

## Abilene Approval Chart for Curriculum Changes

A = Approve      I = Information Item      R = Respond in Writing

Course Number GER111 or Degree Plan(s) \_\_\_\_\_

State the requested change and reason. A memo may be attached if more space is necessary.

See attached application to include GER111 in Arts and Humanities menu.

Indicate the requested change.

|     | Change to a Course                                   | Dept./School <sup>1</sup> | College | Dean | TEC | UGEC | AUAC/Grad | Provost | President |
|-----|------------------------------------------------------|---------------------------|---------|------|-----|------|-----------|---------|-----------|
| 1.  | Title (description unchanged)                        | A                         | A       | A    | I   | –    | I         | I       | I         |
| 2.  | Description (not affecting content)                  | A                         | A       | A    | I   | –    | I         | I       | I         |
| 3.  | Course term(s)                                       | A                         | I       | A    | I   | –    | I         | I       | I         |
| 4.  | Content (change of course outcomes)                  | A                         | A       | A    | I   | –    | I         | A       | I         |
| 5.  | Number of hours (lecture, lab, contact)              | A                         | A       | A    | A   | –    | A         | A       | I         |
| 6.  | Course number within the hundred                     | A                         | A       | I    | I   | –    | I         | I       | I         |
| 7.  | Course number beyond the hundred                     | A                         | A       | A    | A   | –    | A         | A       | I         |
| 8.  | Prerequisites                                        | A                         | A       | A    | I   | –    | I         | I       | I         |
| 9.  | Course fee(s)                                        | A                         | –       | A    | –   | –    | –         | A       | I         |
| 10. | From U to G <i>or</i> G to U                         | A                         | A       | A    | A   | –    | A         | A       | I         |
| 11. | Cross-list course                                    | A                         | A       | A    | A   | –    | A         | A       | I         |
| 12. | Department of record                                 | A                         | A       | A    | A   | –    | A         | A       | I         |
| 13. | Close a course                                       | A                         | A       | A    | A   | –    | A         | A       | I         |
| 14. | New course (includes combining or splitting courses) | A                         | A       | A    | A   | –    | A         | A       | I         |

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|      | <b>Change to the University Requirements<br/>(All Campuses)</b>                                            | <b>Dept./School<sup>1</sup></b> | <b>College</b> | <b>Dean</b> | <b>TEC</b> | <b>UGEC</b> | <b>AUAC/Grad</b> | <b>Provost</b> | <b>Faculty</b> | <b>President</b> | <b>Trustees</b> |
|------|------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|-------------|------------|-------------|------------------|----------------|----------------|------------------|-----------------|
| 1.   | University Requirements — Change course outcomes of an included course <sup>2</sup>                        | A                               | A              | A           | –          | A           | –                | A              | –              | A                | –               |
| 2.   | University Requirements — Add or drop a required course from the University Requirements <sup>2</sup>      | A                               | A              | A           | –          | A           | –                | A              | A              | A                | –               |
| ✓ 3. | University Requirements — Add or drop a course from a menu within the University Requirements <sup>2</sup> | A                               | –              | –           | –          | A           | –                | A              | –              | A                | –               |
| 4.   | University Requirements — Change hours within a menu in the University Requirements <sup>2</sup>           | A                               | A              | A           | –          | A           | –                | A              | A              | A                | –               |
|      | <b>Change to Catalog Information<br/>(for Campus)</b>                                                      |                                 |                |             |            |             |                  |                |                |                  |                 |
| 1.   | General Requirements for Bachelor's Degrees and Associate's Degrees                                        | –                               | –              | –           | –          | –           | A                | A              | A              | A                | –               |
| 2.   | Policies governing academic probation and suspension                                                       | –                               | –              | –           | –          | –           | A                | A              | A              | A                | –               |
| 3.   | Requirements for graduating with honors                                                                    | –                               | –              | –           | –          | –           | A                | A              | A              | A                | –               |
|      | <b>Change to a Degree Plan<br/>Proposed by Faculty or College</b>                                          |                                 |                |             |            |             |                  |                |                |                  |                 |
| 5.   | Educational Program — Revise <sup>3</sup>                                                                  | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 6.   | Educational Program — Adopt/change admission requirements                                                  | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 7.   | Educational Program — Add <sup>3</sup>                                                                     | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
| 8.   | Educational Program — Discontinue                                                                          | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
| 9.   | GPA — Revise program-required GPAs                                                                         | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 10.  | Minor — Revise                                                                                             | A                               | A              | A           | I          | –           | I                | I              | –              | I                | –               |
| 11.  | Minor — Add                                                                                                | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 12.  | Minor — Discontinue                                                                                        | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 13.  | Degree — Add                                                                                               | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
| 14.  | Degree — Discontinue                                                                                       | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
|      | <b>Change to a Degree Plan<br/>Proposed By Provost</b>                                                     |                                 |                |             |            |             |                  |                |                |                  |                 |
| 15.  | Educational Program — Discontinue                                                                          | R                               | –              | R           | A          | –           | A                | A              | A              | A                | I               |
| 16.  | Minor — Discontinue                                                                                        | R                               | –              | R           | A          | –           | A                | A              | –              | A                | –               |
| 17.  | Degree — Discontinue                                                                                       | R                               | –              | R           | A          | –           | A                | A              | A              | A                | I               |

