

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2018-2019 GERM 409 B1: German Dialects
(Winter Term)

Instructor: Professor Jennifer Dailey-O’Cain

Time: 11am-12:20pm

Office: Arts 309C

Place: HC 2-37

Main Office Telephone: 780-492-4926, Fax: 780-492-9106

Office Hours: Tu & Th, 1-2pm

E-mail: jenniedo@ualberta.ca

or by appointment

Personal Website: <http://www.ualberta.ca/~jenniedo>

Course Prerequisite: One of GERM 306 or 316 or consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

Exam registry – Students’ Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify) (templates for exam 2 and exam 2 distributed and discussed in class)

NA (no final exam)

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description, Objectives and Expected Learning Outcomes:

In this course we will study geographic and social variation in the German language. In the first part we look at “traditional” historical dialectology, and the second part deals with social dialectology. This course uses the same book as is used in German 417, but rather than providing a broad overview of how the language and the social intersect, as that course does, this course instead focuses in on the differences between dialects and discusses the ways in which they stem from both linguistic and geographic factors on the one hand, and societal influences on the other.

At the end of this course, successful students will be able to:

- explain, in German, the developments in the history of the German language that led to the differentiation in its dialects
- talk about, in German, the internal social variation *within* German dialects using relevant scientific knowledge and vocabulary
- distinguish the myths people believe and spread about linguistic variation from what linguists know about it based on systematic research.

Texts:

1. Barbour, Stephen and Stevenson, Patrick. 1998. *Variation im Deutschen: Soziolinguistische Perspektiven*, de Gruyter.
2. Additional articles to be downloaded either directly from eclass (in most cases) or from the links in your syllabus (see below).

Grade Distribution (see “Explanatory Notes”):

Your end-of-semester grade will be calculated on the basis of the following:

Participation: 15% (throughout the semester)

Short writing-to-learn assignments, both at home and in class: 20% (throughout the semester)

Exam I: 20% (February 5th, 2019)

Exam II: 20% (April 2nd, 2019)

Final paper and in-class presentation: 25% (presentations in final three class periods, final paper due Wednesday, April 17th, 2019)

Date of Deferred Final Exam (if applicable):

Please consult the following site:

[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations \(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))

For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Explanatory Notes on Assignments:

Participation: This mark will be based on the *quality* and *quantity* of each student's participation in class discussion (both in whole-class discussion and in any work in small groups)

Short writing assignments:

Most of the writing you do in this class will be considered “low-stakes” writing or “freewriting.” This means that while you will turn the assignment in, it will simply be looked over briefly in terms of content, marked as done adequately (9.5 points), done especially well (10 points) done inadequately (5 points) or not done (zero points), and returned the following period. These assignments should be written in German, but your assessment will be based solely on the content of the assignment, and not at all on the quality of your German.

The two types of low-stakes writing assignments you will do will primarily involve your own response to our class readings:

- 1) Each class period, you should bring with you a short written (typed) response to the readings of around a page, double-spaced. In this response, you should be guided by

the following questions: *Was haben Sie beim ersten Lesen noch nicht so gut verstanden? Haben Sie starke Reaktionen (positiv oder negativ) auf irgendetwas in dem Reading gehabt? Sind Ihnen beim Lesen vielleicht ein paar interessante Ideen eingefallen, worüber Sie noch mehr nachdenken wollen? Was müssen wir heute im Unterricht unbedingt besprechen?* You will turn these in at the beginning of each class period, and they will be returned the following period with short comments.

2) Occasionally (sometimes at the beginning of class, sometimes in the middle of a discussion), you will be expected to respond to a short question that serves to focus our class discussion of the readings. You will turn these in on the spot, and they will also be returned the following period with short comments.

Low-stakes writing assignments will be worth ten points each. Any assignments written at home should be typed, while in-class assignments will of course be handwritten.

Exams:

The exams will consist of definitions, short-answer questions, and one longer essay question. Both exams will take the length of a regular class period. The second exam will not be cumulative, but will only cover the material discussed from the class period after the first exam onward. A template of the exam will be passed out and discussed in class before each exam, in order to give students a chance to see what the format of the exam will be like. They will both be written in German, but Dr. Dailey-O'Cain will not count language errors against your grade. You may use dictionaries during the exams; these will be provided in class (please do not bring your own).

