



Department of Languages, Literatures, and Cultures

GERM 200 Intensive Beginners' German Language Fall 2026

Meeting Time & Location

Mondays, Tuesdays, Thursdays & Fridays 10:05-11:25

Location: Room 1165 680 Sherbrooke St. West

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Office hours: Tuesdays 12:30- 13:25, Wednesdays 14:30-15:30 and by appointment.

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Course Overview & Requirements

Learning a foreign language is an inspiring and challenging experience. This class will enable you to learn the phonetic and grammatical structures of a new language and inform you about current cultural issues at stake in the German-speaking countries. Our emphasis will lie on providing you with a stimulating communicative context, while giving you equal opportunities for developing your listening, speaking, writing and reading skills. A selection of short texts and web-based exercises will complement the cultural content addressed in the textbook. The course aims at introducing you to cultural aspects of the German-speaking countries and practicing German through communicative exercises, however, truly mastering a new language will come only over time.

Prerequisites

- This course is intended for students with little or no prior knowledge of German. If you have previously studied German, please let me know. You must obtain permission from the German Language Program Director, Dr. Sun-Young Kim, before taking this course. Email: sun-young.kim2@mcgill.ca.
- GERM 200 equals GERM 202 D1+D2. If you have taken GERM 202, you may not take GERM 200 and vice versa.

Credits: 6 credits.

Required Materials

Note: The textbook prices are approximate and were current at the time this document was prepared. Please verify current prices and availability through the McGill Campus Store.

- You have two different options of purchasing the required materials from the [McGill Campus Store](#):
 - **Option 1:** KONTAKTE (**Printed Textbook** + CONNECT with 2-yr access, approx. \$159.95+tx): Erwin Tschirner et al., Kontakte, McGraw-Hill, 9th edition.
 - **Option 2:** KONTAKTE ISE (**EBOOK** + CONNECT with 2-yr access, approx. \$104.85+tx): Erwin Tschirner et al., Kontakte, McGraw-Hill, 9th edition.
- Worksheets with additional readings and grammar exercises on myCourses and CONNECT, which is the name of the digital workbook.



Recommended Materials

- ENGLISH GRAMMAR FOR STUDENTS OF GERMAN, Zorach C., Olivia & Hill Press, 7th edition. <https://oliviahill.com/german-grammar/>. Available at [McGill Campus Store](#).
- Recommended online dictionaries: <https://dict.leo.org/german-english/> (EN); <https://dict.leo.org/franzoesisch-deutsch/> (FR)

Methods of Assessments

Assessments	Percentages
Participation	10%
Homework	16%
Journal	4% (4 x 1%)
Oral Assessments	12% (2 x 6%)
Compositions	8% (2 x 4%)
Tests & Quizzes	50% (5 x 8,5% + 1Quiz x 7.5 %)

N.B.: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Instructional Method: Flipped Classroom

The class consists of three class meetings **and** assignments that you are expected to complete on your own. Following the flipped classroom model and the principle of learning by doing, **you will study the grammatical concepts and learn about cultural topics individually at home before participating in class meetings.** This class moves rapidly and it is important to study the material beyond the assigned exercises. I will guide you through this process through a list of activities you should complete before each class meeting. This will allow me to reserve the meetings for practicing and developing your communicative skills, to discuss cultural topics, and to answer your questions on the course materials. If the class needs to be delivered remotely due to extraordinary circumstances at any point in the semester, I will notify you ahead of time and provide a Zoom link.

Attendance Policies

You are expected to attend all class meetings in order to fully participate in all class activities. Regular attendance will help you better understand and process the course material through increased exposure and active engagement in interactive exercises. Please keep in mind that you are responsible for all information present in class, even on days that you are absent.

