

GRMN 202 Winter 2021
Remote
Timetabled: Tuesdays 10:00-11:30 and Thursdays 8:30-10:00
DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

Instructor: Professor Jennifer Ruth Hosek

Instructor Contact Information: jhosek@queensu.ca Whatsapp: 510 434 6140 skype: jhosek111

Office Hours: any time with appointment made via email

Course description

A systematic review of grammatical structures with the aim of enhancing students' linguistic competence with particular emphasis on written communication.

PREREQUISITE A grade of C in GRMN 201/3.0 or permission of the Department of Languages, Literatures and Cultures

Intended Student Learning Outcomes

With your active participation, this course will help you expand your German language skills.

To complete this course, you will demonstrate your improved ability:

1. to have intermediate-level conversations in German. You will expand your abilities to function in a German-speaking environment and to express yourself on a number of topics.
2. to understand speakers of German on topics that influence society.
3. to read in German by reading longer and more complex texts. You will acquire reading strategies, strengthening your ability to understand and analyze different kinds of texts with limited dictionary use.
4. to write short texts, dealing with everyday topics and issues, and to edit them for grammatical correctness.
5. to pronounce German in standard manners.
6. to understand and engage with some aspects of the cultures in German-speaking countries as treated in the course.

You will review and continue to acquire grammatical and syntactic structures and patterns, which underlie all communication in the language.

Textbooks/Readings

Required:

Kaleidoskop 9th Edition. Available for purchase, for instance at the Campus Bookstore, with or without SAM Student Activity Manual. The latter is for extra practice.

Faust Leseheft mit digitalem Download. Huber Deutsch als Fremdsprache. Available for purchase at: <https://shop.hueber.de/de/e-faust-paket-pdf.html>

Recommended:

English Grammar for Students of German

-- For more German practice in German keyed to our course, use the student companion website:

<http://college.cengage.com/languages/german/moeller/kaleidoskop/>

Or, if you have no success with that:

1) Go to <http://hlc.quia.com> and log in.

2) Click the "Book details" link.

3) Click "Use book independently" and confirm it when prompted.

-- You can also obtain access to the online Premium Website by purchasing an Instant Access Code at www.nelsonbrain.com or through the campus bookstore

Late Policy

It is strongly recommended that students keep up with their assignments as assigned for each day and each week.

Given the circumstances, homework may be uploaded at any time prior to the Test for which it helps you to prepare for full credit.

After that point it will not be accepted barring very exceptional circumstances. It is highly recommended that you work on your German every day and upload assignments every day or week. You should average 10 hours a week working on German.

--LiLi sessions: remember to use the Timing Function in the LiLi program. There is a how-to video in the For Students tab.

Fulfillment of the requisite number of minutes in German and in English earns you 100% credit for LiLi.

-- This policy has been designed with flexibility for academic consideration for all students in mind. No "Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) will be approved, except in very exceptional circumstances on a case-by-case basis.

Grading Scheme – see syllabus for further detail:

--**Homework:** 25 %

Late and/or unfinished homework, including sentences not written out, and/or not corrected = 0%

Finished homework, sentences written out, checked = 100%

--**Tests:** Test 1: 10% Test 2: 10% Test 3: 10%

--**LinguaeLive e-tandem** with students at Strickhof, in Lindau Switzerland <https://www.strickhof.ch> at the convenience of the student pairs. 3 German and English sessions x 30 minutes = 180 minutes total: 15 %

--**Read *Faust* and submit the answers** to the questions at the end of the text (full sentences in German as required): 15%

--**Essay:** Write an analytical response essay of 350-450 words on topic of your choice, revise it with help of your LiLi partner, and hand it in (see LiLi section for details): 15%

Essay due on Thursday, 15 April at 17:00 Eastern.

Suggestions for essay:

1. *Faust*; compare the classic, allegorical remake of *Faust* in the Nazi era, István Szabó's *Mephisto* [1981]). Buy or rent on YouTube <https://www.youtube.com/watch?v=TA9Bd9w5cT0>. You may find it interesting to think about how what might be deemed the hyper-

individualism of Dr. Faust is implicated in the rise of Fascism in Szabó's historical fiction. You are encouraged to link this topic to contemporary situations in which we find ourselves today.