<sup>1</sup> When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

<sup>2</sup> Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Department/School Chair(s)</b> |                               |
| <i>Steven Moore</i>               | <b>9-16-22</b>                |
| _____<br><i>Signature</i>         | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i>         | _____<br><i>Approval date</i> |

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>College Academic Council(s)</b> |                               |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Dean(s)</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Teacher Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                             |                               |
|---------------------------------------------|-------------------------------|
| <b>University General Education Council</b> |                               |
| _____<br><i>Chair's signature</i>           | _____<br><i>Approval date</i> |

|                                               |                               |
|-----------------------------------------------|-------------------------------|
| <b>Abilene Undergraduate Academic Council</b> |                               |
| _____<br><i>Chair's signature</i>             | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Graduate Council</b>           |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Provost</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| <b>Faculty</b>                          |                               |
| _____<br><i>Chair of Faculty Senate</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>President</b>          |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

# Application for Arts and Humanities Menu

## Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

## Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

## Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

|                                                          |                                                                                                                                                                                                                                 |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject code, course number, and title of course:</b> | GER111                                                                                                                                                                                                                          |
| <b>Terms offered:</b>                                    | Fall                                                                                                                                                                                                                            |
| <b>Catalog description:</b>                              | An introduction to the German language and culture. Emphasis on understanding the spoken and written language and on communication through speaking and writing.                                                                |
| <b>Course prerequisites:</b>                             | ACT English score of 19 or above; SAT Critical Reading score (old SAT) of 460 or above; SAT Reading + Writing score (new SAT) of 500 or above; <a href="#">ENGL 003</a> / <a href="#">ENGL 004</a> ; or approval by department. |

|                                                                                                                      |                   |
|----------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Cross-listed courses:</b><br>*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses. | NA                |
| <b>Other general education menus on which the course appears or you are applying for:</b>                            | Cultural Literacy |

## Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

Languages are not a series of vocabularies of more or less interchangeable concepts. Rather, languages carry with them a baked in set of assumptions about the organization of the world. Thus, in combination with a deliberate study with German culture, a study of language opens students up to a world of meaning they likely have not yet experienced before.

## Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

## Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

**Describe how the course meets the A2 outcome (100 words or less).**

Understanding how another language makes claims on reality (grammatically) requires students to be critically evaluate rhetorical claims.

**Describe how the course meets the C2 outcome (100 words or less).**

Studying German language texts to better understand German culture.

**Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).**

B3: studying another culture offers a mirror to the student—that which seems a default understanding of the world becomes less so when one sees different conceptions.

Whereas American students commonly view “freedom” as the opportunity to make choices, German students might see “freedom” as needs being met.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

| Area to Be Assessed                                                     | Assessment Artifact                     |
|-------------------------------------------------------------------------|-----------------------------------------|
| Outcome A2                                                              | Quizzes, chapter tests, and final exam. |
| Outcome C2                                                              | Essays.                                 |
| Outcome B1, B2, or B3<br>*note which of the 3 outcomes will be assessed | B3: essays and culture projects.        |

Please use the following rubric to perform assessment each year.