Final paper and in-class presentation:

The paper (“Aufsatz”): The final paper is due on Wednesday, April 17th, after the semester is over. The paper should have to do with an aspect of the course material that interests you and which you would like to explore further. Students may choose to either report on the research of others (using multiple academic sources) or write a research proposal (again using multiple academic sources) for their own potential studies of German dialects, using methods either from traditional dialectology or social dialectology. German majors are required to write their papers in German; the others may choose to write either in German or English. The paper should be five to seven pages long. This final paper counts as a “higher-stakes” writing assignment and will be turned in for a mark that involves both the quality of your understanding of the material and the quality of the writing/arguments/points you are trying to make—so please be sure to proofread it carefully in order to make sure you are being as clear as possible. While those writing in German are not expected to write in flawless grammatically and idiomatically correct language, your language use will form a part of the mark for this assignment, so please take more care in writing it than you do with the low-stakes assignments (the same goes for those writing in English!).

The presentation (“Vortrag”): The purpose of your presentation is to give you a chance to teach the other students something about what you have learned through working on your paper. This

can consist of a straightforward, conventional presentation of some of the information you have learned, as one might in a lecture, but you might also choose to do some sort of in-class activity with the rest of the class to illustrate the points made in your paper. Your presentation should be around ten minutes long, after which a short discussion period will follow, and it will be given on one of the final two days of class. It should be in the same language as your final paper will be in, because you will be expected to develop this presentation into the final version of your paper after receiving feedback from Dr. Dailey-O'Cain and from the rest of the class.

In most cases, the presentation will be worth 10% of the final mark and the paper will be worth 15% of the final mark, for a total of 25%. In cases where there has been a serious misunderstanding of the material that becomes evident in the presentation and is corrected in the final paper, however, Dr. Dailey-O'Cain reserves the right to shift more of the weight to the final paper, in order to better reflect the learning you have done.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and

creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan.

Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used

or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, if you miss an exam or presentation day, please contact Dr. Dailey-O’Cain within two days to discuss the reasons for your absence and the next steps toward rectifying it. If you cannot attend a regular class (i.e. non-exam or presentation) period, you will simply be required to *e-mail Dr. Dailey-O’Cain anytime before the beginning of that class period* to let her know that you will be absent (or, in an emergency where you cannot get to your computer or phone, please contact the main office at 780-492-4926 and leave a message for Dr. Dailey-O’Cain). If you do this, your absence will be marked as *excused*. You do not need to give the reason for your absence, but please remember that you can't participate in discussions and other in-class activities if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark. If you do *not* let Dr. Dailey-O’Cain know ahead of time that you will be absent, your absence will be marked as *unexcused*, and you will receive an automatic zero for any in-class activities or writing assignments that day, as well as for any at-home assignments due that day.

Policy for Late Assignments:

If your absence is excused (i.e. if you have notified Dr. Dailey-O’Cain before the absence that you will not be there, see the previous section for details), your late assignment should be turned in at the next class period. If your absence is not excused (i.e. if you have *not* notified Dr. Dailey-O’Cain before the absence that you will not be there), your late assignments will not be accepted. When you have an excused absence, you are responsible for asking Dr. Dailey-O’Cain of your own accord after the next class period what any missed assignments are, and for asking a fellow student for any in-class notes you have missed. You will not be reminded to do these things or prompted for your late assignments.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92

Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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UNTERRICHTSPLAN

Einführung

January

8: Kurseinführung; Stevenson „Delimiting the language“

Traditionelle Dialektologie

10: Barbour/Stevenson 71-78

15: Barbour/Stevenson 78-84

17: Barbour/Stevenson 85-92

22: Barbour/Stevenson 92-97

24: Barbour/Stevenson 97-106

29: Baur „Der Dialekt von Schiltach und Umgebung“

31: Baur „Der Dialekt von Schiltach und Umgebung“

February

Soziolinguistische Dialektologie

5: PRÜFUNG I

7: Barbour/Stevenson 108-113

12: Barbour/Stevenson 113-121

14: Barbour/Stevenson 121-127

19: KEIN UNTERRICHT (READING WEEK)

21: KEIN UNTERRICHT (READING WEEK)

26: Barbour/Stevenson 127-131

28: Barbour/Stevenson 131-136

March

5: Barbour/Stevenson 136-144

7: Christen „Convergence and Divergence in the Swiss German Dialects“ (article available for download at this link:

<http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1515/flin.1998.32.1-2.53>)

12: Auer/Barden/Großkopf „Dialektwandel und sprachliche Anpassung“

14: Dailey-O’Cain „The Perception of Post-Unification German Speech“

19: Auer „Sprache, Grenze, Raum“ (article available for download at this link:

<http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1515/zfsw.2004.23.2.149>)

21: Auer „Sprache, Grenze, Raum“

26: Video: „Dialekte“-Talkshow

28: Diskussion zum Video

April

2: PRÜFUNG II

4: VORTRÄGE

9: VORTRÄGE

Your final papers are due on WEDNESDAY, APRIL 17th, at 4pm. Please *print* them (do not email them!) and deliver them to Dr. Dailey-O’Cain’s office. If Dr. Dailey-O’Cain is not there, please slide them under the door. Thank you!