Course Description
Intermediate German II is a fourth semester course that picks up where Intermediate German I left off. The course is designed to 1) improve your reading and listening skills in German, 2) continue to expand your ability to speak and write German with acceptable grammatical accuracy, and 3) in particular, to further develop your ability to read and comprehend authentic texts in German.

In addition to furthering your knowledge of German grammar and increasing your vocabulary, you will begin to read a variety texts on selected historical and cultural topics in German and you will view German-language films dealing with these same topics. The texts and films, along with the topics presented in the workbook, will form the basis for our class discussion and interaction. As usual, German is the language of our class, and you are expected to actively participate during each class meeting. Active participation presupposes that you do complete each assignment before class, as it is outlined in the course Kalender.

Required Materials
The required text for GER 232 is available for download at the course D2L page as both an Apple iBook and as a .pdf. If you have any difficulty accessing either of these resources, please contact your professor immediately for assistance.

All worksheets for the daily homework assignments and for the readings as well as other support materials are available for download at the GER 232 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 for purchase: Zorach and Melin, English Grammar for Students of German. ISBN: 0934034435
Die Suche, Papa Weidt and Fritzi war dabei can be checked out from your professor or you may purchase them through Amazon.de. Additional books that you may want to read are on reserve in the LRC and are available for use there. You must return all books checked out to you before a final grade can be assigned to you for this class. You are responsible for replacement of any books that are not returned in good condition. All films are available for viewing in the LRC.

Program Learning Outcomes
This is a general education course and no specific program learning outcomes for a major are addressed in this course.

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

Course Objectives/Student Learning Outcomes
In German 232 you will learn the past perfect tense, used with the present perfect to describe nonsimultaneous past actions. You will learn to form subjunctive mood in present and past tenses, which will allow you to discuss real and unreal conditions and their results, formulate polite requests and questions, ask for favors, and make wishes and express regret about past events. You will also learn to discuss real and unreal conditions in the past. Moreover, you will review and learn additional subordinating conjunctions; and you will learn to define and better describe people and things using relative clauses. Finally, you will expand your knowledge of the simple past tense, learn to indirectly quote another person, and learn how to use the passive voice to change the perspective in a sentence.

German 232 presents comparative and superlative adjectives, and reviews the primary sounds in the German case system, and expands upon the system to include adjective endings. German 232 covers cultural and historical topics important to understanding the Federal Republic of Germany. Through film, literature, song, and film, you will learn about important events in German cultural and political history, beginning with World War II and culminating with the Wende that was precipitated by the fall of the Berliner Mauer in 1989.

Flipped Classroom
GER 232 is constructed with a “flipped” approach to learning. If you have taken any previous German course at SFA, you are already familiar with this approach. As a brief reminder, 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 232 expects you to be actively engaged in learning before you come to class. You will read and study germanresources.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 germanresources.online Teile assigned for each day comprise the basis for the flipped assignments and as such are the foundation upon which GER 232 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**
Listening and speaking accompanied by some interactive use of technology are emphasized in the classroom. Reading, writing, viewing German-language films, and preparing homework assignments are to be done chiefly outside of class. **You are expected to have read, viewed and otherwise completed the assignments in advance of each class meeting. Failure to do so will result in you not being able to attain full participation credit.** Class meetings are primarily for using German communicatively in discussion of the topics covered in the homework, reading assignments, and films.

Because momentum is an important factor—especially in learning another language—you are advised to do homework, work on language skills and to read and be engaged with German on days that class does not meet. This will ensure that you come into contact with German on a daily basis. Remember that this class meets only twice a week. For that reason, you should plan to spend from between 3 to 4 hours outside of class in preparation for each class meeting. Again, Intermediate German II meets only twice a week. This means you should schedule several blocks of time, especially on weekends, to work on German in between our class meetings.

