

GRMN 3110 Syllabus

German TV and Electronic Culture, Section A, Course Number: 93949, 3 credits

Fall 2026

Instructor Information

Instructor: Britta Kallin

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This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

General Course Information

Description

This course examines the significance of television, computer games, film and online sites (among other sources) in contemporary German culture. Taught in German.

This course is intended for students who possess a strong foundation at the intermediate level in German grammar and vocabulary. Its primary objective is to provide an in-depth introduction to German television and digital media. Over the course of the semester, students will examine a broad range of media formats, including news broadcasts, entertainment programs, talk shows, late-night shows, documentaries, feature films, reality television, soap operas, children's programming, commercials, computer games, YouTubers, Instagram influencers, music and sports channels etc.

In addition, students will acquire the fundamental methodological skills required for academic research, including the identification and use of scholarly secondary sources. The course has three principal aims: to provide an overview of the development of German television and the digital media landscape, to introduce students to a variety of broadcasting providers, and to enhance students' ability to navigate German-language Internet resources.

Course Learning Outcomes

Upon successful completion of this course, students can

- "effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts." See: <https://www.usg.edu/curriculum/core-impacts/career-competencies/>
- understand the similarities and differences in German-language and US American news networks, digital media, and online spaces and can identify many of the cultural differences and current events in the news.
- appreciate cultural differences of the German-speaking countries and have engaged with the news in German-speaking countries.
- are able to present an engaging, interactive 5-minute-long presentation in intermediate-mid or advanced German on the ACTFL scale.
- have demonstrated oral and written proficiency at the intermediate-mid or higher level of the ACTFL scale through discussion activities, mini-presentations, dialogs, and listening comprehension activities.
- have produced written letters, commentaries, position papers, and film reviews at the intermediate-mid or higher level on the ACTFL scale.

Required Course Materials

Students will not have to buy a textbook. All materials will be accessible online and links will be provided through Canvas.

Grading Policy:

Assignments and Final Grade:

10 %	Participation
10%	Homework
15%	Presentation
20%	2 Tests
30 %	3 Essays/Response Papers
15 %	Final Project

Letter Grades:

A – Excellent, 100-90%
B – Good, 89-80%
C – Satisfactory, 79-70%
D – Passing, 69-60%
F – Failure, 59% and below

Description of Graded Components

1. Participation

Students are expected to actively participate and to try and speak as much German as possible in the class by asking questions, responding to questions, commenting on the instructor's and other students' remarks.

2. Homework

Students are expected to complete all assigned readings and film viewings in advance, including researching and learning unfamiliar vocabulary. Reading and film viewing assignments may occasionally be accompanied by written questions, and the material will be discussed in class. All texts and films will be made available via Canvas.

3. Tests

All examinations will consist of several shorter questions and an essay question about the discussed material, television shows, films, and digital media. Students will write the tests on notebook paper in class. The exams must be completed on the scheduled dates.

4. Oral Presentations

In addition to written assessments, students are required to deliver 5-minute oral presentations. Presentations must be delivered freely and may not be read verbatim; limited notes are permitted. A PowerPoint presentation is required. Presentation content and vocabulary may be included on exams. Students are expected to understand peer presentations and to ask questions where clarification is needed.

5. Essays / Response Papers

Written response papers require students to engage critically with course materials that have been read, viewed, or discussed. Students should analyze and comment on the topic, addressing significant aspects, points of interest, or elements that were unexpected. These responses are assigned once a month; one response may be omitted, resulting in a total of three required submissions. Each response paper should be approximately 300 words, typed, double-spaced, in 12-point font.

6. Final Project

The final project constitutes the students' proficiency in spoken and written academic German on a course-related topic. The project will be a presentation and must be approximately 10 minutes per person as part of a group project. Topics must be selected in consultation with the instructor and must directly relate to material addressed in the course.

Course Policies

Attendance and Participation

Regular attendance and active participation are essential components of this course. More than three unexcused absences will result in a reduction of the final grade. Two instances of arriving more than five minutes late will be counted as one unexcused absence. Students who accumulate more than four unexcused absences will automatically receive a failing grade (F). If students participate in Institute-approved events, an absence will be excused. Please follow attendance expectations of the Institute: <https://catalog.gatech.edu/rules/4/>

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Georgia Tech Academic Honor Code:

The Georgia Tech Academic Honor Code applies to this course: www.honor.gatech.edu and will be enforced. Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy. <https://policylibrary.gatech.edu/student-life/academic-honor-code>

Plagiarism:

Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught plagiarizing, students will be dealt with according to the GT Academic Honor Code. Students have to quote and attribute any words that are not their own. Students may not cut and paste anything into their written assignments. Students are not allowed any translation software. Students may insert quotes, but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at www.mla.org

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. This class counts towards Core IMPACTS, and associated [career competencies](#). Students in the class will work on several career competencies, including:

- Teamwork: Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- Information literacy: The ability to recognize when information is needed and how to locate, evaluate, effectively use, and synthesize the needed information, and appropriately credit original material.
- Inquiry and analysis: A systematic process of exploring the world through the collection and evaluating relevant evidence and using this evidence to support informed conclusions.
- Problem solving: Problem solving is the process of designing, evaluating, and implementing a strategy to solve problems using data, knowledge and facts.
- Intercultural competence: The ability to develop knowledge, skills and behaviors that support effective and appropriate interaction in a variety of cultural contexts.
- Ethical reasoning: The ability to assess one's own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
- Perspective taking: Considering perspectives other than one's own and allowing new information, differing opinions, and others' experiences to impress upon one's thinking, understanding, and appreciation of others.

Accommodations for Students with Disabilities

Students with learning needs that require special accommodation, should [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss special needs and to obtain an accommodations letter. Please also e-mail the instructor as soon as possible in order to set up a time to discuss any special learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, the faculty believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that students can have of the instructor and that the instructor has of the student. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment both sides seek. Therefore, the GT faculty encourages students to remain committed to the ideals of Georgia Tech while in this class.

Pre- &/or Co-Requisites

Students should have completed the 2xxx-level classes at GT or otherwise achieved an equivalent intermediate level of the German language.

Extra Credit Opportunities

Students will have the opportunity to earn extra credit if they attend cultural events on and off campus such as lectures, film screenings, and German Club sessions. Students can receive extra credit if they attend cultural events organized on campus or off campus. The instructor will notify the class of these opportunities throughout the semester. When students attend an event, they are expected to send a 100-word summary of the experience in German to the instructor. Students who have missed classes due to an illness, will also be able to earn extra credit if they complete a written task provided by the instructor. Please consult with the instructor two weeks before the beginning of the reading days.

Collaboration, Group Work, and Use of Generative AI

Students are not allowed to use AI to complete your assignments. Students should also not use AI to help with ideas. For the class, students can entirely rely on their skills to complete all assignments. Please see the Institute guidelines here: <https://oit.gatech.edu/ai/guidance>

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Exams must be taken on the scheduled dates. If you have to take an exam at a later time due to an emergency, you must inform me in a timely manner before the exam date by email (bkallin@gatech.edu). For late assignment, the instructor will accept the late submission, but the student will receive reduced points, up to 10% per late day.

Inclement Weather and Digital Learning Days

In case of inclement weather or other events that affect campus operations, the class will meet via Teams. Please see these guiding principles for digital learning days:

<https://provost.gatech.edu/digital-learning-days-toolkit>
<https://provost.gatech.edu/digital-learning-days-best-practices>

Student Use of Mobile Devices in the Classroom

Mobile phones are often a distraction in the classroom. Students should switch off the ringer on cell phones before class starts. Students should limit the use of electronic devices to work that is required in the classroom and are not allowed to use their smartphones in the classroom unless they look up vocabulary or other relevant information to follow the lectures and to participate in class discussions. Please use, if possible, your laptop for adding new vocabulary and for keeping notes. Students should close their laptops when listening to a student presentation.

Additional Course Policies

The instructor will allow

- Accommodations for religious observances: please consult the instructor prior to the holiday
- Food and drink in the classroom, as needed
- Freedom of expression: the guidelines for discussion expect all students to respect one another and allow for different opinions and different perspectives in the class
- Institute-approved absences: please submit your official letter prior to the absence

The instructor will not allow

- Recording of class activities: please do not create video or audio productions of the class

Campus Resources for Students

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- Academic Resources such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- Student Resources such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- Professional Development such as the programming from the Career Center and other professional development resources and events

Student Well-Being:

At Georgia Tech, students should focus on their overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide (gatech.edu) <https://blogctl.gatech.edu/2025/07/21/supporting-student-success-through-the-learning-well-initiative/>)

Learning Environment in Class:

Errors and mistakes are inevitable. In this classroom, the instructor fosters an atmosphere where mistakes will be treated respectfully. Language learning requires risk taking, and students should feel safe and relaxed, so that they can speak up in front of the class without any anxiety, even if they are not certain if the contribution is 100% correct. Please do not hesitate to contact the instructor, if there is anything going on in the classroom that prevents someone to speak up in class.

