Stephen F. Austin State University, Languages, Cultures and Communication
GER 132   Elementary German II   Spring 2016

GER 132.001 M-W-F 10:00 - 10:50, Ferguson 173
GER 132.002 M-W-F 11:00 - 11:50, Ferguson 173

Professor: Dr. Louise E. Stoehr
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Office Hours: 1:00 PM – 2:00 PM MWF
Phone: 468 2167
Office Hours: 1:45 PM – 2:45 PM Tu Th and by appointment

http://leonardo.sfasu.edu/GermanResources/GER132

Course Description
A continuation of Ger 131. Pre-requisite: C in Ger 131 or equivalent.

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

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum; however, here will be no special core curriculum assessment assignment for German 132 this semester.

Student Learning Outcomes/Course Objectives
German 132 is a second semester course that picks up where German 131 left off. A proficiency-oriented communicative language class, the primary goal of German 132 is to help you continue developing your ability to use German to communicate and to do so with good to excellent grammatical and cultural accuracy.

In German 132 you will expand your vocabulary to cover topics of free time activities, music and cultural events, sports and fitness. In reviewing topics from German 131 and in working on these new topics, you will learn more about the accusative case including telling time, discussing dates, and working with weights and measures; you will also learn to use prepositions governed by the accusative case. Using coordinating conjunctions, you will learn to formulate compound sentences, and you will learn several of the more common subordinating conjunctions and how to use them to form complex sentences that use subordinate clauses; this will include a review of the W-Fragen, the question words, and how to use them as subordinating conjunctions. In addition to subordinate word order, you will also learn inverted word order to emphasize specific information in a sentence. German 132 briefly introduces you to the simple past tense of several verbs and then will emphasize the present perfect, commonly referred to as conversational past tense. This will enable to discuss your past activities accurately and in detail. What is more, you will learn to use the informal second person singular and plural pronouns and how to decide whether the formal or informal manners of address are appropriate for any given situation. You will be introduced to the dative case and learn to incorporate indirect objects into your statements as you learn about holiday traditions in the German-speaking countries. Finally, you will begin to learn about the multicultural nature of twenty-first Century Germany.
Course Requirements and Guidelines

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 and homework for the assigned Teil or Teile in advance of each class meeting.** The class periods are designated for answering any question you may have and primarily for using German communicatively; class periods are not planned for grammar analysis nor for mechanical drill.

Because momentum is an important factor in learning—especially in learning another language—you are strongly advised to **do homework and to work on language skills in the LRC on days that class does not meet.** This will ensure that you come into contact with German on a daily basis.

Specific assignments are outlined in detail in the *Kalender* part of this syllabus. Specifically, you are given several weeks before the multimedia projects are due. This should assure that you have ample time to work on and complete these projects to turn in by their respective due dates.

Required Texts

All materials required for GER 132 are available online at the German Resources web site: http://leonardo.sfasu.edu/GermanResources/GER132. The classroom text materials, the homework packet, and the multimedia project handouts are have been uploaded to D2L. So, while you will not need to purchase a packet for the course, 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 available on a tablet or laptop, for use in class meetings.

**Highly recommended:** Zorach and Melin, *English Grammar for Students of German* is available through amazon.com and other online retailers.

Grading: Testing and Evaluation

A. **(20%) One fifty-minute mid-term exam,** after Kapitel 8 counts 20% toward your total course grade. The mid-term exam is cumulative.

B. **(20%) One final examination** after Kapitel 10 counts 20% toward your total course grade. The final examination is by nature cumulative.

C. **(15%) Short weekly quizzes,** scheduled for 10-15 minutes during Friday class meetings. All of the quizzes together count 15% toward your total course grade. Should you miss or be late to a class meeting, your score for that quiz will be 0. Your lowest two quiz grades will be dropped from your total quiz average.

D. **(15%) Multimedia Projects** will count 15% toward your total course grade. As part of your participation in German class, you will create two multimedia projects throughout the semester. The assignments are based on the type of activities we do in class, and will give you the opportunity to use what you are learning in class to share creative projects with your fellow German students. Before you complete each assignment, you will submit a draft of your project, including any spoken script, to your professor for feedback and suggestions.
E. **Homework and Class Preparation** count toward 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 study each Teil thoroughly and carefully complete each Kontrolle, all the Übungen, Im Kontext, and Sie sind dran!/Du bist dran! on time, you should easily be able to achieve full credit for this portion of your grade.

F. **Class Participation** counts 15% toward your total course grade. Active participation in class activities is an essential element in learning to speak a new language. 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, and to solve problems. Moreover, class participation includes your willingness to participate in class activities.

