**UNIVERSITY OF MARY WASHINGTON – NEW COURSE PROPOSAL**

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Marcel Rotter</td>
<td>Date Prepared:</td>
<td>9/29/2016</td>
<td></td>
</tr>
</tbody>
</table>

Course Title: Intensive Intermediate German

Department/discipline and course number*: German 205

Prerequisites: GERM 105, GERM 102, or equivalent

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits: 6

Will this course meet for at least 700 contact minutes for each credit hour proposed? **If no, provide a credit hour justification.**

Will this be a **new, repeatable** “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)

Date of first offering of this **new** course: FALL SEMESTER, year Summer 2018

Proposed frequency of offering of the course: Every summer

List the faculty who will likely teach the course: Marcel Rotter

Are ANY new resources required? NO x YES [Document in attached impact statement]

This new course will be (check all that apply):

- Required in the major
- Required in the minor
- General Elective
- Elective in the major
- Elective in the minor
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words):

The intermediate courses will continue to emphasize all four language skills in German: listening comprehension, speaking, reading, and writing. Information on German life and culture is also incorporated into the process. After the second semester of this intermediate course you should be able to communicate on the Intermediate Mid level. Summer only.

COURSE HISTORY:

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
</table>

**CHECK HERE** if the proposed course is to be **equated** with the earlier topics or experimental offerings. If equated, students who took the earlier “topics” course will only be able to take the new course as a repeat (C- grade or lower).

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, **explain in the attached rationale statement** why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**

4. **Sample Syllabus**

Department Chair Approval: Betsy Lewis Date: 10/11/2016

CCC Chair Approval: Patricia Reynolds Date: 10/19/2016

UCC Chair Approval: Date: 11/14/2016
1. **Rationale Statement**

This intensive summer course is the second in a two-course sequence that the German program wants to pilot as part of a future Summer Language Institute (SLI). If successful, other languages in our department might join the SLI. At the end of the sequence, students will be able to communicate at the intermediate-mid level. Students usually reach that level after four semesters of German (GERM 101-202). The course would be similar to FREN 205 or SPAN 205 compressing two semesters into one with the proposal for GERM 220 being the equivalent of FREN / SPAN 105. However, language instruction and learning cannot just be compressed endlessly without a qualitative change in instruction. Therefore, the course will have a full-immersion, Comprehensible Input (CI) approach and will be task-oriented, not grammar-based. Assessment will be proficiency-based according to the ACTFL proficiency guidelines. To ensure the immersion setting, we have to adjust the days of instructions from the usual Monday through Thursday to Monday through Friday. In turn, we will shorten the overall course length from five weeks to four weeks, meaning that the whole sequence would take 8 weeks instead of 10 weeks. Marcel Rotter has taught in such settings for years at German summer schools and will initially teach the course. He will train future instructors.

Breaking the SLI in two courses instead of making it just one 8-weeks course gives students with prior knowledge of German (at the Elementary High level) the chance to enter the course sequence at their appropriate level. In addition, the course sequence will be open to area high school seniors and members of the incoming freshman class of each year. Informal surveys among summer school students of the last three years lead us to belief that the prospect of fulfilling the language requirement in one summer will be appealing to students, particularly to those who plan to continue studying German at the advanced level. Therefore, it will attract current and prospective students to our major and minor programs.

2. **Credit Hour Justification**

In addition to meeting the same amount of hours as the GERM 201 and 202 summer courses combined, the students will be encouraged to join the professor for lunch during the break therefore continuing the immersion setting.

3. **Impact Statement**

The course will replace the GERM 201-202 summer courses. Consequently, additional resources will not be necessary.
German 221 Syllabus
Summer 2018

I. General Information:

**Meeting Time:** Monday, Tuesday, Wednesday, Thursday, Friday 10:15-12:15 and 1-3 pm
**Room:** Combs Hall 214
**Office Hours:** Monday, Tuesday, Wednesday, Thursday, Friday: 3-4 PM and by appointment

**Textbook:**
- DENK MAL! Supersite vhlcentral.com
- Access to a functioning printer

II. Learning goals:

The intermediate courses will continue to emphasize all four language skills in German: listening comprehension, speaking, reading, and writing. Information on German life and culture is also incorporated into the process. After the second semester of this intermediate course you should be able to communicate on the **Intermediate Mid level** in the four language skills as defined by the Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)\(^1\):

**Speaking:**

“Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

**Writing:**

“Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.”

