



Department of Central, Eastern and Northern European Studies

Velkommen to the Scandinavian Program!

DANI 200: 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, nedärvida 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: Intermediate Danish 1 **Code:** DANI 200 **Section:** 001 **Credit Value:** 3

Meeting Times: MWF, from 1:00 - 2:00 pm

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

Meeting Locations: Buchanan D219

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

DANI 100 and DANI 110 or **MUST** have approval from instructor. Also 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 Swedish or Norwegian are welcome to join the intermediate courses (DANI 200-210).

COURSE STRUCTURE

The aim of this course is to further develop speaking, reading and writing in Swedish. It is designed to advance and expand your linguistic skills through integrated and interactive practice in reading, writing, listening and speaking. Through different media (including film, music and text), students will also be introduced to Swedish culture.

Classes in Swedish 200 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 for example (read more under Learning Activities below).

Learning a foreign language also requires sustained engagement with the material 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 SCAN students for our casual *fika* every second Wednesday between 4-5pm.

LEARNING MATERIALS

All primary texts and worksheets will be made available to you on Canvas.

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

- further develop speaking and listening skills;
- cover most of the elementary grammar points
- express yourself in a variety of contexts, also in written form;
- introduce yourself and share information about your background, travel plans etc.;
- write more complex texts;
- interact with others orally (in Danish!) in class;
- share a fair amount of knowledge about Danish culture and traditions;
- continue studying Danish at the intermediate II level (DANI 210)

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 as well as specific links for various materials. ALWAYS CHECK CANVAS BEFORE EACH CLASS.

Week 1 Repetition

Evaluation test (not graded)

Repetition of what you've learned in DANI 100-110.

Week 2 Vejret (the weather)

How to talk about the weather; dates and numbers

Thomsen, Søren-Ulrik (2002). *Det værste og det bedste* (selected poems)

Rugsted & Kreuzfeldt: *Endnu et efterår*

Week 3 Datoer, fødsels- og feriedage (dates, birth- and holidays)

Vacation in Denmark; the Danes on vacation;

Thomsen, Søren-Ulrik (2002). *Det værste og det bedste* (selected poems)

Week 4 Repetition and kapitelafslutning (finishing off the chapter)

writing postcards, prepositions, chapter test (Friday)

Aakeson, Kim Fupz og Niels Bo Bojesen (2022). ”Uddrag fra Vitello begynder i skole”, *Klar, parat, skolestart – historier om at starte i skole*, Gyldendal

Week 5 Hobby og fritid

Monday: truth and reconciliation day, no class.

Hobby and free time in Denmark, phrases about time (adverbs)

Pilgaard, Stine: *Lejlighedssange*,

Week 6 Kroppen (the body)

Monday: Thanksgiving, no class

Make-up Monday: Class Wednesday, Thursday and Friday.

The body, colours, verbs in past and perfect tense, pronouncing endings

Week 7 Din hobby

Monday: *Minioplæg*

Write a text about your hobby, repetition and chapter test (Friday)

Week 8 Studietur til Seattle / Field trip to Seattle

**FIELD TRIP TO SEATTLE’S NORDIC AREAS WEDNESDAY-SATURDAY* /
Asynchronous 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.

Week 9 TEMAUGE: Grundloven (the Danish constitution)

Fællesskab, tillid, Folketinget og Hvad er Grundloven?

Week 10 **Arbejde og Uddannelse** (*work and education*)

Professions, pronunciation of D

DEADLINE for Creative Project

Week 11-12 **Minioplæg og brætspil**

MIDTERM BREAK Monday-Wednesday

Minioplæg, a Danish boardgame

Week 13

Inversion and adverbs, pronunciation (stress), dialogs, chapter test (Friday)

Monday (11.20) DEADLINE Culture Sharing (pt. 1)

Week 14 **Jul**

Miche-Renard, Martin (1995). *Alletiders Nisse*, TV2 (selected episodes)

Lindgren, Astrid (1983). *Jul i Bulderby*, Gyldendal

Friday (12.07): juleklippedag in Buchanan Tower

Monday (11.28) DEADLINE Culture Sharing (pt. 2)

***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 (10%)

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%)

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 21**.

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 28**.

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%)

Option 1:

Either a **short essay** or **digital media project** exploring "Untranslatables". These short essays and media projects will thematize how some words aren't easily translated into other languages and retain their distinct meaning and purpose only in their original form, exploring what one word or a group of words means through creative means. Options include a 350-500-word definition; a 750-1000-word personal essay, literary text, or screenplay; 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.

Option 2:

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 for these are Friday Oct. 28th at midnight (changes may occur)

Both of these options are also assignments for Arts Multilingual Week (Oct. 31st-Nov. 4th), and allows you to participate in either the exhibition about 'Untranslatables' where some essays and digital media projects will be put on display in the Asian Studies Auditorium on Nov. 3rd, and/or the Poetry Slam held on Friday Nov. 4th.

You will get more information about this on the first day of class.

Oral and written assignments (20%)

During the semester you will be given a number of dialog and speaking exercises. The dialog exercises are made at home with your conversation partner(s), and are uploaded to canvas under the appropriate assignment as either a video or audio recording.

There will be speech exercises i.e., *Minioplæg 1* (Friday 10.14) and *Minioplæg 2* (Friday 11.04) where you will prepare a presentation on a topic given to you. You will start work on *Minioplæg 1* or *2* on Monday and present it on Friday of the same week. More information about these will be given in class.

Your written and oral proficiency in Danish will be evaluated through (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 quizzes (30%)

There will be short in-class quizzes on, roughly, every second Friday starting from week 3 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.

Assessment Content and Format

Before both quizzes and assignments, students will receive detailed information about content and format.

The content of the quizzes and assignments are consistent with the instructional content of the provided by the instructor and online material. The format of the quizzes will be divided into units that assess the linguistic proficiencies of reading and writing, as well as the formal structures of the language and lexical knowledge.

The linguistic proficiency of listening and speaking is assessed separately in class. Tasks to assess comprehension may include but are not limited to providing a response to questions about what was heard, choosing the correct answer from a selection of possible responses, answer questions in an interview, reading together in pairs and individually.

Comprehension of the grammatical structures of Danish will be assessed through tasks and activities appropriate to the structure; e.g. word order may be assessed by re-writing scrambled sentences in the correct word order, or using the verbs in their correct form. Units assessing lexical acquisition are presented within a context such as text completion.

Writing proficiency will be assessed by requiring that students write a text in Danish on topics that have been covered in the instructional materials. The student is encouraged to use grammar structures and vocabulary from the course material but can also incorporate new words etc. However, beware of online translation programs or you might end up writing in “Googlish”.

The assignments and quizzes should demonstrate learner understanding of the course material, through synthesis and application, i.e. the skilled use of written and spoken Danish. The grading criteria are consistent with the criteria established by the Faculty of Arts see:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

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](#). 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.

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.

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.

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)