Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: FREN 201

3. Texas Common Course Number: FREN 2311

4. Complete course title: INTERMEDIATE FRENCH I

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☒ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☒ Yes
☐ No

8. How frequently will the class be offered? every Fall and Spring semester

9. Number of class sections per semester:

F: 3; S: 2

10. Number of students per semester:

F: 90; S: 60

11. Historic annual enrollment for the last three years: 137 130 146

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]

Course Instructor

Date: March 7, 2013

14. Department Head:

[Signature]

Date: 3/18/2013

15. College Dean/Designee:

[Signature]

Date: 3/19/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at:

www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (FREN 201) is a first-semester intermediate class in French language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include critical thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: consumer and eating habits, living situations in France and the Francophone world, lifestyles of young people, and media and the internet in France. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through multi media presentations on key topics from the course material.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video or technology-enhanced skits) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: consumer and eating habits, living situations, generational differences, media and the internet, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

FREN 201 – Intermediate French I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
DEPARTMENT OF INTERNATIONAL STUDIES

************SPRING 2013 *** FRENCH 201: INTERMEDIATE FRENCH************
Instructor: Dr. Sylvie Ragucci

Section: 502 Time and Place: MWF 12:40-1:30 HELD 120
Office: ACAD 201C E-mail: sragucci@tamu.edu
Office Hours: MWF 3-4pm and by appointment

Prerequisite: French 102 or equivalent credit by placement test or transfer.

REQUIRED TEXTS:
INTERACTION (8th edition): textbook and iLrn passcard (on-line workbook)
Course code: ARMNM787
Supplemental readings are posted on elearning.

Recommended:

COURSE DESCRIPTION
In this third-semester language sequence, we will enhance all four skills in French: listening comprehension, reading, writing, and speaking. In addition, we will strive to develop further cultural and social awareness. Class will be conducted in French.

LEARNING OUTCOMES
Upon completion of the course students will be able to:
- communicate orally and in writing with Francophone speakers on uncomplicated matters related to the student’s personal experience;
- perform functions such as stating preferences, giving orders and directions, expressing intentions, describing daily routines, describing states and conditions, asking and answering questions, describing people and places, making comparisons, recounting and describing in the past;
- demonstrate social and cultural awareness and sensitivity with regard to diversity;
- employ critical thinking in interpreting and summarizing;
- practice lifelong learning via technology and improved linguistic understanding of foreign and native languages.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of French culture. Group/class discussion, written work, and interpreting and summarizing readings in a foreign language are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative oral presentations
Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the diverse perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in France, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor.

GRADING
The final course grade will be calculated according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>30% (grammar, reading and questions, discussions/compositions)</td>
</tr>
<tr>
<td>3 exams</td>
<td>30%</td>
</tr>
<tr>
<td>Oral exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

PARTICIPATION
- Practice, and thus, participation, is of the utmost importance in the acquisition of a foreign language. Attending classes is imperative, and after 3 absences without University accepted excuses, each new unexcused absence will delete 5 points off the student's participation grade.

- The student's participation will be evaluated using the following criteria:
  A. (90-100) The student is very well prepared, always volunteers to answer questions or write on the blackboard, shows a genuine interest in the work, participates actively in the class activities, is not afraid to experiment with the language and be heard, and never uses English to communicate with his peers or the instructor in situations where French is called for.
  B. (80-89) the student is prepared, sometimes volunteers to answer, but participates moderately, is less vocal than an "A" student and more afraid to experiment. He or she almost never uses English.
  C. (70-79) The student is not always prepared, rarely volunteers to answer questions, participates only occasionally and/or occasionally uses English to communicate with his/her peers or the instructor in situations when he/she should have used French.
  D. (60-69) The student is rarely prepared, is very passive, very rarely volunteers to answer questions, rarely participates and/or relies mostly on English to express herself/himself.
  F. (59 and under) The student is never prepared, never volunteers to answer questions, is extremely passive and silent in class and/or relies on English to communicate.

HOMEWORK There is homework assigned in the on-line workbook listed in the syllabus. These assignments are due before class but late assignments for a chapter will be accepted until the test covering that particular chapter.

EXAMS
There are 3 written exams scheduled during the semester worth 10 percent each. The exams include listening, reading and writing portions. At the end of the semester there is an oral exam worth 10 percent. The professor will give you a list of subjects to study with your partner in preparation for the oral exam. There will be a final written exam worth 20 percent similar in structure to the written exams. Any scheduling changes will be announced in class and through email.
COMPOSITIONS/DISCUSSIONS
Students will post 4 paragraphs on 4 given topics in the discussion portion of the eLearning site. These paragraphs will be available for viewing by other students in the class.

EXTRA CREDIT
- Students will have the possibility of watching French movies for an additional 3 points on their participation average per movie. Participation will be graded twice: mid-semester and end of semester. There will be 2 movies to count for the first half, two for the second. Students will have to watch movies within that half.
- Students will have the opportunity to do additional readings (3 available on eLearning) and answer questions about them. Each reading will add 2 points to a student’s homework grade.

MAKE-UP POLICY
Tests which are missed due to an authorized absence can be made up and should be administered within a week of the student's return to class. Students who miss a scheduled exam or composition must contact the instructor within 24 hours and indicate their intention to arrange a make-up. Instructors will offer make-up exams only for authorized absences. If you need to review what constitutes an excused absence go to http://student-rules.tamu.edu/rule7.htm. Please note that for an absence of fewer than three days (section 7.1.6.2 of the Student Attendance Rules), the instructor will accept either (a) or (b), at the student's choice.

a) Student may provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu <http://attendance.tamu.edu/>).

b) Student may provide confirmation of visit to a health care professional affirming date and time of visit.

*****************************************************************************

A student enrolling for the first time in a Texas A & M foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

*****************************************************************************

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room B-118 Cain Hall. The phone number is 845-1637.

*****************************************************************************

REMEMBER: An Aggie does not lie, cheat, or steal, or tolerate those who do. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor/
All dates are tentative. Changes will be announced in class

Jan 14
Intro. Reading p 2-3; Vocabulary p 4-5
Discussion 1: Je me présente on elearning.