**Grading: Testing and Evaluation Criteria**

A. (15%) **German 232 Freie Kommunikation as assigned for the Teile** count a total of 15% toward your final course grade. If you complete each assignment thoroughly and on time, you should easily be able to achieve full credit for this portion of your grade. Note that the *Freie Kommunikation* will be evaluated for evidence of a good faith attempt to correctly use of the new grammar being learned. In order to be able to complete the *Freie Kommunikation* assignments, you first need to complete the *Teile* assigned. For each *Teil* assigned, you read that *Teil* in the 2018Spr-Ger2321.001 book online and complete the interactive questions as they are assigned in the text. **Note that at the end of the semester, you can earn five points toward your final grade for having completed the online assignments fully and on time.**

B. (15%) **Arbeitsblätter** on readings count 15% toward your total course grade. The *Arbeitsblätter* are designed to facilitate your comprehension of the film and/or text. Fully completing each worksheet will help guide your understanding of the assigned item and aid you in gaining a deeper understanding of the film or text as you develop greater ease expressing your thoughts in German. *Arbeitsblätter* will be evaluated for 1) completeness, 2) evidence that you have viewed/read the material, and 3) evidence of effort to engage with the topic.

C. (15%) **Class Participation counts** 15% toward your total course grade. Active participation in class activities is an essential element in continuing to learn a language. Class participation includes your willingness to participate in class activities. If you have
done the required preparation for each class meeting, you should be able to participate fully in all aspects of the class and achieve full credit for this portion of your grade. Class participation will be evaluated according to the guidelines outlined in the section on Evaluation Criteria, below.

D. (10%) **Group Presentation** counts 10% toward your total course grade. You will work with several other students to create appropriate handouts and conduct an oral presentation in class about one of four films. Your grade on this project will be determined in part by the Peer Assessment Collaboration rubric, below.

E. (15%) **Quizzes** count a total of 15% toward your final course grade. Quizzes are based primarily on the grammar you are learning and will reflect the content of the readings and films.

F. (15%) **Virtual Museum project** counts 15% toward your total course grade. This small-group project requires that you create an online “virtual” museum exhibit in the form of a small web site that explores in depth one topic or aspect of a topic relevant to the content of German 232. You will present your group projects to a larger audience in an event in Griffith art gallery at the end of the semester. To reach a larger audience, the presentation language of your project should be English. The final semester project and individual grades for the project will be evaluated according to the rubrics below.

G. (15%) **Final exam** counts a total of 15% toward your final course grade. The final exam is by nature cumulative and will focus on the content of films and readings covered this semester.

**Evaluation Criteria**

**A. Final Web Project**

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theme or main idea of the web site is clear, and pages link appropriately to related information. The content has accurate and very useful information. The theme or main idea is very clear and very clearly related to the project.</td>
<td>10</td>
</tr>
<tr>
<td>The content has accurate and useful information. The theme or main idea of the web site is clear and related to the theme or purpose of the project.</td>
<td>7</td>
</tr>
<tr>
<td>The content information is clear and correct. The theme or main idea of the web site is more or less clear and related to the purpose or theme of the project.</td>
<td>4</td>
</tr>
<tr>
<td>Information is not always clear or correct. The theme or main idea of the web site is more or less clear but does not relate to the purpose or theme of the project.</td>
<td>1</td>
</tr>
<tr>
<td>Information is incomplete or not correct. The web site does not have clear purpose of central theme.</td>
<td>0</td>
</tr>
</tbody>
</table>
### Writing Process

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Clear, concise, and well written and well edited with no serious errors. The threads of the presentation are well developed and of equal quality.</td>
</tr>
<tr>
<td>7</td>
<td>Clear, concise, and basically well written; still has a few errors. The threads of the presentation connect logically.</td>
</tr>
<tr>
<td>4</td>
<td>Easy to understand, with some errors. Threads do not necessarily flow from their initiating links/are not logically connected.</td>
</tr>
<tr>
<td>1</td>
<td>Many errors, but a reader can understand the main idea. Threads in presentation are limited in scope.</td>
</tr>
<tr>
<td>0</td>
<td>Difficult to understand the main idea; many errors in spelling and/or grammar. Lack of threads to more information where it would have made good sense to include them.</td>
</tr>
</tbody>
</table>

