with Microphone icons --the <i>Situationen</i> with Autograph icons --the <i>Situationen</i> with blue speaking bubbles—second speaker's parts are in the back of the book. --<i>Arbeit mit dem Text</i> and <i>Nach dem Lesen</i>, and well as the various texts, <i>Videoecken</i>, and other offerings in the chapters. As you do this work, pay particular attention to the vocabulary, sentence structures, and grammatical forms.</p> <p>Ideally you will work a bit on learning and acquiring German six days a week. My scheduling suggestion: Monday: Learn with <i>Kontakte</i>'s Purple Pages, <i>English Grammar</i> Tuesday: Practice with the corresponding CONNECT and LEARNSMART exercises Wednesday: Learn with <i>Kontakte</i>'s Purple Pages, <i>English Grammar</i> Thursday: Practice with the corresponding CONNECT and LEARNSMART exercises Friday: Task-based Practice with your partner by doing the partner exercises in <i>Kontakte</i> Weekend: Review and memorize as needed and/or work on essays</p> <p>Be sure to coordinate your three LiLi Tandems with your partner and attend the Round Table. Ideally you will watch the film <i>Transit</i> before the Round Table, as I will be discussing it. The film is streaming via Stauffer Library. An essay about it earns you extra credit.</p>
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14 Sept A	Register yourself in LinguaeLive.ca (LiLi). Find a student tandem partner as soon as you can.	In voluntary class session on Monday: Introduction: how to use <i>Kontakte</i> most effectively; syllabus; LinguaeLive (LiLi); exchange of contacts and finding Queen's partner students. Preparation for meeting your LiLi partner while getting to know your Queen's colleagues: Rollenspiel auf einen Stehparty. Stellen Sie sich und Queen's vor and sprechen Sie über interessante Themen. (z.B., 344). Suggested Homework: Review parts of <i>Kontakte</i> from last semester on your own, particularly Kapitel 9, particularly the Purple Pages.
14 Sept. B Kapitel 10 – Auf Reisen PP. 342-347	Note that the week of 14 Sept is Project Week for students at Strickhof.	Required Homework: Do the relevant Purple Pages (e.g., 368-370 [Übungen 1-2]) And read the relevant section of <i>English Grammar for Students of German 6th Edition</i> , which will probably be for you Chapter 19: Prepositions It is optimal for you to do the suggested Homework (e.g., On-Line and Partner Work) every week as well.
21 Sept. A Kapitel 10 – Auf Reisen PP. 348-354	Begin LiLi sessions with your partner as soon as you can	In voluntary class session on Monday: Vocab, Grammar introduction, partner and other exercises in <i>Kontakte</i> Required Homework (have done prior to class session): relevant Purple Pages (e.g., 370-373 [Übungen 3-6]) And read the relevant section of <i>English Grammar for Students of German 6th Edition</i> , which will probably be for you Chapter 46: Imperative and Chapter 19: Prepositions It is optimal for you to do the suggested Homework (e.g., On-Line and Partner Work) every week as well.
21 Sept. B Kapitel 10 – Auf Reisen PP. 355-358	Required Homework reminder:	Required Homework: relevant Purple Pages (e.g., 373-375 [Übungen 7-8]) and relevant <i>English Grammar</i> , which will probably be for you Chapter 47: Subjunctive It is optimal for you to do the suggested Homework every week as well.
28 Sept. A Kapitel 10 – Auf Reisen PP. 359-365	First LiLi Tandem discussion: recommended due date: 27/9 hard deadline 2/10	In voluntary class session on Monday: partner exercises in <i>Kontakte</i> Required Homework (have done prior to class session): relevant Purple Pages (e.g., 375-377 [Übungen 9-10]) <i>English Grammar</i> , which will probably be for you Chapter 47: Subjunctive and Chapter 48: Active and Passive Voice It is optimal for you to do the suggested Homework every week as well.
28 Sept. B Kapitel 11 -- Gesundheit und Krankheit PP. 378-386	Note: Strickhof students have Fall Break from 5-16 October...	In voluntary class session on Monday: partner exercises in <i>Kontakte</i> Required Homework (have done prior to class session): relevant Purple Pages (e.g., 403-406 [Übungen 1-5]) and relevant <i>English Grammar</i> , which will probably be for you Chapter 23: Reflexive pronouns and verbs It is optimal for you to do the suggested Homework every week as well.

