

German 3200
Conversation and Composition II

Was ist "deutsch"?



Winter 2017
TuTh 1:00-2:15pm
218 MANO

Instructor: Professor Nicole Coleman
Office: 475 MANO
Office Hours: Tu 9-10am, Th 2:30-3:30pm
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Required material

Please purchase:

Rankin, J. and L. Wells, *Handbuch zur deutschen Grammatik* (SIXTH EDITION), available at Barnes & Noble

Schami, R., *Der geheime Bericht über den Dichter Goethe, der eine Prüfung auf einer arabischen Insel bestand*, ISBN: 978-3423620680, used and new copies available at Amazon or Barnes & Noble

Other required material will be posted to Blackboard.

You are also expected to have ready access to a good (at least 300,000 entries) dictionary. I recommend:

- *Langenscheidt Großwörterbuch Deutsch als Fremdsprache*, available in the reference section at Purdy-Kresge library: PF 3625.L36 1998
- *The Harper Collins German-English, English-German dictionary*, available in the reference section at Purdy-Kresge library: PF 3640.C64 2004

Course Description and Objectives

What is German? Many might think of *lederhosen*, beer, and Oktoberfest when asked this question. In our class, we will dig deeper and question these and other stereotypes about Germany and the Germans. We want to come to a more nuanced understanding of what it means to be German. In order to do so, we will read a wide array of texts and listen to podcasts on a regular basis. We will discuss the issues we encounter in class, reflect on them in blog entries, and write a paper about one chosen topic. In the end, we will produce a podcast or a different creative project that brings together audio, video and text to offer others insights into what we have learned. Our main objective here will be to deconstruct stereotypes.

At the end of the course, you will hence be able to

- define stereotypes, and
- talk about certain stereotypes in detail and put them into perspective.
- You will be able to offer differentiated and sophisticated perspectives on the German culture.

This course is designed to refine and expand your German communication skills (speaking, writing, listening, reading, cultural competence) with a special emphasis on the productive skills of speaking and writing in an academic setting. We will practice presentational, interpersonal and interpretive communication as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This means that you will interpret texts (audio and written) and talk about them; that you will give a presentation; and that you will communicate with your peers to solve problems (in our case to plan our podcast) and interview others to gain information. By communicating about German culture, you will demonstrate an understanding of the relationship between products, perspectives and practices of the German culture. As part of this process, you will acquire a more complex and nuanced use of vocabulary, grammatical structures, and stylistic means. The course will move you to the advanced independent user (B2) level of German language as defined by the Common European Framework of Reference for Languages, or the Intermediate High to Advanced Low level of the ACTFL Standards.

This means that at the end of the course, you will be able to:

- participate with ease and confidence in conversations on familiar topics and sometimes even on topics that go beyond your everyday life; (debates in class, blog posts, podcast)
- talk about events and experiences in various time frames; (debates in class, blog posts, podcast)
- handle social interactions in everyday situations; (debates in class, interviews)
- deliver presentations in a generally organized way on topics you have researched; (podcast, presentations)
- write on general interest and academic topics; (blog posts and paper)
- understand the main idea and some supporting details in messages and presentations on a variety of topics and in various genres; (readings, podcast, presentations)
- incorporate information from readings into presentational speaking and writing (paper, podcast)
- follow stories and descriptions of some length and in various times frames. (novel, film, podcast).

Prerequisites

All students who have passed or placed out of German 2020 may take this course.

WSU Blackboard and Email

The WSU Blackboard system will be used to organize the materials for this course. You will be expected to check your WSU email account on a regular basis. If you prefer to use a non-WSU account, please make sure to have your WSU email forward to it.

On Blackboard you will find:

- this syllabus, our course readings and worksheets;
- all assignments including links to upload your paper (which must be submitted as Microsoft Word documents);
- a blog for your weekly posts;
- your grades that you can check throughout the semester.

Specifications Grading

Letter grades often do not tell us much about whether or not you have achieved the learning outcomes of a class. While you will receive a letter grade at the end of the course, this letter grade will reflect not only that you have achieved certain outcomes but also at what height you took the hurdles to prove so. We will be using a mastery or competency-based approach to grading which means that you will show that you have mastered a concept or a skill. With this approach comes some choice for you as you decide which grade you want to achieve and which requirements for each assignment you fulfill.

