

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number GER 321 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

New Course: GER 321 German Grammar Through Short Stories. Part of advanced German courses for New German Minor.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: 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.

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		COUNCIL ³							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	A
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	A
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A		A	A
9.	Major — Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A
11.	Minor — Revise course selection	A	A	A		I		I	--
12.	Minor — Add	A	A	A		A		A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A		A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A		A	A
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A		A	A
17.	Degree — Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) 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.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Shelly Sanders</u>	<u>2/16/17</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Jeri De</u>	<u>2.17.17</u>
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>[Signature]</u>	<u>2/21/17</u>
Signature	Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	GER 321
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Leslie Reed
2	Course Teacher	Leslie Reed
3	Course Title	German Grammar through Short Stories
4	Course Abbreviation (if title is over 30 characters)	Ger Gram Short Story
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Instructor Workload	3

15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Fall, even years. Designed to review and refine German grammar skills while beginning upper-div. level literary engagement. Prerequisite: GER 222 or consent of instructor.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	GER 222
19	List any co-requisites	n/a
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	n/a
21	Does this course have any special student costs?	☒ No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	even
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	n/a
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	n/a
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2018
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes Ger 340; Fall 2016; 3 students <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	It will constitute an advanced grammar course within the German minor being proposed.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	An advanced grammar course is a foundational course for upper-level studies in German. Current faculty's doctorate is in German Studies.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended audience is students who have completed GER 222 and are pursuing a German minor.
2	State the overarching course goal(s) in performance terms.	By the end of the course, students should be able to recognize major German 20 th century short story authors, summarize major literary and historical trends post-WWII, explain in broad terms the progression of German culture and thought from 1945 to the early 2000s, execute reasoned argumentation with their peers in German, implement advanced German grammar constructions both in speaking and in writing, and produce a grammatically advanced essay demonstrating a deeper engagement with a text.

2. Competencies and Measurements

	Competency	Measurement
1	Recognize major German short story authors	Class discussions; essays, reflections, final exam
2	Summarize major trends	Reflections, essays, final exam
3	Explain cultural progression	Reflections, essays, final exam
4	Execute reasoned argumentation in German	Reflections, class discussions, essays, final exam
5	Implement advanced German grammar	Reflections, grammar homework, class discussions, essays, final exam
6	Demonstrate deeper engagement with text and ability with grammar	Essays

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

- Bellmann, Werner, ed. *Klassische deutsche Kurzgeschichten*. Ditzingen: Reclam Verlag, 2003. Print.
- Bellmann, Werner and Christine Hummel, eds. *Deutsche Kurzprosa der Gegenwart*. Ditzingen: Reclam Verlag, 2005. Print.
- Hummel, Christine, ed. *Kürzestgeschichten: Texte und Materialien für den Unterricht*. Ditzingen: Reclam Verlag, 2010. Print.
- Jamie Rankin and Larry Wells. *Handbuch zur deutschen Grammatik: Wiederholen und anwenden*. Boston: Heinle, 6th Ed. 2015. Print.

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

07/01/2016

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Shelly Sanders

Department Chair
Dean of the College

2/16/17
Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

07/01/2016

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

07/01/2016

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 23:48
TO: Dr. Paul Roggendorff
CC:
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: New Course Application – GER 321 - German Grammar Through Short Stories

After reviewing the course proposal and syllabus, the Library is able to support the proposed course. Please contact your Librarian Liaison, Karen Hendrick (hendrick@acu.edu), if additional resources are needed to support the course. Thank you for letting us review the course application.

Leslie Reed
ADM 216F
325-674- 2253
leslie.reed@acu.edu

Re: Review of GER321: German Grammar through Short Stories

Dear Ms. Reed,,

Thank you for the submission of German Grammar through Short Stories. I reviewed the syllabus based on the ACU application requirements. Your submission is excellent based on the requirements. I only offer the following suggestion:

- Including a statement about reserving the right to modify the calendar as needed

Other than this minor suggestion, the syllabus is exemplary! However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

German 321: German Grammar through Short Stories

Deutschland nach 1945: Eine Mentalitätsgeschichte

ACU Department of Language and Literature

About the Course

In this course, you will actively refine your grammar skills and literary discussion abilities while being introduced to German language short stories post-1945. You will also explore the dynamic history of Germany in the late 20th century, a nation struggling to come to terms with its past and striving for a new future.