Jan 16
Regular and irregular verbs in the present tense, p 6-8, 11-12
For 18th: WB 1-2-A; 1-2-B

Jan 18
Regular and irregular verbs in the present tense, p 42-44; 59-61; 78-79; 126-129; reading p 9
For 23rd: WB 2-2-D; 4-2-B; WB (activités orales) 2-1-3E (written)

Jan 23
Faire + infinitive, Near future p 12
For 25th: WB 1-2-C; WB (activités orales) 1-1A; 1-1B, 1-1C; 1-1D, 1-1E

Jan 25
Future tense, reading p 15
For 28th: 10-2-B; 10-2-D

Jan 28
Nouns and articles p 16-21
For 30th: WB 1-2-E; 1-2-G; WB (activités orales) 1-1-F

Jan 30
Expression of quantity p 21-23 reading p 24
For 1st: WB 1-2-F; WB (activités orales) 1-1-2

Feb 1
Voilà/Il y a p 27; Impérative p 10
For 4th: WB 1-2-D; 2-2-G WB (activités orales) 1-1-K (written); 1-1-J (written)

Feb 4
Readings and culture p 30-33
For 4th: WB 1-2-3A; 1-2-3B; 1-2-3D

Feb 6
Review for 1st test

Feb 8
TEST 1
Discussion 2: Mes chats on elearning

Feb 11
CHAPITRE 4
Reading p 118-119, Vocabulary p 122-123

Feb 13
Passé Composé avec avoir p 134-136, reading p 125
For 14th: WB 4-2-A; WB (activités orales) 4-1-D; 4-1-E; 4-1-F

Feb 15
Passé Composé avec être p 137-138, Reflexive and reciprocal verbs, reading p 141, 146
For 17th: WB 4-2-C; 4-2-D; 4-2-F; 4-2-H

Feb 18

Passé composé; reading p132-133.
For 19th: WB 4-2-3B; 4-2-3D

Feb 20

Reading p 152-154; Chapitre 5 vocabulary, p160-161
For 21st: WB (activités orales) 4-1-2; 4-1-J (written); 4-1-H (written)

Feb 22

Formation de l'imparfait p162-163, reading p170, 173-174
For 24th: WB 5-2-A; 5-2-B

Feb 25

Passé Composé/ Imparfait p164-166
For 26th: WB 5-2-C; 5-2-D; 5-2-E

Feb 27

Plus que parfait p172-172 reading p 181, p187
For 28th: WB 5-2-F; 5-2-G; WB (activités orales) 5-1-K

Mar 1

Temps du passé p175-178; reading p188-189
For 3rd: WB (activités orales) 5-1A; 5-1B; 5-1-C

Mar 4

Temps du passé, Dates p183-185
For 5th: WB (activités orales) 5-1-J (written); 5-1-L (written); 5-1-M (written)

Mar 6

review for 2nd test

Mar 8

TEST 2
Discussion 3: Ma communication avec les autres on elearning

SPRING BREAK

Mar 18

Cours 21 Chapitre 2
Reading p 38-39; vocab p 40-41
For 19th: WB 2-2-A, 2-2-B, 2-2-C

Mar 20

Basic questions p 50, review of question words.
For 21st: WB 2-2-E; 2-1A; 2-1B; 2-1C

Mar 22

Review of question words, questions in the past
For 24th: WB 4-2-E; WB (activités orales) 2-1-I (written), 2-1-H (written)

Mar 25

Negations p 45-48, reading p 49
For 26th: WB 2-2-F; 2-3H; (activités orales) 2-1-F (written); 2-1-G (written)

Mar 27
Negations in the past, reading p52-53
For 28th: WB: 4-1-K; WB (activités orales) 2-1-K (written); 2-1-A; 2-1-B; 2-1-C

Mar 29

READING DAY

Apr 1
Reading p58, idioms p63-64
For 2nd: WB 2-2-I, WB (activités orales) 2-1-L (written); 2-1-G (written)

Apr 3
Reading p65, depuis present and past tense p66
For 4th: WB 2-2-H, 2-2-J; WB (activités orales) 2-1-D

Apr 5
Reading p68-69
For 7th: WB 2-2-3A; 2-2-3B; 2-2-3D

Apr 8

CHAPITRE 3
Reading p74-75, Vocabulary p 76-77
For 9th: WB 3-2-A; 3-2-B; WB activités orales 3-1-I (written)

Apr 10
Descriptive adjectives and position 82-85, reading p81
For 11th: WB 3-2-C; WB (activités orales) 3-1-I (written), 3-1-J (written), 3-1-K (written)

Apr 12
Possessive and demonstrative adjectives p91-93, reading p96
For 14th: WB 3-2-G; 3-2-H; WB (activités orales) 3-1-E

Apr 15
formation of adverbs and position p97-98, Il est/ c’est p90, reading p105
For 16th: WB 3-2-D; 3-2-E; 3-2-F; 4-2-G

Apr 17
Comparative and superlative of adjectives p99
For 18th: WB 3-2-I, 3-2-K, WB (activités orales) 3-1-L (written)

Apr 19
Comparative and superlative of adverbs p102
For 21st: WB 3-2-J; 3-2-L; WB (activités orales) 3-1-F (written)

Apr 22
For 23rd: WB 3-2-3A; 3-2-3B; 3-2-3C; 3-2-3D

Apr 24
Review

Apr 26
Test 3
Discussion 4 Mes activités préférées on elearning

Apr 29
Cours 40 Examens craux

Apr 30
Cours 41 Examens craux

Final: May 6th 10:30-12:30 in classroom
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: FREN 202

3. Texas Common Course Number: FREN 2312

4. Complete course title: INTERMEDIATE FRENCH II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   ☑ Yes     □ No

8. How frequently will the class be offered? every Fall and Spring semester

9. Number of class sections per semester: F: 2; S: 3

10. Number of students per semester: F: 60; S: 90

11. Historic annual enrollment for the last three years: 132 114 131

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   [Signature]

   Course Instructor

   Date: March 7, 2013

   Approvals:

   [Signature]

   Date: 3/18/2013

13. Department Head

   [Signature]

   Date: 3/19/13

14. College Dean/Designee

   [Signature]

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (FREN 202) is a second-semester intermediate class in French language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

---

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: cultural politics of the movies industry, technology of transportation in first and third world countries, education, contemporary history of France, work-life balance. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through multimedia presentations on key topics from the course material.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

   The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

   The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video or technology enhanced presentations) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

   The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary French history, the relationship of French speakers from former colonies with the language and culture of the former colonialists, ecology and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

FREN 202 – Intermediate French II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;

(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;

(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;

(4) students gain an understanding of how cultural identity is expressed through different traditions and media;

(5) students gain a better understanding of contemporary global issues through interaction with global communities.
Intermediate French II French 202-200 and 503

Instructor: Dr. Françoise Vionnet-Bracher  
E-mail: f-vionnet@tamu.edu  
Phone 845-2124 (Department office)  
Office: Academic 329D.  
Office hours: Tuesday-Thursday 11:00-12:00, and by appointment (online or at the office)

Course sites:  
http://elearning.tamu.edu (please go to http://itsinfo.tamu.edu/elearning-orientation/ if you are not familiar with it)  
And http://ilrn.heinle.com

Course description  
In this fourth-semester language sequence, students will refine the skills acquired in the past 3 semesters. They will implement these tools with ease and begin to function at a higher linguistic level.  
This will be achieved through a review and expansion of grammatical knowledge and vocabulary, and practice of writing, reading, listening and speaking, with an awareness of the appropriate cultural context, and a constant use of the target language. In order to mimic language immersion, we will navigate the Web in French and use technology to enhance communication and collaboration and create a multi-faceted learning environment.  
Students are expected to be prepared and to participate actively. All exchanges will be conducted in French except for discussions of grammar and technical explanations.