All assignments in the course will be assessed as Satisfactory/Unsatisfactory, with the specifications required for Satisfactory articulated on each assignment. In general, Satisfactory should not be viewed as “minimally competent,” but rather a mark of having achieved the assignment’s learning goals and specifications (probably more like a B grade in an average course). Either an assignment meets the goals or it does not – there is no gradation of assessment and no partial credit.

The only letter grade that will be given in the course will be your final grade, and it will reflect the “bundle” of assignments and requirements you have satisfactorily accomplished in the class. This system gives you full control over which of these bundles you will strive to accomplish, based on your own learning priorities and self-aware judgement over time-management and intellectual goals.

Grade Bundles

Modified grades of + and – will be used when a student’s Satisfactory activities fall between the bundles. For instance, a student who met the requirements for the B bundle, as well as never missing and completing all homework would receive a B+, while a student who fell just short of the B bundle requirements would likely receive a B- final grade.

C bundle:

- Actively attend all course meeting with up to four absences;
- Show mastery of some grammar content by satisfactorily completing five of seven quizzes (a quiz is satisfactory when it is at least 85% correct);
- Train your listening comprehension by listening to podcasts during at least 8 weeks;
- Reflect on course content and practice grammar concepts in 8 of 11 weekly blog posts;
- Successfully conduct either an in-person (oral) or email (written) interview in preparation of your essay with at least three questions;
- Successfully write and revise a descriptive essay (see requirements for C level work under essay);
- Successfully present your essay in class and answer questions of your class mates.

B bundle:

- Actively attend all course meetings with up to three absences;
- Show mastery of grammar content by satisfactorily completing six of seven quizzes (a quiz is satisfactory when it is at least 85% correct);
- Train your listening comprehension by listening to podcasts during at least 10 weeks;
- Reflect on course content and practice grammar concepts in 10 of 11 weekly blog posts;
- Successfully conduct an in-person (oral) and email (written) interview in preparation of your essay with a combined number of six questions;
- Successfully write and revise an analytical essay (see requirements for B level work under essay);
- Successfully create a podcast (see requirements for B level work under podcast).

A bundle:

- Actively attend all course meeting with up to two absences;
- Show mastery of grammar content by satisfactorily completing all seven quizzes (a quiz is satisfactory when it is at least 85% correct);
- Train your listening comprehension by listening to podcasts during at least 12 weeks;
- Reflect on course content and practice grammar concepts in all 11 weekly blog posts;
- Successfully conduct an in-person (oral) and email (written) interview in preparation of your essay with a combined number of six questions;
- Successfully write and revise an analytical essay (see requirements for A level work under essay);
- Successfully create a podcast (see requirements for A level work under podcast).

Token and Flexibility

Since every element of the course is assessed on an all-or-nothing basis, it might be stressful to strive for Satisfactory given that the stakes for not meeting that threshold may be significant. To ease stress, to allow for flexibility – and most of all, to maximize opportunities for learning – every student starts the course with 3 virtual tokens that can be “exchanged” for some leniency or opportunities for revision. Using a token will allow you to do one of the following:

- Eliminate an absence from your attendance record
- Substitute a quiz for a guided exercise (in which you explain that grammar topic in question to your classmates and lead them through a self-designed exercise)
- Revise and resubmit one of the unsatisfactory assignments
- Submit an assignment up to 48 hours late.

We will track your tokens throughout the semester. Exchanging them for absences will happen at the end of the semester. If you do not have any token to redeem, you will not be able to submit late work or resubmit incomplete work.

You can gain additional tokens by:

- Holding a snapchat/text/whatsapp conversation in German (at least five exchanges for one token)
- Commenting in a substantial way on your classmates’ blog posts (one token for three comments)
- Listening and briefly reporting on a podcast in class (one token for one presentation of about 10 minutes)

Participation

Your participation is essential to the success of this class. Since this class is a collaborative endeavor, we will decide together what topics we want to address and independent research will be necessary to do so successfully. Your homework will prepare you to actively engage in class. You will be actively involved in all classroom activities and discussions and speak German at all times.