The following applies after the add/drop deadline:

- You are allowed **up to two (2) unexcused absences** for the semester without penalty.
- After the second unexcused absence, **one (1) percentage point will be deducted from your overall final grade for the course** (out of 100) for each additional unexcused absence. Note: This deduction applies to the final calculated grade for the entire course, not just to the participation component. Example:
 - Suppose your final overall grade in December is 70%.
 - You have 6 unexcused absences in total.
 - The first 2 absences are not penalized ($6 - 2 = 4$).
 - The remaining 4 absences result in a 4-point deduction ($70 - 4 = 66$), which corresponds to a final grade of B- for the course.
- Every **two instances of unexcused lateness or early departure** will count as **one (1) absence**. For example, arriving late twice counts as one absence.
- If you are unable to attend class for any reason, you must contact your instructors in advance whenever possible.
- **Acceptable Excuses for Absences:**

- **Medical Reasons:** If you must miss a class due to illness, notify your instructors by email **before class and within 24 hours** of your absence. **Late messages may not be accepted.** If the absence lasts more than five (5) consecutive days, you must submit a doctor's note **within one (1) week of the absence.** Notes submitted after this period may not be accepted.
- **Religious Observances:** You must inform the instructors **in advance.** Otherwise, the excuse may not be accepted. For further information see: [University Holy Days Policy](#).
- **University-Sanctioned Events:** Documentation from organizer, coach, director, or instructor is required and must be submitted in advance. Otherwise, the excuse may not be accepted.

Participation (10%)

Class time is valuable because you will be able to interact with other students, ask questions, and practice your oral communication skills. During class, we will use many partner- and group activities, which are to be completed entirely in German. You will not be graded on error-free speech, but on your continuous efforts to speak in German. You will progress swiftly if you concentrate on speaking and writing in the target language. This course will provide you with a welcoming, respectful as well as active and fast-paced environment for learning German this year.

Active participation means all the points below and will account for participation grade:

1. not using your mobile phones (I do not want you looking up words in class)
2. not using your devices for personal purposes (doing other coursework, looking up words, etc.)
3. completing all preparatory and required work before class
4. always having all the necessary material in class (book, photocopies, readings, etc.)
5. answering questions and volunteering answers on a regular basis
6. being engaged in all in-class activities, including spontaneous partner or group activities that are based on homework assignments
7. speaking in German as often as possible and increasing the use of German over time
8. giving constructive comments that advance the level and depth of classroom dialogue (discussions on assigned readings, roleplays, other types of cooperative work, etc.)
9. asking questions to clarify doubts or to receive a second explanation on the material studied in class

Extracurricular activities

- Throughout a term, you may take part in culturally relevant activities to earn bonus points toward your class participation grade. If you do at least **three** extracurricular activities during the semester, you can earn 2% per activity, for a maximum of 6%. For more information, see "Extracurricular activities" on myCourses.

Homework (16%)

- The weekly homework schedule posted on myCourses lists detailed assignments for each day (see Module "Course Outline + Homework"). Plan on spending **at least 1-2 hours on preparing and practicing** before each class. You will find detailed information on preparation for each class meeting and assignments in the detailed homework schedule, posted on myCourses.
- **I expect you to have read through the textbook selections and handouts as indicated in this homework schedule before each class meeting.** If you miss a class, you are expected to study the lecture slides and complete the activities in the class slides (posted on myCourses after a class meeting) on your own. Let your instructor know if you have any questions or need help!

- Most activities will be completed on the textbook's online platform Connect and myCourses. Except for the first few weeks of the term, **homework is normally due at 11:59 PM ET (Montreal) on Tuesdays, Thursdays, and Sundays**. However, I recommend that you complete the activities on the suggested dates indicated in the homework schedule. **Note:** Late submissions will not be accepted. Plan accordingly.
- The activities fall into the following categories:
 - **Connect Homework Exercises (8%)**. Complete the online exercises for each day as indicated in the Connect assignment calendar.
 - **Connect Adaptive Learning Assignments (4%)**
 - **myCourses Worksheets and Exercises on Other Platforms (4%)**. Unless otherwise indicated by the instructors, these activities will be graded on a scale of 0 to 4.
 - **4:** On time, complete, very well-presented, and evidence of effort and creativity, striving for accuracy, exceeds expectations (complete = all exercises were attempted; well-presented = the work is neat, legible, follows instructions)
 - **3:** On time, complete, well-presented, showing effort
 - **2:** On time, complete
 - **1:** On time, partially complete, showing carelessness
 - **Late but accepted with permission:** Points are adjusted according to completion and effort
 - **0:** Not submitted without approval
 - The use of AI tools to complete homework assignments, including writing sentences, generating responses, translating texts, summarizing texts, brainstorming answers or answering reading or listening comprehension questions, reduces the productive struggle that is important for language learning. To ensure that you develop your own language skills, the use of AI tools for homework is not permitted unless explicitly authorized by the instructor.

