Course Description

Intermediate German I is a third semester course that picks up where Elementary German II left off. The course is designed to 1) improve your listening and reading skills in German and 2) continue to expand your ability to speak and write German with good grammatical accuracy.

In addition to furthering your knowledge of German grammar and increasing your vocabulary, you will learn about recent cultural developments in Germany. The video *Berlin als interkultureller Text* and the accompanying worksheets, along with the topics presented in the online text, will form the basis for much of our class discussion.

As you have become accustomed, German is the language of our class, and you are expected to actively participate during each class meeting. Listening and speaking are emphasized in the classroom, with reading and writing done chiefly outside of class. You are expected to have read and completed the assignments in advance of each class meeting. The class periods are primarily for using German communicatively in discussion of the topics covered in the homework and reading assignments.

Intermediate German I (3 credits) meets three times a week in 50-minute segments, or twice a week in 75 minute segments for 15 weeks, and also meets for a 2-hour final examination. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Both formats require students to participate in daily listening, reading, and grammar exercises, in addition to practicing their conversation skills. Activities include regular written and/or verbal quizzes and tests and oral assessments for their active participation using the German language. A significant portion of their grade comes from daily homework activities. A student can expect to spend at least 6 hours each week preparing outside of classroom hours.

Course Objectives/Student Learning Outcomes

In German 231 you will learn to identify and describe indirect objects using the dative case. You will also learn dative reflexive verbs, and verbs that take dative objects. Additionally, you will learn idiomatic uses of the dative case, and the prepositions governed by the dative case. You will also learn to form infinitive phrases and about using the accusative case to indicate destination and the dative case to describe location. This is augmented by the two-way prepositions that are used to describe the destination or location relative to other objects. German 231 also introduces you to the final case used in German: the genitive case, used to describe possession.

Cultural topics include a focus on multiculturalism and immigration in Germany today, examining the standard of living in modern Germany and the types of housing available, as well as more detailed geography of the German-speaking world.
Required Texts
The required text for GER 231 is available online at the German Resources web site:
http://faculty.sfasu.edu/stoehr louis/GermanResources/GER231/index.html.
All worksheets for the daily homework assignments and for the readings as well as other support
materials are available for download at the GER 231 D2L site. So, while you will not need to
purchase a packet containing the course handouts, it is your responsibility to print out the
homework pages. Likewise, it is your responsibility to have a copy of the classroom materials,
either printed out or pre-loaded onto a tablet or laptop, for use in class meetings. To help all of
us use our class time most efficiently, please have these materials ready for use at the beginning
of each meeting.
Highly recommended: Zorach and Melin, English Grammar for Students of German is
available through amazon.com and other online retailers.
The short video Berlin als multikultureller Text can be viewed in the LRC.

Flipped Classroom
GER 231 is constructed with what is termed a “flipped” approach to learning. Flipped
methodology may seem quite different to you than the more traditional instructor centered
classroom. In many of your courses you may be accustomed to the professor standing at the front
of the class and delivering some sort of presentation after which you may then engage in activities
or receive homework assignments based upon the presentation. In a flipped approach, you will be
preparing homework in advance of each class meeting instead of after the class. Specifically, the
flipped model employed in GER 231 expects you to be actively engaged in learning before you
come to class. You will read and study online assignments and work through basic exercises
designed to offer you practice using and becoming comfortable with the new vocabulary and
grammatical concepts in a controlled environment. This approach to learning enables us to use
most of our class time engaged in actual use of German in meaningful conversation which in
turn helps you to more efficiently develop your competency in German.
The online Teile assigned for each day comprise the basis for the flipped assignments and as
such are the foundation upon which GER 231 is built. Each of the Teile has been carefully written
to help you learn new concepts and vocabulary in German and to offer you substantial opportunity
to practice the new material as you are learning it. Please keep in mind that in order for you to be
able to fully participate in each class meeting, this preparatory homework for each class day must
be completed before you come to class.