Active attendance as required by the bundles means that you are present, prepared, on task for the whole class, and contribute at least once each class. It also means to speak German at all times. According to the Satisfactory/Unsatisfactory scheme, your participation will be marked “S” on blackboard if you fulfill the requirements for active attendance, “U” if you don’t.

Attendance is mandatory. If you must miss a session, please inform me before class. Consult your chosen bundle to determine how many times you may miss class. Remember that all parts of a bundle have to be fulfilled to receive the corresponding grade. Excessive and repeated tardiness will count as an absence, and so will inactive attendance. It is your responsibility to make up the in-class work and homework assignments you missed. Please refer to the syllabus and ask your classmates to fill you in and maybe share their notes with you.

Tech policy: Handys und Laptops, um

Homework (grammar and reading)

Our main purpose in class is to use German communicatively and creatively, and the homework is an essential means to this end. Homework will prepare you for class and must be completed before you come to class. Our weekly exercises, blog posts and pronunciation exercises, are due at the end

of each week, on Sundays by 8pm. Send me your homework the night before our class (Monday by 10pm for Tuesday's class and Wednesdays by 10pm for Thursday's class).

We will not go over grammar in class, except under extraordinary circumstances, but we will use it extensively. The homework will help you to improve the accuracy of your written and spoken expression and prepare you to succeed in class. Make sure to have read the texts carefully, highlight important key words and facts and come prepared to talk about the content, if you have questions write them down so that you can ask them in class.

Homework (speaking activities)

Each week, you will be asked to complete a pronunciation exercise and upload it to our Audio Dropbox on Blackboard. These activities will help you practice your pronunciation and prepare you for presentations and your final project of creating a podcast. We will move from concentrating on certain sounds and speaking words to speaking full sentences and free speech. This is part of your homework and due each week on Sundays by 8pm. You will gain an S for doing the activities on time.

Quizzes

To ensure that you are making progress on your grammatical proficiency and know important vocabulary, both indispensable to be successful in class, we will have short quizzes each week. The quizzes will review the same material throughout each module. This means that when we start a grammar chapter of the *Handbook*, we will write an initial quiz. This quiz will show me what we have to practice. The next week, we will repeat the quiz on the same grammar topic to see whether you have improved your understanding of the grammar. Mastery is achieved when you reach at least 85% for the module. If you receive 85% on the first quiz of a module, you do not have to take the second quiz. If you haven't mastered a grammar chapter after the second quiz yet, you will have the opportunity to take the quiz a third time or lead a guided practice for your classmates (either option for one token).

Blog

Your blog serves two purposes: 1) It will record your podcast listening exercises. 2) It will prepare you to write a paper and create your final project.

1. **Podcast listening post:** You will listen to 30 minutes of podcasts most weeks (check your bundle for the exact amount – the listed numbers are weeks which means weeks and not podcasts: we learn best when we continually expose ourselves to the language, therefore, you will indeed listen to podcasts during 8, 10 or 12 weeks). You can choose to listen to one longer podcast or to multiple shorter ones. This site lists German podcasts according to category: <http://podster.de/> Deutsche Welle has many podcasts as well, some even with video. You can find their podcasts here: <http://www.dw.com/en/media-center/podcasts/s-100977>.

The only must is that the podcast is in German, everything else is up to you. Choose something you find interesting, so that these exercises are fun even when you listen to the same thing multiple times. You won't be tested on these podcasts, they are to train your listening skills and to give you ideas for your own podcast at the end of the course. Some podcasts have transcripts as well. Try to listen to the audio first without reading the transcript and get the general idea first. You can go back then and listen for more details or

read the transcript to see whether you got the message right. You do not need to understand every word, listen for overall content rather than details.

After listening, write three sentences in your blog and say a) which blogs did you listen to? b) what did you find interesting? c) what did you find weird or not so interesting, or do you have questions because of what you heard? The entries are due on Sundays by 8pm. S for completing the task on time and for answering all three questions in a blog post.