Learning Objectives  
Incoming students are at the lower end of the intermediate level on the ACTFL scale (American Council on the Teaching of Foreign Languages). Our goal is to give them the means to function at the higher end of the range. By the end of the semester, students are going to:  
• Demonstrate effective communication in the target language orally and in writing, on uncomplicated daily topics, such as movies, travels, education and vacation;  
• Compose and edit a poem and a letter, and participate in discussions or chats in French about movies, arts or technology, education, and travels;  
• Demonstrate critical thinking in analyzing, understanding, and editing more complex grammar structures at the paragraph level, including relative causes and subjunctive clauses, hypotheses, and sentences with personal, demonstrative and possessive pronouns;  
• Recognize, conjugate and use common verbs in the past, present, future, subjunctive, and conditional tenses;  
• Prepare a multi-media project in French through collaborative work with peers;  
• practice lifelong learning by becoming independent learners with the help of technology and the internet.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of French culture. Group/class discussion, written work, and interpreting and summarizing readings in a foreign language are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of oral and written works, and through collaborative oral presentations

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the diverse perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in France, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor

Prerequisite: French 201 or equivalent credit by placement test or transfer
Time commitment:

This is a hybrid course. Usually, we will be meeting twice a week face to face, and you'll have to complete once a week an online session (online lessons are located) in the e-Learning “Learning Modules” area which will include communicative or creative activities. So, besides the two face-to-face weekly class meetings, you are expected to block out an appropriate amount of time for study and practice, in order to complete and submit your assignments. The weekly time commitment for this course will be equal to or greater than the time you would spend on a fully face to face course.

Textbook and workbook:


Attendance and Make-up Policy

Course attendance is required. Students will be allowed to miss two classes excused. For every additional unexcused absence, one percent of the final grade will be deducted. An authorized absence entitles students to complete missed assignments. Exams and assignments can be made up only after legitimate absences. Please refer to University Rules (I.7) for University approved absences.

For an absence of fewer than three days (section 7.1.6.2 of the Student Attendance Rules), the instructor will accept either (a) or (b), at student’s choice:

a) Student may provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu).

b) Student may provide confirmation of visit to a health care professional affirming date and time of visit.

Participation

The student’s participation will be evaluated using the following criteria:

A. (90-100) The student is very well prepared and do her/his homework on time, always volunteers to answer questions or write on the blackboard, shows a genuine interest in the work, participates actively in the class and group activities, is not afraid to experiment with the language and be heard, very often explores and uses the tools, sites and cultural information offered on the online site outside of class, has regular exchanges with an online language partner (Honors section), and never uses English to communicate with his peers or the instructor in situations where French is called for.

B. (80-89) the student is prepared, sometimes volunteers to answer, but participates moderately, is less vocal than an "A" student and more afraid to experiment. He or she often explores the tools and sites provided on the eLearning pages and has occasional exchanges with a language partner (Honors section). He or she almost never uses English.

C. (70-79) he student is not always prepared, rarely volunteers to answer questions, participates only occasionally and/or occasionally uses English to communicate with his/her peers or the instructor in situations when he/she should have used French. He or she explores and uses the material offered on eLearning only from time to time.

D. (60-69) the student is rarely prepared, is very passive, very rarely volunteers to answer questions, rarely looks at the online material offered online, rarely participates and/or relies mostly on English to express herself/himself.

F. (59 and under) The student is never prepared, never volunteers to answer questions, never checked the material on the eLearning site, is extremely passive and silent in class and/or relies on English to communicate.
Honors work: Language Exchange partners

In order to receive an A in participation, Students in the Honors section will also have to obtain an online language partner by registering with Livemocha.com, Mylanguageexchange.com, or a similar site, and regularly communicate in French with their partner. They’ll document their exchanges by copying and pasting them in the e-Learning discussion opened for that purpose. Students from the other section who would also participate and get a French speaking e-pal can get a bonus of up to 10% on their participation grade depending on the frequency and length of exchanges.

Exams

There are 3 major exams (including aural and written sections) scheduled during the semester, including the final exam. Each will be comprehensive; covering material studied up to that point, and will include audio comprehension, grammar, and writing. Two of the exams may be taking place in a computer lab to facilitate grading and feedback. These two exams are scheduled on a Friday, which means that there will not be online sessions on those weeks.

Oral presentation and project

This semester, you are going to research online some aspects of Francophone culture. First you’ll choose to focus on a specific Francophone country, and then you’ll have to find and present a piece of work exemplifying an aspect of that country (art, technology work, etc...). The next step will be to read and present an article about an event in that country. Forming teams with fellow students who have elected to present the same geographical area, you’ll finally use, develop, and organize the material gathered together to prepare an audio-visual show for your end-of-semester audio visual project, with the goal of teaching your classmates and the instructor something interesting.

Grade distribution

The final course grade will be calculated according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>iLrn and elearning Homework and quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions work (chats, recordings, posts, writing)</td>
<td>30%</td>
</tr>
<tr>
<td>Participation in class and online</td>
<td>10%</td>
</tr>
<tr>
<td>3 exams, including the final</td>
<td>35%</td>
</tr>
<tr>
<td>Oral presentation project</td>
<td>10%</td>
</tr>
</tbody>
</table>

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

******************************************************************************

A student enrolling for the first time in a Texas A & M foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

******************************************************************************

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room B-118 Cain Hall. The phone number is 845-1637.

Useful links:
- Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx
- Student Rules http://student-rules.tamu.edu/
- For computing assistance, go to http://hdc.tamu.edu/ or call (979) 845-8300
**The following schedule for coursework and testing is tentative and may be modified if circumstances require it. Any change however, will be announced in advance in class or through iLrn, elearning, or Neo mail**

## Calendrier de travail Interaction 8ème édition Français 202 cours hybride

<table>
<thead>
<tr>
<th>Chapitre 6 Interaction</th>
<th>En cours</th>
<th>Devoirs : Exercices</th>
<th>Devoirs : Communication</th>
</tr>
</thead>
</table>
A. Je me présente (moi et une session mémorable au cinéma) pour le 16 janvier  
B. Questions/réponses (écrit) pour le 21 janvier  
Chat 1 : un film: les Intouchables |
| **Grammaire : les questions** | | | |
| **Internet :** Les moteurs de recherche Le site Cinéfil.com | | | |