### Web skill

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6 or more pages that evidence a clear relationship to each other</td>
</tr>
<tr>
<td>7</td>
<td>4-5 pages that evidence a clear relationship to each other</td>
</tr>
<tr>
<td>4</td>
<td>2-3 pages that are clearly related to each other</td>
</tr>
<tr>
<td>1</td>
<td>1 page that contains a title and a heading</td>
</tr>
<tr>
<td>0</td>
<td>1 page with no thematic information (i.e., title/heading)</td>
</tr>
</tbody>
</table>

### Layout/Design

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Appearance of pages look close to professional. Pages are exceptionally attractive. Text spacing and alignment make reading easy. Backgrounds, if used, enhance the page.</td>
</tr>
<tr>
<td>7</td>
<td>Organized with a consistent feel throughout site; good formatting. Pages are attractive. Text is easy to read. Backgrounds, if used, are subtle and appropriate.</td>
</tr>
<tr>
<td>4</td>
<td>Uses headings; sections labeled; some attempt at formatting evident. Pages appear “busy” or “dull.” Text may be difficult to read. Backgrounds, if used, are some distracting.</td>
</tr>
<tr>
<td>1</td>
<td>Text broken into more or less appropriate paragraphs or sections. Pages are unattractive. Text is difficult to read. Backgrounds, if used, are distracting.</td>
</tr>
<tr>
<td>0</td>
<td>Layout has no structure or organization. Pages are plain, with no effort to make them “fit” the topic. Text very difficult to read. Backgrounds, if used, intrude into the foreground.</td>
</tr>
</tbody>
</table>

### Images / Video / Audio

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Images/videos have strong relation to the page and to the text. Images/videos from study abroad are strongly represented. Images/videos have proper size, resolution, colors, and are appropriately cropped for their purpose on the page. Audio quality as good as can be for the time and place it was collected. Pages load quickly even with these resources included.</td>
</tr>
<tr>
<td>7</td>
<td>Images/videos are related to page and to the text. Images/videos from study abroad are included. Most images/videos have correct size or resolution. Audio</td>
</tr>
</tbody>
</table>
quality as good as can be expected for the time and place it was collected. Images/videos and audio do not cause the page to load slowly.

| 4 | Images/videos are more or less related to the page and to the text. Images/videos from study abroad are few if any, with reliance on resources from the Internet. Images/videos exhibit poor quality; images are unintentionally blurry. Images/videos too large or too small. Audio does not play properly. Too many resources on a page cause the page to load very slowly. |

| 1 | Images/videos generally unrelated to the page and to the text. Images/videos from study abroad not included; reliance on resources from the Internet. Images/videos of exceptionally poor quality. Too many or too few resources on a page make it uninviting. |

| 0 | No images/videos or audio included to illustrate the topic. Makes “virtual museum” tour an exercise in reading. |

**Navigation**

| 10 | Labelling and navigation links are clear; links function. Site very easily navigable. |
| 7 | Labelling and navigation links are generally clear; links function. Site could be more clearly navigable. |
| 4 | Labelling and navigation evident; links generally function. Relies heavily on outside material. |
| 1 | Navigation available, but links may or may not function. Virtually no site-internal content (i.e., relies primarily on outside material). |
| 0 | No labels or clearly marked navigation possibilities evident. |

**Audience engagement**

| 10 | Main page draws audience in to your topic and supporting pages maintain audience interest. |
| 7 | Main page makes audience potentially interested in visiting the rest of your site; supporting pages generally maintain audience interest. |
| 4 | Main page clearly states topic of site, but does not necessarily make audience interested in pursuing the topic. Supporting pages generally do not maintain audience interest. |
| 1 | Main page more or less states topic of site, but does not create interest in your audience to pursue the topic further. Supporting pages, if existing, do not maintain audience interest. |
| 0 | Main page does not give audience a clear idea of topic, making it difficult for audience to be engaged. Lack of supporting pages, or if existing, are do not engage audience at all. |