2. **Weekly blog posts:** Additionally, you will write weekly blog posts (see your bundle for how many) that prepare your paper and podcast and apply your grammar and vocabulary skills. The topic of each blog can be found in the Kursplan below and more detailed in the handout on Blackboard. Each blog entry should be 100-200 words long. Pay attention to your grammar and spelling (proofread!). But blog entries aren't essays! You can write informally. Successful/satisfactory blog posts employ the grammar and vocabulary of the module, make connections to our in-class discussions or texts, are well organized, and grammatical errors do not inhibit understanding. See also the handout "Blog Einträge" on Blackboard under "Aufgaben" for detailed description of each blog entry and the specs.

Interviews (in-person and email)

To practice and show mastery in interpersonal writing and speaking, that means that you are able to ask for information in both written and oral form and react to utterances by your conversation partner, you will conduct an in-person interview and (B and A)/or (C) write an email to someone who may help you with your essay. Specs for satisfactory interviews can be found under "Aufgaben," "Interview" and "Email."

Paper

You will write one essay this semester in two drafts that will prepare your podcast/presentation and build on your weekly blog entries. You will choose, in coordination with me, one stereotype and write 5 pages.

For the C bundle, you will write a descriptive essay. With this kind of essay, you will show that you can:

- Understand the main points of articles written in German on a familiar topic
- Define stereotypes
- Describe and summarize a chosen stereotype as well as the information that you found about it
- Quote directly and indirectly from articles, utilizing the grammar learned.

This kind of essay collects information from at least two sources (one can be from in-class texts, one needs to be researched in addition to our in-class texts) and interprets this information. Your essay should 1) define stereotypes, 2) explain which stereotype you are writing about, 3) connect the stereotype to Germany or Germans, 4) and describe this stereotype according to the information found. More detailed specs on blackboard under "Aufgaben," "descriptive essay."

For the B and A bundles, you will write an analytical essay. With this kind of essay, you will show that you can:

- Research sources in German
- Understand the main points of academic articles written in German

- Define stereotypes
- Analyze, evaluate, and reflect a chosen stereotype by integrating your observations and the information found in your sources
- Quote directly and indirectly from articles, using Konjunktiv I appropriately throughout.

For this kind of essay, you will conduct research into your chosen stereotype, finding at least three sources that we have not discussed in class, and analyze that stereotype, connecting it to representations in US media for instance. Your essay should include (1) a definition of what a stereotype is, (2) explain why your chosen stereotype represents Germany or Germans (where can you find it in the US media for instance), (3) reflect on the stereotype by utilizing research about the topic (what is correct about the stereotype, what is incorrect, what is the reality of the topic in Germany) and (4) conclude with a differentiated statement about the stereotype related to German culture. More detailed specs and the differences between B and A bundles can be found under “Aufgaben,” “analytical essay.” You gain a S if you successfully complete all requirements listed there.

Your first draft will be due during week 8. Please upload it as a word document to Blackboard under “Aufgaben.” Your first draft will be 4-5 pages long and include quotes from at least two sources.

After receiving feedback, you will revise this first draft and add at least one page in content and one more source. Your final version of the paper will then be 5-6 pages long and include quotes from at least three sources. It is due during week 10.

Presentation

If you choose the C bundle, you will present your essay topic in class. The presentation should be about 15 minutes long and you should prepare a handout for your classmates. You can also utilize power point, prezi etc. during your presentation. To satisfactorily pass this requirement, your visuals need to be clear and concise, and grammatical errors may not inhibit comprehension. See “presentation” under “Aufgaben” for the detailed specs.

Podcast

If you choose the A or B bundle, your final project in this class will be the creation of a podcast (or a different creative product that include audio, video and text) on our topic “Was ist deutsch?” All blog entries, your paper, two interviews that you will conduct during the semester as well as grammar and vocabulary exercises will prepare you for and cumulate in this final project. The goal of in class activities and these homework exercises then is to help you to succeed in your final project.