**Listening:**

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

**Reading:**

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics."

These learning goals are reflected in the evaluation criteria, described below.

### III. Course Requirements and Criteria for Grading:

| 1. Regular attendance and active participation | 20% |
| 2. Homework | 20% |
| 3. Speaking | 15% |
| 4. Writing | 15% |
| 5. Listening | 15% |
| 6. Reading | 15% |

#### 1. Attendance and Class participation

Attendance is an issue of utmost importance with regard to making good progress, not only for individual students but the classroom community - which is interdependent for practice opportunities - as a whole. I therefore feel obliged to set quite strict standards regarding attendance. Please know that this is by no means intended to make your life harder but rather to allow me to be able to count on everybody being in attendance when planning lessons and to allow your peers to be fairly certain that they will have someone for communicative practice and feed-back.

You are encouraged to let me know in advance if you cannot make it to class. This greatly helps me with conveying assignments and lesson planning. However, telling does not mean the absence does not count.

Please note that coming to class in itself is not considered evidence of good "class participation", rather it is a prerequisite.

Although it is difficult to transcend subjective factors in evaluating class participation, there are several explicit criteria. They include preparedness and the subsequent ability to make valuable contributions to the course. In turn, valuable contributions are, among others, volunteering relevant information, asking questions whose answers benefit the group at large, the ability to provide intelligent answers to the teacher's and peers' questions, the ability to engage in productive group and pair work, the ability to provide useful feedback to peers (for example, on writing assignments), and the contribution of relevant personal experiences and observations. In addition, since oral proficiency is more difficult to attain than proficiency in reading comprehension or writing, a good deal of your class time will be devoted to oral work. It is therefore your responsibility to prepare the assignments well before you come to class. Each class meeting carries a weight of 10 points. If you participate as described above, you will get the full 10 points. Absences result in 0 points for that day. **There are no excused absences.**

#### 2. Homework

It is very important to acknowledge that the conscientious completion of homework assignments does not only benefit yourself but - because it makes crucial class time available - is a responsibility you have towards the other students in the class. If you are repeatedly unprepared for class, you will be unable to fully participate, which will lead to a lower grade. **Absence from class does not absolve you from turning in due assignments or becoming aware of any new assignment due dates.**

The majority of the listening, speaking, and grammar exercises for *Denk Mal!* are only available on the textbook’s companion website, the **Vista Supersite**. You will need an access key (available online and at the UMV bookstore) for the website. These materials correspond to the lessons in the textbook and should prove to be most helpful. All exercises have to be completed by the due date before class time. Late submissions are not accepted.

In the early stages of language learning the repetition aloud is of particular importance. It is your responsibility outside of class to "overlearn" the material introduced and practiced during the class meetings. That means that you have to practice each utterance to the point where it can be produced without hesitation either orally or in writing. Practicing in pairs, small groups, or during the **Stammtisch** conversation hour will help you achieve this goal.

#### 3. Skills Assessment, Tests, and Final

The assessment of your skill development is organized by the four language skills: speaking, writing, listening, reading. During the semester distinct assignments will assess your progress. The tests and the final will also contain assignments that each contributes points towards the respective skill category.

**Exams which are missed cannot be made up.**

Please note that the knowledge of grammar and vocabulary is not a goal in itself, it is a prerequisite to master the skills.

The final exam is designed to test all four skills and will carry more weight than the previous assignments and tests.

#### 4. Issues of academic honesty

At the beginning of the semester, I will discuss with you standards of ethical behavior in academia and, specifically, foreign language writing, including those that pertain to the use of technological resources. These explanations will include the use of on-line dictionaries and appropriate use of other on-line materials, such as foreign language websites, in your own work. **The use of translation programs is categorically prohibited for any work submitted as your own.**

Please know that it is not very difficult for me to recognize plagiarized work. Inaccurate incorporations, typos in the English input (which result in inaccurate or even missing German translations), and most tellingly - a stark differential in stylistic sophistication by comparison to a student's usual work, including the use of regional varieties, are sure giveaways.

**All work in this course is subject to the Honor Code. All written assignments and tests must be pledged.**
Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
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<tr>
<td>A-</td>
<td>93-90%</td>
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<td>B+</td>
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<td>62-60%</td>
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For purpose of midterm grade, D+ or lower equals U

7. Disability Statement

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise.

