

SYLLABUS

German 101 Spring 2021

Dr. Britta Bothe

MTuWeTh 12-12:50PM, Online

Join Zoom Meeting

<https://usc.zoom.us/j/97916076180?pwd=SS9wemRhS2tVYUwVVdCdjVmcVpKQT09>

Meeting ID: 979 1607 6180

Password available on Blackboard under “Announcements”

Office Hour Online:

Join Zoom Meeting

<https://usc.zoom.us/j/95219834388>

Meeting ID: 952 1983 4388

Email: bothe@usc.edu

Phone: (213) 740-2735

REQUIRED TEXTS

(THE TEXTBOOK WILL BE USED FOR 2 SEMESTERS (GERMAN 101 AND 102))

Book/Workbook: Christine Anton, Tobias Barske, Jane Grabowski and Megan McKinstry. Sag Mal. An Introduction to German Language and Culture. 3rd edition. Boston: Vista Higher Learning 2020.

Sag Mal 3e SE(LL) + SSPlus + WebSAM:

Loose Leaf version: ISBN 978-1-54332-907-0

OR

E-Book: 978-1-54332-908-7

Complete packaged course materials are available at the USC campus bookstore and online via USC's custom VHL store site – Be aware that there is a loose-leaf format if you like to work with a hard copy version of the book or under the tab "Codes and other Materials" you can buy the option that includes the e-book (called V-text):

<https://vistahigherlearning.com/school/usc>

RECOMMENDED TEXT

Zorach, Cecile. English Grammar for Students of German. Ann Arbor: Olivia and Hill Press

Welcome to the German program at USC!

COURSE OBJECTIVES

This class is intended to make you feel comfortable in communicating in German on an elementary level in real-life settings. For that purpose, you will develop competency in all four basic language skills: listening, speaking, reading and writing. When you learn a language, you are not just learning a communication tool in a “vacuum” – you are learning about a whole different

way of living, the context of where and how the language is used, and in the process, you are opening up new horizons about your own language, culture, knowledge and society.

Thus, another goal of all German language classes at USC is to make you aware of the culture of German speaking countries and to hone your ability to compare and contrast that culture to your own.

Furthermore, connections between the study of German language and cultures to other disciplines/knowledge you have already acquired will be emphasized.

The knowledge you will gain in these three areas will enable you to also apply your new skills outside of the classroom/campus in the US or in other communities around the globe.

Students will be introduced to basic cultural differences between the US and The student learning objectives of the German Studies Program at USC closely align with the Foreign Language Standards developed by the American Council of Foreign Languages (ACTFL), the organization in the United States that is setting national language acquisition standards. The 5 language learning goals (Communication, Cultures, Connections, Comparisons and Communities) as outlined by ACTFL are at the core of the German Studies program's teaching philosophy. At each level of language acquisition and cultural proficiency training all 5 language-learning goals are integrated into the curriculum. Mastery of the language (the traditional four skills: listening, reading, writing and speaking) is informed by cultural knowledge and vice versa.

For more detailed information about the ACTFL Foreign Language Standards or 5Cs, please visit the following website:

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

The instruction will be based on a student-centered approach that emphasizes your communicative proficiency. German 101 is a language course in which active participation is a necessary and a fun part of the learning process.

DETAILED LEARNING OUTCOMES FOR GERMAN 101:

Upon completion of the course the majority of students will be able to perform on a Novice-Mid level for all language skills.

Can- Do statements:

At the end of German 101 you will be able to:

Interpersonal Communication:

- communicate on very familiar topics relating to your immediate surroundings, yourself and others (university, daily routine, family, free time activities, food, weather, likes and dislikes) using the Present Tense and some Present Perfect.
- ask and answer simple questions on familiar topics
- perform basic social tasks (greetings, good-byes, introduction of yourself and others)

Presentational Speaking:

- **present information about yourself, others, your immediate surroundings and some familiar topics (university, daily routine, family, free time activities, weather etc.)**
- **ask and answer simple questions**

Presentational Writing:

- **write simple sentences about yourself, others and your concrete, immediate surroundings using the Present Tense and some Present Perfect.**
- **express likes and dislikes.**
- **describe your daily routine.**
- **fill out forms with personal details (name, address, nationality etc.)**
- **write very basic e-mails/postcards including the appropriate greeting.**

Interpretive Listening:

- **recognize familiar words**
- **identify the main content of basic phrases, sentences and simple questions related to everyday life and familiar topics concerning your concrete surroundings in the Present Tense and to in the Present Perfect Tense**

Interpretive Reading:

