



Department of Central, Eastern and Northern European Studies

Velkommen to the Nordic Program!

DANI 100: Elementary Danish 1 (in English and Danish)

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land upon which it is situated has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Dansk

UBCs Point Grey Campus er placeret på Musqueam-folkets nedarvede, traditionsrige og ikke retsmæssigt afståede territorie. Området, hvorpå det er placeret, har altid fungeret som et rum for læring for Musqueam-folket, som i årtusinder har videregivet deres historie, kultur og traditioner fra én generation til den næste på dette sted.

Svensk

UBC Vancouver ligger på xwməθkwəyəm (Musqueam)-folkets traditionella, nedärvda och icke överlåtna territorium. Det landområde campus är placerat på, har alltid varit en plats för lärande för Musqueam-folket, som i årtusenden har fört vidare sin kultur, historia och traditioner från en generation till nästa på denna mark.

COURSE INFORMATION

Title: Elementary Danish 1 **Code:** DANI 100 **Section:** 001 **Credit Value:** 3

Meeting Times: M W F, 10:00 - 11:00 am

UBC Schedule: <http://www.calendar.ubc.ca/vancouver/index.cfm?page=deadlines>

Meeting Locations: Buchanan B141

CONTACTS

Instructor: Ann-Kathrine Havemose

Contact: Make sure to check Announcements on Canvas regularly. This will be our main tool to communicate but you can also email me at

ann-kathrine.havemose@ubc.ca (disclaimer: I will not be answering mails on weekends)

Office hours: Mondays 2:30-3:30 in Buchanan Tower 905 or by appointment

Fika (the Swedish word for having coffee/tea together):

Drop-in every Wednesday (sept. 13 onwards) **3-4 pm** in the Cenes Lounge (910), 9th floor, Buchanan tower. <https://cenec.ubc.ca/events/event/fika-2/>

PREREQUISITES

None. DANI 100 is intended for students **who have no knowledge of Danish**. Note that you can't take this course if you have already taken it or the equivalent, before. Students with native or near-native proficiency in either of the Scandinavian languages (Danish, Norwegian, Swedish) cannot participate in the elementary Danish (DANI 100-110) courses but if you have native or near-native proficiency in Swedish and/or Norwegian you are welcome to join the intermediate courses (DANI 200-210).

COURSE STRUCTURE AND ACTIVITIES

The aim of this course is to introduce the students to the Danish language on an elementary level through integrated and interactive practice in reading, listening, writing, and speaking exercises done in class, individually and/or with a conversation partner. It is designed to advance and expand upon basic linguistic skills through the use of different media (music, text and film) that will also make the students acquainted with aspects of Danish culture.

Classes in Danish 100 are activity-based and learning success will depend on student participation in those activities. Students will be expected to attend class regularly, come prepared, and participate actively in all class activities. Most instruction will integrate a combination of lecture, question and answer sessions, whole-class participation, small group activities, partner work or individual work

Learning a foreign language highly depends on the student's own engagement with the material inside, but mostly outside of the classroom.

HOW TO DO WELL IN THIS COURSE

- Familiarize yourself with the course via the syllabus and Canvas
- Participate as much as you can: learning a language is more fun (and easier) when you have people to learn it with – remember, you are part of a learning community.
- Keep your work up to date (homework and group work, grammar reviewing, listening and speaking practices etc.)
- Communicate with and support your classmates.

- Contact me if you have questions through class discussion board on Canvas or via email if there is anything affecting your learning or performance.
- Join me and the other NORD students for our casual *fika* every Wednesday between 3-5pm.

LEARNING MATERIALS

Texts (required, available at UBC Bookstore or as an e-book):

Slotorup, Fanny and Moreira, Neel Jersild (2013). *Puls 1*, Praxis

For the e-book, you'll need a user profile. Follow the link below for guidelines:

<https://support.praxis.dk/hc/da/articles/4412083946002-How-to-create-a-user-account-on-praxisOnline>

Other course material

Tom Lundskaer-Nielsen, Philip Holmes (2011). Danish: An Essential Grammar (available through LOCR)

Tom Lundskaer-Nielsen, Philip Holmes (2011). Danish: A Comprehensive Grammar (available through LOCR)

Schmidt, Nete (2007). *Beginner's Danish*, Hippocrene Books (excerpts) (available on Canvas)

LEARNING OBJECTIVES

Upon completion of this course, you will be able to

- acquire basic insights into Danish language and culture;
- understand spoken and written Danish at beginner's level;
- pronounce certain hard-to-pronounce sounds and words
- use greetings and small talk phrases in everyday, basic situations;
- share information about yourself, and ask and answer simple questions;
- read and write simple texts;
- interact with others orally (in Danish) in class
- continue studying Danish at the beginner's II level (DANI 110)

You will learn about some key aspects in Danish culture that will expose you to modes of thought and expression outside your own language and culture. Expanding your knowledge about a foreign language and culture, like Danish, will help you to understand your own language and culture better, as well as expand your view and understanding of the interrelation of language and thought.