A. Les pays de la Francophonie : uneœuvre d’art, une technologie, une découverte scientifique  
B. Audio-chat sur iLrn (avec un partenaire)  
C. Écrire un poème à la manière de Prévert |
| **Thème : la Francophonie (à travers l'art ou la technologie)** | | | |
| **Grammaire : les pronoms relatifs** Participe présent Prépositions | | | |
| **Internet :** | | | |
| Pays de la Francophonie | 33C. Un voyage, *Discussion 2B (Chat audio on ilrn)*  
11 février. Cours 12  
*Structures I* : infinitifs, prépositions p 318-320  
*Structures II* : Prépositions et noms, adjectifs et prépositions  
15 FEVRIER. Cours14/ online lesson 5. Pays et prépositions  
*Discussion 2B : écrire un poème à la façon de Prévert.*  
Chanson.  
22 février : examen 1  
(salle de classe ou salle Academic 127) |
|---|---|
| Chapitre 7 Interaction | 25 février. Cours 18 Culture contemporaine, *Structures IA : les pronoms objets* p 235-238  
27 février. Cours 19  
Vocabulaire. *Structures IB. Place des pronoms doubles* p 239-243  
1er MARS, cours 20/online lesson 6. *Discussion sur Google Translate*  
4 mars. Cours 21 *Structures II. Les pronoms disjoints.*  
Lecture TBA  
6 mars. Cours 22 *Structures IIIA. Les pronoms possessifs.*  
L’héritage culturel p 245.  
8 MARS, cours 23/online lesson7 : les pronoms démonstratifs. Un article (journaux en ligne) et son compte-rendu à enregistrer.  |
| Thème : Technologie, transports, innovations.  
Grammaire : Pronoms  
Internet : Dictionnaires en ligne Google Translate Journaux | iLrn Activity Manual  
26 février 7-2CD, 7-1G  
28 février 7-1HI, 7-2A,  
3 mars 7-1ABCD, 7-1J  
5 mars 7-1ABC, 7-2G  
7 mars 7-2FH  
10 mars 7-2IJ  
eLearning assessments Chapitre 7  
26 février exercice 1  
28 février exercices 2 et 3  
5 mars exercice 4  
7 mars exercice 5 |
| Activités e-learning « Discussions » Chapitre 7:  
A. 1er mars. *Google translate* (avec deux partenaires, discutez des résultats que vous obtenez après avoir « traduit » avec Google un ces 3 articles en français proposés par la prof)  
B. *March 8.* visite d’un site (journal) de nouvelles/informations sur Internet. *Choisir un article à présenter pour le projet final: un événement Résumer et enregistrer avec Vocaroo.com |  |
| VACANCES DE PRINTEMPS | 11-15 mars : pas de cours |
iLrn A.M  
19 mars 8-1HJ |  |
| Activités e-learning « Discussions » Chapitre 8 : Chat 2(22mars-1er avril), |  |
| Thème : l’éducation | usage général du présent du subjonctif.  
20 mars. Cours 25  
Vocabulaire p 274-275.  
Culture contemporaine p 270- 
272. Le subjonctif après les  
expressions impersonnelles, p 292  
22 MARS. Cours 26/online  
lesson 8. Le subjonctif après  
certaines conjonctions. Chat :  
mon université, mes études.  
25 mars. Cours 27 Structures  
I-II : le passé du subjonctif et  
on son emploi  
27 mars. Cours 28. Comment  
écrire une lettre officielle  
29 mars : congé  
1er avril. Cours 29 synthèse.  
3 avril Cours 30.  
Récapitulation  
5 avril : examen 2 (salle de  
crise ou Academic 127)  
21 mars 8-1ABD  
24 mars 8-1I, 8-2A  
26 mars 8-2B, 8-1-2  
31 mars 8-1-3BCDEF |
| Mon université et mes études |
| Chapitre 10 | 8 avril Cours 32: chapitre 10.  
Structures I, le futur et le  
futur antérieur. Culture:  
chanson Le déserteur, Boris  
Vian  
10 avril Cours 33. Structures  
II. Usage des temps du futur  
Vocabulaire p 356-357.  
12 AVRIL : cours 34/ online  
lesson 9 Le futur antérieur  
15 avril. Cours 35. Structures  
III. Conditionnel présent et  
passé, note culturelle  
17 avril. Cours 36. Structures  
III. Conditionnel présent et  
passé.  
19 AVRIL cours 37, en ligne ou  
en salle de classe. Discussion :  
Préparation de la  
presentation orale  
discussion 5C  
22-24 avril présentations  
audio-visuelles: un pays  
francophone.  
(26) 29-30 avril.  
Cours 41- 42 : révisions pour  
l’examen final  
iLrn A.M  
9 avril 10-1-E  
11 avril 10-1AB, 10-2A  
12 avril online TEXTBOOK  
Structures II exercice 2  
14 avril 10-1-FH, 10-2-B  
16 avril 10-1-3ABCD  
18 avril 10-2H |
| Activités e-learning  
« Discussions » Chapitre 10  
A. Ecrire une lettre  
d’opinion (April 10)  
B. travail de groupe (19  
avril) discussion et  
npréparation du projet  
audio-visuel + posting  
documents and  
sources.  
9 avril Chapitre 10  
Exercice 1  
18 avril Exercice 2 |
| Examen final | See Final Examination Schedule on Texas A&M web page,  
http://admissions.tamu.edu/registrar/General/FinalSchedule.aspx |
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: GERM 201

3. Texas Common Course Number: GERM 2311

4. Complete course title: Intermediate German I

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes □ No

8. How frequently will the class be offered? Fall and Spring semesters

9. Number of class sections per semester: F: 2 sections; S: 1 section

10. Number of students per semester: F: 60; S: 30

11. Historic annual enrollment for the last three years: 80 64 70

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   [Signature]
   [Full Name]

14. Department Head
   [Signature]
   [Full Name]

15. College Dean/Designee
   [Signature]
   [Full Name]

March 6, 2013

Date:

3/7/2013

Date:

8/18/13

Date:

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Texas A&M University 3/15

Associate Provost
for Undergraduate Studies
Department of International Studies

GERM 201 – Intermediate German I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;
(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
(4) students gain an understanding of how cultural identity is expressed through different traditions and media;
(5) students gain a better understanding of contemporary global issues through interaction with global communities.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (GERM 201) is a first-semester intermediate class in German language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos on key topics from the course material.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary German history, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a video skit.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
GERM 201 — Intermediate German I

Dr. Ashley Passmore
office: ACAD 231
office hours: MWF 8:00-9:00, or by appt.
e-mail: apassmore@tamu.edu
phone: 845-2124 (INTS main office)

MWF 12:40-1:30
PETR 106

Course Description
This is an intermediate class that builds on students’ linguistic and cultural competence in German.

Learning Outcomes
Upon completion of the course students will be able to:
• demonstrate German-language skills at the B1 level of the Common European Framework of Reference for Languages;
• recognize distinctive viewpoints only available through knowledge of the foreign language and its cultures;
• compare their own culture through a deeper understanding of German history and culture;
• participate in multilingual communities at home and around the world.

Core Curriculum Objectives
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of German culture. Group/class discussion, written work, and the production of audio and video recordings are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a video expounding on one of the topics addressed in the course.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Germany.