5 Oct. A Test 1	... be sure to plan LiLi Tandem sessions well in advance.	On Monday during class time: Test 1 (on Kapitel 10) – closed book, no study aids, proctored virtually by Dr J.
5 Oct. B Kapitel 11 – Gesundheit und Krankheit PP. 386-389	Required Homework reminder: Tandems upcoming	In voluntary class session on Monday: partner exercises in <i>Kontakte</i> Required Homework (have done prior to class session): relevant Purple Pages (e.g., 406-407 [Übung 6]) und relevant <i>English Grammar</i> , which will probably be for you Chapter 23: Reflexive pronouns and verbs and Chapter 17: Objects It is optimal for you to do the suggested Homework every week as well.
12. Oct. A Thanksgiving	Strickhof Break 5-12 October	Erntedank Thanksgiving
12 Oct. B Kapitel 11 – Gesundheit und Krankheit PP. 389-393	Second LiLi tandem discussion and/or essay editing session: recommended due date: 25 Oct. hard deadline 8 Nov.	In voluntary class session on Monday: partner exercises in <i>Kontakte</i> Required Homework (have done prior to class session): relevant Purple Pages (e.g., 407-409 [Übungen 7-8]) und relevant <i>English Grammar</i> , which will probably be for you Chapter 23: Reflexive pronouns and verbs and Chapter 17: Objects It is optimal for you to do the suggested Homework every week as well.
19 Oct. A Kapitel 11 – Gesundheit und Krankheit PP. 393-399	Required Homework: Third LiLi tandem recommended due date 22 Nov. hard deadline 29 Nov.	In voluntary class session on Monday: test review and exercises Required: Attend the Queen's Virtual Roundtable “Longing, Belonging and Exclusion in a Global World: Refugees in Past and Present” October 20, 10-11.30am EST. Your analytical thought Essay 1 words should extend on ideas about the Roundtable. Rest of the Week: Study for test and work on your essay. It is optimal for you to do the suggested Homework every week as well.
19 Oct. B Test 2	Your LiLi partner is to help you edit your essay. See detailed instructions in syllabus.	During class time THURSDAY 4:00-5:30 PM: Test 2 – closed book, no study aids, proctored virtually by Dr J. Rest of the Week: Watch Tutorial "Brecht und das epische Theater 2019": https://www.youtube.com/watch?v=r_IN-JOG0Qo in preparation for reading Brecht at the end of the semester. Consider discussing the tutorial with your LiLi partner. Work on your essay. Remember that your partner is to help you edit your essay.
26 Oct. A and B		Fall Break

<p>2 Nov. A. Kap. 12: Die moderne Gesellschaft PP. 410-414</p>		<p>NO MORE SIMULTANEOUS CLASS SESSIONS</p> <p>Required Homework: Relevant Purple Pages (e.g., 433-435 [Übungen 1-3]) and relevant <i>English Grammar</i>, which will probably be for you Chapter 8: What is meant by Case? Chapter 32: What is Possessive? and all pages that reference the Genitive; Chapter 33: What is a Possessive Adjective? and Chapter 47: What is the Subjunctive?</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>2 Nov. B Kap. 12: Die moderne Gesellschaft PP. 413-415 (reread)</p>		<p>Required Homework: Relevant Purple Pages (e.g., 436-437 [Übungen 4-5]) and relevant <i>English Grammar</i>, which will probably be for you Chapter 8: What is meant by Case? Chapter 32: What is Possessive? and all pages that reference the Genitive; Chapter 33: What is a Possessive Adjective? and Chapter 47: What is the Subjunctive?</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>9 Nov. A Kap. 12: Die moderne Gesellschaft PP. 416-418</p>		<p>Required Homework: Relevant Purple Pages (e.g., 437-438 [Übungen 6-7]) and relevant <i>English Grammar</i>, which will probably be for you Chapter 39: What is a Sentence? and Chapter 42: What is a Conjunction?</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>9 Nov. B Kap. 12: Die moderne Gesellschaft PP. 419-421</p>		<p>Required Homework: Submit Essay 1 (first, edited, final versions) by Friday at 17:00 at the latest. You may submit any time prior to this date!</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>16 Nov. A Kap. 12: Die moderne Gesellschaft PP. 422-424</p>		<p>Required Homework: Relevant Purple Pages (e.g., 439-441 [Übungen 8-9]) and relevant <i>English Grammar</i> from throughout the book.</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>16 Nov. B „Grammatik sehen lernen“ Übung. (onQ)</p>		<p>Required Homework: Grammatik sehen lernen Übung (onQ and below). Write out, check, upload. Consider reading the short story "Sternzeichen" and working with your partner to determine the grammatical roles that the words are playing in the text. Many exercises in Connect treat "Sternzeichen."</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>