If you need accommodations, (note taking assistance, extended time for tests, etc.), I would be happy to refer you to the Office of Disability Services. They will require appropriate documentation of a disability. Their phone number is 540-654-1266.

8. Ground Rules for Behavior in the Classroom

Always:
- Come to class
- Come on time
- Wear shoes and shirt
- Bring books, pens, notepaper
- Do your homework

Never:
- Leave on cell phones
- Use listening devices during class (exception: hearing aids)
- Screaming, Shouting, Violent Behavior

Violation of these rules may lead to dismissal from the class, the class period counts as missed meeting.

9. Emails:

- Each email you send to me has to have a subject line containing your class number (201) and a short description of your subject. (For example: “221-question about homework”)
- As a reminder, you preface formal correspondence, i.e., correspondence between a student (you) and a professor (I) with “Dear Dr. Rotter / Professor Rotter / Herr Rotter”, not with “professor,” or “Rotter,” or “Hey,” or “Hi :D lol.” The use of the salutation “Dear” does not imply that I am in any way “dear” to you (or vice versa). It is not a sign of intimacy or affection; indeed, it is quite the opposite. It is a sign of respect and formality, each of which you would do well to review, especially when you are writing asking me for a favor.
- Sign each email with your full name.
### SYLLABUS / STUDIENPLAN

<table>
<thead>
<tr>
<th>Topic</th>
<th>Homework Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Woche 1</strong></td>
<td></td>
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<tr>
<td><strong>Montag</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Introduction to the Supersite  
  • Lektion 1: Introduction, pp. 2–3  
  • Zu Beginn, pp. 4–5  
  • Kurzfilm: pre-viewing, pp. 6–7  
  • Kurzfilm: Outsourcing, pp. 6–11  
  • AB | |
| • Vocabulary exercises  
  • Stellen Sie sich vor, pp. 12–13  
  • Strukturen 1.1, Word order: statements and questions, pp. 14–17  
  • AB for Project p. 13 | Prepare:  
  Read pages 12-13, answer all questions, → upload to Canvas  
  Go over vocabulary list  
  Practice:  
  • Supersite: L 1 Practice tab: Kurzfilm and Stellen Sie sich vor sections; Strukturen 1.1  
  Plan ahead:  
  • Start preparing Projekt, p. 13 to be presented on Wednesday. |
| **Dienstag** | |
| • Strukturen 1.2, Present tense of verbs, pp. 18–21  
  • Strukturen 1.3, Nominative and accusative cases, pp. 22–25 & AB  
  • Synthese, p. 26  
  • Present Projekt, p. 13  
  • Kultur: pre-reading, p. 27  
  • AB for Schreibwerkstatt, p. 38  
  | Prepare:  
  • Complete Projekt, p. 13  
  • Read pp 18-20 and 22-24 do exercises  
  Practice:  
  • Supersite: L1 Practice tab: Strukturen 1.2 & 1.3  
  Plan ahead:  
  • Supersite: Lektion 1 Assessment tab: Mündliche Prüfung & Lektion 1 Test - due **Sunday at 11:59pm** |
| **Mittwoch** | |
| • Kultur: Amerika, du hast es besser, pp. 28–30  
  • Literatur: pre-reading, p. 31  
  • Literatur: Die Familie, pp. 33–37  
  • Review Lektion 1 (Vocab. Exerc.)  
  • Peer edit Schreibwerkstatt, p. 38 | Prepare:  
  • Read pp. 28–30 incl. exercises 1&2  
  • Write rough draft for Schreibwerkstatt, p. 38 (upload to Canvas, bring hard copy to class)  
  Practice:  
  • Supersite: Lektion 1 Practice tab: Kultur & Flashcards  
  Plan ahead:  
  • Supersite: Lektion 1 Assessment tab: Mündliche Prüfung & Lektion 1 Test - due **Sunday at 11:59pm** |
| **Lektion 2:** | |
| • Vocabulary exercises  
  • Introduction, pp. 40–41  
  • Zu Beginn, pp. 42–43 & AB  
  • Kurzfilm: pre-viewing, pp. 44–45  
  • Kurzfilm: Auf der Strecke, pp. 46–49 | Prepare:  
  • Turn in final draft for Schreibwerkstatt, p. 38 on Canvas  
  • Lektion 2 Practice tab: Zu Beginn & Kurzfilm  
  • Go over vocabulary list |
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td><strong>Prepare:</strong></td>
<td><strong>Prepare:</strong></td>
<td><strong>Plan ahead:</strong></td>
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| • Stellen Sie sich vor, pp. 50–51  
• Strukturen 2.1, Dative and genitive cases, pp. 52–55 & AB  
• Strukturen 2.2, Prepositions, pp. 56–59 & AB  
• AB Projekt S. 51 | • Present Projekt, p. 51  
• Strukturen 2.3, The present perfect; separable and inseparable prefix verbs, pp. 60–63 & AB  
• Synthese, p. 64  
• Kultur: pre-reading, p. 65  
• Go over ideas for Schreibwerkstatt, p. 74 (AB) | • Start preparing Projekt, p. 51 to be presented on Wednesday |
| **Practice:**   | **Practice:**    |                 |
| • Read pp. 50–51, answer questions  
• Read pp. 52–54, exercises 1-3 | • Complete Projekt, p. 51  
• Read pp 56-58, ex. 1&2  
• Read pp. 60-62, ex. 1&2 | |
| **Plan ahead:** |                  |                 |
|                 | **Supersite:**   |                 |
|                 | Lektion 2 Practice tab: Stellen Sie sich vor & Strukturen 2.1 | |