**Drafting/Development Process (Storyboarding)**

<p>| 10 | Storyboards turned in on time for evaluation at appropriate intervals. Incorporation of most suggestions and of appropriate revisions are evident. |</p>
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Storyboards turned in at appropriate intervals, but not necessarily on time. Some suggestions were taken, some revision is evident. Text, however, relates closely to original plan.</td>
</tr>
<tr>
<td>4</td>
<td>Storyboards were not turned in at appropriate intervals, but not on time. Few suggestions taken, little revision from original plan is evident. Text relates very closely to original plan.</td>
</tr>
<tr>
<td>1</td>
<td>Storyboards were not turned in at appropriate intervals, nor on time. Virtually no suggestions were taken, virtually no revisions from original plan.</td>
</tr>
<tr>
<td>0</td>
<td>Storyboards were not turned in. No evidence at all of any revision from initial plan.</td>
</tr>
</tbody>
</table>

### B. Written Projects

Adapted from The Ohio State Foreign Language Center.

<table>
<thead>
<tr>
<th>Vocabulary (particularly, but not limited to vocabulary from lessons covered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>8.5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/Usage (particularly, but not limited to, targeted structures from lessons covered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>8.5</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization/Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>8.5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

### Communication of Ideas
C. Freie Kommunikation assignments
The Freie Kommunikation assignments are evaluated for completeness and your effort at correct use of German. The Freie Kommunikation and the tasks in the online book are to be completed before the beginning of the class meeting for which they are assigned. You may be asked to redo a Freie Kommunikation assignment if it is clearly evident that you did not adequately understand the assignment. You may still earn full credit for a re-done Freie Kommunikation assignment.

D. Class Participation
A maximum participation score of 10 points can be earned per 2-day class week. Each week you will receive a participation grade of up to 10 points. Note that you can only accumulate participation points if you are present in class. You will receive a “0” for any day for which you have an unexcused absence. The following are guidelines for your participation grade:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>You speak and interact with the tablets only in Germany and participate often during the class period. You participate actively in group work, and volunteer often and in a meaningful way to the class discussion and post to class boards while in class. You listen/read and respond to other students when appropriate.</td>
</tr>
<tr>
<td>8</td>
<td>You speak and interact with the tablet mostly in German but do use English on occasion. You speak and interact often during the class period, and participate actively in group work. You volunteer occasionally, and generally listen/read 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 do not speak/offer input through technology 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/interact 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>

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.
E. Peer Assessment Collaboration Rubric

Your group members will evaluate your participation in and contribution to your group presentations and your final group project based on the following criteria. This input will be used to help determine your grade on the presentations and the final group project.

<table>
<thead>
<tr>
<th>Category</th>
<th>9-10 points</th>
<th>6-8 points</th>
<th>3-5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Task and Participation</td>
<td>Consistently stays focused on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
<td></td>
</tr>
<tr>
<td>2x10 = 20 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.</td>
<td>A strong group member who tries hard!</td>
<td>Sometimes a satisfactory group member who does what is required</td>
<td>Sometimes chooses not to participate and does not complete assigned tasks.</td>
<td></td>
</tr>
<tr>
<td>Dependability and Shared</td>
<td>Consistently punctual for group meetings.</td>
<td>Usually punctual for group meetings.</td>
<td>Sometimes late for group meetings,</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3x10 = 30 pts</td>
<td>Consistently completes tasks for group project on time.</td>
<td>Usually completes tasks for group project on time.</td>
<td>Frequently completes tasks for group project after the deadline.</td>
<td>Misses all deadlines for completing tasks for group project.</td>
</tr>
<tr>
<td>Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.</td>
<td>Follows through on most assigned tasks.</td>
<td>Does not follow through on most assigned tasks and sometimes depends on others to do the work.</td>
<td>Seldom or never follows through on assigned tasks. Depends on others to do all of the work.</td>
<td></td>
</tr>
<tr>
<td>Listening, Questioning and</td>
<td>Respectfully listens, interacts and discusses during group meetings.</td>
<td>Respectfully listens, interacts and discusses during group meetings</td>
<td>Has some difficulty respectfully listening and discussing; may tend to dominate discussions.</td>
<td>Has great difficulty listening; may argue with group members; is unwilling to consider other opinions.</td>
</tr>
<tr>
<td>Discussing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3x10 = 10 pts</td>
<td>Poses questions to all members of the team during group discussions.</td>
<td>Usually poses questions to others during group discussions.</td>
<td>Typically does not pose questions to others during group discussions.</td>
<td>Does not pose questions to others during group discussions.</td>
</tr>
<tr>
<td>Helps direct the group to reach consensus.</td>
<td>Tries to help direct the group to reach consensus.</td>
<td>Typically does not help direct the group to reach consensus.</td>
<td></td>
<td>Impedes group from reaching consensus.</td>
</tr>
<tr>
<td>Research and Information-Sharing</td>
<td>Routinely gathers research and provides it to group project.</td>
<td>Usually provides useful research to group project.</td>
<td>Sometimes provides useful research to group project.</td>
<td>Rarely provides useful research to group project.</td>
</tr>
<tr>
<td>3x10 = 30 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### F. Individual Grades in Group Assignments