Journal (Tagebuch - 4%)

- You will compose four (4) hand-written journal entries (~60-80 words per entry; each worth 1%) on topics from individual textbook chapters, using grammatical structures and vocabulary that we have covered. Examples of possible topics: write about yourself and your family; describe your room. The exact topics and requirements for each entry will be posted on myCourses: *Tagebuch*.
- See the [semester overviews](#) for due dates (see pp. 9-12). **No late journal entries are accepted.**
- **Note:** You may **not** use any AI tools, including machine translation tools and generative AI systems, to compose, revise, or edit your own journal entries. You may **not** have your work written, corrected, revised, or edited by native speakers, tutors, friends, family members, or others. All submitted work must reflect your own language production.

NOTE: The following guidelines apply to make-up assessments for orals, compositions, tests, and quizzes. You may not make up any assessments, with the sole exception of illness. If you must miss an oral/ a composition/ a test/ a quiz due to illness, you must inform your instructor by email before the beginning of class and within 24 hours of the class you missed. If you do not follow these guidelines, you will not be able to do a make-up assessment.

Oral Assessments (12%)

- **Two (2) in-person interviews** (6% for the first interview; 6% for the second one): Midway in the semester and in the last weeks of the semester, you will sign up for a roleplay **outside of regular class time**, unless otherwise specified by the instructor. The information on oral assessments will be posted at least one month ahead of time on myCourses. Go to **myCourses > Content > Oral Assessments**.

Compositions (Aufsätze – 8%)

- You will write two (2) in-class compositions (approx. 1 page, 2 per semester, each worth 4%). Details, including the assessment criteria will be posted on myCourses.

Tests (42.5%) & Quizzes (7.5%)

- **5 Tests:** 8.5% per test. **Quizzes:** 1 Quiz (chapter 8). 7.5%

Additional Important Policies

Use of Mobile Devices in Class

In support of individual and collective positive classroom experiences, there must be freedom from distraction for fellow students and the instructor. According to research on the use of mobile devices in university classes, these devices can distract students from engaging in class and retaining critical information. Their use can also harm the learning experience of their peers. For more information, view the slides on the following website. The last slide lists resources for taking notes by hand: [Against Laptops & Phones in Class](#).

Mobile computing and communications devices (laptops, tablets, smartphones) are permitted in class ONLY for specific activities with learning apps (e.g. Kahoot!, LearningApps, Slido, etc.).

No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

Mobile computing and communications devices are not to be used for video or voice calls without the explicit permission of the instructor. **Texting is NOT allowed during class. If you use make calls or text during class, I will reduce your participation grade.**

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l’étudiant et procédures disciplinaires](#) » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

Plagiarism and Cheating

All students will be evaluated based on their own work. When completing coursework at home or preparing for oral presentations, keep the following points in mind:

- **When you have your work proofread or written by someone else, you are not acting with academic integrity.**
- **When you use AI tools in place of your own work or in ways that are not authorized in this course, you are not acting with academic integrity. To know, what is authorize in this course, check the section below on AI Tools.**

If there is reasonable doubt that you plagiarized or cheated, you are free, without penalty of grade, to choose an alternative way of attesting to the authenticity of your work. Some alternatives are:

- 1) taking an oral examination directed at issues of originality,
- 2) providing a written report regarding the process of completing the work.

Artificial Intelligence (AI) Tools

For the purposes of this course, “AI tools” include generative AI systems (e.g., Copilot, ChatGPT, Gemini), machine translation tools (e.g., Google Translate, DeepL), and similar technologies that generate, revise, or translate text.