**Dienstag**

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<th><strong>Plan ahead:</strong></th>
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| • Kultur: Berlin, multikulturell seit Jahrhunderten, pp. 66–68  
• Literatur: Geschäfts tarnungen by Wladimir Kaminer, pp. 69–72 & AB  
• Peer edit Schreibwerkstatt, p. 76  
• Review Lektion 2 | • Read Berlin, multikulturell seit Jahrhunderten, p. 67, S.68 # 1&2  
• Write rough draft for Schreibwerkstatt, p. 74 (upload to Canvas, bring hard copy to class) | • Supersite: Lektion 2 Practice tab: Kultur  
• Supersite: Lektion 2 Practice tab:; Flash cards |
| **Practice:**   | **Practice:**    |                 |
| • Supersite: Lektion 2 Practice tab: Strukturen 2.2 & 2.3 | | |
| **Plan ahead:** |                  |                 |
| | Supersite: Lektion 2 Assessment tab: Mündliche Prüfung & Lektion 2 Test - due Sunday at 11:59pm | |

**Donnerstag**

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<th><strong>Plan ahead:</strong></th>
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</table>
| • Lektion 3: Introduction, pp. 76–77  
• Zu Beginn, pp. 78–79 & AB  
• Kurzfilm: pre-viewing, pp. 80–81  
• Kurzfilm: Worst Case. Ein Tag in der Werbung, pp. 82–85 & AB  
• Stellen Sie sich vor, pp. 86–87 &AB | • Turn in final draft of Schreibwerkstatt, p. 74 on Canvas  
• Vocabulary  
• Read pp. S. 86-87, Answer questions  
• Lektion 3 Practice tab: Zu Beginn, Kurzfilm, Stellen Sie sich vor | | |
| **Practice:**   | **Practice:**    |                 |
| • Read pp. 88-90, all exercises  
• Read pp. 92-94, all exercises  
• AB Projekt S. 87 (bring hard copy to class) | • Supersite: Lektion 3 Practice tab: Strukturen 3.1 & 3.2 | |
| **Plan ahead:** |                  |                 |
| | • Start preparing Projekt, p. 87 to be presented on Wednesday | |
| Montag | • Present Projekt, p. 87  
• Strukturen 3.3, Relative pronouns and clauses, pp. 96–99  
• Synthese, p. 100  
• Kultur: Hamburg: Medien-Mekka, pp. 101–104  
• Literatur: pre-reading, p. 105  
• Go over ideas for Schreibwerkstatt, p. 112 (AB)  
| Prepare:  
• Complete Projekt, p. 87  
• Exercise pp. 101 #1  
• Read pp. 103-104, exercise #1  
| Practice:  
• Supersite: Lektion 3 Practice tab: Strukturen 3.3 & Kultur  
|  
| Literatur: Zonenkinder by Jana Hensel, pp. 105–111  
• PP DDR-Leben  
• Peer edit Schreibwerkstatt, p. 116  
• Review Lektion 3  
| Prepare:  
• Vorbereitung p.105 read Über die Schriftstellerin and do exercise #1  
• Read Zonenkinder, pp. 107–109  
• PP. 110-111 #1-4  
• Write rough draft for Schreibwerkstatt, p. 112 (upload to Canvas, bring hard copy to class)  
| Practice:  
• Supersite: Lektion 3 Practice tab: Literatur & Flash cards  
| Plan ahead:  
Supersite: Lektion 3 Assessment tab: Mündliche Prüfung & Lektion 3 Test - due Sunday at 11:59pm  
|  
| Dienstag | • Lektion 4: Introduction, pp. 114–115  
• Zu Beginn, pp. 116–117  
• Kurzfilm: pre-viewing, pp. 118–119  
• Kurzfilm: Björn oder die Hürden der Behörden, pp. 118–123  
| Prepare:  
• Turn in final draft of Schreibwerkstatt, p. 112 on Canvas  
| Practice:  
• Supersite: Lektion 4 Practice tab: Zu Beginn & Kurzfilm  
|  
| • Stellen Sie sich vor, pp. 124–125 (Vokabelübungen)  
• Strukturen 4.1, The future tense, pp. 126–129 & AB  
• Strukturen 4.2, Adjectives (Part 1), pp. 130–133  
• Kultur: pre-reading, p. 139  
• AB Projekt S. 125  