<p>23 Nov. A Kap. 12: Die moderne Gesellschaft PP. 425-226</p>		<p>No required Homework: Benefit from this time by reading and working with the plethora of texts in Chapter 12. It is highly recommended to do the <i>Strukturen und Übungen</i> Principles of case exercises in Connect (on-line)</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>23 Nov. B Kap. 12: Die moderne Gesellschaft PP. 427-430</p>		<p>Required Homework: Do the <i>Faust</i> exercise on page 426. Write out the sentences in the correct order and submit. The exercise in Connect will allow you to check if you have the order right. Review for the test, which may include essays and short answer. You are responsible for knowing the basic plot of "Sternzeichen" and <i>Faust</i> for the test. Both texts are in part about cultural connections and disconnections, in the case of "Sternzeichen" a majoritarian and a minoritarian German culture and in <i>Faust</i> the tension between the (hyperindividualistic) drive for a monumental goal (embodied in Faust) and the strictures of society (represented in his relationship to Gretchen and the results).</p> <p>It is optimal for you to do the suggested Homework every week as well.</p>
<p>30 Nov. A Test 3</p>		<p>Monday: Test 3 The rest of the week: Read: "Wenn die Haifische Menschen wären" -- The text and discussion questions are below Watch: German: https://www.youtube.com/watch?v=Ia_XzQHDSNM English: https://www.youtube.com/watch?v=s7EQ9Svfxis Discuss with your partner and/or classmates.</p> <p>Perhaps of interest: "Erst kommt das Fressen, dann kommt die Moral" B.Brecht https://www.youtube.com/watch?v=_An94HD94KE</p>
<p>7 Dec. A</p>		<p>Essay 2 due by Monday at 17:00 (final version only):</p> <p>Respond to the following prompt: Was sagt diese Parabel über unsere menschliche Kultur aus? Was würden Sie als kleiner Fisch machen oder was, meinen Sie, sollten die kleinen Fische machen?</p>

Grammatik sehen lernen:

It is easy; you already know all the grammar, It is just thinking it through in the synthesis of a given sentence.

If the word is not governed by a verb or in a prepositional phrase,

then it will be functioning for itself in the sentence--ie, as the subject (nominative), the direct object (accusative), the indirect object (dative), or (in the genitive) as the "possessor" of another noun.

1. Was ist das Geschlecht, Numerus, und Fall von jedem Wort?
2. Schauen Sie, ob das Wort von einem Verb beeinflusst wird. (V)
Ob das Wort in einer Präpositionalphrase ist (und deswegen von dieser Präposition beeinflusst wird) (P)
Wenn nicht, funktioniert das Wort "frei" im Satz. (F)

Manchmal hilft es, Nummer 2 zuerst zu machen, um Nummer 1 herauszufinden.

1. Die meisten Ausländer in Deutschland kommen ursprünglich aus der Türkei.
2. Deutschland braucht ausländische Arbeitskräfte vor allem im EDV-Bereich .
3. Frauen verdienen für die gleiche Arbeit durchschnittlich ein Drittel weniger als Männer.
4. In der Wirtschaft findet man selten Frauen in Führungspositionen.
5. In Deutschland leben ungefähr 7 Millionen Ausländer.
6. Mit ihrer Kultur bereichern Mitbürger ausländischer Herkunft Deutschland.
7. Deutschland braucht in bestimmten Arbeitsbranchen ausländische Arbeitskräfte.
8. Kinder von Ausländern, die in Deutschland geboren werden, können die deutsche Staatsbürgerschaft bekommen.
9. Um eine Arbeitserlaubnis zu bekommen, muss man ein Formular ausfüllen.
10. Um in Deutschland wohnen zu dürfen, brauchen Ausländer eine Aufenthaltserlaubnis.