- **recognize familiar words REMEMBER**
- **identify the main content of phrases and simple sentences within short texts (facts about familiar topics such as the weather, time & dates, daily routine etc. as well as descriptions of people and objects) in the Present and Present Perfect Tense.**
- **extract information about the cultures of German-speaking countries from short texts to then compare and contrast that information on a basic level with your own culture.**

Cultures: Comparing and Contrasting:

- **demonstrate knowledge of cultural topics introduced in the textbook and in class by describing (mostly in English) cultural products (items/people that have great cultural, artistic, historical value to the cultural heritage of German-speaking countries) and cultural practices (conventions, customs, traditions)**
- **compare and contrast (in English) cultural differences between your own culture to those of the German-speaking countries.**

For the learning objectives of the German Studies Program at USC please visit: <http://dornsife.usc.edu/usc-german-studies-program/german-studies-program-learning-objectives/>

COURSE DESCRIPTION

We will cover chapter 1-5 of the Sag Mal textbook. The instructor will only speak German in class (except for some explanation of more advanced grammar concepts). At times, you may not understand every word. Do not be distressed by this! The classroom environment to some extent simulates authentic situations that you will experience once you travel to German speaking countries. However, in an online class it is particularly important that you let your instructor immediately know, if you can't understand her (due to technical or content issues) and that you actively take part in class !!! You will be actively engaged in communicative activities such as role-play, partner and group work and language games.

Students will be introduced to basic cultural differences between the US and German speaking countries (more formality in speech, dialects in German speaking countries/regions, school and university system, popular past times, family life, influence of immigration from German-speaking countries on the US and Canada, habits around food and restaurants, holidays/celebrations, German music and information about some regions/cities such as Berlin, Vienna/Austria, Bavaria)

ATTENDANCE AND TARDINESS

Since in-class-time is designed to focus primarily on oral and listening development in German, as well as on answering your questions about homework assignments, grammar etc., your presence and punctuality every day is imperative.

ATTENDANCE is essential and absolutely necessary for language learning to take place, since class time is your opportunity to practice your oral listening and speaking skills as well as to interact with other students and the instructor in person.

Official USC policies allow for excused absences in case of serious illness, observance of religious holidays, deaths of immediate family members, jury duty and active participation in university sponsored events (ROTC activities, athletic competitions etc.)

It is of particular importance that a student who anticipates absences receives prior approval from the instructor, and in case of illness notifies the instructor as soon as possible. If you have to miss a class period, you are expected to cover the assignment for the missed class and come fully prepared to the next session. It is your responsibility to provide documentation (doctor's note/authorization for disclosure of medical information from the health center, court documents etc.) for missed class time. In the absence of written documentation, the instructor will assume you were absent without an excuse. More than two unexcused absences will adversely affect your participation grade. Numerous absences will obviously also have an effect on your performance on tests and the oral examination due to the lack of practice and interaction in the language. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may suggest to you to drop the class.

Coming late to class or leaving early is disruptive to the learning/teaching process. TARDINESS will have an adverse effect on your participation grade

PARTICIPATION and the USE OF ELECTRONIC DEVICES

Class PARTICIPATION is crucial! You are expected to come to class having prepared the homework and/or current class projects, to have reviewed the necessary grammar, and to have learned the words and phrases covered in class. It is not your attendance (just showing up) per se that counts, but your active engagement in class. Please, keep in mind that the goal in class for participation is communication not absolute perfection. You are not expected to speak without ever making any errors!! In fact, mistakes are expected and part of a successful learning process!!

Your participation grade will be assessed using the following criteria:

- **You speak only German while in class (even when you have already finished your assignment/project) - this effort will definitely assist your language learning progress.**
- **Make it a point to use the structures and vocabulary we have covered in previous chapters as much as possible. To actively and continuously use the material we have already covered in class will help you in expanding your vocabulary and communicative skills.**
- **Active participation in individual, pair and group work and successfully completing the given tasks. This includes helping your fellow students.**

Electronic devices may only be used for classroom activities when expressly asked by the instructor to use such devices. ALL OTHER USE of electronic devices is not acceptable. The classroom environment is interactive, requires active, focused participation and also relies on respectful behavior of all participants. Please, turn off your cell phones upon entering the classroom!!! ALL unauthorized use of electronic devices during class is not acceptable and will affect your participation grade!