Course Guidelines
Because momentum is an important factor—especially in learning another language—you are
advised to do homework, work on language skills and to read German on days that class does not
meet. This will ensure that you come into contact with German on a daily basis. You should plan
to spend from between 3 to 4 hours outside of class in preparation for each class meeting.

Listening and speaking are emphasized in the classroom, with reading and writing done outside of
class. You are expected to have studied, completed the exercises, homework and video
assignments for the assigned Teil or Teile in advance of each class meeting. The class periods
are primarily for using German communicatively; class periods are not planned for grammar
analysis nor for mechanical drill.
Grading: Testing and Evaluation Criteria

A. (15%) Review and Kapitel 11 exam counts 15% toward your total course grade. You are responsible for displaying a basic understanding of the topics covered in Kapitel 11, and demonstrating communicative competence with reasonable grammatical accuracy as has been practiced in our class meetings.

B. (15%) Kapitel 12 exam counts 15% toward your total course grade. You are responsible for displaying a basic understanding of the topics covered in Kapitel 12, and demonstrating communicative competence with reasonable grammatical accuracy as has been practiced in our class meetings.

C. (15%) Kapitel 13 exam counts 15% toward your total course grade. The final examination is by nature cumulative, i.e., you are responsible for displaying a basic understanding of the topics covered in Kapitel 12, and for demonstrating a basic understanding of multiculturalism in Germany, evidencing the ability to understand short video clips and reading passages, and demonstrating communicative competence with reasonable grammatical accuracy as has been practiced throughout the semester.

D. (10%) One multimedia projects (Video podcasts or Vodcasts) will count a total of 10% each to your total course grade. As part of your participation in German class, you will create one video podcast on a topic relevant to the content we are dealing with in class. The project will give you an opportunity to use what you have learned in class to share creative projects with your fellow German students.

E. (15%) Homework and Written Assignments make up 15% of your total class grade. The work you do outside of class in preparation for each class meeting is an essential component for success in language study. If you complete each assignment thoroughly and on time, you should easily be able to achieve full credit for this portion of your grade. The online workbook is designed for you to be able to check your answers in each section as you work through a Teil. Remember that simply copying answers from the online key (Lösungen) will not help you learn. Moreover, you will not be able to adequately complete the open-ended segments (Freie Kommunikation) at the end of most Teile.

F. (15%) Worksheets and preparation for class discussion of Berlin als multikultureller Text counts 15% toward your total course grade. Thoughtful completion of the worksheet tasks for the video Berlin als multikultureller Text will enable you to actively participate in class discussions about the video and its implications for modern German society. Your responses, while they do need to be comprehensible, are not evaluated for grammatically accuracy but rather for the thought you put into them.

G. (15%) Class Participation counts 15% toward your total course grade. Active participation in class activities is an essential element in continuing to learn to communicate in a second language. Adequate preparation before class is an essential element of class
participation. You will be expected to ask and respond to questions in German; to work in pairs and small groups, speaking German to acquire factual information, gain new knowledge, share opinions and wishes, to solve problems, and discuss the assigned video segments. Class participation includes your willingness to participate in class activities. If you have done the required homework (the Teil or Teile assigned at the class website) in preparation for each class meeting, then you should be able to participate fully in all aspects of the class and easily achieve full credit for this portion of your grade. Class attendance alone is not enough to receive full credit for class participation.

**Evaluation Criteria**

**A. Written Homework Assignments**

Written homework consists of the worksheets and the Freie Kommunikation for each of the Teile. The worksheet assignments and the Freie Kommunikation are due at the beginning of the class meeting for which the Teil or Teile have been assigned. I evaluate them for completeness and for your apparent effort at using the new concepts and vocabulary you are learning as you respond to the questions. If you have carefully studied the information in each Teil, completed the worksheet assignments and checked your work against the online answer keys, you should be quite successful at the Freie Kommunikation assignments.

