

University of California, Berkeley
NORWEGN 1B—Beginning Norwegian

General Information

Course Specifications

Units: 4

Meeting Time: MWF 09:10–10:00 AM

Meeting Location: Dwinelle B33B (Mondays and Wednesdays), Zoom (Fridays)

MONDAY/WEDNESDAY Zoom

link: <https://us05web.zoom.us/j/6454166000?pwd=NkxFdnYzWjl0ZzJtQ2l0aTNWUno5dz09>

meeting ID: 645 416 6000

passcode: kXs53D

FRIDAY Zoom

link: TBD

meeting ID: TBD

passcode: TBD

Instructional Modality: In-person and online

bCourses URL: TBD

This class meets for a total of three class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, exercises, studying, etc.) for about 2 hours outside of the classroom per class period.

Instructor Information

Name: John Prusynski

E-mail: prusynski@berkeley.edu

Pronouns: han/ham/hans – he/him/his

Office Hours: TBD

Learning Outcomes for Second Semester Norwegian

- Use intermediate vocabulary and grammar patterns in culturally appropriate ways.
- Carry out daily interactions with classmates and the instructor in Norwegian.
- Express yourself in Norwegian when discussing topics such as weather, holidays, family, relationships, housing, and employment.

Course Materials

Sett i gang I. Kari Lie Dorer and Nancy Aarsvold. 2nd Edition. (required)

Sett i gang II. Kari Lie Dorer and Nancy Aarsvold. 2nd Edition. (required)

Norwegian English Dictionary. Einar Haugen. (recommended)

Norwegian Verbs and Essentials of Grammar. Louis Janus. (suggested)

Additional materials on settigang.com. (required)

Course Components

Grading

Frammøte og deltakelse (Attendance and participation)	20%
Lekser (Homework)	20%
Skriftlige eksamener (Written exams)	30%
Muntlige eksamener (Spoken exams)	20%
Småprøver (Quizzes)	10%

97–100	A+	93–96	A	90–92	A-
87–89	B+	83–86	B	80–82	B-
77–79	C+	73–76	C	70–72	C-
67–69	D+	63–66	D	60–62	D-
59 and below	F				

Frammøte og deltakelse (Attendance and participation) 20%

Attendance is necessary to succeed in learning any language. Regular practice using Norwegian with other people is the best way to improve your skills!

Sometimes you may have to be absent from class. I will excuse absences for illness, family emergencies, and other unavoidable conflicts. Please let me know in advance by e-mail if you will be unable to attend class. If you are absent due to an emergency and are unable to inform me in advance, please e-mail me as soon as you can. Please do not attend class in person if you are sick—if you are sick but feel well enough to attend class, you may attend via Zoom for the day.

Learning from your mistakes is an unavoidable aspect of learning a language—nobody expects perfection from someone who has only just started studying Norwegian! You should certainly try to speak Norwegian with good grammar and clear word choice, but you should also be comfortable giving it your best and asking for help when you get stuck. Make good use of key in-class phrases, such as *Hvordan sier man _____? Hva betyr _____? Kan du gjenta det?* and *Kan du snakke litt langsommere?*

In the end, your attendance and participation grade is based on preparedness for class, your willingness to try your best to use your Norwegian, and your willingness to work *together* with others to improve!

Lekser (Homework) 20%

Homework will be graded mostly on completion, but I do take off points for late assignments or if I notice that you are continuing to repeat the same mistakes even after receiving feedback.

Skriftlige eksamener (Written exams) 30%

There will be four written exams over the course of the semester, one at the end of each unit. The last of these exams will be during the final exam period on Monday 08 May 7:00pm–10:00pm.

Muntlige eksamener (Spoken exams) 20%

There will be two spoken exams during the semester, one together with the second written exam, and one at the end of the semester. These exams will be in pairs or small groups and are an opportunity for you to show off your best conversational abilities in Norwegian!

Småprøver (Quizzes) 10%

There will be 4 short (5–10-minute) in-class quizzes over the course of the semester. You should use these to make sure you are on track for the exams and as an opportunity to make sure you have the vocabulary and grammar we have been covering under your belt.

