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 listening skills in German, 2) continue to expand your ability to speak and write German with good 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.

SFA Tablet Initiative
German 232 has been selected to a tablet-enhanced course. For the duration of the semester, you will have an iPad to be used in preparation for and in class. Many of our interactive tasks in class will require the use of your tablet, so be sure to bring it with you to each class meeting. The legal contract contains specific details about your responsibility to the University for the device. Your grade for this course will be withheld until the device is either returned in acceptable condition or you have paid the replacement cost. Should you drop this class before the end of the semester, you will be required to return the tablet when you drop.

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 a broad range of cultural and historical topics. 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.

**Course Guidelines**
Listening, speaking, and interactively using 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.** The class periods 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. You should plan to spend from between 2 to 3 hours outside of class in preparation for each class meeting. Intermediate German II meets only twice a week. This means you should schedule several blocks of time, especially including on weekends, to work on German in between the class meetings.

**Required Texts**
All grammar materials required for Intermediate German II are available in the iBook/.pdf file that you can download from D2L. Written homework assignments and worksheets for the books and films are included in these files, and can be printed from the .pdf file.
Highly recommended: Zorach and Melin, *English Grammar for Students of German*.

*Die Suche, Papa Weidt* and *Fritzi war dabei* can be checked out from the LRC or you may purchase them through Amazon.de. Additional books that you may want to read will be 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 you do not return. All assigned films are available for viewing in the LRC.

**Grading: Testing and Evaluation Criteria**
A. (15%) **German 232 homework for each of the Teile** counts 15% toward your total 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 homeworks will be evaluated for 1) completeness, evidence that you did not simply copy answers from
the answer key and, for the “Du bist dran,” 2) evidence of good faith attempt to correctly use of the new grammar being learned.

B. (15%) **Worksheets** on the films and readings count 15% toward your total course grade. Worksheets are designed to facilitate your comprehension of the film and/or text. Fully completing each worksheet will help you gain a deeper understanding of the film or text, and develop greater ease expressing your thoughts in German. Worksheets will be evaluated for 1) completeness, and 2) evidence of effort to engage with the topic.

C. (15%) **Written Assignments** count a total of 15% toward your total course grade. Written assignments will be on the films, readings, and other cultural material covered in this course. These assignments provide you an opportunity to synthesize what you have learned from the primary sources and relate it to information and thoughts shared in our class discussions. Written assignments will be evaluated according to the guidelines outlined in the section on Evaluation Criteria, below.

D. (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.

E. (20%) **Quizzes** count a total of 20% toward your final course grade. Quizzes are based on the grammar you are learning and on the content of the readings and films assigned in advance of class meetings. Quizzes will be evaluated for completeness and quality of responses.

F. (20%) **One final semester project** counts 20% toward your total course grade. This small group project is creation of 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. The semester project will require you to use resources collected in Germany by at least one group member and to incorporate information collected by other group members from other sources outside the regular class assignments. 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.
### Evaluation Criteria

#### A. Final Web Project

<table>
<thead>
<tr>
<th>Content</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>10</td>
<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></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<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></td>
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<tr>
<td>4</td>
<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>
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<tr>
<td>1</td>
<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>
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</tr>
<tr>
<td>0</td>
<td>Information is incomplete or not correct. The web site does not have a clear purpose of central theme.</td>
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</table>

<table>
<thead>
<tr>
<th>Writing Process</th>
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</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>
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<tr>
<td>7</td>
<td>Clear, concise, and basically well written; still has a few errors. The threads of the presentation connect logically.</td>
<td></td>
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<tr>
<td>4</td>
<td>Easy to understand, with some errors. Threads do not necessarily flow from their initiating links or are not logically connected.</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Many errors, but a reader can understand the main idea. Threads in presentation are limited in scope.</td>
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<td></td>
<td></td>
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</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>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Layout/Design</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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>
<td></td>
<td></td>
<td></td>
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</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>
<td></td>
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</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>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Text broken into more or less appropriate paragraphs or sections. Pages are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus, Deutsch IV (German 232)</td>
<td>Frühling 2016</td>
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<td>----------------------------------</td>
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</tbody>
</table>

| | attractive. Text is difficult to read. Backgrounds, if used, are distracting. |
| 0 | 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. |

**Images / Video / Audio**

| 10 | 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. |
| 7 | 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 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 the 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. Virutally 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. |
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.