GT's Strategic Plan:

This class aligns with the strategic plan and aims to educate students by creating a holistic learning environment where all individuals can grow and learn to lead healthy, purposeful, impactful lives. In the German Program, faculty want to help students “develop into globally minded leaders ready to navigate an interconnected world through cross-cultural competence, interpersonal skills, emotional intelligence, creativity, and adaptability.” Here is a link to GT’s strategic plan: <https://strategicplan.gatech.edu/>

Statement about the Importance of Student Mental Health and Well-being:

The instructor of this class is committed to student well-being and encourages students to seek help before crises arise. GT surveys indicate high, and sometimes overwhelming, academic pressure, and struggling with different class loads is normal. Please refer to the Center for Assessment, Referral and Education, located in the Stamps Health Services building, which serves as an entry point for care. CARE provides immediate, confidential assessments, creating individualized action plans and connecting students to on-campus or community resources. Call (404) 894-3498 to connect with a counselor. Please also see: https://dm.lmc.gatech.edu/wp-content/uploads/2022/09/fall_2020_mental_health_resources_and_support_services.pdf

Endorsement Statement of the UN SDGs (United Nations Sustainable Development Goals)

The German Program in the School of Modern Languages at Georgia Tech wholeheartedly endorses the United Nations' Sustainable Development Goals (2015-2030) and understands them to be at the center of our pedagogic and research mission.



SUSTAINABLE DEVELOPMENT GOALS



Grading Rubric (Interpersonal Assessment)

	Exceeds Expectations		Meets Expectations (Strong)		Meets Expectations (Weak)		Does Not Meet Expectations		Performance Cannot be Assessed	
Communication of Task Adequacy of response to task; effectiveness of communication, content, expression culturally accurate and/or meaningful.	Student goes beyond a basic response to task; student uses correct language in a culturally meaningful way that is appropriate to audience; student meets all time and prompt requirements.	39 - 36	Student offers a culturally appropriate response to task/situation; most task demands are met; message mostly clear; student demonstrates understanding of concepts; responds with sufficient detail	35 - 31	Student offers nearly acceptable response to task/situation; some task demands not adequately addressed; parts of the message are unclear; student reveals misunderstanding of material; response is general or narrow.	30 - 26	Student attempts to communicate but does not fulfill most task demands; response to task/situation is inappropriate; student frequently demonstrates misunderstanding of details; avoids using the target language or resorts to English in some cases.	25 - 23	Student unable to perform task. Communication breaks down; large amount of English used.	0
Content/Vocabulary Use of new or relevant vocabulary; creative approach to material.	Good command of customary vocabulary for language level; some creativity in content.	24 - 22	Word choice is limited; reliance on simple vocabulary; performance marked by some hesitations and breaks in speech; little experimentation with material.	21 - 19	Word choice is inadequate for task or language level; performance is marked by prolonged hesitations and breaks; heavy reliance on anglicisms.	18 - 17	Student unable to respond to task; unsuccessful attempts to build sentences; heavy reliance on anglicisms.	16 - 15	Missing or incorrectly used vocabulary. Nearly total reliance on English. Student unable to perform task.	0
Accuracy Correct use of appropriate grammatical forms, register, and tense.	Grammar structures used go beyond expectations; highly accurate; very few errors in morphology/syntax; errors do not compromise meaning.	24 - 22	Grammar structures used are appropriate for task; good control of fundamental structures; some errors in morphology/syntax; some errors, but do not hinder communication.	21 - 19	Grammar structures are inappropriate for task. Inadequate control of basic structures; frequent errors in morphology/syntax; errors compromise communication.	18 - 17	Grammar structures are incomprehensible; no understanding or control of basic structures; morphology/syntax dominated by errors; comprehension impeded by incorrect formulations.	16 - 15	Student unable to perform task.	0
Pronunciation Accuracy with regard to native-like pronunciation; student can be comprehended by native speakers of German.	Native or near native pronunciation; accurate word stress and intonation; exceeds expectations for level.	13 - 12	Generally good but with some striking non-native sounds; occasional inaccuracies with word stress or intonation; pronunciation rarely impedes comprehensibility.	11 - 10	Frequent use of non-native vowels and consonants; frequent use of incorrect stress or intonation; pronunciation occasionally impedes comprehensibility.	9	Pronunciation marked primarily by non-native vowels and consonants; predominately incorrect word stress or intonation; pronunciation frequently impedes comprehensibility.	8-7	Student unable to perform task.	0

Rubric developed using ACTFL Standards