2. (Politics of) masking in Covid-times.

Background: Masking has been a divisive issue tied to hyper-individualism, machismo, racism, political protest, governmental sanction, governmental misinformation (e.g., long delays on the part of governments in many Western countries in explaining the importance of mask wearing and/or mandating mask wearing), availability of different types of masks, environmental pollution through disposal, etc.

3. Topic of your choice

--Extra Credit: Work with a Queen's partner! Good for your German health, good for your mental health. Especially if your mark is on the edge, it will bump you up to have worked together with a Queen's partner for 8 50-minute sessions or more. Simply submit 2 copies of 1 attestation (digitally) signed by both of you attesting that you worked together for this much time or more. If you can't work synchronously, you can use the Discussion Forum on onQ and create a Group Thread: 3%

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	and below

Guidelines

-- Practice active learning. When considering how and when to do your work, do it in the way that it will help you learn the most. Claim your education.

Making PDFs, if you do not have a scanner then via your phone (e.g., for homework and tests):

For instance Adobe's free app: <https://acrobat.adobe.com/ca/en/mobile/scanner-app.html>

To download for Apple (iPhone) Users: <https://apps.apple.com/ca/app/adobe-scan-mobile-pdf-scanner/id1199564834>

To download for Android Users: https://play.google.com/store/apps/details?id=com.adobe.scan.android&hl=en_CA

Recommended Partner Work:

Work with a Queen's student partner on any of the *Themen* and *Kapitel* exercises that are not those *Wortschatzübungen* or *Grammatik im Kontext* meant for individual work. For instance, you could read the texts and answer the questions about the texts, particularly the Groupwork and Essay exercises, which are labelled with human figures and pens, respectively.

LiLi Tutorial:

-- LinguaeLive -- www.linguae.live.ca -- LiLi is a unique, educational language tandem platform created by me and my web engineer with SSHRC funding. It allows students in classes around the world to connect with each other to learn each other's languages and cultures. Please recognize the opportunity that it offers and consider its benefits and limitations as you go. I would be happy to receive detailed feedback on the program and the web platform. If you know donors or volunteers, we could use the help.

-- Use the link to register in LiLi and search for complementary partners in our paired Strickhof English class. (Here is a link to their school: <https://www.strickhof.ch>)

You are invited to join LinguaeLive to find language partners.

To join the course GRMN 201 W 2021 PARTNER WITH STRICKHOF at Queen's University:

Sign up with the following link

<http://www.LinguaeLive.ca/index.html?#signupstudent:1EP2C3JKC>

or if you already have a LinguaeLive account,

add the course using the following invite code: 1EP2C3JKC

-- You are responsible for downloading Skype, WhatsApp or another Voice-and-Video-Over Internet Protocol program to use to tandem with your partner. Logistical concerns are your responsibility.

-- You will be speaking with your student LiLi partner in Strickhof for 3 x 30 minutes in German and 3 x 30 minutes in English at the mutual convenience of you and your partner. When you are speaking in German, you determine the topic, and vice versa.

You should work with them on your Essay and I encourage you to work with them on *Faust*. From their side, they may suggest visiting this 'gender'-exhibit at the end of February <https://stapferhaus.ch/geschlecht/blog/tipp-fuers-zusammenleben>.

Strickhof's scheduled start is 6 January and they have a break 8-21 February

-- **Please use the Timing Function in LinguaeLive to document the time that you communicated. See How-To video in For Students tab.**

University-Wide Discussion Guidelines (employ with LiLi, Queen's Partners, and during voluntary sessions):

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

- 1. Make a personal commitment to learn about, understand, and support your peers.*
- 2. Assume the best of others and expect the best of them.*
- 3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.*
- 4. Recognize and value the experiences, abilities, and knowledge each person brings.*
- 5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.*
- 6. It's ok to disagree with ideas, but do not make personal attacks.*
- 7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.*
- 8. Encourage others to develop and share their ideas.*

ZOOM or TEAMS Link:

Create your own for your Queen's partner work.

I will provide one for the test nearer to the test date.

Facebook Page:

Dakota and Leah are kindly administering a Facebook page *GRMN 201/202*.

