



Fall 2020

GER 3100/4600/5600 - Online with Synchronous Meetings

M/W 2:30-3:45

Professor Nicole Coleman (she/her/hers)

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Office Hours (on Discord):

M 10-11am and W 11am-12pm or by appointment

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## Required Material

3100 students, please purchase:

- Rankin, J. and L. Wells, *Handbuch zur deutschen Grammatik* (I have the sixth edition but any edition will work fine since you'll be working on this mostly on your own, the e-book edition may also be convenient right now.)
- Birgit Weyhe, *Madgermanes*, in German, ISBN: 978-3945034422
- Claude K. Dubois, *Akim rennt*, in German, ISBN: 978-3895652684

4600 students, please purchase:

- Birgit Weyhe, *Madgermanes*, in German, ISBN: 978-3945034422
- Abbas Khider, *Der falsche Inder*, in German, ISBN: 978-3442744602 (or as an e-book)

5600 students, please purchase:

- Birgit Weyhe, *Madgermanes*, in German, ISBN: 978-3945034422
- Abbas Khider, *Der falsche Inder*, in German, ISBN: 978-3442744602 (or as an e-book)
- Fatma Aydemir and Hengameh Yaghoobifarah (Eds), *Eure Heimat ist unser Albtraum*, ISBN: 978-3961919363 (the e-book is a lot cheaper, so I recommend purchasing that)

All other required reading material will be posted on Canvas.

You will also regularly listen to podcasts, which you can access through different podcast services on your phones or directly on the web.

All films will be available free of charge either online or shown in our virtual zoom live sessions.

You should also have access to a good dictionary, I recommend the following web resources

- Linguee.com
- Dict.leo
- Duden.de

## Software and Technical Skills

This course is facilitated online using the learning management platform, Canvas.

You will need to have access to:

- Microphone and Speakers for engaging in live sessions and recording presentations
- Presentation software
- Word processing software
- Internet access

To be successful in this course, you will need the following technical skills:

- Use presentation programs
- Use electronic mail with attachments
- Save files in commonly used word processing program formats
- Copy and paste text, graphics, or hyperlinks
- Work within two or more browser windows simultaneously
- Open and access pdf files

## Course Description and Objectives

### Content

In statistics, about 25% of the German population is labeled as having a *Migrationshintergrund*, a “migration background.” Most of these people hold a German passport but have either come to Germany themselves or are descendants of immigrants who have come in context of the labor migration since the 1960s. The label is problematic and the statistics themselves do not show that Germany has always been a country of migration. In this course, we will explore and challenge both: the laws and politics surrounding migration today and a history of migration that reaches much farther back than half a century.

We will discuss the issues we encounter in class both synchronously in live sessions and asynchronously in discussion forums or on flipgrid, we will reflect on them in writing, read (graphic) novels, and listen to podcasts. Our main project in this class is special though: Together we will write a textbook.

At the end of this course you will be able to:

- Reflect on the long history of migration to Germany and the variety of voices within German society;
- Analyze a variety of culture products and the multiplicity of perspectives on migration expressed in them;
- Complete a well-organized and well-written contribution to our collaborative textbook project.

### Language Skills

This course is designed to refine and expand your German communication and research skills with a special emphasis on the productive skills of speaking and writing in an academic setting. We will practice presentational, interpersonal, and interpretive communication as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This means that you will interpret texts (audio and written) and talk about them; that you will give a presentation; that you will communicate with your peers to solve problems; and that you will write for a public audience. You will also gain intercultural competencies by communicating about German culture and by demonstrating an understanding of dominant cultures and marginalization.

As part of this process, you will acquire a more complex and nuanced use of vocabulary, grammatical structures, and stylistic means. Everyone in this course starts at a different level. But

you should move to the Intermediate Mid-/High-level of the ACTFL Standards if you are taking this class as 3100, to the Advanced Low-/Mid-level for 4600 students, and 5600 students should aim to reach the Advanced High or Superior level. This means that at the end of the course you will be able to:

| <b>3100</b>   | <b>4600</b>   | <b>5600</b>   |
|---|---|---|
| Participate with ease and confidence in conversation on familiar topics and sometimes even on topics that go beyond your everyday life. | Maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and some academic and professional topics.                | Participate fully and effectively in spontaneous spoken or written discussions and debates on issues and ideas ranging from broad general interests to academic ones. |
| Handle social interactions in everyday situations.  | Exchange information and ideas in a variety of situations.  | Discuss and sometimes debate a variety of complex issues.   |
| Deliver presentations in a generally organized way on topics you have researched.   | Deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, in organized paragraphs across major time frames. | Deliver cohesive presentations on a variety of complex concrete topics related to community interest and some specialized fields.                                     |
| Write on general interest and academic topics.  | Write on general interest and complex academic topics.  | Write about in-depth academic topics for an instructional resource.   |
| Understand the main idea and some supporting details in messages and presentations on a variety of topics and in various genres.        | Understand the main message and most supporting details across major time frames in conversations and discussions.  | Follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.   |
| Follow stories and descriptions of some length and in various time frames.  | Understand the underlying message and most supporting details across time frames.   | Follow the flow of ideas and infer meaning from complex language and unfamiliar, abstract topics.   |
| Interact in complex intercultural situations to ensure a shared understanding of culture.   | Engage with complexity and pluricultural identities and serve as a mediator between and among cultures.   | Engage with complexity and pluricultural identities and serve as a mediator between and among cultures.   |

### How We Will Work Together

This course is taught in the SYNC mode, that means it is facilitated online with mandatory synchronous meetings. Should you not be able to make it to these meetings, reach out as soon as possible so that we can find equivalent ways of engagement.

Since we have three different groups of students in this class, the class schedule lists weekly meetings and tasks in three separate columns. I suggest downloading the schedule, identifying your column and highlighting it, so that you can easily navigate the class. We have meetings every week, sometimes with everyone and sometimes in groups. Sometimes you do individual research or discuss in a discussion board on canvas rather than zoom. All of these modalities are listed in the course schedule.

## Communication Policy

Especially in a class that doesn't meet face to face, regular and effective communication between you and me is essential to your success. I encourage you to get in touch as soon as you have concerns or questions.

The best way of contacting me is to write emails (WSU email and Canvas inbox both work fine). I will get back to emails within 24 hours during the work week and within 48 hours on the weekends.

You can also write your questions in the Q&A discussion forum. I will only check this twice a week, but your peers may be able to help as well.

It is important that you check your emails and into Canvas regularly and that you read announcements. If anything is unclear, reach out to me!

## Netiquette

In this course, a lot of our communication will come through written channels, such as the discussion board or emails. This provides us all the opportunity to more carefully plan our contributions and go in-depth with our responses. There is also the potential for miscommunication. As a part of our learning community, we are all expected to follow these netiquette guidelines:

- Give credit when referencing or quoting another source (also each other)
- Respond thoroughly to peers, including asking questions, critiquing their arguments (not their grammar though), challenge each other's perspectives
- Be respectful of your peers and instructors, regardless of differing opinions. No personal insults will be tolerated.
- Be careful with jokes and sarcasm. Humor can easily be misconstrued in written communication.

## (Un)Grading

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class and also in our individual meetings. While you will get a final grade at the end of the semester, I will not be grading individual assignments, but ask questions and make comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus in a more organic way, as opposed to

working as you think you're expected to. We will meet multiple times during the semester to discuss your goals and where you are standing in class. At the end of the semester, you will submit a "letter of learning," in which you give yourself a final grade and explain why you assess your work that way. You can also provide evidence of your learning and attach it to the letter (but the main project and your work in class will already provide all the evidence needed).

If this process causes any anxiety, please reach out at any point. I am happy to talk with you. If you are worried about your grade, now while reading this or at any point during the semester, your best strategy should be to join the synchronous and asynchronous discussions, do the reading and listening, and complete the assignments.