### Student Learning Outcome A2

| Students will be able to:         | Shortcomings                                                            | Meets Expectations                                                                 | Points of Excellence                                                                                              |
|-----------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Evaluate rhetorical claims</b> | Fails to demonstrate understanding or recognition of rhetorical claims. | Demonstrates effective understanding of and ability to critique rhetorical claims. | Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims. |

### Student Learning Outcome C2

| Students will be able to:               | Shortcomings                                            | Meets Expectations                                             | Points of Excellence                                           |
|-----------------------------------------|---------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|
| <b>Analyze data to draw conclusions</b> | Lacks sufficient analysis of data or published writing. | Analyzes data and/or published writing in an effective manner. | Analyzes data and/or published writing in an exemplary manner. |

### Student Learning Outcome B (evaluate the one or more selected above)

| Students will be able to:                                                                                          | Shortcomings                                                                                                 | Meets Expectations                                                                                                               | Points of Excellence                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)</b> | Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations. | Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations. | Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations. |

|                                                                                                                               |                                                                                                            |                                                                                                         |                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)</b> | Little to no demonstration of understanding or humility in relation to the human experience and diversity. | Effective demonstration of understanding or humility in relation to the human experience and diversity. | Exemplary demonstration of understanding or humility in relation to the human experience and diversity. |
| <b>Interrogate one's internal and external views and values for greater self-awareness (B3)</b>                               | Little to no interrogation of personal views and little to no movement toward self-awareness.              | Effective interrogation of personal views with some attention to self-awareness.                        | Exemplary interrogation of personal views with an eye toward self-awareness.                            |

## Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

### Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

## German 111: Fall 2020

### ACU Department of Language and Literature

*The Department of Language and Literature cultivates the effective use of language-- through extensive reading and writing in English and mastery in other languages--as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership throughout the world.*

**Instructor:** Leslie Reed

**Class Meetings:** MWF 12:40pm-1:30pm

**Classroom:** AD 330, OR on Zoom as occasion may require.

**Office Hours:** Mon./Wed. 3-5pm and Thurs. 9am-12pm; other times at your convenience by appointment.

***Special Note on Office Hours:*** Please note that due to the current pandemic situation, all office hours will be held via Zoom, unless you specifically request otherwise. I will not necessarily be physically in my office during office hours, but will be at my computer/phone ready to respond quickly to you!

**Office:** Hardin Administration Building 216F

**Email:** leslie.reed@acu.edu

**Learning Materials:** Sevin/Sevin: *Wie geht's?* (10<sup>th</sup> edition) – Either digital or in print is fine.

**Special Note on Masks:** Due to the current pandemic situation, **masks/face coverings are required to be worn in class at all times**, unless there are extenuating medical circumstances. *It is strongly recommended* that you use a transparent mask when possible. (These are available for purchase at the campus bookstore.) You may not attend class without a mask. Failure to bring a mask will result in your being turned away from class for the day, which may result in a score of 0 for any tests, quizzes, participation, or other assignments missed.

**Special Note on Location:** Although we will hopefully have many face-to-face class meetings, please be aware that we may from time to time meet online (on Zoom) instead. Typically this will be announced in advance. However, if we need to meet online suddenly, you will be notified via an announcement posted in our Canvas course (under “Announcements”), or by email.

**Special Note on Distancing:** All ACU community members have been asked to stay at least 6ft. away from each other where possible. This may mean we have to be flexible and creative as to how we will do class discussions and projects. Please keep this in mind in the classroom, and please **bring your computer/tablet AND textbook to every class**, as we may need to use them to do in-class exercises.

### Course Goals

The goal of this course is to provide the linguistic environment you need to develop the beginnings of German language skills and understand the cultural context of the Federal Republic of Germany, Austria, and the German-speaking regions of Switzerland. We seek to acquire the fundamentals for meaningful communication in German. At the same time, we will learn about language and culture as sources of cultural difference, and examine how the multicultural nature of contemporary Germany has changed the concept of what is *German*. Within this cultural web, this course will emphasize the traditional four language skills: speaking, listening comprehension, reading, and writing.