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)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Storyboards turned in on time for evaluation at appropriate intervals. Incorporation of most suggestions and of appropriate revisions are evident.</td>
</tr>
<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.

**Vocabulary** (particularly, but not limited to vocabulary from lessons covered)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Excellent and appropriate control and choice of vocabulary; variety of words used</td>
</tr>
<tr>
<td>8.5</td>
<td>Good control and choice of vocabulary; moderate variety of words</td>
</tr>
<tr>
<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>5</td>
<td>Poor control and choice of vocabulary; definite lack of variety of words</td>
</tr>
<tr>
<td>1</td>
<td>Incomprehensible</td>
</tr>
</tbody>
</table>

**Grammar/Usage** (particularly, but not limited to, targeted structures from lessons covered)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Excellent control of grammar, spelling, and punctuation; very few avoidable errors</td>
</tr>
<tr>
<td>8.5</td>
<td>Good control of grammar, spelling, and punctuation; some avoidable errors</td>
</tr>
<tr>
<td>7</td>
<td>Fair control of grammar, spelling, and punctuation; many avoidable errors</td>
</tr>
<tr>
<td>5</td>
<td>Excessive grammar, spelling, and punctuation errors</td>
</tr>
<tr>
<td>1</td>
<td>Meaning blocked; text dominated by errors</td>
</tr>
</tbody>
</table>

**Organization/Style**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<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>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>7</td>
<td>Sentence lengths and/or patterns are seldom varied; tone is inconsistent or shows lack</td>
</tr>
</tbody>
</table>
of involvement; ideas are often unrelated; writing often strays from a logical plan with
a weak sense of beginning or lack of closure

5 Sentence lengths and patterns are repetitious; tone is lifeless and shows no
involvement; writing follows no logical plan

1 No evidence of organization or style

<table>
<thead>
<tr>
<th>Communication of Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Relevant and appropriate response to task, content communicated well; appropriate length</td>
</tr>
<tr>
<td>8.5 Generally good content, though topic may not be fully explored; appropriate length (or nearly so)</td>
</tr>
<tr>
<td>7 Content addresses the topic, though repetitious and simplistic; not long enough</td>
</tr>
<tr>
<td>5 Inadequate development of ideas and content; poor ability to communicate; brevity compromises message</td>
</tr>
<tr>
<td>1 No relevance to task; not enough to evaluate</td>
</tr>
</tbody>
</table>

C. Homework
Homework is evaluated for completeness and your effort at correct use of German. If you
prepare your homework carefully, you can earn up to 5 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 2-day class week. Each week
you will receive a participation grade of up to 10 points. 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:

| 10 | 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. |
| 8 | 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. |
| 5 | 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. |
| 2 | 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 |
Syllabus, Deutsch IV (German 232) Frühling 2016

<table>
<thead>
<tr>
<th>Focus on Task and Participation</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>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependability and Shared Responsibility</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>Consistently punctual for group meetings.</td>
<td>Usually punctual for group meetings.</td>
<td>Sometimes late for group meetings.</td>
<td>Late for all or most group meetings.</td>
<td></td>
</tr>
<tr>
<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>
<td></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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening, Questioning and Discussing</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>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>
<td></td>
</tr>
<tr>
<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>
<td></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>Impedes group from reaching consensus.</td>
<td></td>
</tr>
</tbody>
</table>

E. Peer Assessment Collaboration Rubric

Your group members will evaluate your participation in and contribution to your group project, based on the following criteria. This input will be used to help determine your grade on 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. Very self-directed.</td>
<td>Focuses 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>
</tr>
</tbody>
</table>

| Dependability and Shared Responsibility | Consistently punctual for group meetings. | Usually punctual for group meetings. | Sometimes late for group meetings. | Late for all or most group meetings. |

| Listening, Questioning and Discussing | Respectfully listens, interacts and discusses during group meetings. | Respectfully listens, interacts and discusses during group meetings | Has some difficulty respectfully listening and discussing; may tend to dominate discussions. | Has great difficulty listening; may argue with group members; is unwilling to consider other opinions. |

| Research and Information-Sharing | Routinely gathers research and provides it to group project. | Usually provides useful research to group project. | Sometimes provides useful research to group project. | Rarely provides useful research to group project. |

0 You chat with classmates, do homework, send and read text messages, sleep, read the paper, daydream or otherwise simply do not participate in class.