TECHNICAL REQUIREMENTS

For Canvas and online part of this course, you will need a computer or tablet with a microphone that has the capacity to view and/or download documents from Microsoft Word (including PPT), video and audio capacity, a keyboard, and headphones.

Some homework will be handed in as recordings of conversations, and so you will also need an audio recorder (of any kind).

If you encounter technical issues while using Canvas, please contact the UBC Information Technology Service Centre for assistance, using their online form. For more general information see: <https://keeplearning.ubc.ca/>

SCHEDULE OF TOPICS AND CLASSES (subject to change)

This syllabus is an outline for the course and the topics we will cover during the semester. Note that the syllabus is subject to change and will likely change depending on the students' advancement in class. **What you need to prepare/read for each class will be found in the individual class tab on canvas.**

Week 1: Introduction

Wednesday 09.06: Course Orientation and introduction to the language, country and culture

Reading: Syllabus

Watch (on canvas): ["Can you pronounce this tricky Danish words?"](#)

Friday 09.08: The Alphabet and how to introduce yourself

Module 1: How to introduce yourself (week 2-5)

Week 2 (Sep. 11-15)

Themes: Introducing yourself; getting to know others

Grammar: SVA-sentence structure, negations

Pronunciation: Assimilation, soft d.

Week 3 (Sep. 18-22)

Themes: You and your classmates, nationalities

Grammar: Personal pronouns, numbers

Activity: Counting game

Week 4 (Sep. 25-29)

Themes: Danes in the World

Activity: Group work and dialogue about chapter and theme

Recap of chapter and chapter test (Friday)

Module 2: Du og din hverdag (week 5-7)

Week 5 (Oct. 2-6)

Monday 10.02: STATUATORY HOLIDAY, NO CLASS

Theme: Hvad er klokken? (What time is it?)

Grammar: Indefinite, singular and plural nouns, numbers

Activity: Counting game; Information-gap

Week 6 (Oct. 9-13)

Monday 10.09: THANKSGIVING MONDAY, No Class

Thursday 10.12: MAKE-UP MONDAY (THERE WILL BE CLASS THIS DAY)

Grammar: Present tense verbs, inversion and adverbs

Pronunciation: Vowels

Activity: Naming, poetry

Week 7 (Oct. 16-20)

Themes: Danes in the World (continued)

Grammar: Verbs in infinitive, present and past tense

Pronunciation: Assimilation

Activity: Recap of chapter and chapter test (Friday)

Week 8 (Oct. 23-27)

**FIELD TRIP TO SEATTLE'S NORDIC AREAS WEDNESDAY-SATURDAY* /
Asynchronous group work**

Monday 10:23: Introduction to group project / no class for students going to Seattle

Wednesday 10.25: Asynchronous work, no in-class teaching.

Friday 10:27: Asynchronous work, no in-class teaching.

Module 3: Familie (Week 9-13)

Week 9 (Oct. 30- Nov. 3)

Themes Family

Grammar: Family words; Plural nouns

Activity: Ask about family tree

Week 10 (Nov. 6-10)

Themes: The Danish Royal Family

Grammar: Possessive pronouns

Pronunciation: The glottal r: [R]; reduction

Week 11 (Nov. 13-17)

MIDTERM BREAK MONDAY-WEDNESDAY

Friday: Project about 'Hygge'

Week 12 (Nov. 20-24)

Grammar: Verbs in past and perfect tense

Activity: Dictogloss; write about your family

Week 13 (Nov. 27-Dec. 1)

Themes: Family life in Denmark

Activity: Ask about the picture

Dictation

Recap of chapter and chapter test (Friday)

Week 14 (Dec. 5-7)

Themes: Jul (Christmas)

Activity: Juleklip (Wednesday)

***Due to insufficient funding, it is not possible to bring all students on the field trip to Seattle. There may be students who are not able to go due to other class schedules or because of Visa-difficulties. There will be other activities planned at UBC for these students.**