| Prepare:  
• Read pp.124-125 Answer questions  
• Read pp. 126-128, all exercises  
• Read pp. 130-133, exercises 1-3  
| Practice:  
• Supersite: Lektion 4 Practice tab: Stellen Sie sich vor  
• Supersite: Lektion 4 Practice tab: Strukturen 4.1 & 4.2  
| Plan ahead:  
Start preparing Projekt, p. 125 to be presented on Wednesday  
|  
| Mittwoch | • Present Projekt, p. 125  
• Strukturen 4.3, Adjectives (Part 1), pp. 134–137 & AB  
• Synthese, p. 138  
• Kultur: Badefreuden oder Großstadtabenteuer?, pp. 139–142  
• Go over ideas for Schreibwerkstatt, p. 150 (AB)  
| Prepare:  
• Complete Projekt, p. 125 to be presented today.  
• Read pp. 134-136, ex. 1-3  
• Read pp. 140–142, ex. 1-2  
| Practice:  
• Supersite: Lektion 4 Practice tab: Strukturen 4.3  
|  
New Course Proposal Cover Sheet (December 2015)
<table>
<thead>
<tr>
<th>Montag</th>
<th>Dienstag</th>
<th>Donnerstag</th>
<th>Freitag</th>
<th>Freitag</th>
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<th>Freitag</th>
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<th>Freitag</th>
</tr>
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</table>
| • Peer edit Schreibwerkstatt, p. 150  
• Review Lektion 4  
• Lektion 5: Introduction, pp. 152–153  
• Zu Beginn, pp. 154–155 & AB  
• Kurzfilm: pre-viewing, pp. 156–157 | Prepare:  
• Write rough draft for Schreibwerkstatt, p. 150 (upload to Canvas, bring hard copy to class)  
| Practice:  
• Supersite: Lektion 4 Practice tab: Kultur & Literatur  
• Supersite: Lektion 5 Practice tab: Zu Beginn | Plan ahead:  
Supersite: Lektion 4 Assessment tab: Mündliche Prüfung & Lektion 4 Test - due Sunday at 11:59pm | • Introduktion zur Kurs,  
Lektion 6: Introduction, pp. 188–189  
• Zu Beginn, pp. 188–191  
• Kurzfilm: Wer hat Angst vorm Weihnachtsmann?, pp. 192–197  
• Strukturen 6.1, Reflexive verbs and accusative reflexive pronouns, pp. 200–203  
• Stellen Sie sich vor, …, pp. 198–199  
• Strukturen 6.3, Numbers, time, and quantities, pp. 208–211  
• Synthese, p. 212  
• Kultur: Feste mit Tradition, pp. 213–216  
• Go over ideas for Schreibwerkstatt, p. 226 and Projekt, p. 199 | • Present Projekt, p. 199  
• Strukturen 6.2, Reflexive verbs and dative reflexive pronouns, pp. 204–207  
• Strukturen 6.3, Numbers, time, and quantities, pp. 208–211  
• Synthese, p. 212  
• Kultur: pre-reading, p. 213 | • Supersite: Lektion 6:  
• Zu Beginn  
• Kurzfilm  
• Stellen Sie sich vor, …  
• Strukturen 6.1  
• Start preparing Projekt, p. 199 to be presented on Wednesday. | • Complete Projekt, p. 199 to be presented today.  
• Supersite: Lektion 6:  
• Strukturen 6.2  
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| • **Kultur: Feste mit Tradition**, pp. 213–216  
• Review Lektion 6  
• Peer edit Schreibwerkstatt, p. 226  
• **Lektion 6**: Quiz  |  
| • Read *Feste mit Tradition*, pp. 214–215  
• Supersite: Lektion 6: Kultur  
• SAM (Workbook)/WebSAM: Lektion 6: Aufsatz  
• Write rough draft for Schreibwerkstatt, p. 226  |  
| • **Lektion 7**: Introduction, pp. 228–229  
• **Zu Beginn**, pp. 230–231  
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| • Turn in final draft of Schreibwerkstatt, p. 226  
• Supersite: Lektion 7:  
  • Kurzfilm  
  • Stellen Sie sich vor, ...  
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| • Present Projekt, p. 239  
• **Strukturen 7.1**, Passive voice and alternatives, pp. 240–243  