HOMEWORK

Homework will be assigned every day. Please, check the publisher's "supersite" daily for online workbook assignments! You are required to complete most assignments on the "supersite" – please, use the help tools under the supersite 3.0 student resources (scroll down on the website) at:

<http://vistahigherlearning.com/supersite-resources>

Student Tech Support:

(800) 248-2813

Monday -Thursday:	8am-3am EST
Friday:	8am-11pm EST
Saturday:	11:30am-8pm EST
Sunday:	11:30am-2am ES

Lists with questions and possible answers we covered for each chapter and assignments outside of the online workbook must be done in a professional manner and turned in at the due date. Make-up homework will be given only in the event of an excused absence.

PLEASE, REMEMBER THAT THE USE OF (ONLINE) TRANSLATORS or ANY KIND of OUTSIDE HELP for class assignments is prohibited and violates THE UNIVERSITY CODE OF CONDUCT!!!! You may receive no credit and/or will be asked to re-submit your assignment for partial credit only if you do not adhere to the university code of conduct.

TESTING & MAKE-UP TESTS

Every chapter is divided into two sections: A and B. After the A section of each chapter you will take a very short lesson quiz online. The lesson quiz is part of your online workbook and it will be one of your homework assignments for that day. You have till 11PM that day to take the quiz. After every chapter (1-4) a chapter test will be administered. Test formats will be discussed prior to each exam. Though each test will focus on the material we covered during the chapter, you will also have to utilize information from the previous chapters (vocabulary, grammar) to complete most sections of each test.

Chapter 5 will be tested during the final. The final will however be comprehensive.

The location of the final will be announced later in the semester once the university has made the room numbers available to your instructor.

MAKE-UP TESTS:

NO MAKE-UP TESTS WILL BE GIVEN unless PRIOR arrangements have been made in the event of an excused absence – in this case, you will have a week from the date of your absence to make up the written work.

THE DATE AND TIME OF THE FINAL EXAM are set by the University Scheduling Committee and permission to take the final at a different time or on a different day is granted only in very specific cases, such as if you have two finals at the same time or more than two finals scheduled for the same day.

You will have an ORAL in week 12. It will cover chapters 1-4. The oral is based on the ACTFL format of oral proficiency interviews which are conducted in a conversational style and may include a role play.

TALK ABROAD

Interactions with native speakers early on in one's study of a language can have far-reaching and lasting effects. Thanks to social media and educational services such as TalkAbroad <https://talkabroad.com>, students can easily begin having conversations and authentic experiences with German speakers even before studying or traveling abroad. To create an authentic environment in which to apply your newly acquired language skills by conversing with native German speakers you will lead one 15-minute TalkAbroad video conference conversation (at the cost of \$ 12.50) that you will schedule yourself in week 11. This TalkAbroad interview will filter into your participation grade (25 points out of 150)

Connect with native speakers in the target language and culture from the get go for a more immersive German language experience!

PROJECT

As part of German 101 you will work on a PROJECT together with one or two classmates. You will actively use the language skills you have acquired in class up to the week during which you will introduce your project to your classmates. You will write a short dialogue (i.e. interview with a famous person) and perform or use an animation platform and show the clip in class.

CULTURE CREDIT

Learning a language and learning about the CULTUREs of countries where the language is spoken are part and parcel of developing intercultural expertise. You will never be able to learn (about) one without the other. Thus, it is important for you as a language learner of German to expose yourself to German culture. You are required to “attend” 4 online events during the semester that cover German culture. The attendance of these events counts for 5 percent of the final grade. You could for instance watch a German film on Kanopy, Netflix etc., attend Zoom lectures on campus focusing on a topic related to German speaking countries, a Thornton Music School event featuring German composers etc. or visit the Deutsche Welle website to watch a video, listen to slowly spoken newscast etc.: <https://www.dw.com/de/deutsch-lernen/s-2055>

Please, write a short paragraph in English that shows personal engagement with what was covered during the event (not a summary taken from the Internet, please).

For institutions around L.A. that offer events where you can experience German culture please check the program website:

<http://dornsife.usc.edu/usc-german-studies-program/about-the-program/>

On the bottom of the page is a list with different organizations in L.A. Under “Useful Campus Links on the side of the page are also links to the School of Music events and the film school film series. You should also like our German Studies Facebook page for announcements of lectures etc.:

<https://www.facebook.com/USCGermanstudies>

PRACTICE OUTSIDE OF THE CLASSROOM

To really acquire skills in a foreign language four hours of class time a week is not sufficient! Building your German language skills, requires daily practice. Your instructor will do everything possible to help you along the way, but ultimately it is up to you to take initiative. Here are some suggestions for additional practice:

- Follow our German Studies Facebook page for announcements of lectures, film series, concerts etc. and attend these events: <https://www.facebook.com/USCGermanstudies>
- Form study/conversation groups and practice your speaking skill outside of the classroom.
- Watch German movies in Leavey Library: <http://libguides.usc.edu/c.php?g=235055&p=1560027> , on Netflix or Kanopy <https://usclib.kanopy.com> participate in the German Stammtisch and come to the German Club events organized each semester <https://www.facebook.com/groups/502269163134151/>
- Use the training material on the publisher’s website:

<https://www.vistahigherlearning.com/supersite-resources> and the additional online resources available for “Sag Mal” on the supersite. You can take mini-quizzes that the textbook authors designed for student practice.

