***Be Curious Investigate Be Challenged Persist***

**German 2B/Intermediate German, Sem 2 for Dual Credit**

Spring 2025 **Office Hours:**

Mrs. Heather Rogers MTWF: 9-9:50am

Wagoner Hall 152 MWF: 1-1:50pm

hdrogers@bsu.edu MTW: 4-4:50pm

765-285-7403

**Course Objective:** This course (German 2B) is the continuation of second-year German at the Indiana Academy, and, combined with German 2A, is available for dual credit through Ball State University as GER 201. The 2B course will further develop the four skills of reading, writing, speaking, and listening, with the ultimate goal of mastering the fundamentals of German grammar and teaching students to converse in German on everyday subjects. Additionally, through the topics of the individual chapters in the textbook, students will be exposed to the culture and history of the main cities in which German is spoken. ***Ultimate goal: impeccable German grammar.***

**Course Prerequisite:** Successful completion of GER 1A, GER 1B, GER 2A, or by permission of instructor.

**Course Materials:**

Augustyn, Prisca & Nicholas Euba: *Stationen: Ein Kursbuch für die Mittelstufe, 3rd Edition.* Boston: Thomson Heinle, 2015.

Stationen Arbeitsbuch.

Auf Geht's! Beginning German Language and Culture, 4th Edition. Live Oak Multimedia, Inc. 2018.

German/English-English German dictionary

**Kursplan:**

**Woche Eins: der 6. Januar bis zum 10. Januar**

Montag: Einführung und Vokabeln von 11.2

Dienstag: *Was machst du im Urlaub (Lesestück)*

Mittwoch: Mehr mit Urlaub im Kursbuch

Freitag: Quiz 11.2/Begin 11.3

**Woche Zwei: der 13. Januar bis zum 17. Januar**

Montag: Präpositionen mit bestimmten Verben (11.3)

Dienstag: *Die Welt ist klein/Ich möchte dahin.*

Mittwoch: Übung mit Präpositionen

Freitag: Wie die uns sehen/Quiz 11.3/Schreiben

**Woche Drei:** **der 20. Januar bis zum 24. Januar**

Montag: **Tag der MLK – kein Unterricht**

Dienstag: Relative Clauses/*Marinkos Amerikareise*

Mittwoch: Relative Clauses/*Neuengland entdecken*

Freitag: Wiederholung/Quiz 11.4

**Woche Vier**: **der 27. Januar bis zum 1. Februar**

Montag: ***Prüfung 1-Unit 11***

Dienstag: Unit 12.1/Vokabeln + Konjunktiv mit würde

Mittwoch: *Eine Scheibe Brot* (Lesestück)

Freitag: *Kriegszeit in Kassel* (Lesestück)

**Woche Fünf: der 3. Februar bis zum 7. Februar**

Montag: **Extended Weekend/kein Unterricht**

Dienstag: *Vergangenheitsbewältigung* (Diskussion)

Mittwoch: *Stolpersteine in Europa*

Freitag: Schreiben (Bei uns)/Quiz 12.1

**Woche Sechs: der 10. Februar bis zum 14. Februar**

Montag: Unit 12.2/Konjunktiv *hätte, wäre, Modalverben*

Dienstag: *Gründung der DDR* (Lesestück)

Mittwoch: *Berlin in der Nachkriegszeit* (Lesestück)

Freitag: *Einkaufen in der DDR* (Lesestück)

**Woche Sieben: der 17. Februar bis zum 21. Februar**

Montag: *Der Osten heute/*Konjunktiv mit wenn

Dienstag: *Mentalität* (Lesestück und Diskussion) Quiz 12.2

Mittwoch: Unit 12.4/Vokabeln/Passiv – wird und wurde

Freitag: Mehr mit dem Passiv

**Woche Acht: der 24. Februar bis zum 28. Februar**

Montag: *Jens in die USA* (Lesestück)

Dienstag: Wiederholung

Mittwoch: **Prüfung 2 (Unit 12)**

Freitag: Catch-up Day

**Woche Neun: der 3. März bis zum 7. März**

**Frühlingsferien**

**Woche Zehn: der 10. März bis zum 14. März**

Montag: ***Stationen: München***/Das Perfekt (Wiederholung)/Vokabeln

Dienstag: Ein berühmter Münchner (Christian Morgenstern)

Mittwoch: Suchbegriffe

Freitag: Andere berühmte Münchner/Das Imperativ

**Woche Elf: der 17. März bis zum 21. März**

Montag: Wo sagt man was?