Course number and title: GER 340: German Grammar

Credit hours: 3 credit hours

Semester and year: Fall 2018

Meeting time and place: 1:30-2:50pm TR, Hardin Administration Building 309

Prerequisites/corequisites: This course is designed for students who already have a strong working knowledge of German (German 222 or equivalent). Although created for students progressing towards a German minor, this course would also be ideal for any student wishing to cement their German language skills while exploring the short story phenomenon in 20th century German literature.

Catalog description: Fall, even years. Designed to review and refine German grammar skills while beginning upper-div. level literary engagement. Prerequisite: GER 222 or consent of instructor.

Intended audience: 3rd or 4th year students pursuing a German minor

About the Teacher

Professor's name, title, or rank: Leslie Reed, Instructor

Office location: ADM 216F

Phone number: (325) 674-2253 (office)

Email address: leslie.reed@acu.edu

Office hours/Contact expectations: My office hours are 1-5pm on Mondays, 3-4pm on Thursdays, and 8-9am on Fridays. I am reachable via phone during office hours, and via email during business hours.

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department Mission: ACU's mission is to educate students for Christian service and leadership throughout the world. The Department of Language and Literature empowers students to fulfill

the "throughout the world" element of this mission, preparing them to connect with the languages, cultures and peoples of other nations.

Unique Christian Perspective: The study of literature is the study of humanity. As Christian thinkers, it is essential that we engage with the larger world, bringing our worldview to bear even in difficult areas of study. By engaging in the study of humanity, we can be the intersection at which the brokenness of the world comes into contact with Christ's grace.

Course Content

German 340 is a transitional course between the 4 semester introductory language sequence and further upper-level literature courses. The course focuses heavily on expanding reading skills and provides an introduction to German literature. Texts by many different German-speaking authors will acquaint students with various styles of writing. Students will further develop their speaking and listening abilities through discussions centering on the readings; skills for conversing on issues raised by a text are a particular focal point of the course. Some class time will be devoted to refreshing and refining students' grammar skills, including coverage of some of the more advanced topics as well as a review of structures that you found challenging at the 222 level.

Although the genre of *Erzählung*, which includes a wide variety of prose narratives ranging from a few lines to novel-length, has long been part of the German-speaking literary tradition, the short story (*Kurzgeschichte*) is a relatively recent addition that gained popularity after 1945. Writers in the postwar period seeking to distance themselves from the cultural program of the Nazi regime as much as possible were drawn to the short story precisely because it was associated with English-speaking and especially American literature, rather than German. In this course, we will read short prose texts from the postwar period to the present, along the way encountering numerous important German-speaking authors from different time periods. The course offers a look at the changing situation of literature as well as changing mindsets. We will encounter historical realities through literary texts and trace the development of thought in the decades after World War II.

Format of Class

Format of Class: The class is divided into chronological periods in postwar Germany. Each day, students will be assigned readings from short stories, an advanced grammar book, or both. Class periods will consist primarily of discussions of the texts, with short lectures/exercises on advanced grammar points. Regular grammar quizzes and vocab quizzes (with vocab drawn from each week's readings) will be assigned in addition to other assessments, including blog reflections (see Learning Outcomes section below).

Instructional Materials

Textbooks

Bellmann, Werner, ed. *Klassische deutsche Kurzgeschichten*. Ditzingen: Reclam Verlag, 2003. Print.
 Bellmann, Werner and Christine Hummel, eds. *Deutsche Kurzprosa der Gegenwart*. Ditzingen: Reclam Verlag, 2005. Print.
 Hummel, Christine, ed. *Kürzestgeschichten: Texte und Materialien für den Unterricht*. Ditzingen: Reclam Verlag, 2010. Print.
 Jamie Rankin and Larry Wells. *Handbuch zur deutschen Grammatik: Wiederholen und anwenden*. Boston: Heinle, 6th Ed. 2015. Print.

Learning Outcomes

Course goal: By the end of the course, students should be able to recognize major German 20th century short story authors, summarize major literary and historical trends post-WWII, explain in broad terms the progression of German culture and thought from 1945 to the early 2000s, execute reasoned argumentation with their peers in German, implement advanced German grammar constructions both in speaking and in writing, and produce a grammatically advanced essay demonstrating a deeper engagement with a text.

Competencies:

	Competency	Measurement
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Assessment and Grading

Assessment activities

Example:

Assessment Activities	Weighting
Attendance and Participation	10%
Homework	10%
Grammar Quizzes	20%

Vocab Quizzes	10%
Reflections	20%
Essays	20%
Final Exam	10%
Total	100%

Final grade calculation

Range of Points	Final Letter Grade
92%-100%	A
80%- 91%	B
70%-79%	C
60%-69%	D
Below 59%	F

Disputed Grades

If you feel you have been graded unfairly, please make an appointment to discuss your concern with me in my office. Grades will not be discussed in the classroom, as such information is sensitive and confidential. From the time I return a graded assignment to you, you have one week to make me aware of your concern. I will not negotiate any alteration of a grade after that point.