- Use the resources listed on the German Studies Website: <http://dornsife.usc.edu/usc-german-studies-program/> especially under the “Resources” tab. You can watch German news, visit the Deutsche Welle website: <https://www.dw.com/de/deutsch-lernen/s-2055> or listen to German radio/podcasts on the Internet etc.
- visit the Goethe Institut <http://www.goethe.de/ins/us/los/enindex.htm> or the Villa Aurora <http://www.villa-aurora.org/en/>
- take advantage of the conversation/office hours all German instructors offer as much as you can (a list of times and location will be provided to you by your instructor)
- consider to **STUDY ABROAD**. Ask you instructor about a semester or yearlong program in Berlin and visit the website of USC’s office of Overseas Studies: <http://college.usc.edu/germany-berlin>

GRADING COMPONENTS OF YOUR FINAL GRADES & POLICY

participation	15%	homework	20%
tests	25%	oral	10%
lesson quizzes	5%	project	5%
final	15%	culture	5%

Please, note: a grade of Incomplete cannot be assigned by the instructor without an official request from the student! You can find the necessary form here: https://dornsifecms.usc.edu/assets/sites/90/docs/Incomplete_Form.pdf

GRADING SCALE

A	94 – 100	D+	67 – 69
A-	90 – 93	D	63 – 66
B+	87 – 89	D-	60 – 62
B	84 – 86	F	59 and under
B-	80 – 83		
C+	77 – 79		
C	74 – 76		
C-	70 – 73		

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. **Examples of Academic Misconduct include, but are not limited to:**

- **THE USE OF ANY TRANSLATION SOFTWARE**
- **PLAGIARISM**
- **FAILURE TO CITE SOURCES IN AN ESSAY**
- **ANY EDITING/WRITING HELP FROM ONLINE TRANSLATORS or ANY PERSON other than USC instructors**

See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. On the following webpage are some guidelines on how to properly document outside sources and how to avoid plagiarism: <http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

SUPPORT SYSTEMS

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. Please make sure to alert your instructor to the requested academic accommodations immediately and to deliver the DSP letter to him/her as soon as possible. DSP is located in Grace Ford Salvatori Hall 120, 3601 Watt Way and is open from 8:30 AM to 5:30 PM Monday through Friday. The phone number for DSP is: 213- 740 0776. E-Mail: ability@usc.edu

If an officially declared emergency makes travel to campus infeasible, USC **Emergency Information** <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu Non-emergency assistance or information

Counseling and Mental Health:

Crisis support: Students are encouraged to walk-in for urgent matters at both Engemann and Eric Cohen Student Health Centers. If after closing hours, please call the 24/7 line, **213-740-9355 (WELL)**.

1-800-273-TALK National Suicide Prevention Lifeline – soon you will also just be able to dial 988.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.usc.edu Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care report Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

Campus Support & Intervention - (213) 821-4710 campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Dornsife Coronavirus Information:
<https://dornsife.usc.edu/coronavirus-school-updates>