Individual grades for the class presentation and the final group project will be determined based on the peer evaluations and the overall grade for the final group project. The peer evaluation scores will be applied to your project grade as follows:

<table>
<thead>
<tr>
<th>100%</th>
<th>The peer evaluations indicate that you:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• participated fully in discussions, contributing your own ideas and suggestions</td>
</tr>
<tr>
<td></td>
<td>• participated fully in project activities (planning, research, information gathering, writing, scripting, etc.)</td>
</tr>
<tr>
<td></td>
<td>• attended all group meetings</td>
</tr>
<tr>
<td></td>
<td>• completed all your tasks for the final project on time</td>
</tr>
<tr>
<td>Percentage</td>
<td>Peer Evaluations</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 90%        | The peer evaluations indicate that you:  
• participated in each phase of the project, but showed less initiative in contributing your ideas and suggestions  
• usually, but not always, participated in project activities  
• usually attended group meetings  
• usually completed tasks that you agreed to conduct for the group project on time |
| 75%        | The peer evaluations indicate that you:  
• occasionally participated in the various phases of the project, generally more as a “follower” rather than a contributing to project development  
• you occasionally attended group meetings  
• you completed one or two minor tasks that you agreed to conduct for the project, and these tasks more or less met the deadline |
| 50%        | The peer evaluations indicate that you:  
• contributed very little to the project, showing no real initiative  
• you missed the majority of the group meetings  
• you failed to complete the majority of the tasks that you agreed to conduct for the project and/or you did not meet the deadline for the tasks that you did complete |
| 0          | The peer evaluations indicate that you:  
• did not participate in developing the group project |

**Policies**

**Homework, Written Assignments, and Exams**

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

**Attendance**

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

You will be allowed a maximum of three 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 6 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](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, 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.
Woche 1
Tag 1: Donnerstag, der 16. Januar
☐ Einführung in den Kurs
☐ Einführung: Grafik Novel
☐ Die Suche verteilen und einführen

Woche 2
Tag 2: Dienstag, der 21. Januar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 14,1: Past Perfect
☐ Read and complete Arbeitsblätter for Die Suche, Seiten 7-28
☐ Be prepared to discuss Die Suche, Seiten 7-28
At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 14,1
☐ Turn in Arbeitsblätter for Die Suche, Seiten 7-28

Tag 3: Donnerstag, der 23. Januar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 14,2: Indicative and Present Subjunctive
☐ Read and complete Arbeitsblätter for Die Suche, Seiten 29-45
☐ Be prepared to discuss Die Suche, Seiten 29-45
At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 14,2
☐ Turn in Arbeitsblätter for Die Suche, Seiten 29-45

Woche 3
Tag 4: Dienstag, der 28. Januar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 14,3: Past Subjunctive
At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 14,3
During class:
☐ Präsentation I: Rosenstraße
Tag 5: Donnerstag, der 30. Januar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 14,4: Mixing Present & Past Subjunctive
☐ Read and complete Arbeitsblätter for Die Suche, Seiten 45-61
☐ Be prepared to discuss Die Suche, Seiten 45-61

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 14,4
☐ Turn in Arbeitsblätter for Die Suche, Seiten 45-61

