

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 Cultural Literacy menu

Indicate the requested change.

	Change to a Course	Dept./School ¹	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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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
✓ 3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
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	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	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 ³	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
	Change to a Degree Plan Proposed By Provost										
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

¹ 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.

² 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.

³ 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.

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

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy 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).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

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.

Subject code, course number, and title of course:	GER111
Terms offered:	Fall
Catalog description:	An introduction to the German language and culture. Emphasis on understanding the spoken and written language and on communication through speaking and writing.
Course prerequisites:	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; ENGL 003 / ENGL 004 ; or approval by department.

Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	NA
Other general education menus on which the course appears or you are applying for:	Arts and Humanities

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or fewer). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

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, this course assists students in “explor(ing) global, historical, and cultural experiences of diverse populations.”

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 fewer).

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through

adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.

- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.

- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Culture projects, as described in syllabus.
Outcome B2	In class culture study.
Outcome B3	Culture projects and study.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Culture projects.
Outcome B2	Culture portions of exams.
Outcome B3	Culture portions of exams.

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

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?* (10th 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. 24th) 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 www.leo.org www.linguee.com
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