Lösungen auf der anderen Seite

1. Die meisten Ausländer in Deutschland kommen ursprünglich aus der Türkei.
Singular Feminine -- Dative -- dative preposition

2. Deutschland braucht ausländische Arbeitskräfte vor allem im EDV-Bereich .
Plural -- Accusative -- Function (of the word in the sentence)

3. Frauen verdienen für die gleiche Arbeit durchschnittlich ein Drittel weniger als Männer.
Singular Feminine -- Accusative -- accusative preposition

4. In der Wirtschaft findet man selten Frauen in Führungspositionen.
Plural -- Dative -- in + Dative [remember that in + movement is Accusative; in without movement is Dative]

5. In Deutschland leben ungefähr 7 Millionen Ausländer.
Plural -- Nominative -- Function

6. Mit ihrer Kultur bereichern Mitbürger ausländischer Herkunft Deutschland.
Mitbürger: Plural -- Nominative -- Function
Herkunft: Singular Feminine -- Genitive -- Function

7. Deutschland braucht in bestimmten Arbeitsbranchen ausländische Arbeitskräfte.
Plural -- Accusative -- Function

8. Kinder von Ausländern, die in Deutschland geboren werden, können die deutsche Staatsbürgerschaft bekommen.
Singular Genitive -- Dative -- in + Dative

9. Um eine Arbeitserlaubnis zu bekommen, muss man ein Formular ausfüllen.
Singular Feminine -- Accusative -- accusative preposition

10. Um in Deutschland wohnen zu dürfen, brauchen Ausländer eine Aufenthaltserlaubnis.
Plural -- Nominative -- Function

Bertolt Brecht --- Wenn die Haifische Menschen wären (ca. 1948)

"Wenn die Haifische Menschen wären, fragte Herrn K. die kleine Tochter seiner Wirtin, "wären sie dann netter zu den kleinen Fischen?"

"Sicher", sagte er. "Wenn die Haifische Menschen wären, würden sie im Meer für die kleinen Fische gewaltige Kästen bauen lassen, mit allerhand Nahrung drin, sowohl Pflanzen als auch Tierzeug. Sie würden dafür sorgen, dass die Kästen immer frisches Wasser hätten, und sie würden überhaupt allerhand sanitärische Maßnahmen treffen, wenn z.B. ein Fischlein sich die Flosse verletzt würde, dann würde ihm sogleich ein Verband gemacht, damit es den Haifischen nicht wegstürbe vor der Zeit.

Damit die Fischlein nicht trübsinnig würden, gäbe es ab und zu große Wasserfeste; denn lustige Fischlein schmecken besser als trübsinnige.

Es gäbe natürlich auch Schulen in den großen Kästen. In diesen Schulen würden die Fischlein lernen, wie man in den Rachen der Haifische schwimmt. Sie würden z.B. Geographie brauchen, damit sie die großen Haifische, die faul irgendwo rumliegen, finden könnten. Die Hauptsache wäre natürlich die moralische Ausbildung der Fischlein. Sie würden unterrichtet werden, dass es das Größte und Schönste sei, wenn ein Fischlein sich freiwillig aufopfert, und sie alle an die Haifische glauben müssten, vor allem, wenn sie sagten, sie würden für eine schöne Zukunft sorgen. Man würde den Fischlein beibringen, dass diese Zukunft nur gesichert sei, wenn sie Gehorsam lernten. Vor allen niedrigen, materialistischen, egoistischen und marxistischen Neigungen müssten sich die Fischlein hüten, und es sofort melden, wenn eines von ihnen solche Neigungen verriete.

Wenn die Haifische Menschen wären, würden sie natürlich auch untereinander Kriege führen, um fremde Fischkästen und fremde Fischlein zu erobern. Die Kriege würden sie von ihren eigenen Fischlein führen lassen. Sie würden die Fischlein lehren, dass zwischen ihnen und den Fischlein der anderen Haifische ein riesiger Unterschied bestehe. Die Fischlein, würden sie verkünden, sich bekanntlich stumm, aber sie schweigen in ganz verschiedenen Sprachen und könnten einander daher unmöglich verstehen. Jedem Fischlein, das im Krieg ein paar andere Fischlein, feindliche, in anderer Sprache schweigende Fischlein, tötete, würde sie Orden aus Seetang anheften und den Titel Held verleihen.