**Evaluation Criteria**

**A. Multimedia Projects**

<table>
<thead>
<tr>
<th>Spoken fluency</th>
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<tbody>
<tr>
<td>5 Smooth, natural-sounding language at a reasonable pace; easy to listen to; willingness to speak at some length</td>
</tr>
<tr>
<td>3.5 Somewhat hesitant speech, more than an occasional pause; needs more practice to attain good fluency</td>
</tr>
<tr>
<td>2 Slow, laborious speech, dotted with frequent pauses; lack of willingness to speak more than a few words</td>
</tr>
<tr>
<td>1 Very choppy speech pattern making comprehension difficult; lengthy hesitations</td>
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<table>
<thead>
<tr>
<th>Linguistic Creativity / Organization of Narrative</th>
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<tbody>
<tr>
<td>5 Rather creative; offering more than a minimum of information; uses language to elaborate. Logically structured sequence of utterances.</td>
</tr>
<tr>
<td>3.5 Provides more than the basic, required information. In general, a logical structure to sequence of utterances evident.</td>
</tr>
<tr>
<td>2 Provides basic information requested, with very little or no elaboration. Tendency to ramble, little to no structure to utterances.</td>
</tr>
<tr>
<td>1 Provides information in very simple fashion with no attempt to go beyond very basic utterance. No logical structure to utterances evident.</td>
</tr>
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<thead>
<tr>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>5 Broad range of vocabulary, including newer vocabulary items and older items from previous chapters; uses more than basic vocabulary used in class.</td>
</tr>
<tr>
<td>3.5 Somewhat limited vocabulary; focus on “standard” vocabulary items, little integration of older and newer vocabulary items; relies somewhat on repetition of phrases used in class.</td>
</tr>
<tr>
<td>2 Deficiencies in vocabulary; typically limited to very basic vocabulary; marked reliance on repetition of classroom-used phrases.</td>
</tr>
<tr>
<td>1 Major vocabulary deficiencies.</td>
</tr>
<tr>
<td><strong>Grammar – Accuracy and Range of Expressions</strong></td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>5 Excellent linguistic accuracy with very few grammatical errors; uses full range of constructions covered in the course to date.</td>
</tr>
<tr>
<td>3.5 Respectable linguistic accuracy with more than a few errors, but the errors to not impede comprehension.</td>
</tr>
<tr>
<td>2 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>1 Extremely poor grammatical accuracy; very difficult if not impossible to understand.</td>
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<thead>
<tr>
<th><strong>Pronunciation</strong></th>
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<tbody>
<tr>
<td>5 Excellent. Not yet near-native but very good for learner of German.</td>
</tr>
<tr>
<td>3.5 Generally acceptable although with a <em>very</em> noticable “foreign” accent.</td>
</tr>
<tr>
<td>2 Very strong “foreign” accent but more or less comprehensible for sympathetic listener.</td>
</tr>
<tr>
<td>1 Extremely strong “foreign” accent impedes comprehension.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication of Ideas</strong></th>
</tr>
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<tbody>
<tr>
<td>5 Relevant and appropriate response to task, content communicated well.</td>
</tr>
<tr>
<td>3.5 Generally good content, though topic may not be fully explored.</td>
</tr>
<tr>
<td>2 Content addresses the topic, though repetitious and simplistic.</td>
</tr>
<tr>
<td>1 Inadequate development of ideas and content; poor ability to communicate.</td>
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<tr>
<th><strong>Technical Aspects</strong></th>
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<tbody>
<tr>
<td>5 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>3.5 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>2 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>1 Little to no attention given to technical aspects of the project.</td>
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<tr>
<th><strong>Length</strong></th>
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<tbody>
<tr>
<td>5 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 Generally appropriate for assignment. Could be a “tighter” presentation, or too much information is “crammed” into the time.</td>
</tr>
<tr>
<td>2 Barely meets the minimum or somewhat exceeds the maximum requirement.</td>
</tr>
<tr>
<td>1 Does not meet any length requirement.</td>
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</table>
B. Written Projects