**A. Multimedia Projects/Vodcasts**

<table>
<thead>
<tr>
<th>Spoken fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Smooth, natural-sounding language at</td>
</tr>
<tr>
<td>a reasonable pace; easy to listen to;</td>
</tr>
<tr>
<td>willingness to speak at some length</td>
</tr>
<tr>
<td>3.5 Somewhat hesitant speech, more than</td>
</tr>
<tr>
<td>an occasional pause; needs more practice</td>
</tr>
<tr>
<td>to attain good fluency</td>
</tr>
<tr>
<td>2 Slow, laborious speech, dotted with</td>
</tr>
<tr>
<td>frequent pauses; lack of willingness to</td>
</tr>
<tr>
<td>speak more than a few words</td>
</tr>
<tr>
<td>1 Very choppy speech pattern making</td>
</tr>
<tr>
<td>comprehension difficult; lengthy</td>
</tr>
<tr>
<td>hesitations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Linguistic Creativity / Organization of Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Rather creative; offering more than a minimum</td>
</tr>
<tr>
<td>of information; uses language to elaborate.</td>
</tr>
<tr>
<td>Logically structured sequence of utterances.</td>
</tr>
<tr>
<td>3.5 Provides more than the basic, required</td>
</tr>
<tr>
<td>information. In general, a logical structure to</td>
</tr>
<tr>
<td>sequence of utterances evident.</td>
</tr>
<tr>
<td>2 Provides basic information requested, with</td>
</tr>
<tr>
<td>very little or no elaboration. Tendency to</td>
</tr>
<tr>
<td>ramble, little to no structure to utterances.</td>
</tr>
<tr>
<td>1 Provides information in very simple fashion</td>
</tr>
<tr>
<td>with no attempt to go beyond very basic</td>
</tr>
<tr>
<td>utterance. No logical structure to utterances</td>
</tr>
<tr>
<td>evident.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>5 Broad range of vocabulary, including</td>
</tr>
<tr>
<td>newer vocabulary items and older items</td>
</tr>
<tr>
<td>from previous chapters; uses more than</td>
</tr>
<tr>
<td>basic vocabulary used in class.</td>
</tr>
<tr>
<td>Score</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

**Grammar – Accuracy and Range of Expressions**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Excellent linguistic accuracy with very few grammatical errors; uses full range of constructions covered in the course to date.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>Respectable linguistic accuracy with more than a few errors, but the errors to not impede comprehension.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Poor overall grammatical accuracy: gender consistency lacking, subject-verb agreement faulty, verb forms incorrect, word order follows native language patterns. Comprehension impeded.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Extremely poor grammatical accuracy; very difficult if not impossible to understand.</td>
</tr>
</tbody>
</table>

**Pronunciation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Excellent. Not yet near-native but very good for learner of German.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>Generally acceptable although with a very noticeable “foreign” accent.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Very strong “foreign” accent but more or less comprehensible for sympathetic listener.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Extremely strong “foreign” accent impedes comprehension.</td>
</tr>
</tbody>
</table>

**Communication of Ideas**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Relevant and appropriate response to task, content communicated well.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>Generally good content, though topic may not be fully explored.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Content addresses the topic, though repetitious and simplistic.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Inadequate development of ideas and content; poor ability to communicate.</td>
</tr>
</tbody>
</table>

**Technical Aspects**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Camera steady and focused on subject; transitions smooth, effective, and appropriate for the presentation; graphics, if used, are well integrated and appropriate, effectively illustrate points being made.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>Camera generally stable and focused on subject; transitions generally smooth, effective, and appropriate; graphics, if used, generally well integrated, appropriate, and illustrate points being made.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Camera not steady and/or not focused on subject; transitions are jumpy or inappropriate, impeded flow of presentation, or simply are not present; graphics, if used are not well-integrated into the presentation or are not appropriate.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Little to no attention given to technical aspects of the project.</td>
</tr>
</tbody>
</table>

**Length**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Appropriate for assignment, closer to maximum than minimum time requirement. No extraneous material to “fill” the space; no sense of “cramming” information into presentation.</td>
</tr>
<tr>
<td>3.5</td>
<td>Generally appropriate for assignment. Could be a “tighter” presentation, or too much information is “crammed” into the time.</td>
</tr>
<tr>
<td>2</td>
<td>Barely meets the minimum or somewhat exceeds the maximum requirement.</td>
</tr>
<tr>
<td>1</td>
<td>Does not meet any length requirement.</td>
</tr>
</tbody>
</table>