University Policies

ADA compliance: 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 325-674-2667.

Academic integrity: 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 behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. 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 your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, here: <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

Harassment policy: As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

Course Policies

Attendance

Your success depends on regular attendance and active participation in every class. You are expected to attend every class. I do not excuse absences.

Two unexcused absences are allowed during the semester without penalty. Subsequent unexcused absences will *strongly* affect your participation and attendance grades. These two absences are yours to spend as you see fit. I recommend saving them for illness.

There are only two exceptions that could excuse an absence: 1. being at an event (you MUST notify me in advance with the appropriate form) at which you represent the university (e.g. sports, debate team) and/or 2. if you are seriously ill (i.e. hospitalized missing multiple class days) or are having a family emergency.

Regardless of why you are absent, you are responsible for all missed work. Missed work within the allowance *may* be made up by arrangement with the me, if circumstances are appropriate. It is YOUR responsibility to contact me or your classmates to learn of missed assignments/papers/handouts/due dates/etc. If I don't hear from you, you get a zero on any assignments, where applicable. Communication is paramount in ALL situations relating to class absences.

Tardiness

Arriving to class more than 10 minutes late will forfeit your participation grade for the day. Arriving tardy is however better than skipping class altogether. As long as you show up before the halfway point, you will still receive credit for attendance, although not for your participation.

Participation

Active class participation is an important part of this course. Students are expected to have done the readings in advance and to come to class *prepared to contribute* to discussions. You must contribute daily to the class discussions to receive participation credit, as well as engaging in any class activities, and the online weekly blog discussions. The quality of your blog discussion

contributions will be graded separately, but late/missing discussion posts will also damage your participation grade.

I ask that you not eat during class, though drinks are fine (use lids please). Be respectful of each other during discussions. Disrespectful, hurtful, or aggressive language or behavior will not be tolerated. For additional information, please see the Harassment Policy above, or refer to the ACU Student Handbook.

Late assignment/exam

Late work will not be accepted, except in extenuating circumstances. In such cases, you must communicate with me *in advance* of the deadline to determine a strategy to fit your situation. All late work will still be subject to a late penalty at my discretion, generally 10% per day late. This policy applies to missed quizzes/exams as well.

Technology use

Phones, iPad, computers, etc. can be excellent learning tools. They are certainly permitted in class, and will daily be used in class (our reading quizzes will be administered through Canvas). What is NOT allowed during class is the use of your tech for personal/non-class related things. The use of technology for non-class purposes may result in: a 0 in participation and/or attendance for the day, a 0 on any graded classroom activity for the day, and/or dismissal from the classroom for the rest of the class period, at my discretion.

Use of German Resources

Online and paper dictionaries are great resources that are always permitted for class assignments, including reading and 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). You are also welcome to use them to help decipher a difficult passage in the text. However, where submitting class work (**especially essays**) is concerned, online translators **are inappropriate**. Since this is a language class (albeit an advanced one), you are expected to be using language (e.g. conjugating verbs) on your own. Learning to use the language within the limits of your abilities is a skill we are building in this class. 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.

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

Calendar

Abbreviations:

KDK = *Klassische deutsche Kurzgeschichten*

DKG = *Deutsche Kurzprosa der Gegenwart*

KTMU = *Kürzestgeschichten: Texte und Materialien für den Unterricht*

GR = *Handbuch zur deutschen Grammatik*

GQ = Grammar Quiz (administered on Canvas – bring your electronic devices!)

VQ = Vocab Quiz (administered on Canvas – bring your electronic devices!)

RF = Reflection post due on Canvas (under Discussions tab)

ES = Essay due

Film titles listed in italics.

Films should be viewed before class on the date stated.

Course Calendar (All dates subject to change.)

