

German 102: Elementary German II

Department of German Studies
Duke University
Spring 2021

Instructor: David "Tako" Takamura
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Office Hours: Old Chemistry Building Online
 Tuesdays, 1:45pm – 2:45pm Wednesdays, 10am – 11:00am

And by appointment

Zoom classroom: Meeting ID: 931 6854 5953
 Pass: Caspar

Class Meetings:

M - 10:15am to 11:15am, Online

TTH - 10:15am to 11:15am, Reuben-Cooke Building 130

W - Asynchronous

About the Course:

German 102, a second-semester German course, continues instruction begun in German 101. By the end of German 102, students will be familiar with most basic structures of the German language and will have developed basic cultural knowledge about the German-speaking world. As vocabulary and grammar sophistication grow, students will become increasingly proficient at expressing their thoughts, feelings, and opinions on a variety of subjects related to everyday life. To this aim, each lesson centers on linguistic, communicative, and cultural goals, reflecting language competency at the advanced beginner ([A2](#)) level.

The *functional communicative* approach that we take in this course focuses on learning to use basic German language forms, i.e., grammar and vocabulary, in meaningful contexts in a variety of real-life situations and across spoken and written genres. To help students develop their ability to communicate effectively in German, they are expected to come prepared for class, use German, and actively participate in pair and group activities. Students should expect to spend two hours studying for each class period in order to keep up with the pace of the class.

Required Course Materials:

der|die|das. This online platform, developed by Prof. Jamie Rankin (Princeton University), serves as the primary material for the course and is at no cost to students enrolled in Duke's German 102. At the start of the semester, you will automatically be added to the **der|die|das** system (<https://www.dddgerman.org/>).

About **der|die|das**: The program integrates three major components of language learning: vocabulary, grammar, and culture. Learning vocabulary gives you the basic tools for expressing

meaning; learning grammar shows you how to convey that meaning clearly; and learning about culture enables you to understand how meaning is integrated into a social/cultural context. The program is designed to highlight comparisons of German, Swiss, and Austrian culture with your own cultural background(s). The grammar presentations, in turn, have been developed with current Second Language Acquisition research in mind, to determine when and how certain grammatical structures are best learned. The innovation at the heart of the curriculum, however, is its focus on vocabulary acquisition, and specifically on the acquisition of the 1,200 most frequently used words in German, as listed by Jones & Tschirner in *A Frequency Dictionary of German* (Routledge, 2006). This means you will develop a solid grasp of the most frequently used words in written and spoken German.

Assessment:

Your progress in the class will be assessed during the semester across the following categories:

Participation and Preparation:	10%	Portfolio:	15%
Homework:	20%	Kulturpunkte:	5%
2 Chapter Tests:	30%	Final Oral and Written Exam:	15%
Oral Midterm Exam:	5%		

Class Participation and Preparation (10%)

Daily attendance and active participation in class are necessary and expected components to your language learning experience and will be assessed weekly.

The following criteria are used to determine your participation grade (using a 10-point scale):

- 10 always well-prepared (i.e., does assigned readings and written work before class); is attentive and volunteers often; tries to use German with classmates and instructor; makes the most of each activity; shows real resourcefulness and imagination in using the language; responds to and engages classmates in a respectful manner; remains critical and open-minded toward target and native culture.
- 9 usually well-prepared; is attentive and volunteers occasionally; tries to use German with classmates and instructor; makes the most of each activity; completes exercises with some imagination and resourcefulness; makes some effort to engage fellow students; shows some development of cultural sensitivity.
- 8 adequately prepared and attentive (often waits to be called upon); occasionally needs to be reminded to use German with instructor and classmates; responds and completes exercises with minimal imagination; does not engage classmates beyond the minimum requirements for an assignment.
- 7 is unprepared; makes little effort to participate or complete exercises; rarely tries to use German with instructor or classmates.
- 1 makes no contribution to class; is not on task; arrives late unexcused; and/or sleeps in class.

Regular participation and course preparation are key for your success. Similar to our face-to-face class meetings, there are different ways to participate during synchronous Zoom meetings, e.g., responding to your instructor’s questions in German (see the raised hands function), participating in pair and group work in the target language, responding to polls, and even writing in the chat feature. At the end of each week, please write your instructor a short note about your participation (in English, or a combination of German and English): How did you do? What do you want to work on next week? How can your instructor help?