**B. Writing Assignments**
Adapted from The Ohio State Foreign Language Center.

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong> (particularly, but not limited to vocabulary from lessons covered)</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>Excellent and appropriate control and choice of vocabulary; variety of words used</td>
</tr>
<tr>
<td></td>
<td>8.5</td>
<td>Good control and choice of vocabulary; moderate variety of words</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Fair control and choice of vocabulary; minimal variety of words; simple vocabulary in relation to expected level</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Poor control and choice of vocabulary; definite lack of variety of words</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Incomprehensible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar/Usage</strong> (particularly, but not limited to, targeted structures from lessons covered)</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>Excellent control of grammar, spelling, and punctuation; very few avoidable errors</td>
</tr>
<tr>
<td></td>
<td>8.5</td>
<td>Good control of grammar, spelling, and punctuation; some avoidable errors</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Fair control of grammar, spelling, and punctuation; many avoidable errors</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Excessive grammar, spelling, and punctuation errors</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Meaning blocked; text dominated by errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organization/Style</strong></th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>Sentence lengths and patterns varied; tone consistent; writing contains related ideas; writing follows logical plan (is linked coherently) with a clear sense of beginning and closure</td>
</tr>
<tr>
<td></td>
<td>8.5</td>
<td>Sentence lengths and patterns show some variety; tone is generally consistent; most ideas are related; writing usually follows a logical plan (is linked coherently) with some sense of beginning and closure</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Sentence lengths and/or patterns are seldom varied; tone is inconsistent or shows lack of involvement; ideas are often unrelated; writing often strays from a logical plan with a weak sense of beginning or lack of closure</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Sentence lengths and patterns are repetitious; tone is lifeless and shows no involvement; writing follows no logical plan</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>No evidence of organization or style</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication of Ideas</strong></th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>Relevant and appropriate response to task, content communicated well; appropriate length</td>
</tr>
<tr>
<td></td>
<td>8.5</td>
<td>Generally good content, though topic may not be fully explored; appropriate length (or nearly so)</td>
</tr>
</tbody>
</table>
D. Class Participation

You can earn up to a maximum participation score of 10 points per 2-day class week. Each week you will receive a participation grade of up to 10 points. You can only accumulate participate points if you are present in class, which means that attendance and participation are essential for participation points, as they are also essential components in learning a language. The following are general guidelines for your participation grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>You speak only German and speak often during the class period. You participate actively in group work, and volunteer often and in a meaningful way to the class discussion. You listen and respond to other students when appropriate.</td>
</tr>
<tr>
<td>8</td>
<td>You speak mostly German but do use English on occasion. You speak often during the class period, and participate actively in group work. You volunteer occasionally, and generally listen and respond to other students when appropriate.</td>
</tr>
<tr>
<td>5</td>
<td>You use quite a bit of English during group work and/or during class discussion or you did not speak very often. You are not engaged in group activities. You do not volunteer during classroom discussion.</td>
</tr>
<tr>
<td>2</td>
<td>You use more English than German or you do not speak during class. You are not engaged in group activities and/or you are distracting to others or you get off-topic during group activities.</td>
</tr>
<tr>
<td>0</td>
<td>You chat with classmates, do homework, send and read text messages, sleep, read the paper, daydream or otherwise simply do not participate in class.</td>
</tr>
</tbody>
</table>

Remember that in the flipped model, your class participation will be dependent upon you completing the Teile assigned before you come to class. If you have not completed the assignment, you will not be adequately prepared for class and thus you will not understand the class activities and will not be able to fully participate in class. Preparation in advance of class is essential to your participation and to your success in learning German.

Please note: Should you behave in a disruptive or uncivil manner, the instructor reserves the right to assign a participation grade of "0" for the day.

Program Learning Outcomes
1. Language Competence: Students will speak, listen, read, and write in the target language.
2. Cultural Competence: Students will be able to understand the cultural context of communication in the target language
3. Critical Thinking and Expression: Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.
4. Transferable Skills: Students will connect academic experience to personal and professional goals.