During class:
☐ Papa Weidt: Er bot den Nazis die Stirn verteilen und einführen

Woche 4
Tag 6: Dienstag, der 4. Februar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 14,5: Results first in Conditional Sentences; Subjunctive for Wishes and Regrets

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 14,5

During class:
☐ Präsentation II: Sophie Scholl
☐ Quiz on Teile 14,1 -14,4

Tag 7: Donnerstag, der 6. Februar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 14,6: Subordinating Conjunctions
☐ Read and complete Arbeitsblätter for Papa Weidt: Kapitel 1-3
☐ Be prepared to discuss Papa Weidt: Kapitel 1-3

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 14,6
☐ Turn in Arbeitsblätter for Papa Weidt: Kapitel 1-3

During class:
☐ Hörpol eventuell einführen
☐ Papa Weidt, Kapitel 4-5 einführen
Woche 5
Tag 8: Dienstag, der 11. Februar
Before class:
- Complete the iBook assignment and Freie Kommunikation for Teil 14,7: Nominative & Accusative Relative Clauses
- Read and complete Arbeitsblätter for Kapitel 4-5 of Papa Weidt
- Be prepared to discuss Kapitel 4-5 of Papa Weidt
At the beginning of class:
- Turn in the Freie Kommunikation for Teil 14,7
- Turn in Arbeitsblätter for Kapitel 4-5 of Papa Weidt
During class:
- Papa Weidt, Kapitel 6-7 einführen

Tag 9: Donnerstag, der 13. Februar
Before class:
- Complete the iBook assignment for Teil 14,8: Dative and Genitive Relative Clauses
- Read and complete Arbeitsblätter for Kapitel 6-7 of Papa Weidt
- Be prepared to discuss Kapitel 6-7 of Papa Weidt
At the beginning of class:
- Turn in Arbeitsblätter for Kapitel 6-7 of Papa Weidt
During class:
- Papa Weidt, Kapitel 8-9 einführen

Woche 6
Tag 10: Dienstag, der 18. Februar
Before class:
- Complete the iBook assignment and Freie Kommunikation for Teil 14,9: Relative Clauses with Prepositions
- Read and complete Arbeitsblätter for Kapitel 8-9 of Papa Weidt
- Be prepared to discuss Kapitel 8-9 of Papa Weidt
At the beginning of class:
- Turn in the Freie Kommunikation for Teil 14,9
- Turn in Arbeitsblätter for Kapitel 8-9 of Papa Weidt
During class:
- Die Teilung Deutschlands, Die Zwei deutsche Staaten, Trümmerliteratur einführen
Tag 11: Donnerstag, der 20. Februar
Before class:
☐ In iBook read and be prepared to discuss:
   Die Teilung Deutschlands
   Die zwei deutsche Staaten
   Trümmerliteratur

During class:
☐ Hörpol eventuell besprechen
☐ Compare and contrast Die Suche, Rosenstraße, Sophie Scholl and Papa Weidt
☐ Die Teilung Deutschlands, Die zwei deutsche Staaten and Trümmerliteratur
☐ Präsentation III: Das Wunder von Bern
☐ Das Leben der Anderen einführen

Woche 7
Tag 12: Dienstag, der 25. Februar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 15,1: Review Present and Simple Past of Modal Verbs
☐ Complete the iBook assignment and Freie Kommunikation for Teil 15,2: Modals in Double Infinitives

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 15,1 and Teil 15,2

During class:
☐ Quiz on Teile 14,5 – 14,9 and Die Teilung Deutschlands, Die Zwei deutsche Staaten and Trümmerliteratur

Tag 13: Donnerstag, der 27. Februar
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 15,3: Present Subjunctive of Modal Verbs
☐ Complete the iBook assignment and Freie Kommunikation for Teil 15,4: Past Subjunctive of Modal Verbs
☐ Watch and complete Arbeitsblätter for Das Leben der Anderen
☐ Be prepared to discuss Das Leben der Anderen