Date	Topic	Reading	Book/Page	Assignments (at home)	Assessment (in class)
Tue. Aug. 29	Introduction				
Thu. Aug. 31	Trümmerliteratur	Wolfgang Borchert: „Nachts schlafen die Ratten doch“ (1947)	KDK S. 30-34	Make Quizlet account	
Tue. Sept. 5	Trümmerliteratur	Wolfdietrich Schnurre: „Das Begräbnis“ (1945/6)	KDK S. 9-12	RF: Borchert	
Thu. Sept. 7	Trümmerliteratur	-Schnurre: „Das Begräbnis“ -Grammatik: Präpositionen	-KDK S. 13-17 -GR Kap. 1		
Tue. Sept. 12	Neuanfang	- Siegfried Lenz: „Die Nacht im Hotel“ (1949)	KDK S. 69-71		VQ
Thu. Sept. 14	Neuanfang	Lenz: „Die Nacht im Hotel“	KDK S. 71-74	RF: Schnurre	
Tue. Sept. 19	Neuanfang	Ilse Aichinger: „Spiegelgeschichte“ (1949)	KDK S. 56-59	RF: Lenz	
Thu. Sept. 21	Neuanfang	Aichinger: „Spiegelgeschichte“	KDK S. 60-65		
Tue. Sept. 26	Neuanfang	Aichinger: „Spiegelgeschichte“	KDK S. 65-68	RF: Aichinger	ES
Thu. Sept. 28	Wirtschaftswunder	- <i>Das Wunder von Bern</i> -Grammatik: Relativsätze	GR Kap. 18		VQ
Tue. Oct. 2	Wirtschaftswunder	-Kurt Marti: „Neapel“	-KDK S.	RF: <i>Wunder</i>	

	wunder	sehen“ (1960) -Grammatik: Conjunctions	151-152 -GR Ref. Section 2	<i>von Bern</i>	
Thu. Oct. 5	Die 1960er	Gabriele Wohmann: „Verjährt“ (1965)	DKG S. 9-13	RF: Marti	GQ
Tue. Oct. 10	Die 1968er	- <i>Die Welle</i> -Grammatik: Infinitiv		RF: Wohmann	
Thu. Oct. 12	Die 1968er	Günter Kunert: „Zentralbahnhof“ (1972)	DKG S. 33- 35	RF: <i>Die Welle</i>	VQ
Tue. Oct. 17	Die 1970er	-Thomas Bernhard: „Fast“, „Frühzug“ (1978) -Grammatik: Subjunctive I	-KTMU S. 47-48 -GR Kap. 22	RF: Kunert	
Thu. Oct. 19	Die 1970er	-, „Kniefall angemessen oder übertrieben?“ in: Spiegel 36/1970 -Die Perspektive heute: „Kniefall am Abgrund der deutschen Geschichte“ in: Focus vom 7.12.2010	Handouts		ES
Tue. Oct. 24	Die 1970er	-Günter Grass: „1970“ in Mein Jahrhundert (1999) -Grammatik: Adjectives	-DKG S. 178-181 -GR Kap. 13		
Thu. Oct. 26	DDR	Reiner Kunze: „Element“ (1976)	DKG S. 79- 83	RF: Grass	VQ
Tue. Oct. 31	DDR	Helga M. Novak: „Abgefertigt“ (1968)	DKG S. 40- 42	RF: Kunze	
Thu. Nov. 2	DDR	<i>Goodbye Lenin!</i>		RF: Novak	GQ
Tue. Nov. 7	Die 1980er	Siegfried Lenz: „Tote Briefe“ (1982)	DKG S. 107- 110	RF: <i>Lenin!</i>	
Thu. Nov. 9	Die 1980er	Lenz: „Tote Briefe“	DKG S. 111- 114		VQ
Tue. Nov. 14	Die 1980er	-, „Tote Briefe“ -Grammatik: Subjunctive II	-DKG S. 115-119 -GR Kap. 21		
Thu. Nov. 16	Nach der Wiederverei	Peter Maiwald: „Der Liebebedürftige“ (1990)	KTMU S. 69-70	RF: Lenz	ES

	nigung				
Tue. Nov. 21	Nach der Wiedervereinigung	-Dagmar Leupold: „Der Schuh“ (1996) -Grammatik: Compare/Superlative	-KTMU S. 90-91 -GR Kap. 15		
Thu. Nov. 23	No class!	Happy Thanksgiving!			
Tue. Nov. 28	Migrantenliteratur	Rafik Shami: „Mehmet“	-KTMU S. 67-69	RF: Leupold	VQ
Thu. Nov. 30	Migrantenliteratur	Film <i>Almanya: Willkommen in Deutschland</i> anschauen		RF: Shami	
Tue. Dec. 5	Literatur seit der Jahrtausendwende	Botho Strauss: „Unvermietetes Zimmer“ (2000)	DKG S. 182-183		GQ
Thu. Dec. 7	Literatur seit der Jahrtausendwende	Günter Kunert: „Irrtum ausgeschlossen“ (2006)	KTMU S. 113-117	RF: Strauss	

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