Absence policy: You are allowed up to 3 absences. **Beginning with the 4th absence, your course average will drop (a 1% deduction off of your final grade per missed day).** You may present the following documentation to excuse an absence and to allow you the opportunity to complete make-up work. If an instructor suspects fraudulent use of the online forms your academic dean will be contacted. The academic deans will be monitoring STINF usage closely and will refer cases of abuse to the office of Student Conduct. These procedures are not valid for the final exam period.

Following university guidelines (<https://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work>), an absence is excused in the following cases:

- **You are temporarily incapacitated by an illness** and cannot attend class. You must submit the “Short-Term Illness Notification Form” (STINF) via email as soon as possible and no later than the evening of the missed class. Please note that the STINFs should be used sparingly and in accordance with the Duke Community Standard of Academic Integrity. For the university’s short-term illness policy and STINF, please see: <https://trinity.duke.edu/undergraduate/academic-policies/illness>.
- **You are participating in a varsity athletic competition.** You must provide your professor with the official letter identifying you as a varsity athlete at the beginning of the semester. At least one week prior to any out of town athletic competition you must submit the “Notification of Varsity Athletic Participation” (NOVAP).
- **You are observing a religious holiday.** Submit the “Religious Observance Notification Form” prior to your absence in order to make arrangements for completion of missed work. For more information, see below under *Accommodations for Religious Observance and Holidays*.
- **Your instructor receives notification from your academic dean.** If you experience a personal emergency or suffer from a long-term or chronic illness that means you will miss class, contact your academic dean and ask him or her to notify your instructor.
- **You are required to appear in court.**

In addition to accessibility issues experienced during the typical academic year, we recognize that remote learning may present additional challenges. Students may be experiencing unreliable wi-fi, lack of access to quiet study spaces, varied time-zones, or additional responsibilities while studying at home. If you are experiencing these or other difficulties, please contact your instructor to discuss possible accommodations. Please see below for more information regarding accessibility and accommodations.

Homework (20%)

Daily homework provides regular occasions to practice your German and is therefore key to your language development. Some of the homework comes from the **der|die|das** site: <https://www.dddgerman.org/>, which targets reading, listening, and writing abilities. Since you can do these online exercises repeatedly throughout the semester, they also serve as excellent study tools for tests. Homework must be done by the due date indicated by your instructor. **Late homework will not be accepted.**

Additionally, we may be using certain technological tools outside of the classroom for homework, for example, FlipGrid (www.flipgrid.com) to practice and receive feedback on your speaking, and Hypothes.is (<https://web.hypothes.is>) to develop reading comprehension. Your instructor will provide additional information about these tools and the assignments in class.

A few notes concerning use of the **der|die|das** website: Both Firefox and Chrome are the site’s preferred browsers. When working on the site, please keep only one window open at a time; saving your answers in one window and then using another will cause problems. Should you experience

any technical difficulties, please contact Prof. Crane (German 102 coordinator) *immediately* for help.

2 Written Chapter Tests (30%)

The two chapter tests each cover material from two chapters. Since language learning is cumulative, note that each exam inherently covers all previously learned material. The exams test your knowledge of and ability to use German language forms (i.e., grammar and vocabulary) introduced in the textbook chapters. Listening and reading comprehension, writing abilities, and cultural knowledge may also be assessed. The tests will be administered through the course management site Sakai. You will have 23 hours to complete the test and may consult the **der|die|das** website, course materials (e.g., PowerPoints and handouts), and your own class notes while taking the test. Use of dictionaries, websites other than our textbook, or people is not permissible.

Oral Midterm Exam (5%)

A short oral exam conducted at the mid-point of the semester gives you helpful feedback on your ability to use German communicatively with peers and helps you develop a comfort level for the final oral exam. With partners, students will prepare and act out short role-plays for topics related to the chapters studied, as well as respond to questions in casual conversation. Students will sign up for 10-minute time slots that take place outside of official class time at the halfway-point of the semester. Your instructor will provide additional information for you in class on the format and content of the exam.

Portfolio: Writing Tasks & FlipGrid Videos (15%)

Three writing tasks over the course of the semester give you the opportunity to strengthen your writing abilities in German in meaningful and creative ways. Here, the focus is not only on being able to use certain linguistic forms correctly, but also on developing writing that shows an ability to create a cohesive text and an awareness of audience within an identifiable genre. Your texts will be assessed according to your ability to address task requirements, engage with content material, and use appropriately complex and accurate language.