General Education Core Curriculum Objectives/Outcomes
This is not a core curriculum course and no core curriculum objectives are measured.
Policies

Homework and Exams

All homework is due at the beginning of the class period for which the assignments are given. Unless prior arrangement has been made with the professor for a specific assignment, no late homework will be accepted.

Homework includes all activities that are assigned to be completed outside of the class meetings. This means that all preparation for each class meeting is to be completed before class.

All written work for each class meeting is to be turned in at the beginning of class.

Chapter exams are scheduled after Kapitel 11 and after Kapitel 12, as outlined in the class Kalender, part of this syllabus. A final exam is scheduled for finals week. Please note that if you fail to attend class on the day of an exam without having obtained permission in advance from your instructor, you will receive no credit for the quiz or exam missed.

Attendance

Regular attendance to all class meetings is expected and required. Intermediate German I is not an independent study course.

You will be allowed a maximum of two excused absences during the semester without penalty. Only written medical excuses, proof of participation in a university-sponsored activity or proof of a family emergency are considered legitimate excused absences. Beginning with the fourth absence, a penalty of 0.5% will be levied on the earned final grade. While this may seem rather insignificant, it can and sometimes does result in a student receiving a lower grade than expected.

Possible exemptions may be made in the case of students who are hospitalized or who must stay home on the advice of a physician due to an extended illness or in the case of students who must leave the university for a family emergency. In either case, you will have to provide proof of need for such absences.

Tardiness

The equivalent of 1/2 an excused absence will be counted for each time a student reports late to class. After 4 tardies, each additional tardy will be counted as an absence, with the equivalent consequences on the final grade.

Food

You are expected to work on speaking skills in class. Please do not bring food or drink into the classroom. (One exception is a closed water bottle that is stored in your book bag or other tote.)

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on
an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please note that I do reserve the right to modify the course syllabus if necessary to enhance your learning experience.
Remember to study and complete the worksheets for each Teil (Section) assigned before coming to class. **Plan to spend at least three to four hours on homework in preparation for each class meeting.** Read ahead in the Kalender so that you will be aware of deadlines that are approaching.

As you prepare for each class meeting, check off the assignments as you complete them. This will help you be sure that you are keeping up with everything in a timely manner.

Thorough preparation in advance of each class meeting will assure that you will be able to participate fully in the class activities. The more effort you put into preparing for class and speaking German during our class discussions, the more quickly you will most develop proficiency in German.

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### Woche 1

#### Tag 1: Dienstag, 27. August

- [ ] Einführung in den Kurs
- [ ] Wiederholung

After class:
- [ ] Read the complete Syllabus, paying attention to the Grading and Evaluation criteria.
- [ ] Review from Kapitel 1 through Kapitel 4
- [ ] Complete Kapitel 1 through Kapitel 4 Review Assignment, posted on D2L.

#### Tag 2: Donnerstag, 29. August

Before class:
- [ ] Review from Kapitel 1 through Kapitel 4 and complete Review Assignment

At the beginning of class:
- [ ] Be prepared to discuss and turn in your completed Kapitel 1 through Kapitel 4 Review Assignment.

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### Woche 2

#### Tag 3: Dienstag, 3. September

Before class:
- [ ] Review from Kapitel 5 through Kapitel 7 and complete Review Assignment

At the beginning of class:
- [ ] Be prepared to discuss and turn in your completed Kapitel 5 through Kapitel 7 Review Assignment.

#### Tag 4: Donnerstag, 5. September

Before class:
- [ ] Review from Kapitel 8 through Kapitel 9 and complete Review Assignment

At the beginning of class:
- [ ] Be prepared to discuss and turn in your completed Kapitel 8 through Kapitel 9 Review Assignment.
Woche 3
Tag 5: Dienstag, 10. September

Before class:
- Review Kapitel 10 and complete Review Assignment

At the beginning of class:
- Be prepared to discuss and turn in your completed Kapitel 10 Review Assignment.