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.
<table>
<thead>
<tr>
<th><strong>Syllabus, Deutsch IV (German 232)</strong></th>
<th><strong>Frühling 2016</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>3x10 = 30 pts</strong></td>
<td><strong>Consistently shares useful ideas when participating in group discussion</strong></td>
</tr>
<tr>
<td><strong>Defends/ rethinks ideas relating to the group’s project goals.</strong></td>
<td><strong>Usually attempts to defend/rethink ideas relating to groups’ project goals.</strong></td>
</tr>
<tr>
<td><strong>Problem-Solving</strong></td>
<td><strong>Actively looks for and suggests solutions to problems.</strong></td>
</tr>
<tr>
<td><strong>1x10 = 10 pts</strong></td>
<td><strong>Consistently makes necessary compromises to accomplish a common goal.</strong></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td><strong>Always has a positive attitude about the task(s) and the work of others.</strong></td>
</tr>
<tr>
<td><strong>4x10 = 40 pts</strong></td>
<td><strong>Contributed equally to the finished project.</strong></td>
</tr>
<tr>
<td><strong>Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.</strong></td>
<td><strong>Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.</strong></td>
</tr>
</tbody>
</table>

**F. Individual Grades in Group Assignments**

Individual grades for the final group project will be determined based on the peer evaluations and the overall grade for the final group project.

<table>
<thead>
<tr>
<th><strong>100%</strong></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>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>90%</strong></th>
<th>The peer evaluations indicate that you:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• participated in each phase of the project, but showed less initiative in contributing your ideas and suggestions</td>
</tr>
<tr>
<td></td>
<td>• usually, but not always, participated in project activities</td>
</tr>
</tbody>
</table>
• 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, 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 SFA students succeed.
Tag 1: Dienstag, 19. Januar
☐ Einführung in den Kurs
☐ *Die Suche* verteilen und einführen
☐ Tablets verteilen / setup
☐ Gmail account for GER232 (lstoehr.sfasu@gmail.com)
☐ Discuss apps to be used for class

After class:
☐ Complete the setup of your iPad/Surface
☐ Download *German 232* iBook/.pdf and Syllabus from class D2L or from Dr. Stoehr in her office
☐ Download apps onto your tablet

Tag 2: Donnerstag, 21. Januar
Before class:
☐ Study and complete the worksheets for *Teil 14,1: Past Perfect*
☐ Read and complete worksheets for *Die Suche*, Seiten 7-28.

At the beginning of class:
☐ Turn in your completed worksheets for Teil 14,1
☐ Be prepared to discuss *Die Suche*, Seiten 7-28

In class:
☐ Socrative quiz: *Die Suche*, Seiten 7-28 [GermanSFASU]

At the end of class:
☐ Turn in worksheets for *Die Suche*, Seiten 7-28

Tag 3: Dienstag, 26. Januar
Before class:
☐ Study and complete the worksheets for *Teil 14,2: Indicative and Present Subjunctive*
☐ Read and complete worksheets for *Die Suche*, Seiten 29-45
☐ Complete Socrative Quiz for *Die Suche*, Seiten 29-45

At the beginning of class:
☐ Turn in your completed worksheets for Teil 14,2
☐ Be prepared to discuss *Die Suche*, Seiten 29-45

During class:
☐ *Rosenstraße* einführen

At the end of class:
☐ Turn in worksheets for *Die Suche*, Seiten 29-45

Tag 4: Donnerstag, 28. Januar
Before class:
☐ Study and complete the worksheets for *Teil 14,3: Past Subjunctive*
☐ Read and complete worksheets for *Die Suche*, Seiten 45-61
☐ Complete Socrative Quiz for *Die Suche*, Seiten 45-61

At the beginning of class:
☐ Turn in your completed worksheets for Teil 14,3
☐ Be prepared to discuss *Die Suche*, Seiten 45-61

During class:
Tag 5: Dienstag, 2. Februar
Before class:
☐ Study and complete the worksheets for Teil 14,4: Mixing Present & Past Subjunctive
☐ Watch and complete worksheets for Rosenstraße
☐ Complete Socrative Quiz for Rosenstraße
At the beginning of class:
☐ Turn in your completed worksheets for Teil 14,4
☐ Be prepared to discuss Rosenstraße
At the end of class:
☐ Turn in worksheets for Rosenstraße