With our writing-process approach, you will turn in two versions of the assignment. First drafts will be graded by your instructor and returned with feedback to help you revise your work. With the second draft, you can improve the final essay grade up to two half-grade points. A very good revision can improve a grade from a 'B' to an 'A-'; a satisfactory revision can improve a grade from a 'B' to a 'B+'; a weak revision, however, will not improve a grade. Please note: The rewrite is considered part of this task and is therefore obligatory. If you do not turn in a second draft that shows you have attended to corrections noted in your first draft, your essay grade will go down an entire letter grade. First drafts of the writing tasks are due on the dates indicated on the syllabus; final versions are due one week after receiving your instructor's feedback on the first draft. For each calendar day that a paper is submitted late, the paper grade will be deducted 10% points.

Additionally, six FlipGrid videos (one self-introduction and five corresponding each to the five chapters in the course) allow students to practice presentational speaking. Your instructor will provide further information about these short (~2-3 minute) videos that you will conduct in German.

3 Kulturpunkte – Culture Points (5%)

In addition to your regular assignments, you are required to participate in at least **three** cultural activities related to German class. These may include, for example, taking virtual tours of museums, watching movies or TV shows, listening to concerts, and attending lectures in and from the German-speaking world. Your instructor will provide you with a list of possible online resources

to visit. For additional Kulturpunkt ideas, please check in advance with your teachers. Send your instructor a brief e-mail response to the event within 24 hours with the subject line “*Kulturpunkt*” in order to receive credit for attending. Any *Kulturpunkte* beyond the three required ones will count towards extra credit (see below).

Final Oral and Written Exam (15%)

A final written and oral exam is designed to assess your language abilities and cultural knowledge developed over the entire course. The written exam will consist of listening and reading comprehension, as well as writing. The final oral exam will be similar to the midterm oral exam with a focus on evaluating your dialogic speaking abilities. In the oral exam, students participate with partners in dialogues about cultural topics and materials (e.g., texts, films) covered in the course, as well as respond to questions from the instructor. Your instructor will provide information for you at a later date on the format and content of both exams. The exam is scheduled for the time listed in the university course schedule.

Grading Scale:

The following grading scale will be used to determine your final course grade:

A+	98 + %	B+	87-89.9 %	C+	77-79.9 %	D+	67-69.9 %	F	below 59.9 %
A	93-97.9 %	B	83-86.9 %	C	73-76.9 %	D	63-66.9 %		
A-	90-92.9 %	B-	80-82.9 %	C-	70-72.9 %	D-	60-62.9 %		

Extra Credit:

A great way to practice your German (and get extra credit) is to take part in cultural activities related to German outside of class. (Please see the Kulturpunkte section above for more information.) Participation in each event counts as a 0.5% point toward your overall grade. Be sure to write a brief e-mail response about the event within 24 hours to your instructor for credit. You can receive up to 2% points total through extra credit.

Useful Internet Addresses:

- <http://www.dict.cc> (online dictionary)
- <http://www.linguee.com> (online dictionary and bilingual search engine)
- <http://www.dartmouth.edu/~deutsch/Grammatik/Grammatik.html> (excellent explanations of German grammar in English)
- <http://www.nthuleen.com/teach/grammar.html> (grammar explanations and worksheets with solutions)
- <http://www.dw-world.de> (German news, radio, and TV online)
- <http://www.tagesschau.de> (German news with TV clips)

Department-sponsored Tutoring:

The German Studies Department offers free tutoring by graduate students. Please see your instructor for details.

Placement Testing:

If you are new to Duke and have taken German before, or if you have acquired German in any other context (e.g., family, extensive stay in a German-speaking country, etc.), please contact Prof. Cori Crane (corinne.crane@duke.edu) to see about placement testing.

Majoring and Minorng:

For information about majoring or minoring in German, please see Prof. Jakob Norberg, Director of Undergraduate Studies (116H Old Chem; jn43@duke.edu)

Study Abroad in Berlin:

The Duke Global Education Office for Undergraduates (GEO) and Department of Germanic Languages and Literature offer a variety of academic programs in Berlin, both in the fall and spring semesters, along with a six-week, two-course summer program. For more detailed information on all programs, please refer to the [GEO website](#) or contact Duke in Berlin Recruitment and Summer Director, Susanne Freytag (susanne.freytag@duke.edu) or Academic Director, Prof. Sarah Porciau (sarah.porciau@duke.edu).