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.facebook.com%2Fgroups%2Fqugerm202%2F&data=04%7C01%7Cjhosek%40queensu.ca%7Cd1c8f69b99484228f1f308d89b39032f%7Cd61ecb3b38b142d582c4efb2838b925c%7C1%7C0%7C637430016465205304%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C1000&psdata=TmCZbDcCQKmlbA9g8CFKAQzWvKaPEB6S2eVE%2BNkTESg%3D&psrved=0>

Tests:

You will need access to a printer for tests. You will print the test, take it, PDF and upload it. I will proctor the test via your computer's camera, which you will be set up to ensure that I can see that you are using no notes or other assistance. Academic integrity breaches will not be tolerated; see statement below as well. Tests exist to give you more impetus to learn. Do not cheat yourself or others.

Essay:

Take this essay seriously; deploy formal essay structure (intro, argument, a topic sentence for each paragraph, a conclusion). Typed, double-spaced.

Queen's Student Academic Success Services offers a wealth of resources: <https://sass.queensu.ca/onlineresource/topics/>
I am also happy to help.

Revising is key to good writing. You are to get feedback on your essay in the following manner. Please have your LiLi partner read your essay and simply note the mistakes as mistakes. YOU will then analyze the nature of the mistake and explain it to me in a footnote. You must submit to me in one pdf binder:

1. the original essay
2. the electronically marked-up essay with YOUR footnotes explaining the mistake and correction (e.g., need dative case here, this is a reflexive verb, etc.)
3. the revised essay

I will mark the revised essay and the efforts that you made in analyzing and making the corrections. That is, you will not be penalized for making mistakes, rather, you will benefit from having obtained assistance and you will work with and learn from this input. Your final essay will be improved.

Dr. J's Paper Marking Guidelines for longer papers; use as an aspirational guide for your shorter essays:

Top range: This paper is outstanding in form and content. The thesis is clear and insightful; it expands in a new way on ideas presented in the course. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent, but also complex and nuanced.

Good range: This paper's thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of a top range paper.

Average range: This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure): for example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper is often poorly organized, written and proofread.

Location and Timing of Final Examinations

No final examination. Stay on top of your work all semester for maximal learning.

Statement on Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the

building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Dr. J says, "If you plagiarize, you will fail this course."

Notice of Recording

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University [MS Teams, Zoom]. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general [Notice of Collection, Use and Disclosure of Personal Information](#).

Acknowledgment of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the [Queen's Encyclopedia](#)

<https://www.queensu.ca/encyclopedia/t/traditional-territories>

Accommodations for Disability

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Jennifer Ruth Hosek Instructor/Coordinator email address: jhosek@queensu.ca