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

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

<table>
<thead>
<tr>
<th>Organization/Style</th>
<th></th>
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<tbody>
<tr>
<td>10 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>
<td></td>
</tr>
<tr>
<td>8.5 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>
<td></td>
</tr>
<tr>
<td>7 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>
<td></td>
</tr>
<tr>
<td>5 Sentence lengths and patterns are repetitious; tone is lifeless and shows no involvement; writing follows no logical plan</td>
<td></td>
</tr>
<tr>
<td>1 No evidence of organization or style</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Communication of Ideas</th>
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<tbody>
<tr>
<td>10 Relevant and appropriate response to task, content communicated well; appropriate length</td>
<td></td>
</tr>
<tr>
<td>8.5 Generally good content, though topic may not be fully explored; appropriate length (or nearly so)</td>
<td></td>
</tr>
<tr>
<td>7 Content addresses the topic, though repetitious and simplistic; not long enough</td>
<td></td>
</tr>
<tr>
<td>5 Inadequate development of ideas and content; poor ability to communicate; brevity compromises message</td>
<td></td>
</tr>
<tr>
<td>1 No relevance to task; not enough to evaluate</td>
<td></td>
</tr>
</tbody>
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C. Homework
Homework is evaluated for completeness and your effort at correct use of German. If you prepare your homework carefully, you can earn from 3 to 8 points for the written homework from each Teil.
Homework may not be counted for complete credit in the following instances: homework that appears to have been directly copied from the website answer key or from another student; work containing responses that appear to be generated by an online translator or a tutor; homework where the open-ended responses are full of errors that are easily avoided if you have thoroughly studied and worked through the Teil. Only homework that is complete, evidences thoughtful responses, and that is turned in on time will be counted toward this portion of your grade!

D. Class Participation

A maximum participation score of 10 points can be earned per 3-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. The following are general guidelines for your participation grade:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>You speak only Germany 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>

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.

Policies

Homework, Quizzes, 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 and written work turned in to the instructor at the beginning of each class meeting.

A mid-term is scheduled after Kapitel 7, as outlined in the class Kalender, part of this syllabus. A final exam is scheduled for finals week. With the exception of the first week of classes, there will be short quizzes most Fridays. Please note that if you fail to attend class on the day of a quiz or 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. German 132 is not an independent study course. You will be allowed a maximum of four 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 8 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 this 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, 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/](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 students succeed.
Remember to study and complete the worksheets for each Teil (Section) assigned before coming to class. **Plan to spend at least two to three 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.

**At the beginning of each class meeting, turn in your completed worksheets for the Teil or Teile that are due on that day.**

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**Tag 1: Mittwoch, 20. Januar**
- Einführung in den Kurs
- Wiederholung, Kapitel Eins

After class:
- Read the complete Syllabus, paying attention to the *Grading and Evaluation* criteria.

**Tag 2: Freitag, 22. Januar**
Before class:
- Review Kapitel 2 and Kapitel 3. Complete Review assignment

**Tag 3: Montag, 25. Januar**
Before class:
- Review Kapitel 4 and Kapitel 5. Complete Review assignment

**Tag 4: Mittwoch, 27. Januar**
Before class:
- Review Kapitel 6. Complete Review assignment

**Tag 5: Freitag, 29. Januar**
Before class:
- Study and complete the worksheets for Teil 7,1
At the beginning of class:
- Turn in your completed worksheets.

**Tag 6: Montag, 1. Februar**
Before class:
- Study and complete the worksheets for Teil 7,2
At the beginning of class:
- Turn in your completed worksheets.
Tag 7: Mittwoch, 3. Februar
Before class:
☐ Study and complete the worksheets for Teil 7,3
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 8: Freitag, 5. Februar
Before class:
☐ Study and complete the worksheets for Teil 7,4
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 9: Montag, 8. Februar
Before class:
☐ Study and complete the worksheets for Teil 7,5
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Begin work on Multimedia Projekt Eins

Tag 10: Mittwoch, 10. Februar
Before class:
☐ Study and complete the worksheets for Teil 7,6
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Eins

Tag 11: Freitag, 12. Februar
Before class:
☐ Study and complete the worksheets for Teil 7,7
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Eins

Tag 12: Montag, 15. Februar
Before class:
☐ Study and complete the worksheets for Teil 7,8
At the beginning of class:
☐ Turn in your completed worksheets.
☐ Turn in your outline of Multimedia Projekt Eins including draft of scripts to be used.
Tag 13: Mittwoch, 17. Februar
Before class:
- Study and complete the worksheets for Teil 8,1 und Teil 8,2
At the beginning of class:
- Turn in your completed worksheets.

Tag 14: Freitag, 19. Februar
Before class:
- Study and complete the worksheets for Teil 8,3
At the beginning of class:
- Turn in your completed worksheets.
Outside of class:
- Continue work on Multimedia Projekt Eins

Tag 15: Montag, 22. Februar
Before class:
- Study and complete the worksheets for Teil 8,4
At the beginning of class:
- Turn in your completed worksheets.
Outside of class:
- Continue work on Multimedia Projekt Eins

Tag 16: Mittwoch, 24. Februar
Before class:
- Study and complete the worksheets for Teil 8,5
At the beginning of class:
- Turn in your completed worksheets.
Outside of class:
- Continue work on Multimedia Projekt Eins