• **Strukturen 7.2**, Imperative, pp. 244–247  
• **Strukturen 7.3**, Adverbs, pp. 248–251  
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| • Complete Projekt, p. 239 to be presented today.  
• Supersite: Lektion 7:  
  • Strukturen 7.1  
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| • **Kultur: Baden-Württemberg: Land des Autos**, pp. 253–256  
• Review Lektion 7  
• Peer edit Schreibwerkstatt, p. 262  
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• **Zu Beginn**, pp. 266–267  
• Kurzfilm: pre-viewing, pp. 268–269  
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| • Read Baden-Württemberg: Land des Autos, pp. 254–255  
• SAM (Workbook)/WebSAM: Lektion 7: Aufsatz  
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  • Lektion 7: Kultur  
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• Write rough draft for Schreibwerkstatt, p. 262  
• Start preparing Projekt, p. 275 to be presented on Thursday  |  
| • **Lektion 7**: Quiz  
• Present Projekt, p. 275  
• Stellen Sie sich vor, ..., pp. 274–275  
• **Strukturen 8.1**, Der Konjunktiv II and würde with infinitive, pp. 276–279  
• **Strukturen 8.2**, Der Konjunktiv II of modals, pp. 280–283  |  
| • Study for Lektion 7 Test;  
• Write final draft for Schreibwerkstatt, p. 262  
• Supersite: Lektion 8:  
  • Stellen Sie sich vor, ...  
  • Strukturen 8.1  
  • Strukturen 8.2  
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| • **Strukturen 8.3**, Demonstratives, pp. 284–287  
• Synthese, p. 288  
• Kultur: Grün reisen, Grün schützen, pp. 289–291  
• Literatur: pre-reading, p. 293  
• Go over ideas for Schreibwerkstatt, p. 298  |  
| • Supersite: Lektion 8:  
  • Strukturen 8.3  
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• Read Grün reisen, Grün schützen, pp. 290–291  |  

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| Montag  | Peer edit Schreibwerkstatt, p. 336  
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Synthese, p. 362  
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- Literatur: Vor dem Gesetz, by Franz Kafka, pp. 293–297  
- Review Lektion 8  
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- Lektion 9: Introduction, pp. 300–301  
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  - Write final draft for Schreibwerkstatt, p. 298  
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  - Kurzfilm  
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  - Strukturen 9.1  
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- Stellen Sie sich vor, ..., pp. 348–349  
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- Present Projekt, p. 349  
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  - Strukturen 10.1  
  - Start preparing Projekt, p. 349 to be presented on Thursday  
- Complete Projekt, p. 349 to be presented today.  
- Supersite: Lektion 10:  
  - Strukturen 10.2  
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<td>• Read <em>Kultur: Wiedervereinigung</em>, pp. 363–366</td>
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<td>• Write rough draft for <em>Schreibwerkstatt</em>, p. 374</td>
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<td>• <em>Literatur: An die Nachgeborenen</em> by Bertolt Brecht, pp. 367–373</td>
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<td>• Read <em>An die Nachgeborenen</em>, pp. 368–371</td>
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