ASSESSMENT

Participation and preparation	15%
Culture sharing	15%
Online material exercises	5%
Creative project	15%
Oral and written assignments	20%
Chapter tests (3 in total)	30%

Participation and preparation (15%)

Active participation in all class activities is crucial for language learning success and presence in class is mandatory. Students must come prepared for class by completing the work assigned by their instructor. Participation grades will be based on the instructor's assessment of students' preparation for class and their on-task involvement in daily classroom work. Unexcused absences will negatively affect your grade. Punctuality is also appreciated. Repeated tardiness will also negatively affect your participation grade. Absences will be excused at the instructor's discretion, based on UBC and departmental policy.

Culture sharing (10%)

1. In discussions on Canvas, you will all share something you find interesting about Denmark or Danish culture (10%), either individually, in pairs or in groups of maximum 3. It could be to present a unique artist, some intriguing architecture, introduce a sport or game or highlight a diverse and inclusive perspective of Danish cultures, including Indigenous, Black Danish, LGBTQ+ among others. Sharing options could be a short PPT; a comic; a short film, podcast, vlog, or series of Instagram posts etc. This fall Arts at UBC will organize a poetry slam and this could also be your contribution (more info in class). You can post anytime during the term but **no later than on Monday November 20**.

2. In a paragraph, share your thoughts, questions, and reflections on two of your peers' Canvas posts (5%) in discussions. However, I strongly encourage you to take time to enjoy all your course-mates' posts! Please submit your peer feedback **no later than on Monday November 27**.

Online material exercises (5%)

On praxisonline (see learning materials above), you'll find access to the extra materials associated with the book *Puls 1* which some of our class materials will be sourced from. The online activities completed here are auto-graded and designed to promote lexical, structural and cultural knowledge. The selection of assignments for this component are at the discretion of the instructor.

Creative project (15%)

Either a **short essay** or **digital media project** exploring "Danskere i Verden" (Danes in the World). These short essays and media projects will thematize how you understand what it means to be a Dane outside of Denmark, how Danish Culture is 'practiced' and how you see it performed if at all. Options include a 350-500-word definition; a short comic; a short film, podcast, vlog, or series of TikToks; a short digital game or interactive narrative using a platform such as Twine; a series of GIFS, memes, or Instagram posts; or a larger creative project using traditional or mixed media formats.

Or

Either an original poem (in Danish) or a translation of a poem (can be a poem we've worked with in class or outside of the curriculum) that will be performed for the class in a poetry slam style performance (1-3 minutes). In a poetry slam, participants perform their poetry on a stage before an audience. You will first read the English translation of their poem and then perform the poem in Danish or in a combination of the two languages (you can also incorporate multiple languages, but Danish must be one of them).

Some poetry writing prompts are as follows:

1. Write a creative poem based on a nonfiction source inspiration, creatively rewriting a scholarly text or scientific article, or creatively responding to reading a fictional work.
2. Explore a genre of music in words, capturing the experience of listening through rhythm, rhyme, and flow. Alternatively, translate your favourite lyrics into your target language.
3. Write a poem that captures a visual experience, such as reading a wordless picture book, looking at old family photographs, political cartoons, or famous paintings.
4. Blackout Poetry: Revise a text in your target language by blacking out words to make new meaning out of it, leaving uncovered words and phrases that can be combined to form a poem. *An entire class could potentially work from the same text with different results.*
5. Write a piece of protest poetry in your target language that speaks to injustices that occur within that socio-political context.
6. Lift a line from another poem or text and start a new poem with that line. *This line can come from any source but consider having students lift a line from a unit of study.*

The Deadline the creative project is Monday Nov. 6th.

Oral and written assignments (20%)

Your written and oral proficiency in Danish will be evaluated through small (mostly online) writing assignments as well as oral assignments. 1% of the assigned grade will be deducted for every late day. The assessment(s) may take various forms; for example, a short text about your studies and hobbies, a recorded interview with a student, or an oral presentation about a Danish tradition or a famous Dane. Your instructor will determine the format of the assessment(s).

In-class Chapter Tests (30%)

There will be short in-class tests after each chapter instead of a final exam. This is to make sure that you are keeping up with the course work and that you review vocabulary and grammar structures regularly.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#)

Academic Code of Honour

Academic honesty and integrity are essential principles of the University of British Columbia. All UBC students are expected to behave as honest and responsible members of our academic community and to uphold the highest standards of ethics and academic integrity. As a student of the Danish Language Program, you will be required to abide by the principles and policies of the University with respect to academic honesty and integrity, and affirm a pledge to uphold them.