Copyright of Course Materials



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<p>Week --beginning with each Monday's date -- Assignment A or B, representing the first or second ½ of the week</p>	<p>Required homework: tandem discussions with your LiLi partner in Switzerland.</p> <p>Strickhof's start is 6 January. They have a break 8-21 February.</p> <p>Sign up with the following link:</p> <p>http://www.LinguaeLive.ca/index.html?#signupstudent:1EP2C3JKC</p> <p>or if you already have a LinguaeLive account, add the course using the following invite code: 1EP2C3JKC</p>	<p>Assignments in Detail: Required and Suggested</p> <p>Required homework every week (this homework is what gives you your homework mark): In <i>Kaleidoskop</i>, read over all the exercises and texts, focusing on the page numbers listed below. Do those <i>Wortschatzübungen</i> and those <i>Grammatik im Kontext</i> exercises in the <i>Themen</i> chapters and those grammar <i>Übungen</i> in the <i>Kapitel</i> that are not Groupwork or Essays. Groupwork and Essays are labelled with humanoid figures and a pen, respectively, in both the <i>Themen</i> and the <i>Kapitel</i>. Write out all sentences fully by hand in a physical notebook, answers in a different colour or underlined or highlighted. Writing out aids learning.</p> <p>The answers are in onQ for you to check your work. Label correct answers with a check mark and write in correct answer when your answer is incorrect.</p> <p>Email me "answers may vary" assignments if you would like me to look them over; this is not required to receive full credit for the homework. Only ask me if you will truly look over the answers that I return to you. The answers for the Student Activity Manual (SAM) are also on onQ. SAM is for more practice. Read pages of <i>English Grammar for Students of German</i> as needed.</p> <p>Unfinished homework, including sentences not written out, and/or not corrected = 0% Finished homework, sentences written out, checked = 100% You must upload 100% complete homework before the respective test for which it is preparing you to receive credit.</p> <p>Suggested Partner Work: Work with a Queen's student partner on any of the exercises that are not individual <i>Wortschatzübungen</i> or <i>Grammatik im Kontext</i> exercises in the <i>Themen</i> or the grammar <i>Übungen</i> in the <i>Kapitel</i>. For instance, you could read the texts out loud and answer the questions about them. You could also do Groupwork and Essay exercises, which are labelled with human figures and pens, respectively.</p> <p>Suggested Learning Schedule: Ideally you will work a bit on learning and acquiring German six days a week. Example: Day: regularly scheduled homework Day: read <i>Faust</i> / work on <i>Faust</i> assignment Day: regularly scheduled homework Day: practice with your Queen's partner (perhaps in your simultaneous class slot) Day: talk to LiLi partner / work on essay Day: Review and memorize as needed / do "treat" activities in German (things you love to do, but in German: a film, a short story, the news (Deutsche Welle Langsam Gesprochene Nachrichten), comics, music, etc.)</p> <p>Be sure to coordinate your LiLi Tandems with your partner early.</p>
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<p>Woche 1 A 11. Januar startend</p>	<p>TANDEMS Find a student tandem partner as soon as you can and start talking.</p>	<p>REVIEW the German that you know; FAMILIARIZE yourself with <i>Kaleidoskop</i>; READ the syllabus carefully; ORDER <i>Faust</i> if you have not yet done so; REGISTER for LinguaeLive (LiLi); FIND a QUEEN'S partner student to meet with every week; Dakota and Leah are administering a Facebook page <i>GRMN 201/202</i> or use onQ. PREPARE for meeting your LiLi partner while getting to know your Queen's partner student by meeting with your Queen's partner student virtually: Stellen Sie sich und sprechen Sie über interessante Themen.</p>
<p>Woche 1 B</p>	<p>Begin LiLi sessions with your partner as soon as you can.</p>	<p>REVIEW the German that you know; FAMILIARIZE yourself with <i>Kaleidoskop</i>; READ the syllabus carefully; ORDER <i>Faust</i> if you have not yet done so; REGISTER for LinguaeLive (LiLi); FIND a QUEEN'S partner student to meet with every week; Dakota and Leah are administering a Facebook page <i>GRMN 201/202</i> or use onQ. PREPARE for meeting your LiLi partner while getting to know your Queen's partner student: Stellen Sie sich vor und sprechen Sie über interessante Themen.</p>
<p>Woche 2 A 18. Januar startend</p>		<p>Thema 1: Freizeit Seiten 1-13 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeiten noch Schreifarbeiten sind. Gruppenarbeiten sind mit Männlein gekennzeichnet. Schreifarbeiten sind mit Feder gekennzeichnet. Zum Beispiel, für heute machen Sie folgende Übungen auf den Seiten 1-13: 11, 12, 13 (<i>Wortschatzübungen</i>) und 14 (<i>Grammatik im Kontext</i>). Kapitel 1: Übungen 1-11 – also, auch in den Kapiteln: machen Sie immer die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.</p>
<p>Woche 2 B</p>		<p>Thema 1: Freizeit Seiten 14-23 -- Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Extra: Lesen Sie „Kräftig essen“ – vielleicht mit Ihrer Queen's Partner*in Kapitel 1: Übungen 12-15 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind. Lesen Sie <i>Faust</i> weiter.</p>
<p>Woche 3 A 25. Januar startend</p>		<p>Thema 2: Kommunikation Seiten 24-33 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 2: Übungen 1-5 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind. Lesen Sie <i>Faust</i> weiter.</p>