During class:
- Introduction to Berlin als Multikultureller Text

After class:
- Continue working on Berlin als Multikultureller Text, Teil 1: Willkommen in Berlin

Tag 6: Donnerstag, 12. September

Before class:
- Complete online homework, worksheets and Freie Kommunikation for Teil 11,1
- Complete online homework, worksheets for Teil 11,2

At the beginning of class:
- Turn in your completed worksheets and Freie Kommunikation for Teil 11,1

After class:
- Continue working on Berlin als Multikultureller Text, Teil 1: Willkommen in Berlin

Woche 4
Tag 7: Dienstag, 17. September

Before class:
- Review Teil 11,2
- Complete online homework, worksheets and Freie Kommunikation for Teil 11,3
- Prepare to discuss Berlin als Multikultureller Text, Teil 1: Willkommen in Berlin

At the beginning of class:
- Turn in your completed worksheets and Freie Kommunikation for Teil 11,3
- Turn in Berlin als Multikultureller Text, Teil 1: Willkommen in Berlin, Seiten 1-6

After class:
- Continue with Berlin als Multikultureller Text, Teil 2: Die jüdische Bevölkerung

Tag 8: Donnerstag, 19. September

Before class:
- Complete online homework, worksheets and Freie Kommunikation for Teil 11,4
- Complete online homework, worksheets and Freie Kommunikation for Teil 11,5

At the beginning of class:
- Turn in your completed worksheets and Freie Kommunikation for Teil 11,4
- Turn in your completed worksheets and Freie Kommunikation for Teil 11,5

After class:
- Continue with Berlin als Multikultureller Text, Teil 2: Die jüdische Bevölkerung
Woche 5
Tag 9: Dienstag, 24. September
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,6
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,7
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,6
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,7
After class:
☐ Continue with Berlin als Multikultureller Text, Teil 2: Die jüdische Bevölkerung

Tag 10: Donnerstag, 26. September
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,8
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,9
☐ Prepare to discuss Berlin als Multikultureller Text, Teil 2: Die jüdische Bevölkerung
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,8
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,9
☐ Turn in Berlin als Multikultureller Text, Teil 2: Die jüdische Bevölkerung, Seiten 7-12

Woche 6
Tag 11: Dienstag, 1. Oktober
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,10
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,11
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,10
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,11
After class:
☐ Continue with Berlin als Multikultureller Text, Teil 3: Die türkische und arabische…

Donnerstag, der 3. Oktober – der Tag der Deutschen Einheit

Tag 12: Donnerstag, 3. Oktober
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 11,12
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 11,12
After class:
☐ Continue with Berlin als Multikultureller Text, Teil 3: Die türkische und arabische…
Woche 7
Tag 13: Dienstag, 8. Oktober
Before class:
☐ Collect your notes and questions for Kapitel 1-10 and Kapitel 11. Bring them to class.
☐ Prepare to discuss Berlin als Multikultureller Text, Teil 3: Die türkische und arabische
Bevölkerung
At the beginning of class:
☐ Turn in Berlin als Multikultureller Text, Teil 3: Die türkische und arabische
Bevölkerung, Seiten 13-16


Tag 14: Donnerstag, 10. Oktober
☐ Prüfung, Kapitel 1-10 und Kapitel 11
After class:
☐ Continue Berlin als Multikultureller Text, Teil 4: Die afro-deutsche Bevölkerung

Woche 8
Tag 15: Dienstag, 15. Oktober
Before class:
☐ Complete online homework and worksheets for Teil 12,1
☐ Complete online homework and worksheets for Teil 12,2
At the beginning of class:
☐ Turn in your completed worksheets for Teil 12,1 and Teil 12,2.
After class:
☐ Continue Berlin als Multikultureller Text, Teil 4: Die afro-deutsche Bevölkerung