Proper use of Google Translate and other online translation tools

The internet is a powerful tool and a great resource for learning new words, checking your grammar, and finding idiomatic ways of expressing yourself in Norwegian. Typing whole sentences into Google Translate either to find out what they mean or find out how to say them in Norwegian is NOT an effective

way of using these tools. Here are some guidelines for what to do and what not to do with online translation tools:

- 1) Feel free to look up individual Norwegian words you don't understand online! If you are having trouble figuring out a Norwegian sentence, looking up an individual word is a great way to jump start your understanding. But in order to learn, you need to do the heavy-lifting of reading the sentence in Norwegian. Do your best to understand the sentence by looking up only those words you really need. You've worked so hard to build up your Norwegian vocabulary and grammar, and now is your opportunity to put it into use!
- 2) Do NOT look up every Norwegian word you don't recognize or every new word you want to use in a paper! Try to figure out words from context when you can, and try to use words you already know in new ways! This will help you focus on learning to understand sentences as a whole, and to use the Norwegian you already have to express new ideas!
- 3) Do NOT use Google Translate to translate whole sentences or paragraphs. When you ask Google to translate so much, you are giving up an opportunity to understand and produce good Norwegian grammar and vocabulary! I do not expect perfect grammar or word choice from students, but I do expect you to improve; taking the effort to use your hard-earned Norwegian grammar and vocabulary every time you encounter a sentence in Norwegian is essential for improving your skills!

Nordic Kafé

The Nordic Kafé is one of the best opportunities for you to practice Norwegian in an informal environment and to get to know other speakers of Nordic languages at UC! Learners at all levels are welcome, with the understanding that everyone is there to learn from each other. Participants are welcome to discuss whatever they like, and someone will be there every week to help facilitate the discussion. I highly encourage you to attend Nordic Kafé whenever you can!

Course Evaluations

Course evaluations will be sent out near the end of the semester. Your anonymous feedback is important to me, and I strongly encourage you to participate in the course evaluation.

You will also have the opportunity to provide anonymous feedback in an informal evaluation during the fifth week of class. You should feel free to let me know what activities have worked well or poorly for you during these evaluations, as well as what topics you felt needed more or less time. You are also welcome to reach out at any time to me with any concerns you may have about the course.

Course Etiquette

1. Respect your classmates. All of us are responsible for making the classroom an environment where everyone feels encouraged to speak Norwegian the best they can. Support your classmates when they are struggling, ask your classmates for help when you need it, and collaborate in group work to everyone's benefit.
2. Making the classroom an encouraging place also means making the classroom an inclusive space. Racist, misogynist, homophobic, transphobic, anti-semitic, Islamophobic, ableist, and other disparaging behavior is unacceptable. I will do my best to address this behavior in a constructive manner if it occurs during class, but students are also welcome to reach out to me with any concerns they may have.
3. Arrive in the classroom on time, complete assignments on time, and request accommodations ahead of time if at all possible. The COVID-19 pandemic has also put many of us into situations where unexpected obligations may arise suddenly, and I recognize that flexibility is sometimes necessary. If situations in your life are inhibiting your ability to fulfill the requirements of this course, please contact me so we can work out a plan to get you back on track.

4. Practice good e-mail etiquette. I try to respond to e-mails in good time, but I am not always at my computer, so please allow at least 24 hours for me to respond, especially on days when we do not have class. Try to start working on assignments early, so that you can ask questions in advance of the deadline. In addition to allowing time for me to respond, please check the syllabus before sending me an e-mail with general questions about the course.
5. At times when class is held via Zoom, please have your video on during class if possible. We will frequently break into small groups, and seeing each others' faces will aid in communication. When the class is learning altogether as a large group, please keep yourself muted unless you are speaking.