## Course Work

We have a variety of activities to use, assess, and increase our language skills. *No late work will be accepted.*

### **Homework**

All homework will be assigned and submitted through Canvas. Be sure to check Canvas daily (the “Modules” page is a good place to start) to make sure you are keeping up with the homework.

### **Quizzes**

These will generally be over vocab and articles (but sometimes grammar/verbs), and will generally occur once a chapter. If we end up needing any additional quizzes other than those already scheduled, they will be announced at least one class period in advance (no pop quizzes). I will drop the single lowest quiz grade you receive during the semester, so if you miss a quiz, that 0 may be dropped, but be sure not to miss a second one, for I will only drop one grade! You must be in class (in person) to take a quiz, *unless arranged with me in advance.*

### **Essays**

We will write a variety of essays (*Aufsätze*) throughout the semester. Do not be alarmed! Unlike in your literature/English classes, these will be quite short, and will not require research, citations, etc. At this point in your language development, the focus is simply on communicating! Writing is very important to cementing your language skills. These will be graded on grammar/content (not research).

### **Culture Projects**

In addition to writing and practicing in class, you are encouraged to begin putting your German to use *outside* the classroom. Your Culture Project grade is based on the amount to which you can demonstrate your use of German skills/interests outside the classroom. See handout for more information.

### **Chapter Tests**

At the end of each chapter, we will have a test over the grammar concepts in the chapter, as well as the cultural topics (see the green *Fokus* sections in the book). Be sure to actually read the chapters! I will not assign reading, it is up to you to read the chapter in question before you take the test on said chapter! Tests will be in-class on Canvas.

### **Final Exam**

The final is comprehensive (or cumulative), because that is the nature of language. I can’t test your present perfect tense without testing your present tense, nor your dative case skills without your nominative and accusative cases. So be forewarned and keep good notes!

## Grade Breakdown

|                          |                                                                                                     |
|--------------------------|-----------------------------------------------------------------------------------------------------|
| Participation            | 10% (incl. actual daily participation + any participation assignments or graded in-class exercises) |
| Homework                 | 25% (homework on Canvas + any additional assignments)                                               |
| Essays                   | 15%                                                                                                 |
| Speaking/Culture Project | 5%                                                                                                  |
| Quizzes                  | 15%                                                                                                 |
| Chapter Tests            | 20%                                                                                                 |
| Final Exam               | 10%                                                                                                 |
| Grade Scale              | A=100-92; B=91-83; C=82-74; D=73-65; F=65-0                                                         |

## Participation, Attendance, and Absences

Your success depends on regular attendance and active participation in every class. You are expected to attend every class. However, since we are currently experiencing a global pandemic, we may have to be flexible as to how we hold class.

At the start of the semester, we are expected to hold face-to-face class. For the time being, you are expected to be in class each class period. If you are not in class (because you skipped it) your participation grade will be 0 for that day.

However, due to the pandemic or other health reasons, there may be times when some or all of us need to “attend” class while being physically at home. If this happens to you (while the rest of the class is still

meeting) you MAY be required to attend class on Zoom during normal class times. If not, you will be asked to complete a participation assignment in addition to studying the missed information (reading/powerpoint/handout/etc.) and doing all normal in-class and homework assignments.

If you need to miss class *for health reasons* (while the rest of us are still meeting), you should let me know in advance and clarify with me how the class will be made up (i.e. what your participation assignment will be, if you should study on your own, if the class will be on Zoom, if the lecture will be recorded, etc.)

If you need to miss class for NON-health reasons, you will get a 0 for participation, unless it is a university excused absence. This semester is going to be complicated enough without me trying to do a bunch of make-up classes for people who overslept their alarm clocks.

If you have a serious extenuating circumstance, such as a death in the family, please let me know, and we can work out a plan.

ACU has decided that our last week of class and finals (all class activities after Nov. 24<sup>th</sup>) will be online exclusively. This means that our last three class meetings will be on Zoom, and our Final Exam will be online. You are expected to attend these Zoom classes during our regular meeting time.

If I/several of us/our whole class is exposed to COVID and the whole group needs to meet online for two weeks of quarantine, we will do so with Zoom. If this happens, plan to be online (on Zoom) during our normal class period.