Prerequisite information
Students enrolled in this class must have passed GERM 102 with a grade "D" or higher. A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement test to determine the appropriate course for her/his level of ability. Students can take the placement test at the Office of Data and Research Services (DARS), Room 1117 General Services Complex (phone: 845-0532).
Required texts
+ *Berliner Platz 3 Neu*, Susan Kaufmann, et al. (Langenscheidt).
+ *German Grammar. Spark Charts*, Lilian Friedberg (Spark Educational Publishing).
+ medium-sized German-English/English-German dictionary (about 50,000 entries or more)

Optional text

Study tips
Make the commitment to build daily study time into your schedule. Spend at least 1 hour per day memorizing new vocabulary, reviewing old and new grammar material, preparing for class, completing homework assignments, and working on the long-term audio and video projects. Forming study groups is another way of improving your language skills. Moreover, it is fun to study in a group rather than sitting at your desk at home.

*IMPORTANT*
In order to advance to the next level of German, students must receive a course grade of "D" or better. This applies to all German courses from GERM 101 through GERM 202.

Grade distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>25%</td>
</tr>
<tr>
<td>Audio recordings</td>
<td>10%</td>
</tr>
<tr>
<td>Skit</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading scale:
90%-100% (A); 80%-89% (B); 70%-79% (C); 60%-69% (D); 0%-59% (F)

Attendance and Participation (10%)
Course attendance is required. Students will be allowed to miss two classes unexcused. For every additional unexcused absence, one percent per absence will be deducted from the final grade. An authorized absence entitles students to complete missed assignments. Exams and assignments can be made up only after university approved absences. Please refer to University Rules (I.7) for University approved absences (http://student-rules.tamu.edu/rule07). Note especially the Student Attendance Rule 7.1.6. concerning absences due to injury or illness. If a health related absence is fewer than three days, a note from a medical provider confirming day and time of the visit is sufficient; it does not have to specify that the student cannot attend class. For absences of three and more days, the note of the medical provider must specify inability to attend. A note for any excused absence must be provided at the end of the second working day after the absence.

All electronic devices MUST be turned off during class and exam periods.
In order to be rewarded the full points for participation and attendance, students need to attend classes regularly and participate actively in class discussions.
Homework (20%)  
Grammar and vocabulary exercises including their due dates will be assigned through eLearning. You will have four attempts to finish these assignments. Your best score will be recorded in the gradebook in eLearning. There will be no grace period for homework assignments. Please make sure that you finish all of your work on time. Late work will be accepted only if your absence is excused by the university. The same is true for group projects.

Audio recordings (10%)  
In the course of the semester, students will listen to short phonetic and intonation exercises. After listening to these exercises, they will then record the sentences and phrases they had listened to with the help of Vocaroo. These exercises serve to improve students' pronunciation and intonation. The grading rubrics for these assignments will be published on eLearning so that it is transparent what you will be graded for. Other audio recordings will need to be made with Voki. You will also find more information and more detailed instructions for these assignments on eLearning under Learning Modules and in the eLearning calendar (elearning.tamu.edu). There will be no grace period for these assignments, except in the case of university-excused absence. Please make sure that you finish all of your work on time.

Tests (25%)  
Tests will cover vocabulary, grammar, and cultural topics from each chapter. Test dates are listed on the syllabus. You are allowed to use the Spark Chart for German Grammar and your own dictionary in the tests. Tests can be made up only in the case of a university-excused absence.

Skit (15%)  
The skits will be due on April 25. For the skits, students will work in groups of three or four. The students need to work on the skits throughout the semester in order to produce a successful result. The skits will be a video with a length of two to four minutes. The skit will need to include a set of common phrases. The topics for the skits will be listed on eLearning under Learning Modules. The members of the group will need to participate in preparing the skit, i.e. developing ideas, writing the skit, and performing the skit. Each of the group members needs to have an equally weighted speech portion in the skit. The grading criteria for the skit will be published on eLearning. During the last three days in class the students will watch the skits and fill in a grading sheet and vote for their favorite skit. The best skit of each section (according to students' votes) will be used as example in the 201 sections next semester and will be published as students' work on the departmental website.

Final Exam (20%)  
The final exam is a cumulative exam of German 201. Should you have a grade of 90% in every grading category (homework, audio recordings, attendance and participation, tests, and skit) then you may be excused from the final exam. Students who are excused from the final exam will receive written notification from the instructor; any student who does not receive a notification from the instructor must take the final exam.
German Movie Nights
You will have the chance to watch German films throughout the semester, which is an additional opportunity to listen to idiomatic German and learn more about German culture and the topics discussed in the movies. German movie nights will take place every Wednesday night at 7:00 pm at the EdMS (fourth floor of the library annex), and attendance is optional. However, ten points will be credited toward your homework by attending these movies. There will be a sign-in list at the beginning and end of each screening. You can only earn these points only by attending the movie nights (and remaining for the entire screening), not by watching the movies at home.

Movie schedule
1/23  Das Boot
1/30  Das Experiment
2/6   Sophie Scholl [The Final Days]
2/13  Lola rennt [Run Lola Run]
2/20  Alles auf Zucker [Go for Zucker]
2/27  Auf der anderen Seite [The Edge of Heaven]
3/6   Nirgendwo in Afrika [Nowhere in Africa]
3/20  Young Goethe in Love
3/27  Phantom Pain
4/10  The Forest for the Trees
4/17  My Führer
4/24  Comedian Harmonists

Auditing the class
If you do not want to take this class for credit, you are welcome to audit it. As an auditor you do not have to participate in the quizzes, exams, and other forms of tests regularly enrolled students have to take. The instructor is not obligated to grade your work. You will not receive any credit for this class. If you registered for this class by accident or because you did not know how to become an auditor, please drop the course and let me know that you will not take this course for credit.

Academic integrity
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (phone: 845-1637). For additional information, visit http://disability.tamu.edu.
### Schedule
(subject to change; also note that additional homework assignments may be assigned at the beginning or end of class. I might also email you the homework: therefore **CHECK YOUR TAMU-ACCOUNT!**)