**You should consider this course a place where all your work is meaningful. If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.**

For now, you will do the following things in this class:

|                                    | 3100  | 4600  | 5600  |
|------------------------------------|---|---|---|
| Live Sessions                      | Participate in as many live sessions as possible, come prepared, engage in discussions            |   |   |
| Read fictional texts               | <i>Madgermanes</i><br><i>Akim rennt</i>   | <i>Madgermanes</i><br><i>Der falsche Inder</i>  | <i>Madgermanes</i><br><i>Der falsche Inder</i>  |
| Read informational texts           | Research for your textbook project<br>Texts in/for class  | Research for your textbook project<br>Texts in/for class  | Research for your textbook project<br>Texts in/for class<br><i>Eure Heimat ist unser Albtraum</i><br>Theoretical texts                                    |
| Listen to podcasts                 | Try: 15 minutes/week or 30 minutes every other week   | Try: 20-25 minutes/week or 45 minutes every other week  | Try: 30 minutes/week or 60 minutes every other week   |
| Participate in creating a textbook | Research an original text;<br>Write an introduction with biographical and historical information. | Research an original text;<br>Write an introduction with biographical and historical information;<br>Write a historical overview text | Annotate an original text, write discussion questions,<br>Supervise a group, edit the group's introductions<br>Write an introduction to a literary period |

|                        |   |  |  |
|------------------------|---|--|--|
|                        |   |  | Collaboratively write an introduction to the book  |
| Speak (Interpersonal)  | Synchronous and asynchronous discussions in class and via flipgrid<br>Synchronous/asynchronous exchange with students at Ruhr-Universität |  |  |
| Speak (Presentational) | Presentations in class and on flipgrid<br>Presentation of your textbook work  |  |  |
| Write (Interpersonal)  | Synchronous and asynchronous discussions<br>Synchronous/asynchronous exchange with students at Ruhr-Universität                           |  |  |
| Write (Presentational) | Textbook contributions  | Textbook contributions<br>Reflections                        | Textbook contributions<br>Reflections  |
| Improve your grammar   | Take quizzes as often as needed to reach 85%<br>Integrate the grammar in your writing   | You can take quizzes<br><br>Work on accuracy in your writing | Determine grammar items that you want to practice and do so<br>Work on accuracy in your writing<br>Edit your group's writing |
| Learn new vocabulary   | Learn and keep track of new words (e.g. create quizlet sets for yourself and/or the class)  |  |  |

### Revisions and Deadlines

If you receive feedback on any assignment that makes you want to revise and improve, feel free to do so. This class is for you and I am happy to create as many opportunities for learning as possible.

When we work together both synchronously and asynchronously it is important that everyone is present and does their part. Discussions can only happen during the time when they are running. In our textbook project other people may be waiting for your contribution to be able to continue their own work. These elements of the class, therefore, have fixed deadlines (which you can adjust with your group if you unanimously agree).

All other elements do not have set deadlines. I am listing them in the schedule in a certain week to help you organize the semester. You don't want to have to write all reflections in just one week or take all quizzes on the last day of class. Therefore, I recommend that you work as much within the schedule as possible. Should your other classes make it necessary to adjust the schedule, please do so and keep me updated, so that we can make sure that you are staying on a successful path.

## Elements of the class in more detail

### Participation

Your participation is essential to the success of this class. Since this class is a collaborative endeavor, we need you on board, prepared, and engaged as much as possible. Your homework will prepare you to actively engage in class. You will be actively involved in all activities during our live sessions, speak German at all times, and contribute to activities outside of the live sessions.

### Homework

Our main purpose in class is to use German communicatively and creatively, and the homework is an essential means to this end. Homework most often means reading and the reading will prepare you for class.

For 3100 students only: As nothing in this class is meant to be busy work, grammar homework only needs to be done when you feel it is helpful or when the first quiz determines that you should spend some time practicing a particular grammar theme.

### Quizzes (3100 students)

To ensure that you are making progress on your grammatical proficiency, you will take short quizzes almost every week. You take the first quiz when the week begins. If your quiz result is less than 85%, you should join the grammar half-hour on Mondays and do the grammar homework in the *Handbuch*. You can then take the quiz again.

### Vocabulary

You want to keep track of new words that you learn, and you can choose the best way for yourself. I like quizlet, but you might already know a different program or like to do it on actual paper flashcards. Anything works. I won't check this, it is a good practice for live-long learning though and you are accountable to yourself and your own learning of new words.

### Podcast Listening

You will listen to podcasts every week or every other week (see specific time recommendations in the overview table above). You can choose to listen to one longer podcast or to multiple shorter ones. Only requirement: the podcast should have to do with the themes of our class. Some good ones are, in no particular order:

Rice and Shine (<https://riceandshine.podigee.io/>),

Kanackische Welle (<https://kanackischewelle.podigee.io/>),

Chai Society (<https://www.radiobremen.de/bremennext/programm/chai-society100.html>),

Feuer und Brot (<https://www.feuerundbrot.de/>),

Piratensender Powerplay (<https://piratensenderpowerplay.podigee.io/>)

und Halbe Katoffl (<https://halbekatoffl.de/>).