You will complete a storyboard for your individual or collaborative podcast, write up what you want to say during the podcast, collect visual material if necessary, and record your podcast. Our pronunciation exercises will prepare you for this recording.

Specs for satisfactory podcasts for A and B bundles can be found under “Aufgaben,” “Podcast Projekt.”

Exams

There are no exams in this class.

Personal Learning Goals

This course will prepare you for future classes in German and it is, therefore, flexible to accommodate different learning goals. You may plan to study abroad in Munich or you are continuing to take seminars in German. The skills needed by each of you may thus differ. You will be able to determine your own goals and target your work on different skill areas to reach those goals. If you choose an additional learning goal, you may opt to write fewer blog posts, or listen to fewer podcasts, or submit fewer homework assignments in exchange for an additional assignment that we come up with together. Think about what you want to achieve and how you could prove mastery in that area. Then come to my office hour and we will finalize your learning plan.

Academic Integrity

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misconduct are prohibited by Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for a test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: a) copying from another student's test or paper; b) allowing another student to copy from a test or paper; c) using unauthorized material such as a "cheat sheet" during an exam.
- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: a) citation of information not taken from the source indicated; b) listing sources in a bibliography not used in a research paper.
- Plagiarism: To take and use another's words or ideas as one's own. Examples include: a) failure to use appropriate referencing when using the words or ideas of other persons; b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- Other forms of academic misbehavior include, but are not limited to: a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; b) enlisting the assistance of a substitute in the taking of examinations; c) violating course rules as defined in the course syllabus or other written information provided to the student; d) selling, buying or stealing all or part of an un-administered test or answers to the test; e) changing or altering a grade on a test or other academic grade records.

To protect yourselves from accusations of misconduct, you should take careful notes with annotation as to the source of the materials being used, use quotation marks to differentiate direct quotes from paraphrases, cite all sources, and consult as needed with me, as well as librarians, the WSU Writing Center staff, and staff in the Academic Success Center.

As this is a language class, the use of translation programs such as Google Translate for papers and homework is considered academic misconduct.

Note to Students with Disabilities

This is an accommodation-friendly class. If you have documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone). Once your accommodation is in place, I am happy to meet with you privately during my office hours to discuss your special needs. Please see me within the first week of class. For more information visit: <http://www.eas.wayne.edu/>.

Course Drops and Withdrawals

In the first two weeks of the term, you can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class, can initiate a withdrawal request. You will receive a transcript notation of WP (passing), WF (failing), WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <http://reg.wayne.edu/pdf-policies/students.pdf>.

Kursplan

Datum	Themen Texte/Filme	Grammatik und Vokabeln	Wochenaufgaben (Abgabetermine)
Di, 10.1.	Was ist deutsch? Einführung		Blog 1: „Stereotype“ (fällig am Sonntag, 15.1.)
Do, 12.1.	Was ist deutsch? Stereotype und Inhaltsplanung.	Lesen Sie <i>Handbuch</i> S. 270- 277 und machen Sie Übungen A-C Einstiegs-Quiz - Pronomen	Für 12.1. fragen Sie mindestens zwei Studenten auf dem Campus, was sie über Deutschland denken. Nehmen Sie ein Video oder Audio auf. Aussprache-Übung: Lesen Sie die Wörter von Aussprache-Blatt 1 und nehmen Sie sich in der Audio Dropbox auf. Fällig am Sonntag, 15.1.
Di, 17.1.	<i>Almanya</i> : wir schauen den Film gemeinsam	Übungen D-I im <i>Handbuch</i> (lesen Sie die Zusammenfassung auf S. 282f) 2. Quiz - Pronomen	Blog 2: „Stereotype in <i>Almanya</i>“ (fällig am Sonntag 22.1. usw.) Aussprache-Übung: Lesen Sie die Wörter von
Do, 19.1.	<i>Almanya</i> : wir schauen den Film gemeinsam	Lesen Sie <i>Handbuch</i> S. 302- 307 und formulieren Sie	Aussprache-Blatt 2, hören Sie meine