Dienstag: Obatzer (Übung mit dem Imperativ)

Mittwoch: Redemittel zum Diskutieren/Quiz über Vokabeln

Freitag: **Prüfung 3/München**

**Woche Zwölf: der 24. März bis zum 28. März**

Montag: ***Stationen: Heidelberg***/Das Imperfekt/Vokabeln

Dienstag: Über die Geschichte von Heidelberg

Mittwoch: Hannah Arendt und andere berühmte Heidelberger

Freitag: Wiederholung mit ***als, wenn, wann***

**Woche Dreizehn: der 31. März bis zum 4. April**

Montag: Das Plusquamperfekt

Dienstag: Redemittel zum Diskutieren

Mittwoch: Wiederholung

Freitag: **Prüfung 4/Heidelberg**

**Woche Vierzehn: der 7. April bis zum 11. April**

Montag: ***Stationen: Hamburg***/Vokabeln, Geschichte

Dienstag: Der Konjunktiv II

Mittwoch: Etwas über Plattdeutsch/Der Konjunktiv bei Modalverben

Freitag: Der Konjunktiv der Vergangenheit

**Woche Fünfzehn: der 14. April bis zum 18. April**

Montag: Suchbegriffe und berühmte Hamburger

Dienstag: Redemittel zum Diskutieren

Mittwoch: Wiederholung und Quiz über Vokabeln

Freitag: **Prüfung 5/Hamburg**

**Woche Sechzehn: der 21. April bis zum 25. April**

Montag: **Ostermontag – Extended Weekend**

Dienstag: ***Stationen: Leipzig***/Vokabeln

Mittwoch: Eine berühmte Leipzigerin/Der Konjunktiv I

Freitag: Mehr mit dem Konjunktiv I

**Woche Siebzehn: der 28. April bis zum 2. Mai**

Montag: Clara und Robert Schumann

Dienstag: Redemittel zum Diskutieren

Mittwoch: Andere berühmte Leipziger

Freitag: Schreiben

**Woche Achtzehn: der 5. Mai bis zum 9. Mai-- Abschlussprüfungen**

***Course Policies and What to Expect:***

**Homework/Preparation**

* ***Homework*** will be assigned regularly on Canvas with the due date clearly indicated. Not all homework assignments may be collected for points, and some assignments will be necessary as preparation for the next class period. **Completing and submitting homework on time is a crucial component to being successful in German class**. Some assignments will be accepted past the due date. It will be stated in the assignment description on Canvas if late work is accepted and what the point penalty is.
* ***Learning a new language*** is a cumulative endeavor, and to that end, students will be expected to study and learn the new vocabulary on their own, as well as keep current with grammar and vocabulary from previous chapters.
* ***All handouts, assignments, Youtube links*** will be posted on Canvas. **Students are expected to check Canvas after each class day to see what is due for the next class period.** Assignments are usually due at the beginning of class and are considered late if submitted beyond the start time of class.
* ***Kulturpunkte*** is an out-of-class assignment (worth 50 points) that will be due two weeks before the end of the semester. There are many options to choose from to satisfy this requirement and will be further explained on Canvas. The purpose of the **Kulturpunkte** is to encourage students to explore German culture and language outside of the classroom. Activities can include but are not limited to cooking/baking a German recipe, attending a lecture on campus pertaining to German, reading articles. Students can choose from a variety of activities (a list and description of point values will be posted on Canvas) to equal 50 points. Be sure to follow the guidelines carefully to ensure that your project will count for the maximum amount of points available.
* **Please plan to keep a notebook and folder for this class.**Language learning is cumulative; it helps to stay organized and to continue to review.

**Auf Geht’s Online Activities:** Students will be assigned a unit a week and are expected to complete all the modules by the due date indicated on Canvas. Each unit is worth 20 points, but there must be a completion grade of at least 85% to receive full points (and it must be completed on time). 65% - 84% will result in ½ credit. Under 65% will result in no credit. Students can do the modules repeatedly to increase their score, but the re-do must be completed before the unit test to receive the full points. Late work on the **Auf Geht’s Online Activities** will be accepted with the following guidelines: .5 point deducted for each day past the due date. If the student completes the AG online beyond a month past the due date, students will still be able to receive 10 out of the 20 points.

**Quizzes**will be given for weekly vocabulary checks. The point value of the quizzes should range between 15 – 20 points.

**Tests** will be given at the end of every unit covered. Units consist of 4 chapters. Tests will usually not exceed 60 points at a maximum and 30 points at a minimum. Emphasis on the tests will be vocabulary, grammar, and cultural information relevant to the unit.

**Grading Scale:**

93 – 100+% = A 77 – 79% = C+

90 – 92% = A- 73 – 76% = C

87 – 89% = B+ 70 – 72% = C-

83 – 86% = B 50 – 69% = D\*

80 – 82% = B-

Your final grade will include homework/class preparation, quizzes, chapter tests, and **Kulturpunkte**.

**Absences will be counted at 15 minutes after the hour, a tardy at 5 minutes after the hour.**

**Unexcused Absence Policy*:*** It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the **Faculty Attendance Coordinator in the Office of Academy Affairs.** Unless the absence is excused by a school official, it is considered unexcused. **The decision as to whether an absence is excused is NOT determined by the instructor.** Four or more unexcused absences in any class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.

**Penalty Policy for Unexcused Absences*:*** A student may make up all work that is missed during the ***first three unexcused absences.*** No make-up tests or quizzes will be given for students who miss four or more classes due to an unexcused absence**. Make-up work must be completed within two school days of the absence.** Exceptions may be made for extenuating circumstances. Students who miss four or more classes due to an unexcused absence may submit homework for half credit, though no homework will be accepted beyond **five** school days of the missed class period.