<table>
<thead>
<tr>
<th>Woche</th>
<th>Datum</th>
<th>Unterricht</th>
<th>Hausaufgaben</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14. Januar</td>
<td><strong>Introduction to the course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. Januar</td>
<td>review of German 102 material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Januar</td>
<td>review of German 102 material</td>
<td></td>
</tr>
</tbody>
</table>
| 2     | 23. Januar| **Kapitel 25**  
S. 11  
Alt und Jung  
Frau Schmieder - die Leihoma | Höraufgabe S.11, Ü6 |
|       | 25. Januar| **Kapitel 25**  
Grammatik  
- Präpositionen mit Akkusativ  
- direkte und indirekte Fragen | **Audio recording 1:** sich vorstellen |
| 3     | 28. Januar| **Kapitel 26**  
S. 20-21  
An der Rezeption  
Ich habe ein Problem |                                     |
|       | 30. Januar| **Kapitel 26**  
S. 24-25  
Ein Winterwochenende  
Reiseland Deutschland |                                     |
|       | 1. Februar| **Kapitel 26**  
Grammatik  
- n-Deklination  
- Adjektivkomparation  
- Deklination: Artikel + Superlativ/Komparativ + Adjektivendung | **Name members of the skit group** |
| 4     | 4. Februar| **Kapitel 27**  
S. 30-31  
Gesunde Ernährung |                                     |
|       | 6. Februar| **Kapitel 27**  
S. 34-35  
Essen gehen; im Restaurant |                                     |
|       | 8. Februar| **Kapitel 27**  
Grammatik  
- Satzgefüge (Hauptsatz + Nebensatz) mit obwohl  
- Infinitiv mit zu | **Tell your instructor which chapter you will base your skit on.** |
| 5     | 11. Februar| **Prüfung 1**  
Kapitel 25-27 | **eLearning assessments Kapitel 25, 26 und 27 fällig** |
|       | 13. Februar| **Kapitel 28**  
S. 46-47  
Zwanzig Jahre |                                     |
|       | 15. Februar| **Kapitel 28**  
S. 50  
Drei Meinungen zu Europa |                                     |
| 6 | 18. Februar | Kapitel 28  
Grammatik  
- Präteritum und Perfekt  
- Plusquamperfekt  
- Satzgefüge mit *als* und *nachdem* |
| 20. Februar | Kapitel 29  
S. 60-61  
Eltern geld |
| 22. Februar | Kapitel 29  
Grammatik  
- zwei gliedrige Konjunktionen  
- Satzgefüge mit *während*, *bis* und *bevor* |
| 7 | 25. Februar | Kapitel 30  
S. 66-67  
Das Aufnahmegaspräch |
| 27. Februar | Kapitel 30  
S. 68-69  
Gesundheitsberufe |
| 1. März | Kapitel 30  
Grammatik  
- Relativsätze |
| 8 | 4. März | Prüfung 2  
Kapitel 28-30  
eLearning assessments Kapitel 28, 29 und 30 um Mitternacht fällig |
| 6. März | Kapitel 31  
S. 86-87  
Das Verkehrsmittel Nr. 1 |
| 8. März | Kapitel 31  
Grammatik  
- Pronominaladvverbien (*damit, dagegen, wogegen, womit*, etc.)  
- Präpositiona lergänzungen und Nebensätze  
- Reflexivpronomen im Dativ und Akkusativ  
- Satzgefüge mit *damit - um ... zu* |
| 9 | 18. März | Skit Meeting |
| 20. März | Skit Meeting |
| 22. März | Skit Meeting |
| 10 | 25. März | Kapitel 32  
S. 92-93  
Verbraucher fragen – Experten antworten |
| 27. März | Kapitel 32  
S. 94-95  
Tipps zum Telefonieren |
| 11 | 1. April | Kapitel 32  
Grammatik  
- der Genitiv  
- Wortstellung von Objekten |
| 3. April | Kapitel 33  
S. 102-103  
Spartipps: günstig, ökologisch und gesund |
| 5. April | Kapitel 33  
S. 106-107  
Kleingärten |
| 12 | 8. April | Kapitel 33  
Grammatik  
- Futur mit *werden*  
- Konjunktiv II von Verben und  
Modalverben |  
| 10. April | Prüfung 3  
Kapitel 31-33 | eLearning assessments Kapitel 31, 32  
und 33 fällig.  
| 12. April | Kapitel 34  
S. 120-121  
Ein Interview mit Nikola Lainović |  
| 13 | 15. April | Kapitel 34  
S. 122-123  
Wir sind Mutter und Tochter und  
Kollegin(nen) |  
| 17. April | Kapitel 34  
Grammatik  
- Satzverbindungen mit  
deshalb/deswegen, trotzdem  
- Kurzwörter | Audio Recording 3 fällig: Aussprache  
und Intonation. Go to Learning Module  
“Audio Recordings” and follow the  
instructions.  
| 19. April | Kapitel 35  
S. 130-131  
Arbeiten im Ausland |  
| 14 | 22. April | Kapitel 35  
Grammatik  
- Satzgefüge mit *während* und *seit*  
- Zusammenfassung von  
Satzverbindungen  
- Abkürzungen in Texten |  
| 24. April | Kapitel 36  
Grammatik  
- *nicht brauchen* + zu + Infinitiv  
- Partizipien als Adjektive |  
| 26. April | Skits |  
| 29. April | Skits |  
| 30. April  
(redefined  
Friday) | Skits |  
| 6. Mai | Abschlussprüfung  
10.30 Uhr - 12.30 Uhr |
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: GERM 202

3. Texas Common Course Number: GERM 2312

4. Complete course title: Intermediate German II

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Fall and Spring semesters

9. Number of class sections per semester: F: 1 section; S: 2 sections

10. Number of students per semester: F: 30; S: 60

11. Historic annual enrollment for the last three years: 54 70 79

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Approvals:
   - Department Head
   - College Dean/Designee

March 6, 2013

Date

3/7/2013

Date

3/18/13

Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Texas A&M University
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (GERM 202) is a second-semester intermediate class in German language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: consumer society, professional life and training, and patterns of living and leisure gender. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the preparation of a group presentation on an important German cultural figure.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative presentations are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary German history, technology and contemporary society, postwar generational perspectives, the influence of the media in contemporary society, and environmental issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the preparation of a group presentation.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

GERM 202 – Intermediate German II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;
(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
(4) students gain an understanding of how cultural identity is expressed through different traditions and media;
(5) students gain a better understanding of contemporary global issues through interaction with global communities.
GERMAN 202 – 501/502
Intermediate German II

Dr. Ashley Passmore
office: Academic 231
office hours: MW 2:30 – 4:00, or by appointment
e-mail: apassmore@tamu.edu

Texas A&M University
Spring 2013
MW 10:20-11:20 PM (501)
MW 11:30-12:20 PM (502)
ACAD 130

Course description
Development of students’ language skills and cultural awareness to a competency level at which one
would be able to live, work, and/or study in Germany (CEFR Level B1/B2).

Learning outcomes
Upon completion of the course students will be able to:
• demonstrate German-language skills at the B1/B2 level of the Common European Framework of
  Reference for Languages;
• recognize and communicate the main ideas of complex texts, oral communications, and audio-
  visual material on both concrete and abstract topics;
• interact with a degree of fluency and spontaneity that makes regular interaction with native speakers
  possible;
• produce clear, detailed text on a wide range of subjects;
• explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
• describe socio-cultural issues in contemporary German life;
• compare their own culture through a deeper understanding of German culture;
• participate in multilingual communities at home and around the world.