	Besprechen der Interview-Fragen	Fragen zu Stereotypen. Schreiben Sie die Fragen als direkte und indirekte Fragen. Nächste Woche interviewen Sie GTAs über Stereotype	Aussprache und nehmen Sie sich in der Audio Dropbox auf.
Di, 24.1.	Das politische System Deutschlands Wie gehts? Wahlen und Gesetzgebung in Deutschland	Übungen B, D, E, H Schauen Sie sich die Grafik zu der deutschen Verfassung und Gewaltenteilung auf Blackboard an und notieren Sie sich Vokabeln, die Sie brauchen, um sie zu beschreiben.	Diese Woche Gruppen-Interviews mit GTAs Blog 3: “Stereotype-Definition” Aussprache-Übung: Wählen Sie das Arbeitsblatt, das wir besprochen haben. Lesen Sie die Wörter, hören Sie meine Aussprache und nehmen Sie sich in der Audio Dropbox auf.
Do, 26.1.	Das soziale System Deutschlands Von Bismarck zur sozialen Marktwirtschaft Unterschiede zwischen Sozialismus und Sozialdemokratie Teil 1	Lesen Sie <i>Handbuch</i> S. 285-288 Übungen A-E 1. Quiz - Fragen und Relativsätze Sehen Sie sich die Grafik zum deutschen Sozialstaat an. Lesen Sie die Definition von sozialer Marktwirtschaft.	
Di 31.1.	Podcast-Planungs-Sitzung (Themen: wer bearbeitet welchen Stereotyp? Video oder Audio, Titel etc.) Kultur und klassische Musik Was ist Kultur? Anfang Recherche zu Komponisten	Lesen Sie <i>Handbuch</i> S. 289-291 (wo und was, wer und was, andere Formen) Übungen G-L Lernen Sie die Musik-Vokabeln (Liste auf Blackboard)	Blog 4: “Mein Stereotyp” Aussprache-Übung: Wählen Sie ein Arbeitsblatt.
Do, 2.2.	Klassische Musik	Lesen Sie die Zusammenfassungen von Kapitel 18 und 19	

	<p>Komponisten und ihre Musik (Mini-Präsentationen)</p> <p>Fragen stellen</p>	<p>2. Quiz - Fragen und Relativsätze</p> <p>Vollenden Sie Ihren Mini-Präsentationen zu Ihrem Komponisten</p>	
Di, 7.2.	<p>Deutschland in Europa</p> <p>Was ist die EU und wie funktioniert sie?</p>	<p>Lesen Sie <i>Handbuch</i> S. 316-319</p> <p>Übungen A und B</p> <p>1. Quiz – es und da-</p> <p>Schauen Sie sich die Grafik an und lesen Sie den Text auf Blackboard.</p>	<p>Blog 5: “Mein Stereotyp in deutschen Medien“</p> <p>Aussprache-Übung: Lesen Sie die ersten drei Sätze eines der beiden Artikel vor und nehmen Sie sich auf. Achten Sie auch auf Intonation.</p>
Do, 9.2.	<p>Deutschland in Europa</p> <p>Deutschlands Beziehungen zu seinen Nachbarn, z.B. Flüchtlinge</p>	<p>Lesen Sie <i>Handbuch</i> S. 319-322</p> <p>Übungen C, D, G</p> <p>Recherchieren Sie im Internet mindestens einen Artikel, der ein Problem innerhalb der EU bespricht. Worum geht es? Welches Land hat welche Meinung zu dem Problem? Bereiten Sie sich darauf vor, über Ihren Artikel zu sprechen.</p>	
Di, 14.2.	<p>Deutschland in der Welt</p> <p>Deutschlands Beziehungen zu den USA – von der Luftbrücke über Kennedy und Obama zu Trump</p>	<p>Übungen E, F</p> <p>2. Quiz – es und da-</p> <p>Schauen Sie sich die Grafik zu den internationalen Organisationen an.</p>	<p>Blog 6: “Planung meines Aufsatzes”</p> <p>Aussprache-Übung: Lesen Sie die drei Sätze der letzten Woche und zwei weitere Sätze und nehmen Sie sich auf.</p>
Do, 16.2.	<p>Podcast-Planungs-Sitzung (Gruppen oder Einzelpodcasts, evtl. Bestimmen der Gruppen)</p>	<p>Lesen Sie <i>Handbuch</i> S. 353-360, lernen Sie den Wortschatz auf S. 360</p>	