**Regardless of why you are absent, it is your responsibility to find out what was covered in class.** I do not give make-up quizzes, make-up tests, or make-up work. If you miss an assignment, you get a 0, unless you have made arrangements with me in advance.

TL:DR: If you are not going to be in class for health reasons, **let me know in advance**, and we will figure out a plan. Otherwise, don't skip class. As always, you are responsible for what happens in class whether you are there or not. Get notes from a friend!

### **Tech in class**

Phones, iPad, computers, etc. can be excellent learning tools. They are certainly permitted in class, and will often be used in class. (Indeed, they are required for quiz days, as well as daily for anyone who does not have a hard copy of the textbook.) What is NOT allowed in class is the use of your tech for personal/non-class related things. If I see you texting/emailing/shopping/working on other homework in class, I will not only be giving you a 0 in participation for that day, I might well call you out in class, ask you to translate your texts into German, or otherwise put you on the spot. You have been forewarned!

### **Submission of Assignments**

*Quizzes* will be taken in-class via Canvas. You must download LockDown Browser in order to take them. We will talk about this in class. You are **required** to bring your **charged up** device (computer/iPad/etc.) on quiz days. No device = no quiz = no grade.

*Essays* will be submitted on Canvas **by midnight on the day it is due**. I do **not** accept emailed essays.

*Tests* will be taken on Canvas. The dates given in this syllabus are subject to change, but tests will always be announced beforehand.

*Homework* will be assigned, completed and graded on Canvas.

*Speaking/Culture Projects* will usually be done outside of class time.

## Use of German Resources

*Online and paper dictionaries* are great resources that are always permitted for in-class and out-of-class assignments, including writing assignments. Some favorites are:

[www.dict.cc](http://www.dict.cc)   [www.leo.org](http://www.leo.org)   [www.linguee.com](http://www.linguee.com)  
[www.pons.de](http://www.pons.de)   <http://dict.tu-chemnitz.de/>

*Online translators* (i.e. Google Translate) can be helpful in very specific circumstances (such as when traveling, or when working with a language you have never learned at all). However, where class work is concerned, online translators **are inappropriate**. Since this is a language class, you are expected to be using language (e.g. conjugating verbs) on your own. Learning to use the language is the point of what we are doing. Using Google Translate is therefore using someone's else's language skills and is *not considered your own work*. Violations may be subject to the Academic Integrity Policy. This is especially worth noting **for writing exercises**, since here you need to form your own sentences and learn how to write. If your work contains several structures or cases we haven't learned yet, I may have to ask you to show me how you came up with them (i.e. in what dictionary you found that phrase).

*Human resources*, such as native speakers, advanced students, and tutors can be very helpful in explaining grammar concepts and acting as partners in conversation. If you know anyone like this, it would be fantastic to practice your German with them. However, *they are not permitted* to correct your essays and other writing assignments. Your work must be your work. Violations may be subject to the Academic Integrity Policy.

## Academic Integrity

Scholastic dishonesty in any form will not be tolerated and may result in the grade of F for the course. Your major department will be notified immediately, and any incidence of scholastic dishonesty or suspected scholastic dishonesty will be prosecuted to the fullest extent allowable under Code of Student Conduct.

*Academic integrity* is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to our Christian faith. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. [As a side note, I am impressed you are reading the fine print. Send me an email with the subject line "syllabus easter egg" for 5 points on the test of your choice.] Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html>.

## Accommodations for Students

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call their office directly at [325-674-2667](tel:325-674-2667).

## University-wide Policies

All university-wide policies and regulations contained in the "Abilene Christian University Student Guide: Code of Student Behavior and Discipline" will be observed in this class.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by following the link to ACU's website:

<https://www.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html>

### Lehrplan (Course Schedule)

Aufsatz: essay or writing assignment  
Schritte = steps (preliminary chapters)  
Mo = Montag = Monday  
Mi = Mittwoch = Wednesday  
Fr = Freitag = Friday

S. (Seite): page  
Aufsatz = essay  
Wiederholung = review  
Kapitel = chapter  
Prüfung = exam

\*\*\* The information in the *Fokus* sections in each chapter will also be on the tests.

\*\*\* Homework exercises will be assigned on Canvas. Do a bit of homework each day to keep your brain engaged with the language!