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 15,3 and Teil 15,4
☐ Turn in Arbeitsblätter for Das Leben der Anderen
Woche 8
Tag 14: Dienstag, der 3. März
Before class:
☐ Complete the iBook assignment for Teil 15,5: Subordinate Word Order with Modal Verbs and Subjunctive
During class:
☐ Fritzi war dabei einführen
☐ „Der Platz neben mir” in Fritzi war dabei einführen

Tag 15: Donnerstag, der 5. März
Before class:
☐ Complete the iBook assignment for Teil 15,6: Comparative Adjectives
☐ Complete the iBook assignment and Freie Kommunikation for Teil 15,7: Comparative Adjectives
☐ Read and be prepared to discuss Biography of Wolf Biermann in iBook Teil 15,6
☐ Read and be prepared to discuss Biography of Jürgen Fuchs in iBook Teil 15,7
At the beginning of class:
☐ Turn in your Freie Kommunikation for Teil 15,7
During class:
☐ Wolf Biermann und Jürgen Fuchs vergleichen
☐ Wolf Biermann und Jürgen Fuchs mit dem Film Das Leben der Anderen vergleichen

Woche 9
Tag 16: Dienstag, der 17. März
Before class:
☐ Complete iBook assignment and Freie Kommunikation for Teil 15,8: Superlatives
☐ Read and complete Arbeitsblätter for „Der Platz neben mir” in Fritzi war dabei
☐ Be prepared to discuss „Der Platz neben mir” in Fritzi war dabei
At the beginning of class:
☐ Turn in the Freie Kommunikation for „Der Platz neben mir” in Fritzi war dabei
☐ Turn in the Arbeitsblätter for Teil 15,8
During class:
☐ „Heute ist alles seltsam” in Fritzi war dabei einführen
☐ Quiz on Teile 15,1 – 15,7
Tag 17: Donnerstag, der 19. März
Before class:
- Complete iBook assignment and Freie Kommunikation for Teil 15,9: Adjective Endings (no articles)
- Read and complete Arbeitsblätter for „Heute ist alles seltsam” in Fritzi war dabei
- Be prepared to discuss „Heute ist alles seltsam” in Fritzi war dabei
At the beginning of class:
- Turn in the Freie Kommunikation for Teil 15,9
- Turn in completed Arbeitsblätter for „Heute ist alles seltsam” in Fritzi war dabei
During class:
- „Seid ihr noch da?” in Fritzi war dabei einführen

Woche 10
Tag 18: Dienstag, der 24. März
Before class:
- Complete the iBook assignment for Teil 15,10: Adjective Endings (der-Wörter)
During class:
- Semesterprojekt einführen, Ideen besprechen, Projektgruppen bauen

Tag 19: Donnerstag, der 26. März
Before class:
- Complete the iBook assignment for Teil 15,11: Adjective Endings (ein-Wörter)
- Read and complete Arbeitsblätter for „Seid ihr noch da?” in Fritzi war dabei
- Be prepared to discuss „Seid ihr noch da?” in Fritzi war dabei
At the beginning of class:
- Turn in completed Arbeitsblätter for „Seid ihr noch da?” in Fritzi war dabei
During class:
- „Montag mit Igel” in Fritzi war dabei einführen

Woche 11
Tag 20: Dienstag, der 31. März
Before class:
- Complete the iBook assignment for Teil 16,1, Simple Past of Regular Verbs
- Complete the iBook assignment for Teil 16,2, Simple Past of Irregular Verbs
- Read and complete Arbeitsblätter for „Montag mit Igel” in Fritzi war dabei
- Be prepared to discuss „Montag mit Igel” in Fritzi war dabei
At the beginning of class:
- Turn in completed Arbeitsblätter for „Montag mit Igel” in Fritzi war dabei
- Turn in your first draft/storyboard for your group project
During class:
- „Ich mach’ mit” in Fritzi war dabei einführen
- Quiz on Teile 15,8 – 15,11
Tag 21: Donnerstag, der 2. April
Before class:
☐ Complete the iBook assignment for Teil 16,3: Simple Past of Separable-Prefix Verbs
☐ Complete the iBook assignment and Freie Kommunikation for Teil 16,4: Simple Past of Inseparable-Prefix Verbs