Academic Integrity

“Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of [...] examples of academic misconduct [...]” (<http://bit.ly/2aIaXji>). “All work submitted by students (including, without limitation, essays, dissertations, theses, examinations, tests, reports, presentations, problem sets, and tutorial assignments) may be reviewed by the University for authenticity and originality. Without limiting the generality of the foregoing, such review may include the use of software tools and third party services including Internet-based services such as [TurnItIn.com](http://www.turnitin.com). By submitting work, students consent to their work undergoing such review and being retained in a database for comparison with other work submitted by students. The results of such review may be used in any University investigation or disciplinary proceedings” (<http://bit.ly/2aIaZaN>).

Anything you use in your written work, directly or indirectly, must be cited (e.g., if you are paraphrasing or using a quotation, if you are using class notes or lecture slides, etc.). Not citing and making reference to the quotation and the original source constitutes academic dishonesty. **Cases of plagiarism or academic dishonesty will receive zero credit and will be forwarded to the Dean’s Office, in accordance with UBC policy.** No excuses. Unless otherwise stated by the professor, you must work individually (i.e., not with other students) to produce the written work that you submit.

It is your responsibility as a student to fully and carefully read the information contained in the following web links, which offer detailed information concerning plagiarism:

Plagiarism Resource Centre For Students

Academic Regulations

<http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>

According to the UBC Academic Calendar, "Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own...when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation."

To sum it up, plagiarism is taking the words or ideas of another person and submitting them without the proper acknowledgement of the original author.

OTHER COURSE POLICIES

Attendance

In accordance with UBC Policies and Regulations, students are expected to attend class regularly and to be on time. Arriving late or leaving early is disruptive to the class and will be subject to a reduction in the participation grade. Those students who are unavoidably absent from scheduled classes must report the reason for their absence to their instructor immediately upon their return to class. Students may be granted concession for their absence either by their instructor or, in the case of an extended absence, by the Academic Advising Services of the Faculty of Arts. In the Danish Language Program, a student without concession, whose attendance falls below 60% of the scheduled instructional hours, will be excluded from the final examination.

Students must contact me via email as soon as you are aware you may need an in-term concession. I will adjudicate the request. Please include a Student Self-Declaration form, found on the Arts Advising website. If you require a second concession, Arts Students must contact Arts Advising. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

Electronic Devices

Computers, cell phones and other electronic devices are to be used only as required for class-related activities. Failure to do so is considered disrespectful and may be subject to a reduction in the participation grade.

CHAT GPT

In the Nordic program, we discourage the use of ChatGPT (or a similar tool) in general. However, if you decide to deploy ChatGPT to get answers for an assignment and/or to generate any text for a draft or final version of any part of a written assignment do so responsibly! You must declare that you have used it, with a couple of sentences describing the extent to which it was used, and you must save any generated text from this tool in case it is requested. Failure to provide a proper reference and description will be considered a breach of academic integrity and an academic misconduct.

COPYRIGHT

All materials of this course are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. That includes materials uploaded to Canvas by the instructor and shared with students on Canvas and are for the use of those students registered in that class, and only by them, and are not to be downloaded, uploaded and shared elsewhere. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record the Danish classes.

WHAT CAN I DO AFTER TAKING THIS COURSE?

- Pursue a minor in Scandinavian Studies <https://cen.es.ubc.ca/undergraduate/scandinavian-studies/scandinavian-minor/>
- Study (more) Swedish or Danish
<https://cen.es.ubc.ca/undergraduate/scandinavian-studies/scandinavian-languages/>
- Take more Scandinavian-related courses at UBC
<https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=1&dept=SCAN>
- Read our brochure about the Scandinavian Program here <https://cene.cms.arts.ubc.ca/wp-content/uploads/sites/25/2021/08/SCAN-Brochure-2021-5.pdf> or access it at the bottom of this page <https://cen.es.ubc.ca/undergraduate/scandinavian-studies/>
- Join the Scandinavian and Nordic Cultural Association
ubcscandinaviannordic@gmail.com
<https://www.facebook.com/SNCAof>
- Study in Scandinavia, www.students.ubc.ca/global/
- Contact the Scandinavian Undergraduate Advisor, Lena Karlström, with questions or for more information (lenak@mail.ubc.ca)