Diversity and Inclusion:

The German Language Program takes very seriously the mandate of respecting students of diverse backgrounds, identities, perspectives, and learning styles. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for other members of the class. If at any point you feel disrespected, please contact me in private right away. Students have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate the name that they prefer to be called and, if students choose, to designate pronouns with which they would like to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and support classmates in doing so as well. If you have any questions or concerns, please let me know.

Academic Integrity

All students, whether residing on campus or learning remotely, must adhere to the [Duke Community Standard \(DCS\)](#): Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, and accountability. Citizens of this community commit to reflect upon these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

Students affirm their commitment to uphold the values of the Duke University community by signing a pledge that states:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors;
- I will act if the Standard is compromised

Regardless of course delivery format, it is the responsibility of all students to understand and follow Duke policies regarding academic integrity, including doing one's own work, following proper citation of sources, and adhering to guidance around group work projects. Ignoring these requirements is a violation of the Duke Community Standard. If you have any questions about how to follow these requirements, please contact Jeanna McCullers (jeanna.mccullers@duke.edu), Director of the Office of Student Conduct.

Out-of-class graded assignments must be completed without the help of tutors, classmates, native speakers, or online translators. Students who do not comply with University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

A special note regarding online translation programs: Unlike dictionaries and grammar references, translation software programs (e.g., Google Translate) simply provide ONE translation, rather than allowing you to choose among various words/tenses, etc. to come up with the best word or phrase on your own. Moreover, translation programs very often produce inaccurate translations, and are easy to identify. Students will learn far more by doing their own work and will avoid risking serious academic consequences.

Assistance with Zoom or Sakai

For technical help with Sakai or Zoom, contact the Duke OIT Service Desk at <https://oit.duke.edu/help>. You can also access the self-service help documentation for Zoom [here](#) and for Sakai [here](#). The ARC (Academic Resource Center) has a student-friendly learning online guide and Zoom instructions [here](#). Look on the sidebar on the left.

Rules for Video Recording Course Content

Student recording of lectures must be permitted by the instructor and shall be for private study only. Such recordings shall not be distributed to anyone else without authorization by the instructor whose lecture has been recorded. However, the instructor may arrange through the Office of Information Technology to make recorded lectures available to students enrolled in the class on such terms and conditions as he or she prescribes. Unauthorized distribution is a cause for disciplinary action by the Judicial Board. The full policy on recording of lectures falls under the Duke University Policy on Intellectual Property Rights, available here: https://provost.duke.edu/sites/default/files/FHB_App_P.pdf

Duke's Academic Resource Center

The Academic Resource Center (theARC@duke.edu; tel. 919-684-5917) offers free services to all students during their undergraduate careers at Duke, including learning consultations, peer tutoring, study groups, ADHD/LD coaching, and outreach workshops. Because learning is a process unique to every individual, the ARC works with each student to discover and develop their own academic strategy for success at Duke. Undergraduates in any year, studying any discipline can benefit.

Mental Health and Wellness

If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to you, including ones listed below. Duke encourages all students to access these resources, particularly as we navigate the transition and emotions associated with this time. Duke Student Government has worked with DukeReach and student advocates to create the fall 2020 “[Two-Click Support](#)” Form, and Duke Reach has expanded its drop-in hours as well.

- **DukeReach.** Provides comprehensive outreach services to identify and support students in managing all aspects of wellbeing. If you have concerns about a student's behavior or health visit the website for resources and assistance. <https://studentaffairs.duke.edu/dukereach1>
- **Counseling and Psychological Services (CAPS).** CAPS services include individual, group, and couples counseling services, health coaching, psychiatric services, and workshops and discussions. (919) 660-1000
- **Blue Devils Care.** A convenient and cost-effective way for Duke students to receive 24/7 mental health support through TalkNow. <https://www.timely.md/faq/blue-devils-care-faq/>

Managing daily stress and self-care are also important to well-being. Duke offers several resources for students to both seek assistance on coursework and improve overall wellness, some of which are listed below. Please visit <https://studentaffairs.duke.edu/duwell/holistic-wellness> to learn more about

- **The Academic Resource Center:** (919) 684-5917, theARC@duke.edu, or <https://arc.duke.edu>
- **DuWell:** (919) 681-8421, duwell@studentaffairs.duke.edu, or <https://studentaffairs.duke.edu/duwell>
- **WellTrack:** <https://app.welltrack.com>

Technology Accommodations

Students who may have limited access to computers and stable internet may request assistance in the form of loaner laptops and WIFI hotspots. For new Fall 2020 technology assistance requests, please go [here](#). For returning students who wish to request an extension of a laptop or hotspot loan for Fall 2020 semester, please go [here](#). For updates, please visit <https://keeplearning.duke.edu/undergraduate-students/>.