	<p>Deutschland in der Welt</p> <p>Deutschlands Beziehungen zu seinen ehemaligen Kolonien</p>	<p>Klicken Sie durch die Bilder und lesen Sie die kurzen Bildunterschriften.</p> <p>Überlegen Sie: sollte sich ein Land auch 100 Jahre nach einem Verbrechen für dieses Menschenrechtsverbrechen entschuldigen/bezahlen?</p>	
Di, 21.2.	<p>Regionale Feste und Tracht (das Oktoberfest und mehr)</p>	<p>Kap. 22, Übung B</p> <p>1. Quiz – Konjunktiv I</p> <p>Lesen Sie den Text auf Blackboard, schauen Sie das Video und sehen Sie sich die Bilder von Trachten an.</p>	<p>Blog 7: “Zitatübung”</p> <p>Aussprache-Übung: Lesen Sie zwei Zitate und Ihre Paraphrasierungen und nehmen Sie sich auf.</p>
Do, 23.2. Weiber- fastnacht	<p>Regionale Feste: Karneval</p> <p>Wir gestalten heute den Global Studies Hangout zum Thema Karneval (Treffpunkt normal um 13Uhr im Kursraum)</p>	<p>Kap. 22, Übung C und D</p> <p>Bereiten Sie Ihren Beitrag für unseren Global Studies Hangout vor!</p> <p>Je einen Link finden Sie für jede Gruppe (Karneval, Alemannische Fastnacht und Karneval der Kulturen) auf Blackboard.</p>	
Di, 28.2	<p>Podcast-Planungs-Sitzung (Telefoninterviews)</p> <p>Sonntags schauen alle Deutschen Tatort – Regionaler Krimi</p>	<p>Kap. 22, Übung E</p> <p>2. Quiz – Konjunktiv I</p> <p>Schauen Sie 2 Tatort-Folgen. Notieren Sie regionale Besonderheiten.</p>	<p>Geben Sie Ihren Aufsatz ab!</p> <p>Aussprache-Übung: Lesen Sie die Einleitung Ihres Aufsatzes und nehmen Sie sich auf.</p>
Do, 2.3.	<p>Alle Regionen essen Schweinshaxe und trinken Bier? – Eher nicht!</p> <p>Statistiken beschreiben</p>	<p>Kap. 22, Übung A</p> <p>Lesen Sie das Handout zum Beschreiben von Statistiken. Lernen Sie das relevante Vokabular</p>	

Di, 7.3.	<p>Deutsche Parteien und ihre Ideen</p> <p>Geschichte und Philosophie: Der Marxismus und die SPD in der Geschichte und heute</p> <p>Unterschied zwischen Sozialismus und Sozialdemokratie Teil 2</p> <p>Außerdem: Wie schreibt man Emails?</p>	<p>Lesen Sie <i>Handbuch</i> S. 330-341</p> <p>1. Quiz – Konjunktiv II</p> <p>Lesen Sie den kurzen Text zu Marxismus und die Definition von Sozialismus. Sehen Sie das Video zu Marxismus.</p>	<p>Diese Woche: Email-Interviews</p> <p>Blog 8: “Email-Interview”</p>
Do, 9.3.	<p>Deutsche Parteien und ihre Ideen</p> <p>Bundestags- und Landtagswahlen, Unterschiede der Parteien</p>	<p>Kap. 21, Übungen A-G</p> <p>Machen Sie sowohl den Wahl-o-mat für Sachsen-Anhalt als auch für Baden-Württemberg (Links auf Blackboard) – notieren Sie Ihre Ergebnisse und überlegen Sie sich Fragen. Denken Sie auch darüber nach: Welche Ideologie/Philosophie könnte hinter manchen dieser Fragen stehen?</p>	
Spring Break			
Di, 21.3.	<p>Weltmeisterliche Geschichte (1954, 1974, 1990 und 2014)</p>	<p>Kap. 21, Übungen H-M</p> <p>2. Quiz – Konjunktiv II</p> <p>Schauen Sie „Das Wunder von Bern“</p>	<p>Geben Sie Ihren überarbeiteten Aufsatz ab! (Freitag 24.3.)</p> <p>Blog 9: „Meine Überarbeitungen“</p> <p>Aussprache-Übung:</p>
Do, 23.3.	<p>Podcast-Planungs-Sitzung (Storyboards)</p> <p>Die Frauen sind auch Weltmeister – Sexismus und Fußball</p>	<p>Lesen Sie die beiden Texte auf Blackboard. Schreiben Sie sich die wichtigsten Stichpunkte heraus.</p>	<p>Erzählen Sie, was Sie an Ihrem Aufsatz verändert haben und warum. Fünf Sätze für die Audio Dropbox.</p>
Di, 28.3.	<p>Buntes Fußballdeutschland? –</p>	<p>Lesen Sie <i>Handbuch</i> S. 368-373</p>	<p>Geben Sie Ihr Storyboard ab!</p>