\*\*\* Dates on the syllabus are due dates.

*All dates, including tests, are subject to change at my discretion.*

### Schritte

- 24. Aug. (Mo): Einführung
- 26. Aug. (Mi): Schritt 1: Gespräche
- 28. Aug. (Fr): Schritt 2: Farbe
- 31. Aug. (Mo): Schritt 3: Nummer und Kleidung
- 2. Sept. (Mi): Schritt 4: Wetter
- 4. Sept. (Fr): Schritt 5: Zeit + **Vocab Quiz** on Schritte 1-4
- 7. Sept. (Mo): Wiederholung
- 9. Sept. (Mi): Prüfung: Schritte**

### Kapitel 1: Familie, Länder, Sprachen

- 11. Sept. (Fr): Kap. 1 (Wortschatz)
- 14. Sept. (Mo): Kap. 1 (verbs)
- 16. Sept. (Mi): Kap. 1 (Nominative + Compounds)
- 18. Sept. (Fr): Kap. 1 (*Satzordnung*) + **Vocab Quiz** on Kap. 1
- 21. Sept. (Mo): Wiederholung + **Aufsatz 1 due**
- 23. Sept. (Mi): **Prüfung: Kapitel 1**

### Kapitel 2: Lebensmittel und Geschäfte

25. Sept. (Fr): Kap. 2 (Wortschatz)  
 28. Sept. (Mo): Kap. 2 (*sein/haben*)  
 30. Sept. (Mi): Kap. 2 (accusative)  
 2. Okt. (Fr): Kap. 2 (*Satzordnung*) + **Vocab Quiz** on Kap. 2  
 5. Okt. (Mo): Wiederholung  
**7. Okt. (Mi): Prüfung: Kapitel 2**

### **Kapitel 3: Im Restaurant**

9. Okt. (Fr): Kap. 3 (Wortschatz/vowel changers)  
 12. Okt. (Mo): Kap. 3 (vowel changers/dative) + **Aufsatz 2 due**  
 14. Okt. (Mi): Kap. 3 (dative)  
 16. Okt. (Fr): Kap. 3 (dative) + **Vocab Quiz** on Kap. 3  
 19. Okt. (Mo): Kap. 3 Wiederholung  
**21. Okt. (Mi): Prüfung: Kapitel 3**

### **Kapitel 4: Feiertage und Feste**

23. Okt. (Fr): Kap. 4 (Wortschatz/present perfect: *haben*)  
 26. Okt. (Mo): Kap. 4 (present perfect: *haben*)  
 28. Okt. (Mi): Kap. 4 (present perfect: *sein*)  
 30. Okt. (Fr): Kap. 4 (present perfect practice)  
 2. Nov. (Mo): Kap. 4 (subordinating conjunctions) + **Vocab Quiz** on Kap. 4  
 4. Nov. (Mi): Kap. 4 (extra practice) + **Special Verb Quiz**  
 6. Nov. (Fr): Wiederholung  
**9. Nov. (Mo): Prüfung: Kapitel 4**

### **Kapitel 5: In der Stadt**

11. Nov. (Mi): Kap. 5 (Wortschatz/pronouns)  
 13. Nov. (Fr): Kap. 5 (pronouns) + **Aufsatz 3 due**  
 16. Nov. (Mo): Kap. 5 (pronouns/modal verbs) + **Vocab Quiz** on Kap. 5  
 18. Nov. (Mi): Kap. 5 (modal verbs/*sondern/aber*) + assignment of Final Speaking Project  
 20. Nov. (Fr): Wiederholung

### **Wiederholung und Zusammenfassung**

23. Nov. (Mo): *umfassende Wiederholung* + **Aufsatz 4 due**  
**25. Nov. (Mi): Thanksgivingferien! Viel Spaß!**  
**27. Nov. (Fr): Thanksgivingferien! Viel Spaß!**  
 30. Nov. (Mo): *umfassende Wiederholung* (ONLINE)  
 2. Dez. (Mi): *umfassende Wiederholung* (ONLINE)  
 4. Dez. (Fr): *umfassende Wiederholung* (ONLINE)

**Final Exam:** Determined by the University, see website of Registrar for latest information.

**Wednesday, December 9, at 8-9:45am**