Wenn die Haifische Menschen wären, gäbe es bei ihnen natürlich auch eine Kunst. Es gäbe schöne Bilder, auf denen die Zähne der Haifische in prächtigen Farben, ihre Rachen als reine Lustgärten, in denen es sich prächtig tummeln läßt, dargestellt wären.

Die Theater auf dem Meeresgrund würden zeigen, wie heldenmütige Fischlein begeistert in die Haifischrachen schwimmen, und die Musik wäre so schön, dass die Fischlein unter ihren Klängen, die Kapelle voran, träumerisch, und in allerangenehmste Gedanken eingelullt, in die Haifischrachen strömten.

Auch eine Religion gäbe es ja, wenn die Haifische Menschen wären. Sie würde lehren, dass die Fischlein erst im Bauche der Haifische richtig zu leben begännen.

Übrigens würde es auch aufhören, dass alle Fischlein, wie es jetzt ist, gleich sind. Einige von ihnen würden Ämter bekommen und über die anderen gesetzt werden. Die ein wenig größeren dürften sogar die kleineren fressen. Dies wäre für die Haifische nur angenehm, da sie dann selber öfter größere Brocken zu fressen bekämen. Und die größeren, Posten innehabenden Fischlein würden für die Ordnung unter denn Fischlein sorgen, Lehrer, Offiziere, Ingenieure im Kastenbau werden.

Kurz, es gäbe erst eine Kultur im Meer, wenn die Haifische Menschen wären." --- <http://www.yolanthe.de/stories/brecht03.htm>

Wahlfrei: Grammatische Übung dazu (Verbformen): <https://docplayer.org/21882826-Bertolt-brecht-wenn-die-haifische-menschen-waeren.html>

Fragen zum Bertolt Brechts *Wenn die Haifische Menschen wären*

Einleitende Ideen und Wortschatz:

Hegemonie ist Macht.

Hegemony = dominance, dominion, supremacy, authority, mastery, control, power, sway, rule

Hegemonie ist auch (kaum spürbare) Macht, die durch Normen ausgeübt wird. Situationen werden als "normal" [präsentiert und] wahrgenommen und nicht hinterfragt. (Hegemony is also [barely tangible] power that is deployed by means of norms. Situations are [made to be] perceived as "normal" and are not questioned.)

Wenn die Haifische Menschen wären handelt von Hierarchie (die) und Macht (die), von kultureller Hegemonie (cultural Hegemony) (die) und Gehorsam (obedience) (das), von Ideologie und Normen, von Bewusstsein (das) (consciousness) und von Bewusst werden (becoming conscious).

> Der Text ist in dem Konjunktiv II geschrieben (subjunctive) -- expressing probability

For further information, see Kontakte, or, for more in-depth study: <http://www.dartmouth.edu/~deutsch/Grammatik/Subjunctive/KonjunktivII.html>

Verständnis Fragen:

? Wenn die Haifische Menschen **wären**, wie **würden** die Haifische die kleinen Fische behandeln....

im Sinne von:

- Versorgung (Essen, Unterkunft, sanitäre Einrichtungen [Toilette, Wasser, Abfall, etc])

TIPP: Form der Antwort: Wenn die Haifische Menschen **wären**, **würden** die Haifische die kleinen Fische gutes Essen geben weil...

- Bildung (faktische und moralische Ausbildung)

- werden die Fische alle Ideen und Kenntnisse (skills) lehrt,

zum Beispiel alle Sprachen? Warum? Warum nicht?

? Wie wäre das Militär organisiert? Wie wäre Krieg verstanden?

? Wie wäre Kunst organisiert? Welche Themen wären vorgestellt? Wie wären die Themen präsentiert?

? Wie wäre die Religion strukturiert?

? Wie wären die Strukturen der Gesellschaft organisiert?

Globale Fragen:

Was sagt dieser Parabel über unsere menschliche Kultur aus?

Was würden Sie als kleiner Fisch machen oder was, meinen Sie, sollten die kleinen Fische machen?