	Migranten, Fahnen und Nationalstolz (von WM 2006 bis EM 2016)	<p>Lernen Sie den Wortschatz auf S. 373</p> <p>1. Quiz Imperativ</p> <p>Hören Sie mindestens 30 Minuten vom Soziopod Podcast zu Fußball und Nationalstolz. Was sagen die beiden Sprecher zu nationalen Symbolen im Fußball.</p> <p>Recherchieren Sie außerdem so viele Informationen (und Memes?!) zu den beiden Suchbegriffen „Boateng“ und „Nachbar.“ Was war das Problem und wie haben die Deutschen reagiert?</p>	<p>Aussprache-Übung: Erzählen Sie wie Ihr Podcast aussehen wird. Fünf Sätze für die Audio Dropbox.</p>
Do, 30.3.	<p>Podcast-Planungs-Sitzung (letzte Dinge)</p> <p>Lokalpatriotismus und die Bundesliga</p>	<p>Kap. 23, Übungen A und B</p> <p>Suchen Sie einen Artikel im Internet zu Fans in der Bundesliga. Zu einem bestimmten Club oder allgemein. Bereiten Sie sich darauf vor, über den Artikel im Unterricht zu berichten.</p>	
Di, 4.4.	<p>Schami: <i>Der geheime Bericht</i> Lesen Sie: „Wie die Geschichte anfang“</p>	<p>Kap. 23, Übungen C und D</p> <p>Vokabular: „Schami I“</p> <p>2. Quiz Imperativ</p>	<p>Geben Sie Ihren Podcast-Entwurf ab!</p> <p>Aussprache-Übung: Lesen Sie eine Minute Ihres Entwurfs und nehmen Sie sich auf.</p>
Do, 6.4.	<p>Schami: <i>Der geheime Bericht</i> Lesen Sie: “Die erste Nacht” und “Die fünfte Nacht”</p>	<p>Vokabular: “Schami II”</p>	
Di, 11.4.	<p>Schami: <i>Der geheime Bericht</i></p>	<p>Lesen Sie <i>Handbuch</i> S. 380-383, lernen Sie den Wortschatz auf S. 383f</p>	<p>Blog 10: “Ist Goethe deutsch?”</p>

	Lesen Sie: “Die vierte Nacht” und “Die achte Nacht”	Vokabular: „Schami III“ 1. Quiz - Futur	Aussprache-Übung: Lesen Sie Ihren Podcast mehrmals und nehmen Sie ihn dann in der Audio Dropbox auf!
Do, 13.4.	Schami: <i>Der geheime Bericht</i> Lesen Sie: “Die neunte Nacht” und “Wie die Geschichte zu Ende ging”	Übungen A-C Vokabular: “Schami IV”	
Di, 18.4.	Wrap-up	Übungen D und E 2. Quiz - Futur	Blog 11: “Reflektion” (Sonntag 23.4.)
Do, 20.4.	Podcast Präsentation		Geben Sie Ihren Podcast ab (Mittwoch 19.4.)!