Tag 6: Donnerstag, 4. Februar
Before class:
☐ Study and complete the worksheets for Teil 14,5: Results first in Conditional Sentences; Subjunctive for Wishes and Regrets
☐ Watch and complete worksheets for Sophie Scholl
☐ Complete Socrative Quiz for Sophie Scholl
At the beginning of class:
☐ Turn in your completed worksheets for Teil 14,5
During class:
☐ Hörpol eventuell besprechen
☐ Papa Weidt, Kapitel 1-3 einführen

Tag 7: Dienstag, 9. Februar
Before class:
☐ Study and complete the worksheets for Teil 14,6: Subordinating Conjunctions
☐ Read and complete worksheets for Kapitel 1-3 of Papa Weidt
☐ Complete Socrative Quiz for Kapitel 1-3 of Papa Weidt
☐ Be prepared to discuss Kapitel 1-3 of Papa Weidt
At the beginning of class:
☐ Turn in your completed worksheets for Teil 14,6
During class:
☐ Papa Weidt, Kapitel 4-5 einführen
At the end of class:
☐ Turn in worksheets for Kapitel 1-3 of Papa Weidt

Tag 8: Donnerstag, 11. Februar
Before class:
☐ Study and complete the worksheets for Teil 14,7: Nominative & Accusative Relative Clauses
☐ Read and complete worksheets for Kapitel 4-5 of Papa Weidt
Complete Socrative Quiz for Kapitel 4-5 of *Papa Weidt*
Be prepared to discuss Kapitel 4-5 of *Papa Weidt*

At the beginning of class:
- Turn in your completed worksheets for *Teil 4,7*

During class:
- *Papa Weidt*, Kapitel 6-7 einführen

At the end of class:
- Turn in worksheets for Kapitel 4-5 of *Papa Weidt*
- Begin writing 250-300 word Arbeit: “Widerstand im Dritten Reich” (based on *Die Suchen*, *Rosenstraße*, and *Sophie Scholl*)

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**Tag 9: Dienstag, 16. Februar**

Before class:
- Study and complete the worksheets for *Teil 14,8*: Dative and Genitive Relative Clauses
- Read and complete worksheets for Kapitel 6-7 of *Papa Weidt*
- Complete Socrative Quiz for Kapitel 6-7 of *Papa Weidt*
- Be prepared to discuss Kapitel 6-7 of *Papa Weidt*

At the beginning of class:
- Turn in your completed worksheets for *Teil 14,8*

During class:
- *Papa Weidt*, Kapitel 8-9 einführen

At the end of class:
- Turn in worksheets for Kapitel 6-7 of *Papa Weidt*

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**Tag 10: Donnerstag, 18. Februar**

Before class:
- Study and complete the worksheets for *Teil 14,9*: Relative Clauses with Prepositions
- Read and complete worksheets for Kapitel 8-9 of *Papa Weidt*
- Complete Socrative Quiz for Kapitel 8-9 of *Papa Weidt*
- Be prepared to discuss Kapitel 8-9 of *Papa Weidt*

At the beginning of class:
- Turn in your completed worksheets for *Teil 14,9*
- Turn in 250-300 word Arbeit: “Resistance in the Third Reich” (based on *Die Suchen*, *Rosenstraße*, and *Sophie Scholl*)

During class:
- Compare *Die Suchen*, *Rosenstraße*, and *Sophie Scholl*
- *Das Wunder von Bern* einführen

At the end of class:
- Turn in worksheets for Kapitel 8-9 of *Papa Weidt*

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**Tag 11: Dienstag, 23. Februar**

Before class:
- Study and complete the worksheets for *Teil 15,1*: Review Present and Simple Past of Modal Verbs
- Study and complete the worksheets for *Teil 15,2*: Modals in Double Infinitives
Read and be prepared to discuss Die Teilung Deutschlands and Trümmerliteratur

No quiz

At the beginning of class:

Turn in your completed worksheets for Teil 15,1 and Teil 15,2

During class:

Das Leben der Anderen einführen

Tag 12: Donnerstag, 25. Februar

Before class:

Study and complete the worksheets for Teil 15,3: Present Subjunctive of Modal Verbs
Study and complete the worksheets for Teil 15,4: Past Subjunctive of Modal Verbs
No quiz
Watch and complete worksheets for Das Wunder von Bern
Be prepared to discuss Das Wunder von Bern

At the beginning of class:

Turn in your completed worksheets for Teil 15,3 and Teil 15,4

At the end of class:

Turn in worksheets for Das Wunder von Bern

Tag 13: Dienstag, 1. März

Before class:

Study and complete the worksheets for Teil 15,5: Subordinate Word Order with Modal Verbs and Subjunctive
Watch and complete worksheets for Das Leben der Anderen
Complete Socrative Quiz for Das Leben der Anderen
Be prepared to discuss Das Leben der Anderen

At the beginning of class:

Turn in your completed worksheets for Teil 15,5

During class:

Wolf Biermann und Jürgen Fuchs einführen

At the end of class:

Turn in worksheets for Das Leben der Anderen

Tag 14: Donnerstag, 3. März

Before class:

Study and complete the worksheets for Teil 15,6: Comparative Adjectives
Read Biography of Wolf Biermann in Teil 15,6
Study and complete the worksheets for Teil 15,7: Comparative Adjectives
Read Biography of Jürgen Fuchs in Teil 15,7

At the beginning of class:

Turn in your completed worksheets

During class:

Wolf Biermann und Jürgen Fuchs besprechen
Fritzi war dabei einführen
Projektgruppen etablieren
Tag 15: Dienstag, 8. März
Before class:
- Study and complete the worksheets for Teil 15,8: Superlatives
- Read and complete worksheets for „Der Platz neben mir” in Fritzi war dabei
- Complete Socrative Quiz 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 your completed worksheets for Teil 15,8
During class:
- „Heute ist alles seltsam” in Fritzi war dabei einführen
At the end of class:
- Turn in completed worksheets for „Der Platz neben mir” in Fritzi war dabei

Tag 16: Donnerstag, 10. März
During class:
- Begin in-depth research on topic or topics of interest for the “virtual” online museum exhibit. Books and videos are available in the LRC.

Dienstag, 15. März
Frühlingsferien / Spring Break

Donnerstag, 17. März
Frühlingsferien / Spring Break

Tag 17: Dienstag, 22. März
Before class:
- Study and complete the worksheets for Teil 15,9: Adjective Endings (no articles)
At the beginning of class:
- Turn in your completed worksheets for Teil 15,9

Donnerstag, 24. März
Osterfeiertag / Easter Break

Tag 18: Dienstag, 29. März
Before class:
- Study and complete the worksheets for Teil 15,10: Adjective Endings (der-Wörter)
At the beginning of class:
- Turn in your completed worksheets for Teil 15,10
During class:
- Deutschland und Projekte besprechen
- Recap Fritzi
- „Seid ihr noch da?” in Fritzi war dabei einführen

Tag 19: Donnerstag, 31. März
Before class:
- Study and complete the worksheets for Teil 15,11: Adjective Endings (ein-Wörter)
- Read and complete worksheets for „Heute ist alles seltsam” in Fritzi war dabei
☑ Complete Socrative Quiz 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 your completed worksheets for *Teil 15,11*

After class:
☐ Turn in completed worksheets for „Heute ist alles seltsam” in *Fritzi war dabei*

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**Tag 20: Dienstag, 5. April**

Before class:
☐ Study and complete the worksheets for *Teil 16,1, Simple Past of Regular Verbs*
☐ Study and complete the worksheets for *Teil 16,2, Simple Past of Irregular Verbs*
☐ Read and complete worksheets for „Seid ihr noch da?” in *Fritzi war dabei*
☐ Complete Socrative Quiz for „Seid ihr noch da?” in *Fritzi war dabei*
☐ Be prepared to discuss „Seid ihr noch da?” in *Fritzi war dabei*
☐ Work in *Projektgruppen* on the draft/storyboard for your group project

At the beginning of class:
☐ Turn in your completed worksheets for *Teil 16,1* and *Teil 16,2*
☐ Turn in your completed worksheets for *Teil 16,1*
☐ Turn in your completed worksheets for *Teil 16,2*
☐ Turn in your first draft/storyboard for your group project

During class:
☐ „Montag mit Igel” in *Fritzi war dabei* einführen

At the end of class:
☐ Turn in completed worksheets for „Seid ihr noch da?” in *Fritzi war dabei*

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**Tag 21: Donnerstag, 7. April**

Before class:
☐ Study and complete the worksheets for *Teil 16,3: Simple Past of Separable-Prefix Verbs*