Core Curriculum Objectives
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs
on multiple topics in the context of German culture. Group/class discussion, written work, and a
group presentation analyzing an important cultural profile are all exercises in which students
demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions,
the production of written essays, and through collaborative work with a team in the preparation of a
group presentation.

Social responsibility: The course enhances social responsibility by developing intercultural competence
through mastery of a foreign language, which allows students to understand the relationship between
the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with
contemporary social issues in Germany.

Prerequisite information
Students enrolled in this class must have passed GERM 201. A student enrolling for the first time in
a Texas A&M University foreign language course who has previously acquired knowledge of that
foreign language, whether acquired through high school study or cultural/family experience, and who
has not received college credit for that language must take a placement test to determine the
appropriate course for her/his level of ability. Students can take the placement test at the Office of
Measurement and Research Services (MARS), Room 1117 General Services Complex (phone: 845-
0532).
Required texts
- Aspekte 1. Textbook 1 without DVD, by Ute Koithan, et al. (Langenscheidt)
- Aspekte 1. Workbook 1, by Ute Koithan, et al. (Langenscheidt)

Study tips
Make the commitment to build daily study time into your schedule. Plan to spend at least 1 hour per day memorizing new vocabulary, reviewing old and new material, preparing for class, and completing homework assignments.

Academic integrity
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (phone: 845-1637). For additional information, visit http://disability.tamu.edu.

*IMPORTANT*
In order to advance to the next level of German, students must receive a course grade of "D" or better. This applies to all German courses from GERM 101 through GERM 202.

Grading scale
90%-100% (A); 80%-89% (B); 70%-79% (C); 60%-69% (D); 0%-59% (F)

Grade distribution
- Preparation, participation, and attendance (15%)
Preparation for class and participation in class are essential for success in learning a foreign language. Preparation includes completion of any assigned reading, vocabulary study, and grammar review. Students earn participation points based on class preparation, contributions to class discussions, and involvement in group activities.

Students start with 16 participation points “in the bank,” and will have their performance assessed weekly: satisfactory adds ½ point per week, outstanding adds 1; poor performance subtracts ½ point, unsatisfactory subtracts 1. The maximum to be accumulated in this way is 30 points (=10% of the course grade). On a standard grading scale, this translates to the following: A=30-27 points; B=26-24 points; C=23-21 points; D=20-18 points; F=17 or fewer points. Your weekly participation grade will be posted to eLearning.

Course attendance is required. After the third unexcused absence, 5 percentage points will be deducted from the final participation grade for each additional unexcused absence. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).
An authorized absence entitles you to complete assignments and make up quizzes, tests, or exams you may have missed. You must notify the instructor at least 48 hours before the absence except in the case of emergency. Quizzes, tests, exams, and assignments can be made up only after university-excused absences.

All cell phones, laptops, tablets and any other electronic devices must be turned off during class and exam periods. An exception is made for the LEO app.

- **Homework (20%)**
  Exercises from the *Arbeitsbuch, Lehrbuch*, and/or handouts will be assigned. Students must write out exercises from the *Arbeitsbuch* and *Lehrbuch* in their entirety. You may write in your book or separately (i.e., write the entire sentence even if the exercise is a fill-in-the-blank-test) on a separate piece of paper suitable to turn in to the instructor, except when noted. When you have finished, check your answers against the key on pp. 126-139 of the *Arbeitsbuch* where available and make corrections on your own paper with a pen/pencil of a different color. Homework will be checked for completion on Quiz days. See Lehrplan for details.

- **Quizzes (35%)**
  Quizzes will be given periodically, with an emphasis on vocabulary (Glossar) and grammar (at the end of each chapter). Quiz dates are listed on the syllabus.

- **Porträt (15%)**
  Together with 2 other partners, you will give a 10 Minute presentation portraying one of the people at the end of any chapter in *Aspekte*. You will be given more detailed information on this in-class assignment, which takes place in the final weeks of the semester.

- **Final Exam (15%)**
  The final exam will be comprehensive, focusing on grammar, vocabulary, and cultural knowledge. **A student may be exempted from the final exam if her/his cumulative grade on the last day of classes is within the “A” range. The instructor will inform these students in writing confirming their exemption.**

**German movie night**
You will have the chance to watch German films throughout the semester, which is an additional opportunity to listen to idiomatic German and learn more about German culture and the topics discussed in the movies.
German movie nights will take place every Wednesday night at 7:00 pm at the EdMS (fourth floor of the library annex), and they are not mandatory. However, ten points will be credited toward your homework by attending these movies. There will be a sign-in list at the beginning and end of each screening. **You can only earn these points by attending the movie nights (and remaining for the entire screening), not by watching them at home.**

**Movie schedule**
Please see eLearning for the schedule, starting in week 2 of the semester.
<table>
<thead>
<tr>
<th>Datum</th>
<th>Im Unterricht</th>
<th>Hausaufgabe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo 14. 1.</td>
<td>Einführung und Wiederholung</td>
<td>Bücher kaufen!</td>
</tr>
<tr>
<td>Mi 16. 1.</td>
<td>Einführung und Wiederholung</td>
<td>Bringen Sie Ihre Bücher mit!</td>
</tr>
<tr>
<td>Fr 18. 1.</td>
<td>Einführung und Wiederholung</td>
<td>Bringen Sie Ihre Bücher mit!</td>
</tr>
<tr>
<td>Mo 21. 1.</td>
<td>MLK Tag KEIN UNTERRICHT</td>
<td>AB: S. 6 U1a; S. 7 U2ab Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 23. 1.</td>
<td>Kap. 1 - Leute heute: LB S. 8-9; S. 9 Ü. 2</td>
<td>S. 8 U1ab; S. 9 U2ab (1,2,3) Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td></td>
<td>schreiben Partnerarbeit: LB S. 11 Ü 5</td>
<td></td>
</tr>
<tr>
<td>Mo 28. 1.</td>
<td>Kap. 1 – Helden im Alltag, LB 14-5</td>
<td>LB S. 16 U1a, b; U2a; S. 17 U3abc Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 30. 1.</td>
<td>Kap. 1 – Vom Glücksein, S. 18 und 19</td>
<td>AB S. 16 U4a Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 1. 2.</td>
<td>Grammatik und Vokabular Kapitel 1</td>
<td>Für das Quiz vorbereiten, Kapitel 1 Glossar S. 1-4; 5-6: Leute heute, Gelebte Träume, Helden im Alltag, und Vom Glücksein</td>
</tr>
<tr>
<td>Mo 4. 2.</td>
<td>Quiz 1 – Arbeitsbücher mitbringen!</td>
<td>AB S. 20-22 U1a lesen, U1b, U2a; U3, U4, U5, Ü6 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 6. 2.</td>
<td>Kap. 2 – Wohnwelten LB S. 24-5; Baumbhaus-Traumhaus aus S. 26-27</td>
<td>AB S. 24 U1, 2, 3, 4 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 8. 2.</td>
<td>Kap. 2 – Eine Wohnung zum Wohlfühlen LB S. 30-1</td>
<td>AB S. 26-7 Ü1; S. 27 Ü3ab Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 11. 2.</td>
<td>Kap. 2 – Hotel Mama LB S. 32-4</td>
<td>Grammatik auf S. 37 lesen und Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 13. 2.</td>
<td>Grammatik und Vokabular Kap. 2</td>
<td></td>
</tr>
<tr>
<td>Fr 15. 2.</td>
<td>Kap. 3 – Wie geht's denn so? LB S. 40-1; Lach</td>
<td>AB: S. 30-31 Ü 1a, U2, U3, U4; S. 32-4 U2, U3, U5, U6, U7, U8. Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td></td>
<td>mal wieder S. 42-3</td>
<td></td>
</tr>
<tr>
<td>Mo 18. 2.</td>
<td>Kap. 3 – Fast Food, Slow Food, LB S. 44-5</td>
<td>AB: S. 36 U2ab; S. 37 Ü1ab; S. 38 U2ab, Ü3. Wörterliste vom Glossar lernen</td>
</tr>
</tbody>
</table>