Please note the different degrees to which AI tools may and may not be used in the course:

- **Permitted for self-study:** Students may use AI tools for learning support and self-study when they complete activities that are not submitted for credit.
- **Limited use:** Students may use AI tools only when their use is explicitly permitted in the course outline or explicitly authorized by the instructor. Students must acknowledge any use of AI in accordance with the instructor's directions.
- **No use of AI:** Unless explicitly permitted, students may not use AI tools to complete coursework or assessments submitted for credit. If there is reason to believe that a submission does not represent a student's own work, the student may be asked to meet with the instructor and demonstrate authorship of the submitted work through discussion and/or an oral verification of its contents. Cases involving suspected academic misconduct will be handled in accordance with university procedures and may be referred to the Office of Student Affairs.

Copyright

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Helpful Resources

Student Accessibility and Achievement

The Department of Languages, Literatures, and Cultures endeavors to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the [Student Accessibility & Achievement](#). If you have a documented disability, please contact Student Accessibility and Achievement as soon as possible to request an official letter outlining

recommended accommodations. Please note that last minute requests for accommodations might not be approved.

Wellness

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online. If you need urgent care, you can reach a counsellor 24/7 through [GuardMe](#) or the [My SSP app](#) on your mobile device.

Workload Management & Study Skills

If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from [Student Services](#). Consult resources from Teaching and Learning Services (TLS) on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through [Stay on Track](#) and to attend workshops. For further individualized support check out the programs and resources from [Student Accessibility & Achievement](#).

Rubric for Class Participation and Daily Oral Performance

	A	B	C	D	F
Attentiveness (timeliness, materials, preparedness, no personal device use, etc.)	- Always on time and pays attention - Always brings necessary materials and demonstrates preparedness - Never uses devices for non-class activities.	- Usually on time and pays attention most of the time. - Brings necessary materials and demonstrates preparedness. - Seldom uses device for non-class activities.	- Sometimes late or leaves early - Occasionally forgets material or is unprepared. - Occasionally distracted by devices.	- Frequently inattentive or distracted - Often late or unprepared.	- Consistently late or absent without justification. - Lacks necessary materials - Regularly distracted by personal device use.
Contribution (answering, engaging, asking questions, comments)	- Regularly volunteers insightful answers that lead to productive discussions. - Always eager to contribute in all activities - Asks clarification questions when uncertain about instructions or materials - Provides constructive comments and asks engaging questions - Always answers open-ended questions in a complete sentence with detail.	- Frequently participates in in-class and group activities and volunteers - Occasionally asks clarification questions when uncertain about instructions or materials - Comments are useful and advance discussions; questions show good comprehension - Answers question asked without elaborating much.	- Does not volunteer frequently - Sometimes contributes to discussions - Asks questions that demonstrate basic understanding - Answers are brief, not in complete sentences	- Rarely contributes or participates in activities - Seldom asks questions - Seldom provides answers - Minimal contribution to advancing discussions	- Does not participate in discussions - Does not volunteer or ask questions. - Does not provide constructive comments - Disrupts classroom dialogue.
Use of German (effort in language use)	- Consistently speaks in German during class - Uses increasingly complex structures and vocabulary over time.	- Uses German consistently, with occasional lapses to native language under difficulty.	- Generally uses German, but often reverts to native language - Shows effort, but lacks consistency	- Primarily relies on English or French - German used only occasionally.	- Rarely uses German - Primarily communicates in native language - Shows minimal effort.

Semester Overview

NB: The instructor reserves the right to make changes to this preliminary schedule. Changes will be announced on myCourses. (Last updated on August 6, 2026)

DEUTSCH 200 — Herbst 2026 – Semesterübersicht (Overview)

NB: The instructor reserves the right to make changes to this schedule.