Woche 3 B		<p>Thema 2: Kommunikation Seiten 34-47 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Extra: Lesen Sie „Eine Postkarte für Herrn Altenkirch“ – vielleicht mit Ihrer Queen's Partner*in Kapitel 2: Übungen 6-13 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind. Lesen Sie <i>Faust</i> weiter.</p>
Woche 4 A 1. Februar startend		<p>Wiederholen Sie für die Prüfung – wenn Sie möchten, mit Dr. J Lesen Sie <i>Faust</i> weiter.</p>
Woche 4 B Donnerstag 4. Februar 8:30-10:00 Uhr EST		<p>Prüfung 1 ...z.B., Hörverständnis, Leseverständnis, Grammatikübungen, und ggf. mini-Essays über Themen, die wir behandeln. Haben Sie gerne ein physisches Wörterbuch mit!</p>
Woche 5 A 8. Februar startend		<p>Thema 3: Deutschland heute Seiten 48-59 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 3: Übungen 1-7 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind. Lesen Sie <i>Faust</i>!</p>
Woche 5 B		<p>Thema 3: Deutschland heute Seiten 60-73 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 3: Übungen 8-11, 13, 14 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.</p>
Woche	des	Lesens
Woche 6 A 22. Februar startend		<p>Thema 4: Familie Seiten 74-83 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 4: Übungen 1-6 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.</p>

Woche 6 B	Your LiLi partner is to read your essay. See detailed instructions in syllabus.	Thema 4: Familie Seiten 84-95 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreibaarbeiten sind. Kapitel 4: Übungen 7-13 – also, die Übungen, die weder Gruppenarbeiten noch Schreibaarbeiten sind. Lesen Sie <i>Faust!</i>
Woche 7 A 1. März startend		Thema 5: Musik Seiten 96-108 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreibaarbeiten sind. Kapitel 5: Übungen 1-7 – also, die Übungen, die weder Gruppenarbeiten noch Schreibaarbeiten sind.
Woche 7 B		Thema 5: Musik Seiten 109-115 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreibaarbeiten sind. Kapitel 5: Übungen 8, 9,11,12 – also, die Übungen, die weder Gruppenarbeiten noch Schreibaarbeiten sind.
Woche 8 A 8. März startend		Wiederholen Sie auf die Prüfung Wahlfrei (voluntary) Schauen Sie Murnaus <i>Faust</i> --A classic version of <i>Faust</i> by F.W. Murnau is available streaming via Films on Demand in the Queen's Stauffer Library: https://-films-com.proxy.queensu.ca/p_ViewVideo.aspx?xtid=56683Description This 1926 silent film is one of the landmark expressions of the <i>Faust</i> legend. It is based most strongly on Goethe's 1808 play <i>Faust</i> . <i>Faust</i> is a good and learned man but succumbs to the temptation to sell his soul to Satan's underling Mephisto in exchange for youth and earthly pleasure. In the end he resists his fate.
Woche 8 B Do. 11. März 8:30-10:00 Uhr EST		Prüfung 2 (Hausaufgaben fällig vorher)
Woche 9 A 15. März startend		Thema 6: Die Welt der Arbeit Seiten 116-125 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreibaarbeiten sind. Kapitel 6: Übungen 1-4, 6-8 – also, die Übungen, die weder Gruppenarbeiten noch Schreibaarbeiten sind.

Woche 9 B		Thema 6: Seiten 126-137 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 6: Übungen 9-14 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.
Woche 10 A 22. März startend	Your LiLi partner is to read your essay.	Faust Übung fällig 17:00 EST
Woche 10 B	See detailed instructions in syllabus.	Thema 7: Multikulturelle Gesellschaft Seiten 138-147 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 7: Übungen 1-7 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.
Woche 11 A 29. März startend		Thema 7: Multikulturelle Gesellschaft Seiten 148-157 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 7: Übungen 8-10 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.
Woche 11 B		Thema 8: Junge Erwachsene Seiten: 158-169 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 8: Übungen 1-7– also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.
Woche 12 A 5. April startend		Thema 8: Junge Erwachsene Seiten: 170-179 – Machen Sie immer die <i>Wortschatzübungen</i> und <i>Grammatik im Kontext</i> die weder Gruppenarbeit noch Schreifarbeiten sind. Kapitel 8: Übungen 8-11, 14 – also, die Übungen, die weder Gruppenarbeiten noch Schreifarbeiten sind.
Woche 12 B Do. 8. April 8:30-10:00 Uhr EST	LiLi fällig 17:00 EST	Prüfung 3 (Hausaufgaben fällig vorher; Extra Credit fällig 17:00 EST) Essay am 15. April um 17:00 östliche Standardzeit fällig