Tag 17: Freitag, 26. Februar
Before class:
- Study and complete the worksheets for Teil 8,6
At the beginning of class:
- Turn in your completed worksheets.
Outside of class:
- Continue work on Multimedia Projekt Eins

Tag 18: Montag, 29. Februar
Before class:
- Study and complete the worksheets for Teil 8,7
At the beginning of class:
- Turn in your completed worksheets.
Outside of class:
- Multimedia Projekt Eins due in class folder by 7:00 PM.
Tag 19: Mittwoch, 2. März
Before class:
☐ Study and complete the worksheets for \textit{Teil 8,8}
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 20: Freitag, 4. März
Before class:
☐ Study and complete the worksheets for \textit{Teil 8,9}
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 21: Montag, 7. März
Before class:
☐ Study and complete the worksheets for \textit{Teil 8,10}
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 22: Mittwoch, 9. März
Before class:
☐ Collect your notes and questions. Bring them to class.
In class:
☐ \textit{Wiederholung} / Review

Tag 23: Freitag, 11. März
☐ \textit{Zwischenprüfung} / Mid-Term

\textit{Montag, 14. März}
Frühlingsferien / Spring Break

\textit{Mittwoch, 16. März}
Frühlingsferien / Spring Break

\textit{Freitag, 18. März}
Frühlingsferien / Spring Break

Tag 24: Montag, 21. März
Before class:
☐ Study and complete the worksheets for \textit{Teil 9,1 und Teil 9,2}
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 25: Mittwoch, 23. März
Before class:
☐ Study and complete the worksheets for \textit{Teil 9,3 und Teil 9,4}
At the beginning of class:
☐ Turn in your completed worksheets.
Freitag, 25. März
Osterferien / Easter Break

Montag, 28. März
Osterferien / Easter Break

Tag 26: Mittwoch, 30. März
Before class:
☐ Study and complete the worksheets for Teil 9.5 und Teil 9.6
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 27: Freitag, 1. April
Before class:
☐ Study and complete the worksheets for Teil 9.7
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 28: Montag, 4. April
Before class:
☐ Study and complete the worksheets for Teil 9.8
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 29: Mittwoch, 6. April
Before class:
☐ Study and complete the worksheets for Teil 9.9 und Teil 9.10
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 30: Freitag, 8. April
Before class:
☐ Study and complete the worksheets for Teil 9.11 und Teil 9.12
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Begin work on Multimedia Projekt Zwei

Tag 31: Montag, 11. April
Before class:
☐ Study and complete the worksheets for Teil 10.1 und Teil 10.2
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Zwei
Tag 32: Mittwoch, 13. April
Before class:
☐ Study and complete the worksheets for Teil 10,3
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Zwei

Tag 33: Freitag, 15. April
Before class:
☐ Study and complete the worksheets for Teil 10,4
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Zwei

Tag 34: Montag, 18. April
Before class:
☐ Study and complete the worksheets for Teil 10,5
At the beginning of class:
☐ Turn in your completed worksheets.
☐ Turn in your outline of Multimedia Projekt Zwei including draft of scripts to be used.

Tag 35: Mittwoch, 20. April
Before class:
☐ Study and complete the worksheets for Teil 10,6
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 36: Freitag, 22. April
Before class:
☐ Study and complete the worksheets for Teil 10,7
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Zwei

Tag 37: Montag, 25. April
Before class:
☐ Study and complete the worksheets for Teil 10,8
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Zwei
Tag 38: Mittwoch, 27. April
Before class:
☐ Study and complete the worksheets for Teil 10,9
At the beginning of class:
☐ Turn in your completed worksheets.
Outside of class:
☐ Continue work on Multimedia Projekt Zwei

Tag 39: Freitag, 29. April
Before class:
☐ Study and complete the worksheets for Teil 10,10
At the beginning of class:
☐ Turn in your completed worksheets.
Before lab closes:
☐ Multimedia Projekt Zwei due in class folder by 7:00 PM.

Tag 40: Montag, 2. Mai
Before class:
☐ Study and complete the worksheets for Teil 10,11
At the beginning of class:
☐ Turn in your completed worksheets.

Tag 41: Mittwoch, 4. Mai
Before class:
☐ Collect your notes and questions. Bring them to class.
In class:
☐ Wiederholung / Review

Tag 42: Freitag, 6. Mai
Before class:
☐ Collect your notes and questions. Bring them to class.
In class:
☐ Wiederholung / Review

☐ Schlussprüfung / Final Exam
   132.001 von 10.30 Uhr bis 12.30 Uhr am Montag den 9ten Mai
   132.002 von 10.30 Uhr bis 12.30 Uhr am Mittwoch den 11ten Mai