Pronouns

Pronouns, especially gendered pronouns, are an important aspect of how we negotiate the world both *socially* and *linguistically*. Some pronouns from English, namely *he/him/his* and *she/her/hers*, correspond fairly closely to Norwegian pronouns, in this case *han/ham/hans* and *hun/henne/hennes* respectively. Other pronouns, such as the English singular *they/them/theirs*, do not correspond exactly to Norwegian pronouns. Importantly, the Norwegian *de/dem/deres* has not traditionally been used as an indefinite singular pronoun in Norwegian. Some Norwegians who prefer to be referred to with a non-binary pronoun, however, do use *de/dem/deres*, whereas others use *hen/hen/hens*, a borrowing from Finnish and Swedish. *Hen/hen/hens*, has only recently taken on a broader gender neutral function as an indefinite pronoun in Norwegian in the same way as *they/them/theirs* has in English. In cases where a pronoun doesn't refer to a specific individual, and the gender of the referent is unknown, it is most common in Norwegian to use *han eller hun* or *vedkommende*.

Students are welcome to request the instructor and their fellow students to use whichever Norwegian pronouns they feel fit best. If none of the existent Norwegian options works for you, you may use other pronouns, but also feel free to look into what less common pronouns individual Norwegians may be using for themselves.

Further Opportunities with Norwegian Language

Study Abroad in Norway

UC Berkeley offers study abroad programs in Oslo, including a summer program. Please visit the UC Berkeley study abroad website at <https://studyabroad.berkeley.edu/explore/programs?country=296> for more information.

Scandinavian Major/Minor

The Department of Scandinavian offers a major and a minor in Scandinavian. Please refer to the department website for details at <https://scandinavian.berkeley.edu/undergraduate/>.

Online Learning and COVID-19

COVID Testing

UC Berkeley will have vending machines with free COVID-19 PCR home saliva tests at select locations on campus. Anyone traveling within the past seven days, or engaging in high-risk activities, is encouraged to test - either through the PCR tests available at the vending machines or by at-home antigen tests.

Students living in on-campus housing (residential halls and apartments) will receive an over-the-counter rapid COVID test on their move-in day. UC Berkeley is requiring on-campus residents to take a test soon after arriving, and to report back to University Health Services (UHS) only if they test positive. On-Campus residents should also refer to specific, detailed emails shared with them.

Reporting a COVID Positive Case

If you test positive with a COVID test, immediately isolate at home and away from your roommates, and follow these instructions from UHS on what you need to do. ***Do not go to work or class until you have been cleared from isolation.***

Any student experiencing symptoms or who may have been exposed to COVID-19 (or any students with concerns), please call the University Health Services (UHS) Advice Line 24/7 at 510-643-7197 for consultation or send a message through etang.berkeley.edu. For severe symptoms (shortness of breath, chest pain or fainting), call 911.

If you believe you have been exposed to COVID as a close contact, please follow these instructions from UHS: <https://uhs.berkeley.edu/coronavirus/close-contact-exposures>.

Vaccinations

COVID-19 vaccinations, including booster shots, are still required per University of California policy. For those who are fully vaccinated and boosted or vaccinated but not yet eligible for a booster, regular surveillance testing is no longer required.

For those that are not fully vaccinated, or booster eligible but not yet boosted, or who have an approved exemption, weekly surveillance testing is required.

Masking

UC Berkeley is not currently requiring masks but continues to strongly recommend that masks be worn indoors. Free masks also continue to be available for pick-up on campus.

Specifics for Our Course (Norsk 1B)

If you feel sick, **do not attend class in person**. Notify me as soon as possible, and if you are feeling well enough for class, you are welcome to attend via Zoom.

If I feel sick, **I will not attend class in person**. I will notify the class as soon as possible, and if I am well enough to teach, I will hold class via Zoom.

Additional Questions

If you have questions or need additional information regarding COVID-19 at UC Berkeley, please visit the UC Berkeley COVID-19 Resource page at <https://coronavirus.berkeley.edu>.