Academic Accommodations

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Student Disability Access Office (<https://access.duke.edu/students>; tel. 919-668-1267) as soon as possible to better ensure that such accommodations can be implemented in a timely fashion. Students should be in touch with the Student Disability Access Office to [request or update accommodations](#) under these circumstances. Zoom has the ability to provide live closed captioning. If you are not seeing this feature, and but would like to, please reach out to your instructor for assistance.

Accommodations for Remote Students

If students cannot participate in synchronous or in-person course components (due to permanent time zone differences or temporary quarantine, for example), students should contact the instructor and academic dean to request an accommodation that will allow them to participate remotely. Please note that the experience may not be identical to that of local students.

Accommodations for Religious Observance and Holidays

Students are permitted by university policy to be absent from class to observe a religious holiday. Students who miss class to observe a specified religious holiday are expected to make prior arrangements with their instructor to make up any work missed. During a semester, as a religious holiday approaches, students are to send an official notification to their instructor that they will miss class in order to observe a religious holiday (see <https://trinity.duke.edu/undergraduate/academic-policies/religious-holidays> for the online religious observance notification form). This form should be sent no later than one week prior to the date of the holiday.

Inclement Weather Policy

In the event of inclement weather or other connectivity-related events that prohibit class attendance, either in the location of the instructor or in the location of the student, I will notify you how we will make up missed course content and work. Asynchronous catch-up methods will likely apply.

Duke Wellness Day

In lieu of a traditional class meeting on April 12, 2021, please use our regular class time to engage in reflection and wellness endeavors. A list of wellness strategies and programs is available at <https://studentaffairs.duke.edu/duwell/wellness-day-2021>. Although the goal of Wellness Day 2021 is to provide time and space to engage in activities that enhance your well-being, please remember that wellness isn't achieved in one day. Learning to balance your personal, professional, and academic commitments is a skill that should be practiced regularly and over time.

Kalender für Deutsch 102 – Frühling 2021

Please note the daily syllabus is subject to change. Please pay attention to in-class announcements.

Abkürzungen (abbreviations): **Mo** = Montag; **Di** = Dienstag; **Mi** = Mittwoch; **Do** = Donnerstag

Kapitel 7: Sportsachen

Themen: Freizeitsport. Vereinssport. Profi-Sport: Fußball. Sport + Politik

Strukturen: Präpositionen (Akkusativ und Dativ), Wechselpräpositionen, Positions- und Richtungsverben (*liegen vs. legen*), *wo vs. wohin*, Reflexivpronomen, Verben mit Präpositionen, *da-* und *wo-*Komposita

Datum		Unterrichtsform	Im Unterricht <i>(Study pages from D3 for this date.)</i>	Zu Hause <i>(Assignments due on this date.)</i>
Do	21. Januar	Klassenzimmer	Willkommen und Wiederholung	
Mo	25. Januar	Online	Thema 7.1	
Di	26. Januar	Klassenzimmer	Thema 7.1	
Mi	27. Januar	zu Hause	Thema 7.2	
Do	28. Januar	Klassenzimmer	Thema 7.2	FlipGrid Video #1 (Vorstellung)
Mo	1. Februar	Online	Thema 7.3	
Di	2. Februar	Klassenzimmer	Film: <i>Das Wunder von Bern</i> Einführung der 1. Schreibaufgabe	
Mi	3. Februar	zu Hause	Thema 7.4	
Do	4. Februar	Klassenzimmer	Thema 7.4	
Mo	8. Februar	Online	Rollenspiele	FlipGrid Video #2
Di	9. Februar	Klassenzimmer	Wiederholung	Schreibaufgabe #1 (1. Version)

Kapitel 8: Großstadt

Themen: Stadtbild(er). Innenstadt. Wiederholung I und II

Strukturen: Satzbau, koordinierende Konjunktionen, Kasus, Infinitivsätze, Personalpronomen, Reflexivpronomen; Wiederholung: Adjektivendungen, Präsens, Modalverben, Negation, Perfekt