Tag	Themen	Strukturen
1) 31. August-04 September	Einführung A Bitten, Kleidung, Farben, Begrüßen und Verabschieden Zahlen Einführung B Der Seminarraum Beschreibungen, Der Körper	- Giving instructions: Polite commands - the verb <i>heißen</i>, - the German case system - Grammatical gender: Nouns and pronouns - Sie vs. du or ihr
2) 07.- 11. September Friday Sept. 11 Video: sich vorstellen	Einführung B Wetter und Jahreszeiten Herkunft u. Nationalität Kapitel 1 Freizeit Schule und Universität	- Definite and indefinite articles - The verb <i>sein</i> and <i>haben</i> - Personal Pronouns - Origins - Possessive determiners: <i>mein</i>; <i>dein</i>/<i>Ihr</i> - The Present tense - Expressing likes and dislikes - Telling time
3) 14.-18. September Tuesday: Sept 15th Test 1 [Kapitel A, B, 1] 	Alltag Persönliche Angaben Kapitel 2 Besitz, Geschenke	- Word order in statements and questions - Separable-prefix verbs - The accusative case - The negative article: <i>kein</i>, <i>keine</i> - Negation: <i>nicht</i> vs. <i>kein</i> - What would you like? (<i>Ich möchte</i>)
4) 21.- 25. September Tagebuch 1	Kleidung und Aussehen Freude Kapitel 3 Talente und Pläne Pflichten und Dienste	- Accusative case (determiners & pronouns) - Negation - Possessive determiners - Asking people to do things: The du-imperative - Modal verbs
5) 28. September -2. Oktober Aufsatz 1 im Unterricht am	Körperliche und geistige Verfassung Feiertage und Bräuche Kapitel 4	- Modal verbs - Dependent clauses & separable-prefix verbs - The perfect tense

Dienstag den 29. September Test 2 Kapitel 2&3 am Donnerstag, den 1. Oktober	Der Arbeitstag Urlaub und Freizeit Geburtstag und Jahrestage Ereignisse	- Weak & strong past participles - Past participles with & without -ge - Dates & ordinal numbers - Prepositions of time um, am, im
Tag	Themen	Strukturen
6) 6.- 8. Oktober Tagebuch 2	Kapitel 4 Dienstleistungen Berufe	- Past participles with & without -ge - Dates & ordinal numbers - Prepositions of time um, am, im
Freitag den 9. Oktober – Mittwoch den 14. Oktober	Happy Fall Break! 	
7) 15.- 16. Oktober Sign up for Interviews	Kapitel 5	- Dative case: articles & possessive determiners - Wer, wen, wem - Expressing change: The verb <i>werden</i>
8) 19. – 23. Oktober Interviews outside of classtime. Test 3: Kapitel 4+5 Freitag, den 23. Oktober 	Kapitel 5 Der Arbeitsplatz In der Küche	- Location: in, an, auf + dative - Dative personal pronouns
9) 26.- 30. Oktober Tagebuch 3	Kapitel 6 Haus und Wohnung In der Stadt Kapitel 7 Geografie	- Dative verbs - Time before place - Location vs. destination: Two-way prepositions - Location vs. destination: Two-way prepositions - Direction: in/auf vs. zu/nach
10) 2. – 6. November	Kapitel 7 auf Reisen Die Schweiz Verkehrsmittel	- Prepositions mit & bei + Dative - Prepositions and word order - Separable-prefix verbs: The present & perfect tense - Relative clauses

Tag	Themen	Strukturen
11) 9.– 13. November. Test 4 Kapitel 6+7 am Montag, den 9. November  Tagebuch 4	Kapitel 8 Mahlzeiten	• Making comparisons • Referring to and asking about things and ideas: da-/wo-compounds • Simple past of haben and sein • Adjectives: An overview • Attributive adjectives
12) 16.-20. November Aufsatz 2 im Unterricht am 17. November	Einkaufen und Kochen Einladungen und Veranstaltungen Das liebe Geld Kapitel 8 Kindheit und Jugend	• Adjectives: An overview • Attributive adjectives • Talking about the future • The genitive case
13) 23.- 27. November Quiz Kapitel 8 am Dienstag, den 24. November 	Geschichten und Märchen Rotkäppchen Kapitel 9 + 10 Urlaub Nach dem Weg fragen	• Time: als, wenn, wann • The simple past tense of werden, wissen, and the modal verbs • Simple past of weak and strong verbs • Dative prepositions • Requests and instructions: the imperative • Nach dem Weg fragen
14) 30. November – 4. Dezember Test Kapitel 9, 10 +12 am 4. Dezember 	Kapitel 10 + 12 Urlaub Nach dem Weg fragen Am Strand und im Hotel	• Kapitel 10: Accusative prepositions • Kapitel 12: Expressing possibility: würde, hätte, and wäre
	N.B.: There will be no final exam during the exam period in December 2026. In lieu of the Final Exam you will write the last chapter test on Friday, December 4th.	