Tag 16: Donnerstag, 17. Oktober
Before class:
☐ Complete online homework and worksheets for Teil 12,3
☐ Complete online homework and worksheets for Teil 12,4
At the beginning of class:
☐ Turn in your completed worksheets for Teil 12,3 and Teil 12,4.
After class:
☐ Continue Berlin als Multikultureller Text, Teil 4: Die afro-deutsche Bevölkerung
Woche 9
Tag 17: Dienstag, 22. Oktober
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 12,5
☐ Complete online homework and worksheets for Teil 12,6
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 12,5
☐ Turn in your completed worksheets for Teil 12,6
☐ Turn in Berlin als Multikultureller Text, Teil 4: Die afro-deutsche Bevölkerung, Seiten 17-20
After class:
☐ Continue working on Berlin als Multikultureller Text, Teil 5: Die Roma- und Sinti-Bevölkerung

Tag 18: Donnerstag, 24. Oktober
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 12,7
☐ Collect your notes and questions for Kapitel 12. Bring them to class.
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 12,7

Woche 10
Tag 19: Dienstag, 29. Oktober
☐ Prüfung, Kapitel 12
After class:
☐ Continue working on Berlin als Multikultureller Text, Teil 5: Die Roma- und Sinti-Bevölkerung

Tag 20: Donnerstag, 31. Oktober
Before class:
☐ Complete online homework and worksheets for Teil 13,1
☐ Complete online homework and worksheets for Teil 13,2
At the beginning of class:
☐ Turn in your completed worksheets for Teil 13,1
☐ Turn in your completed worksheets for Teil 13,2
After class:
☐ Continue working on Berlin als Multikultureller Text, Teil 5: Die Roma- und Sinti-Bevölkerung
☐ Begin work on Vodcast (draft due Tag 24, upload by Tag 27)

Woche 11
Tag 21: Dienstag, 5. November
Before class:
- Complete online homework and worksheets for Teil 13,3
At the beginning of class:
- Turn in your completed worksheets for Teil 13,3
After class:
- Continue working on Berlin als Multikultureller Text, Teil 5: Die Roma- und Sinti-Bevölkerung

Tag 22: Donnerstag, 7. November
Before class:
- Complete online homework and worksheets for Teil 13,4
- Prepare to discuss Berlin als Multikultureller Text, Teil 5: Die Roma- und Sinti-Bevölkerung
At the beginning of class:
- Turn in your completed worksheets for Teil 13,4
- Turn in Berlin als Multikultureller Text, Teil 5: Die Roma- und Sinti Bevölkerung, Seiten 21-24
After class:
- Begin work on short essay, »Was ich eines Tages machen möchte«


Woche 12
Tag 23: Dienstag, 12. November
Before class:
- Complete online homework, worksheets and Freie Kommunikation for Teil 13,5
At the beginning of class:
- Turn in your completed worksheets and Freie Kommunikation for Teil 13,5.

Dienstag, der 12. November – Evening of International Poetry, Cole Art Center

Tag 24: Donnerstag, 14. November
Before class:
- Complete online homework, worksheets and Freie Kommunikation for Teil 13,6
At the beginning of class:
- Turn in your completed worksheets and Freie Kommunikation for Teil 13,6.

Woche 13
Tag 25: Dienstag, 19. November
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 13,7
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 13,7.
☐ Turn in essay, »Was ich eines Tages machen möchte«

Tag 26: Donnerstag, 21. November
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 13,8
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 13,8.

Feiertag: Dienstag, 26. November – Erntedankfest / Thanksgiving

Feiertag: Donnerstag, 28. November – Erntedankfest / Thanksgiving

Woche 14
Tag 27: Dienstag, 3. Dezember
Before class:
☐ Complete online homework, worksheets and Freie Kommunikation for Teil 13,9
At the beginning of class:
☐ Turn in your completed worksheets and Freie Kommunikation for Teil 13,9.
☐ Turn in writing assignment for Berlin als multikultureller Text
Before 7:00 pm:
☐ Video podcast (vodcast) due in class drop box by 7:00 pm

Tag 28: Donnerstag, 5. Dezember
Before class:
☐ Collect your notes and questions. Bring them to class.
In class:
☐ Wiederholung / Review

☐ Schlussprüfung: 10:45 – 13:15 Donnerstag, 12. Dezember