Mi	10. Februar	zu Hause	Thema 8.1	
Do	11. Februar	Klassenzimmer	Thema 8.1	
Mo	15. Februar	Online	Thema 8.2	
Di	16. Februar	Klassenzimmer	Thema 8.2	
Mi	17. Februar	zu Hause	Thema 8.3	

Do	18. Februar	Klassenzimmer	Thema 8.4	
Mo	22. Februar	Online	Rollenspiele	FlipGrid Video #3
Di	23. Februar	Klassenzimmer	Wiederholung	
Mi	24. Februar	zu Hause	Prüfung #1 (Kap. 7-8) am 25. Februar um 10:15 Uhr fällig	

Kapitel 9: Mallorca

Themen: Reif für die Insel. Urlaub auf Mallorca. Ballermann und ... Fernweh

Strukturen: Infinitivsätze (*um ... zu*), Imperfekt, Plusquamperfekt, Konjunktiv II, *würde gern*, Genitiv (Nomen, Präpositionen)

Do	25. Februar	Synchron	Thema 9.1	
Mo	1. März	Online	Thema 9.2	Mündliche Zwischenprüfung diese Woche
Di	2. März	Klassenzimmer	Text: „So sehen Menschen vor und nach ihrem Urlaub aus.“	
Mi	3. März	zu Hause	Thema 9.2	
Do	4. März	Klassenzimmer	Text: „So sehen Menschen vor und nach ihrem Urlaub aus.“ Einführung der 2. Schreibaufgabe	
Mo	8. März	Online	Thema 9.3	
Di	9. März	Kein Unterricht		
Mi	10. März	Kein Unterricht		
Do	11. März	Klassenzimmer	Thema 9.3	Schreibaufgabe #2 (1. Version)
Mo	15. März	Online	Thema 9.4	
Di	16. März	Klassenzimmer	Rollenspiele	FlipGrid Video #4

Kapitel 10: Kindheit

Themen: Was ist Kindheit? Kindergeschichten. Schulzeit. Vater, Mutter, Kind?

Strukturen: Haupt- vs. Nebensätze, subordinierende Konjunktionen, *wenn/wann/als/ob*, indirekte Fragen, Adjektive als Nomen, Adjektivendungen (Genitiv), *indem*

Mi	17. März	zu Hause	Thema 10.1	
Do	18. März	Klassenzimmer	Thema 10.1	
Mo	22. März	Online	Thema 10.2	
Di	23. März	Klassenzimmer	Kindergeschichten	
Mi	24. März	zu Hause	Kindergeschichten Einführung der 3. Schreibaufgabe	

Do	25. März	Klassenzimmer	Thema 10.3	
Mo	29. März	Online	Thema 10.3	
Di	30. März	Klassenzimmer	Thema 10.4	
Mi	31. März	zu Hause	Thema 10.4	Schreibaufgabe #3 (1. Version)
Do	1. April	Klassenzimmer	Rollenspiele	FlipGrid Video #5
Mo	5. April	Online	Wiederholung	
** Prüfung #2 (Kap. 9-10) am 6. April um 10:15 Uhr fällig				

Kapitel 11: Bildung

Themen: Bildung ab der 4. Klasse. Bildungsbürger. Bildung und Bücher. Bildungskanon

Strukturen: Komparativ und Superlativ (Formen, Adjektivendungen), Imperativ (*Sie, du, ihr, wir*)

Di	6. April	Klassenzimmer	Thema 11.1		
Mi	7. April	zu Hause	Thema 11.1		
Do	8. April	Klassenzimmer	Film: <i>Das schweigende Klassenzimmer</i> (2018)		
Mo	12. April	Kein Unterricht (Duke Wellness Day)			
Di	13. April	Klassenzimmer	Thema 11.2		
Mi	14. April	zu Hause	Thema 11.3		
Do	15. April	Klassenzimmer	Thema 11.4		
Mo	19. April	Online	Thema 11.4 (<i>Erlkönig</i> von J.W. Goethe, 1782)		
Di	20. April	Klassenzimmer	Rollenspiele	FlipGrid Video #6	
Mi	21. April	zu Hause	Üben: Mündliche Schlussprüfung		
Do	22. April	Klassenzimmer	Abschließendes Gespräch zum Kurs		

Following the university examination schedule (<https://registrar.duke.edu/calendars-key-dates/exam-schedules>), the final exam for this course will take place on ...

April 28 from 9am

Viel Erfolg fürs Semester!