Important UC Berkeley Policies and Procedures

Academic Calendar

See: https://registrar.berkeley.edu/wp-content/uploads/UCB_AcademicCalendar_2022-23.pdf

Berkeley Honor Code

The ASUC in conjunction with the Graduate Assembly, the Academic Senate, and the L&S Deans have developed a UC Berkeley Honor Code to support an environment of academic integrity and respect on campus. While the statement of the Honor Code itself is brief, it is an affirmation of our highest ideals as Golden Bears: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

Academic Integrity

You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don’t use one another’s research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer’s permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

Accommodations for Students with Disabilities

Please see me as soon as possible if you need particular accommodations, and we will work out the necessary arrangements.

Scheduling Conflicts

Please notify me in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). I will try my best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

Diversity and Inclusion Statement

excerpted from the University of California Diversity Statement:

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state’s history into the present. Diversity – a defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Land Acknowledgement

The Division of Equity & Inclusion acknowledges that UC Berkeley sits on the territory of xučyun (Huichin), the ancestral and unceded land of the Chochenyo speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County.

We recognize that every member of the Berkeley community has, and continues to benefit from, the use and occupation of this land, since the institution's founding in 1868. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make visible the university's relationship to Native peoples. As members of the Berkeley community, it is vitally important that we not only recognize the history of the land on which we stand but also, we recognize that the Muwekma Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.

This acknowledgment was co-created with the Muwekma Ohlone Tribe and Native American Student Development and is a living document. Learn more about the Muwekma Ohlone Tribe at <https://cejce.berkeley.edu/ohloneland>.

Disclaimer

This syllabus and the course schedule below are subject to change and I will notify students of changes.

Kursplan	mandag (i B33B)	onsdag (i B33B)	fredag (på Zoom)
uke 1 - 16. januar		first day of class Sett i gang I - kapittel 13	Sett i gang I - kapittel 13
uke 2 - 23. januar	Sett i gang I - kapittel 13 lekser kapittel 13	Sett i gang I - kapittel 14	Sett i gang I - kapittel 14
uke 3 - 30. januar	Sett i gang I - kapittel 14 lekser kapittel 14	småprøve 1 Sett i gang I - kapittel 15	Sett i gang I - kapittel 15
uke 4 - 06. februar	Sett i gang I - kapittel 15 lekser kapittel 15	skriftlig eksamen 1	Sett i gang II - kapittel 16
uke 5 - 13. februar	Sett i gang II - kapittel 16	Sett i gang II - kapittel 16 lekser kapittel 16	Sett i gang II - kapittel 17 anonym tilbakemelding
uke 6 - 20. februar	no class (presidents' day)	PÅ ZOOM Sett i gang II - kapittel 17	Sett i gang II - kapittel 17 lekser kapittel 17
uke 7 - 27. februar	småprøve 2 Sett i gang II - kapittel 18	Sett i gang II - kapittel 18	Sett i gang II - kapittel 18 lekser kapittel 18
uke 8 - 06. mars	muntlig eksamen A	skriftlig eksamen 2	Sett i gang II - kapittel 19
uke 9 - 13. mars	Sett i gang II - kapittel 19	Sett i gang II - kapittel 19 lekser kapittel 19	Sett i gang II - kapittel 20
uke 10 - 20. mars	Sett i gang II - kapittel 20	Sett i gang II - kapittel 20 lekser kapittel 20	Sett i gang II - kapittel 21
uke 11 - 27. mars	no class (spring recess)	no class (spring recess)	no class (spring recess)
uke 12 - 03. april	småprøve 3 Sett i gang II - kapittel 21	Sett i gang II - kapittel 21 lekser kapittel 21	Sett i gang II - kapittel 22
uke 13 - 10. april	skriftlig eksamen 3	Sett i gang II - kapittel 22	Sett i gang II - kapittel 22 lekser kapittel 22
uke 14 - 17. april	Sett i gang II - kapittel 23	Sett i gang II - kapittel 23	Sett i gang II - kapittel 23 lekser kapittel 23
uke 15 - 24. april	småprøve 4 Sett i gang II - kapittel 24	Sett i gang II - kapittel 24	Sett i gang II - kapittel 24 lekser kapittel 24 last day of class
uke 16 - 01. mai	review	review	review
uke 17 - 08. mai	MANDAG 08 MAI 19.00–22.00 skriftlig eksamen 4 muntlig eksamen B		