After listening to the podcast, write three sentences in the podcast discussion forum on canvas: A) which podcast did you listen to? B) what did you find interesting? C) What did you find weird or not so interesting or do you have any questions about what you heard?

It is important to stagger these activities because it will mean better exposure to the language. So, try to keep up with it and do it every week or every other week. You can always make up for it with a longer one the next time if you have a lot going on during one particular week.

### Discussions

Most of our live sessions will be discussion based. We will also have some synchronous or asynchronous discussions in canvas (see schedule). Discussion forums in canvas allow written text but also the recording of audio and video. So, you get to choose for these contributions in which mode you want to communicate (you can also mix and match).

### Exchange with students at Ruhr-Universität

In November, we will have three weeks, in which we will meet and then collaborate with students at Ruhr-Universität in Germany. Their instructor, Magdalena Lukoscz, and I have been planning this as a pilot for a regular transatlantic exchange. Her students are taking German classes to prepare for their study programs at Ruhr-Universität. Their level is already quite high (B2/C1) because they will be studying in a fully German program starting in the winter. All 4600 and 5600 students will participate in the exchange, 3100 students can choose to participate as well.

We will meet, hopefully live, on November 11<sup>th</sup>. During the week of November 16<sup>th</sup> to 22<sup>nd</sup>, we will read the same texts, discuss them, and work in groups to create a final product. More information will be forthcoming.

We also encourage you to stay in touch with anyone you meet through this exchange and continue the conversation beyond this short project in class.

### Reflections

You will write reflections about the themes in our class as indicated in our course schedule. I recommend writing them at the end of a particular week while the content is fresh in your mind. It might be difficult to write them from memory later in the semester.

These reflections are informal writing, they can be as short or as long as you need them to be to convey what you are trying to say.

Do proofread and pay attention to your grammar, but as long as the grammar doesn't hinder understanding and the writing shows your effort, it will count.

## Textbook Project

This is the big one this semester and I am very excited about this. We will work on a textbook together that we will publish with Rebus Press, an open-access book publishing platform. The work on the book will be in length and effort comparable to my usual essay prompts (about 3-5 pages for 3100 students, about 6-8 pages for 4600 students, and about 10-12 pages for 5600 students).

There is a much longer document with all the details, and we will of course talk about this in class, but for now, here are the main things:

The textbook will be an anthology of lesser known German-language texts from before 1945. We include authors who may not be usually heard when we read and learn about German literature because they are not in the canon (the canon is almost exclusively white and largely male). So, this textbook is trying to expand what students read and what instructors teach.

3100 and 4600 students will each choose an original text to include in the anthology and write an introduction to the text. 4600 students will also write a historical overview.

You will be in groups of three or four led by one 5600 student who helps you with the research and with edits.

5600 students will also annotate the original texts and write discussion questions that can be used in teaching.

Additionally, 5600 students will write introductory texts for literary periods and for the book as such.

My main task will be to make sure that there are no grammatical errors in the final version of each of the texts, to format them all and transfer them to the publishing platform.

The textbook will live publicly on the web within an open platform. If you would like to remain anonymous, you have the option to choose a pseudonym.

We will talk about all of this and also licensing, creative commons material etc. in class.

## Presentations

You will present multiple times during the semester the results of some smaller research tasks.

At the end of the semester, you will also present your textbook contribution to the class.

Presentations are spoken, not read, they can include visuals to support your speech.

## Inclusion and Student Resources

### Preferred Name and Preferred Gender Pronoun

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender

variance, and nationalities. I will gladly honor your request to address you by a chosen name and your preferred gender pronoun. Please advise me of this preference early in the semester.

### Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances should notify me well in advance so that we can agree on an alternative that works for everyone.

### Usability, Disability, and Design

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Disability Services (SDS) to begin this conversation or to establish accommodations for this or other courses. The office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone). I welcome feedback that will assist me in improving the usability and experience for all students.

### Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu)). During the pandemic, CAPS offers telemental health services to currently registered WSU students using the Microsoft Teams app. To work remotely with a CAPS counselor, download the Teams app to your computer or smartphone, then call 313-577-3398. CAPS counselors are available Monday-Friday, 9am-3pm.

Warrior Chat can also help. It is a nonclinical peer counseling program staffed by graduate students in the College of Education's Counseling and School Psychology programs.

### Sexual Misconduct and Mandatory Reporting

Every student has the right to live, learn, and work at WSU – free from Harassment or Discrimination. Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “Responsible Employees” and are required to report information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the Rape, Abuse & Incest National Network (RAINN) ([www.rainn.org](http://www.rainn.org)). Call 1-800-656-4673 or chat online with a professional support specialist.

Please visit [TitleIX.wayne.edu](http://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

### Basic Needs Statement

For students who have difficulty affording groceries or accessing sufficient food to eat every day, the W Food Pantry provides resources (nonperishable food, toiletries, and feminine hygiene products). The W Food Pantry is located at 703 W Kirby (next to Dunkin’ Donuts). During the pandemic, it is open only on Wednesdays, from 12-4pm. Bags of supplies will be packaged in advance for pickups. Please email the W at [TheW@wayne.edu](mailto:TheW@wayne.edu) with any questions.

### Note about children

This pandemic has upended many of our usual routines and options for studying and working free of distraction and on our own schedules. Many parents are in particularly difficult positions when they need to care for their children and also work and study. Children are always welcome in our zoom rooms. Should you need any other accommodations, please reach out.

### Online learning resources

The writing center offers remote tutoring.

The Academic Success Center’s Learn Anywhere webpage has links to numerous resources to assist in online learning, as well as tips to help students navigate their studies during the pandemic.

### Academic Integrity

Wayne State University prohibits all forms of academic misconduct. Check the Student Code of Conduct for university policies.

For our class in particular, I encourage you to borrow ideas (from me, from the authors we read, from the things we watch, from your classmates). But, even more, I encourage you to truly make them your own – by playing with, manipulating, applying, and otherwise turning them on their head. This doesn’t give you license to copy something in its entirety and present as your own. That’s just stealing. Instead, think very consciously about how you are influenced by your sources. And think also about the real responsibility you have to those sources.

Nobody is perfect when writing, we all make mistakes. We are here to learn and can only do that, if we produce our own work. This is even more true for writing in a different language. Stay away from translation software. For one, the translations can be awkward, but also because it prohibits you from actually learning the language that you signed up for. Dictionaries are good for looking up individual words but use those words to create your own sentences and paragraphs and then we will work with them!

## Course Drops and Withdrawals

In the first two weeks of the term, you can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class, can initiate a withdrawal request. You will receive a transcript notation of WP (passing), WF (failing), WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step.

## Course Schedule

**Weekly Outline** (See the separate document for a detailed course schedule)

Los geht's (09/01-09/06): Introductions and Syllabus (live on W)

Week 01 (09/07-09/13): Wer ist überhaupt deutsch? (live on W)

Week 02 (09/14-09/20): Migration und Migrationshintergründe (live on M/W)

Week 03 (09/21-09/27): Jüd\*innen in Deutschland (live on M/W)

Week 04 (09/28-10/04): Afrikanische Diaspora in Europa (live on M/W)

Week 05 (10/05-10/11): Afrodeutsch (live on M/W)

Week 06 (10/12-10/18): *Madgermanes* (live on M/W)

Week 07 (10/19-10/25): Beginn der Textbucharbeit/*Verrücktes Blut* (individuell live)

Week 08 (10/26-11/01): Europas Solidaritätskrise/Textbucharbeit (live on M, Gruppen on W)

Week 09 (11/02-11/08): Performance Art zu Flucht (live on M/W)

Week 10 (11/09-11/15): *Akim rennt/ Der falsche Inder* (3100 live on M, 4600/5600 live on W)

Week 11 (11/16-11/22): Comics/TV, Humor und Beleidigungen (live on M/W)

Week 12 (11/23-11/29): Textbucharbeit asynchron und Thanksgiving (kein Treffen)

Week 13 (11/30-12/06): Podcasts (live on M/W nur für 3100 und 4600)

Week 14 (12/07-12/14): *Eure Heimat ist unser Albtraum* (live on M/W)

Week 15 (12/14-12/18): Präsentationen und Letter of Learning (live on M)