At the beginning of class:
☐ Turn in your completed worksheets for *Teil 16,3*

During class:
☐ „Ich mach’ mit” in *Fritzi war dabei* einführen

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**Tag 22: Dienstag, 12. April**

Before class:
☐ Study and complete the worksheets for *Teil 16,4: Simple Past of Inseparable-Prefix Verbs*
☐ Read and complete worksheets for „Montag mit Igel” in *Fritzi war dabei*
☐ Complete Socrative Quiz 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 your completed worksheets for *Teil 16,4*

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

At the end of class:
Turn in completed worksheets for „Montag mit Igel” in *Fritzi war dabei*

**Tag 23: Donnerstag, 14. April**

Before class:
- Study and complete the worksheets for *Teil 16,5: Passive Voice*
- Read and complete worksheets for „Ich mach’ mit!” in *Fritzi war dabei*
- Complete Socrative Quiz 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 your completed worksheets for *Teil 16,5*

At the end of class:
- Turn in completed worksheets for „Ich mach’ mit!” in *Fritzi war dabei*

**Tag 24: Dienstag, 19. April**

Before class:
- Study and complete the worksheets for *Teil 16,6: Passive with Prepositions*
- Read and complete worksheets for „Stärker als die Angst” in *Fritzi war dabei*
- Complete Socrative Quiz for „Stärker als die Angst” in *Fritzi war dabei*
- Be prepared to discuss „Stärker als die Angst” in *Fritzi war dabei*
- Work in *Projektgruppen* on the revised draft/storyboard for your group project

At the beginning of class:
- Turn in your completed worksheets for *Teil 16,6*
- Turn in the revised draft/storyboard for your group project

During class:
- „Eine Kerze für Herrn Spieker” in *Fritzi war dabei* einführen

At the end of class:
- Turn in worksheets for „Stärker als die Angst” in *Fritzi war dabei*

**Tag 25: Donnerstag, 21. April**

Before class:
- Study and complete the worksheets for *Teil 16,7: Subjunctive of Regular, Modal, and Irregular Verbs*

At the beginning of class:
- Turn in your completed worksheets for *Teil 16,7*

During class:
- „Drüben” in *Fritzi war dabei* einführen

**Tag 26: Dienstag, 26. April**

Before class:
- Study and complete the worksheets for *Teil 16,8: Special Subjunctive (Indirect Speech)*
- Read and complete worksheets for „Eine Kerze für Herrn Spieker” in *Fritzi war dabei*
- Complete Socrative Quiz 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 your completed worksheets for *Teil 16,8*
During class:
☐ Interview mit Pfarrer Hans-Jürgen Sievers einführen
At the end of class:
☐ Turn in completed worksheets for „Eine Kerze für Herrn Spieker” in Fritzi war dabei

Tag 27: Donnerstag, 28. April
Before class:
☐ Read and complete worksheets for „Drüben” in Fritzi war dabei
☐ Complete Socrative Quiz for „Drüben” in Fritzi war dabei
☐ Be prepared to discuss „Drüben” in Fritzi war dabei
During class:
☐ Eventuell Arbeit an den Projekten
At the end of class:
☐ Turn in completed worksheets for „Drüben” in Fritzi war dabei

Tag 28: Dienstag, 3. Mai
Before class:
☐ Read and complete worksheets for „Ist das wirklich alles wahr?” in Fritzi war dabei
☐ Be prepared to discuss „Ist das wirklich alles wahr?” in Fritzi war dabei
☐ Review and work through vocabulary for Interview mit Pfarrer Hans-Jürgen Sievers
☐ Be prepared to work in groups on Interview mit Pfarrer Hans-Jürgen Sievers
At the end of class:
☐ Turn in completed assignment for „Drüben” in Fritzi war dabei

Tag 29: Donnerstag, 5. Mai
During class:
☐ Compare Fritzi war dabei and Interview mit Pfarrer Hans-Jürgen Sievers
☐ Eventuell Arbeit an Projekten für Ausstellung in Griffith heute Abend
Heute Abend:
☐ Presentation of Semester Projects in Griffith Art Gallery

Donnerstag, 12. Mai: 10:30 – 12:30
Critical Thinking Assessment Test

Donnerstag, 12. Mai – posted by 17.00 by email to lstoehr.sfasu@gmail.com
☐ Turn in 250-300 word Arbeit: „Bilder der Wiedervereinigung” (based on Fritzi war dabei and Interview mit Pfarrer Hans-Jürgen Sievers)