

Beginning Dutch

DUTC-1003 (3 credits)

Netherlands: Choose Your Track—Health, Sustainability, Migration OR Culture

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Language learning is a key part of studying abroad. Although Dutch is not essential to survival in Amsterdam (most people are quite fluent in English), it is crucial to cultural immersion. Language is not only a tool for communication; it is also an important element of cultural understanding. Simply greeting a neighbor or storekeeper in Dutch will be greatly appreciated.

Language classes combine standard materials for teaching Dutch with specific materials about sexuality and gender found in the Netherlands. There will be regular homework assigned, and students are requested to speak by “trial and error” as much as possible. As English is frequently spoken in Amsterdam, the focus of the Dutch class is not survival Dutch, but to teach basic language understanding and to learn to read or skim texts in preparation for the ISP. We hope students will take the challenge of learning how to read short newspaper

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand simple written and spoken Dutch;
- Use basic conversational skills;
- Manage basic Dutch vocabulary;
- Apply language skills within the context of the homestay and the Independent Study Project.

Instructional Methods

SIT’s teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; “knowledge is created through the transformation of experience” (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor.

Learning is transformational. The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts

van der Toorn-Schutte, J. (2006). *Klare Taal! Uitgebreide basisgrammatica NT2*. Amsterdam: Boom.

Osselton, N. & Hempelman, R. (2003). *The new routledge dutch dictionary: Dutch-English and English- Dutch*. London/New York: Routledge.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Dutch Journal (30%)

Students will keep a journal of their Dutch study that will include homework, vocabulary lists, “found Dutch,” and class notes. Field notes from Dutch excursions will also be kept in the journal.

Midterm Exam (20%)

In this midterm exam, students are assessed in their ability to speak and write Dutch at a novice level.

Final Exam (40%)

In this final exam, students are assessed in their ability to speak and write Dutch at a novice level. The exam will be preceded by an exam preparation class.

Participation (10%)

The Dutch language and culture lecturer will assess your participation in class.

Participation includes:

- Attendance—promptness to class and positive presence in class
- Active listening—paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes

- Self-directed learning—reading the local paper and other materials to see the Dutch perspective on relevant issues, discussing issues with host families and others
- Involvement in-class discussions—either in small or large groups
- Group accountability during field excursions and classes
- Taking leadership roles—leading and guiding discussions in a productive direction

Assessment

Dutch Journal - 30%
Midterm exam - 20%
Final exam - 40%
Participation - 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+

64-66% D
below 64 F

Program Expectations

- Stow your phones. Google translate will not help you learn Dutch.
- Show up prepared. Arrive on time for every class, having completed your readings and prepared questions.
- Do your homework.
- Ask questions in class. Language learning is an active pursuit.
- Comply with academic integrity policies. Do not plagiarize, cheat, or act unethically in any other way.
- Respect your lecturers, classmates, and yourselves.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.