**Make-up Policy for Excused Absences:**All tests, quizzes, and homework may be made up from an excused absence. Tests and quizzes must be taken within **five** school days after the excused absence, extenuating circumstances notwithstanding. The same applies to missed homework. Students should expect to take a different version of the test or quiz than the one given to the class during the original test date. Absence prior to tests and quizzes does NOT entitle the student to delay taking the test or quiz on the scheduled date. For students with Accommodations: You must notify me at least 24 hours in advance of the test or quiz that you intend to use your accommodation.

**Laptops/Electronics/Wireless Devices:**

Pursuant to Indiana Code *20-26-5-40.7*, the Indiana Academy for Science, Mathematics, and Humanities prohibits student use of wireless communication devices for non-instructional purposes in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device justification related to health, safety, and/or well-being. The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to: a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.

**Statement on AI:** The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI and ask them questions you may have about the use of AI in their course.

The use of AI with regards to acquiring skills in one’s non-native language is counterproductive. Students in the first three years of second (or third+) language acquisition needs to spend time learning the linguistic system of that language until it becomes intuitive. Once near-native proficiency or fluency is achieved, the use of AI could serve as an appropriate tool or labor-saving device. Since this is a beginning level course, the use of AI in written work will be considered an act of academic dishonesty.

Academic dishonesty will be dealt with in accordance with the Academic Dishonesty policy in the Student Handbook. No credit will be given for material that has been plagiarized. Use of electronic translators (ex: Google Translate, Reverso, Bing Translator, among other) or AI tools (Chapgpt, Llama, etc) constitutes an act of plagiarism. No credit will be given for work in which there is evidence that such tools were used. Online ***dictionaries*** (ex. Word Hippo, Leo, Duden.de, etc) are acceptable, though hard-copy dictionaries (which you will be issued) are preferred.

Additionally, it is not permissible to have friends (German or otherwise), previous instructors, family members, or any other person not specifically pre-approved by the instructor, correct, edit or otherwise alter any work that you submit for academic credit.

**Mastery:** The emphasis on this course is mastery of the material. To that end, students will be evaluated based upon how well they have achieved written, spoken, and reading proficiency appropriate for the first semester of a college-level course. The overall goal for this and the two following semesters is **intermediate-low** proficiency, as set by ACTFL. (American Council for the Teachers of Foreign Language)

**Office Hours*:*** There are ten regularoffice hours posted. My availability is not limited to the posted office hours. You may make an appointment or just stop in when you see that my office door is open.

**Other information*:*** This class meets four days a week (MTWF). Attendance and participation on all four days is **essential**. This is a class for dual credit and is therefore taught at an accelerated pace. Tuesdays will be considered a regular class day. The schedule on the syllabus is subject to change, but advanced notice will be given in the event of a change in the test/quiz date.

**Final Thoughts on Learning German*:*** You are ultimately responsible for the level of language and cultural proficiency that you acquire from this class. You will be taught college-level German 2 –– whether you achieve second-year college proficiency is completely up to you. The successful learner spends time outside of class preparing for the next lesson and going over vocabulary in order to be able to participate in activities that we will be doing in class.

**Importance of Diversity and Inclusion*:***

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge. Inclusive Excellence at the Indiana Academy emerges as one of the priorities of our living and learning community. We strive to exist together respectfully and compassionately, creating an environment where every member can thrive. Unfortunately, there might be occasions when something occurs that disrupts our progress toward meeting these objectives. In this case, we encourage any member of the Academy community to file a Campus Climate Report (CCR) <https://bsu.qualtrics.com/jfe/form/SV_6mbRbL5acAntUTI> All reports will be taken seriously, and appropriate responses will be carried out by Academy administration.

This instructor deeply values the importance of diversity and inclusion and strives to make the classroom environment a safe place where everyone feels welcome, included and comfortable. Historically, Germany has been a homogenous country with respect to its ethnic make-up; however, since Reunification, the fall of the Soviet Union, recent increases in immigration, and new laws favorable to LGBTQ communities, Germany has taken significant strides towards inclusion of all its citizens and those seeking to become integrated in German society. In doing so, Germany has become a country that welcomes diversity among its population. It is this instructor’s intent to educate students on this rich and ever-changing culture, and where Germany takes its place in the world today.

A note on pronouns: German language is heavily based in grammatical gender, with defined rules for use of masculine, feminine, and neuter pronouns, as well as gender of animate and inanimate nouns. The use of the plural pronoun for a singular noun is not currently accepted in the German language. Within the LGBTQ community, there are in use non-binary pronouns, complete with declension patterns. This is still a grammatically fluid situation and not yet firmly grounded in the general German-speaking population. If you would like more information about the xier pronouns, you might find the link below useful.

<https://www.annaheger.de/pronouns/#:~:text=Introduction,uns%C2%AB%20are%20indeed%20gender%20neutral>.

***Be Curious Investigate Be Challenged Persist***