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 16,4
☐ Turn in the initial draft/storyboard for your Virtual Museum project

Woche 12
Tag 22: Dienstag, der 7. April
Before class:
☐ Complete the iBook assignment for Teil 16,5: Passive Voice
☐ Read and complete Arbeitsblätter for „Ich mach’ mit!” in Fritzi war dabei
☐ Be prepared to discuss „Ich mach’ mit!” in Fritzi war dabei

At the beginning of class:
☐ Turn in completed Arbeitsblätter for „Ich mach’ mit!” in Fritzi war dabei

During class:
☐ „Stärker als die Angst” in Fritzi war dabei einführen

Donnerstag, der 9. April
Gründonnerstag: Osterfeiertag / Easter Break

Woche 13
Tag 23: Dienstag, der 14. April
Before class:
☐ Complete the iBook assignment and Freie Kommunikation for Teil 16,6: Passive with Prepositions

At the beginning of class:
☐ Turn in the Freie Kommunikation for Teil 16,6

Tag 24: Donnerstag, der 16. April
Before class:
☐ Complete the iBook assignment for Teil 16,7: Subjunctive of Regular, Modal, and Irregular Verbs
☐ Read and complete Arbeitsblätter for „Stärker als die Angst” in Fritzi war dabei
☐ Be prepared to discuss „Stärker als die Angst” in Fritzi war dabei

At the beginning of class:
☐ Turn in the revised draft/storyboard for your Virtual Museum project
☐ Turn in Arbeitsblätter for „Stärker als die Angst” in Fritzi war dabei

During class:
☐ „Eine Kerze für Herrn Spieker” in Fritzi war dabei einführen
Woche 14
Tag 25: Dienstag, der 21. April
Before class:
☐ Read and complete Arbeitsblätter for „Eine Kerze für Herrn Spieker” in Fritzi war dabei
☐ Be prepared to discuss „Eine Kerze für Herrn Spieker” in Fritzi war dabei
At the beginning of class:
☐ Turn in Arbeitsblätter for „Eine Kerze für Herrn Spieker” in Fritzi war dabei
During class:
☐ „Drüben” in Fritzi war dabei einführen
☐ Teil 16,9 – Interview mit Pfarrer Dr. Hans-Jürgen Sievers einführen
☐ Quiz on Teile 16,1 – 16,7

Tag 26: Donnerstag, der 23. April
Before class:
☐ Teil 16,9 Review and work through vocabulary for Interview mit Pfarrer Hans-Jürgen Sievers
☐ Listen to Interview mit Pfarrer Hans-Jürgen Sievers
☐ Be prepared to work in groups on Interview mit Pfarrer Hans-Jürgen Sievers
During class:
☐ Work on Interview with Pfarrer Dr. Hans-Jürgen Sievers

Woche 15
Tag 27: Dienstag, der 28. April
Before class:
☐ Read and complete Arbeitsblätter for „Drüben” in Fritzi war dabei
☐ Be prepared to discuss „Drüben” in Fritzi war dabei
At the beginning of class:
☐ Turn in completed Arbeitsblätter for „Drüben” in Fritzi war dabei
During class:
☐ Präsentation IV: Goodbye, Lenin!
☐ Discuss Interview with Pfarrer Dr. Hans-Jürgen Sievers
☐ „Ist das alles wahr?” in Fritzi war dabei einführen
Heute Abend:
☐ Presentation of Virtual Museum Projects in Griffith Art Gallery
Tag 28: Donnerstag, der 30. April

Before class:

☐ Read „Ist das wirklich alles wahr?” in Fritzi war dabei
☐ Be prepared to discuss „Ist das wirklich alles wahr?” in Fritzi war dabei

During class:

☐ Compare Fritzi war dabei, Pfarrer Hans-Jürgen Sievers and Goodbye, Lenin!
☐ Reactions to exhibits im virtuellen Museum
☐ Wiederholung

Dienstag, der 5. (fünfte) Mai

☐ Schlussprüfung / Final Exam
   Dienstag, 5. (fünfte) Mai 10:45 AM – 1:15 PM