4
<table>
<thead>
<tr>
<th>Datum</th>
<th>Im Unterricht</th>
<th>Hausaufgabe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi 20. 2.</td>
<td>Kap. 3 – Eine süße Versuchung, LB S. 46-7</td>
<td>Grammatik auf S. 53 lesen und Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 22. 2.</td>
<td>Grammatik und Vokabular Kap. 3.</td>
<td>Für das Quiz vorbereiten; Glossar lernen</td>
</tr>
<tr>
<td>Mo 25. 2.</td>
<td><strong>Quiz 2–</strong> Arbeitsbücher mitbringen!</td>
<td>Arbeitsblatt ausfüllen und mitbringen:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.langenscheidt-education.com/_downloads/viz/Aspekte1_K5_Einstieg1.pdf">http://www.langenscheidt-education.com/_downloads/viz/Aspekte1_K5_Einstieg1.pdf</a></td>
</tr>
<tr>
<td>Mi 27. 2.</td>
<td>Arbeitsblatt diskutieren und einreichen. Film: Fußball, Fans, Leidenschaft</td>
<td><strong>Schreiben Sie LB S. 71, 9a,b,c und einreichen!</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AB S. 54-55 Ü1-5</td>
</tr>
<tr>
<td>Fr 1. 3.</td>
<td>Kap. 5 – Lebenslanges Lernen, LB S. 73; 74-5</td>
<td>AB S. 57 Ü2-5; S. 60 Ü1ab, Ü3-4b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 4. 3.</td>
<td>Kap. 5 – Können kann man lernen, LB S. 78-9</td>
<td>LB S. 80 Ü1a und Ü3 lesen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 6. 3.</td>
<td>Kap. 5 – Lernen und Behalten</td>
<td>Grammatik auf S. 53 lesen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 8. 3.</td>
<td>Grammatik und Vokabular Kap. 5.</td>
<td>AB S. 78-9, Ü1-5; S. 80 Ü1ab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td><strong>FRÜHLINGSPAUSE</strong></td>
<td>KEIN UNTERRICHT</td>
<td><strong>AB S. 80-81, U2abcd, S. 82 Ü4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 18. 3.</td>
<td>Kap. 7 – Für immer und ewig; Lebensformen, LB S. 104-7</td>
<td>AB S. 85-6 Ü1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 20. 3.</td>
<td>Kap. 7 – Partnerglück im Internet, LB S. 108-9</td>
<td>AB S. 87 ergänzen, kopieren und einreichen. Lesen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sie Grammatik auf LB S. 117.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 22. 3.</td>
<td>Kap. 7 – Die große Liebe, LB S. 110-1</td>
<td><strong>Für das Quiz vorbereiten; Glossar lernen (alles ausser Eine seltsame Geschichte)</strong></td>
</tr>
<tr>
<td>Mo 25. 3.</td>
<td>Grammatik und Vokabular Kap. 7</td>
<td><strong>Für das Quiz vorbereiten; Glossar lernen</strong></td>
</tr>
<tr>
<td>Mi 27. 3.</td>
<td><strong>Quiz 3</strong> Arbeitsbücher mitbringen!</td>
<td><strong>Für das Quiz vorbereiten; Glossar lernen</strong></td>
</tr>
<tr>
<td>Fr 29. 3.</td>
<td>Reading Day KEIN UNTERRICHT</td>
<td><strong>Für das Quiz vorbereiten; Glossar lernen</strong></td>
</tr>
<tr>
<td>Mo 1. 4.</td>
<td>Kap. 8 – Kaufen x3 und Dinge, die die Welt nicht braucht, LB S. 120-123</td>
<td><strong>Für das Quiz vorbereiten; Glossar lernen</strong></td>
</tr>
<tr>
<td>Datum</td>
<td>Im Unterricht</td>
<td>Hausaufgabe</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mi 3. 4</td>
<td>Kap. 8 – Die Reklamation LB S. 126-127</td>
<td>Wörterliste vom Glossar lernen, Grammatik auf LB S. 133 lesen</td>
</tr>
<tr>
<td>Fr 5. 4</td>
<td>Grammatik Kap. 8 Film: Kaufen x3 LB S. 134-5</td>
<td>AB S. 114-5 Ü1-4; S. 116 Ü1ab; S. 118 Ü5ac</td>
</tr>
<tr>
<td>Mo 8. 4</td>
<td>Kap. 10 – Natürlich Natur und Umweltproblem Single, LB S. 152-5</td>
<td>AB S. 119 Ü1ab; LB S. 157 Ü4ac lesen</td>
</tr>
<tr>
<td>Mi 10. 4</td>
<td>Kap. 10 – Tierisches Stadtleben, LB S. 156-7</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 12. 4</td>
<td>Film: Wildtiere in Berlin, LB S. 166-7</td>
<td>Schreiben LB S. 167 Ü7 abc und einreichen!</td>
</tr>
<tr>
<td>Mo 15. 4</td>
<td>Kap. 10 – Kostbares Nass, LB 160-163</td>
<td>AB S. 123-4 Ü1-2</td>
</tr>
<tr>
<td>Mi 17. 4</td>
<td>Grammatik und Vokabular Kap. 10</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 19. 4</td>
<td>Porträttag</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 22. 4</td>
<td>Porträttag</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 24. 4</td>
<td>Porträttag</td>
<td>Für das Quiz vorbereiten; Glossar lernen</td>
</tr>
<tr>
<td>Fr 26. 4</td>
<td>Quiz 4: Kap 8 und 10 und Porträts – Bringen Sie Ihre Arbeitsbücher mit!</td>
<td></td>
</tr>
<tr>
<td>Mo 29. 4</td>
<td>Exam Review und Schluss</td>
<td></td>
</tr>
</tbody>
</table>