USC Coronavirus updates for students:
<https://coronavirus.usc.edu/students/>

Latest University updates:
<https://coronavirus.usc.edu/university-messages/>

TENTATIVE COURSE OUTLINE

Week	Topic(s)
1 Jan. 18 - 22 Lektion 1A	MARTIN LUTHER KING HOLIDAY -Introduction Vocabulary: Introducing yourself Alphabet -Aussprache und Rechtschreibung -Culture: Hallo Deutschland Grammar: Gender, articles, and nouns, compound nouns, plurals, subject pronouns, sein, and the nominative case Fotoroman 1A
2 Jan. 25 - 29 Lektion 1B	-Zapping Familien fahren besser mit der Bahn 1A Vocabulary: In school Numbers, Aussprache und Rechtschreibung -Culture: Die Deutschsprachige Welt: Brandenburger Tor, Auf Wiedersehen, Goodbye Die Schulzeit, Deutschsprachige Welt: Der Schultag, Süßer Beginn Grammar: Haben and the accusative, word order Quiz 1A
3 Feb. 1 - 5 Lektion 1B Lektion 2A	Fotoroman 1B Panorama: Die Deutschsprachige Welt - Schweiz, Österreich, Deutschland, Geschichte Music: 2raumwohnung Lesen – Schreiben – Hören Vocabulary: University Grammar: Regular Verbs
4 Feb. 8 - 12 Chapter Test 1 Lektion 2A	Chapter Test 1 Aussprache und Rechtschreibung Grammar: Regular verbs, interrogative words Talking about time and dates Fotoroman 2A Culture: University life, Die Deutschsprachige Welt: Bologna Prozess, Uni Basel
5 Feb. 15 - 19 Lektion 2A cont. Lektion 2B	PRESIDENT'S Day Zapping 2A Kein Wohnraum Vocabulary: Sport and Free time activities Grammar: Stem-changing verbs, present tense used as future, negation Culture: Skifahren im Blut, Deutschsprachige Welt: Anna-Lena Forster, Die Deutschen und das Fahrrad Aussprache und Rechtschreibung Quiz 2A
6 Feb. 22 – 26 Lektion 2B continued	Grammar: Present tense used as future -- Negation -- Stem-changing verbs , doch, asking questions Culture: Panorama Kapitel 2: Berlin, Karlswald-Universität Music: Nena Fotoroman 2B Grammar: Possessive adjectives Vocabulary: Family

Week	Topic(s)
7 March 1 - 5 Lektion 3A Chapter Test 2	Chapter Test 2 Vocabulary: Family Grammar: Possessive adjectives , Descriptive adjectives and adjective agreement Aussprache und Rechtschreibung Culture: Eine deutsche Familie Fotoroman 3A
8 March 8 - 12 Lektion 3A continued	Quiz 3A Grammar: Descriptive adjectives and adjective agreement, modals, gern and nicht gern Fotoroman 3B Zapping Naturkost für Hund und Katze Culture: Auf unsere Freunde, Die Deutschsprachige Welt: Es wird geheiratet, Herbert Grönemeyer
9 March 15 - 19 Lektion 3B	Aussprache und Rechtschreibung Grammar: Prepositions with the accusative, the imperative, modals Culture: Panorama Kapitel 3 - Deutsche und die USA, Kanada, Hunde und Katzen Music: Hans Zimmer
10 March 22 - 26 Lektion 3B (cont.) Chapter Test 3	MARCH 23rd WELLNESS DAY Vocabulary: Food Aussprache und Rechtschreibung Grammar: The modal mögen/ möchten, adverbs, separable and inseparable prefix verbs in textbook Culture: Der Wiener Naschmarkt, Deutschsprachige Welt: Wolfgang Puck, Das ist eine Tomate, oder? Chapter Test 3
11 March 29 – April 2 Lektion 4A	Grammar: Separable and inseparable prefix verbs, adverbs, the dative, prepositions with the dative Vocabulary: In the restaurant Fotoroman 4A Zapping: Yello Strom Culture: Die Deutschsprachige Welt: Wiener Kaffeehäuser, Restaurant Tian, Ausländische Spezialitäten, TALK ABROAD
12 April 5 - 9 Lektion 4B	APRIL 7th WELLNESS DAY Quiz 4 Grammar: The dative, prepositions with the dative Fotoroman 4B Aussprache und Rechtschreibung Culture: Panorama: Österreich, Die ersten Monate in Graz Music: Andreas Gabler Orals
13 April 12 - 16 Lektion 5A Chapter Test 4	Chapter Test 4 Grammar: Present perfect, accusative pronouns, dative pronouns Culture: Deutschsprachige Welt: Das Oktoberfest, Weihnachten, Sternsinger Fotoroman 5A Student presentations

<p>14 April 19 - 23</p> <p>Lektion 5A</p>	<p>APRIL 22nd WELLNESS DAY Grammar: Present Perfect, accusative pronouns, dative pronouns Zapping: Penny</p> <p>Student presentations</p>
<p>15 April 26 – 30</p> <p>Lektion 5B semester review</p>	<p>Quiz 5A</p> <p>Grammar: Present Perfect, two-way prepositions, Setzen-stellen-legen</p> <p>Aussprache und Rechtschreibung Wissen and kennen Culture: Panorama: Bayern Music: Tim Bendzko</p> <p>Review for final</p>

FINAL:

Saturday, May 8th, 2021 2-4 PM -- ONLINE ----- NO EXCEPTIONS!

IMPORTANT DEADLINES:

- February 5th:** last day to register and add classes
- March 5th:** last day to drop a class w/o mark of "W"
last day to change enrollment option to Pass/No Pass or Audit
- April 9th:** last day to drop a class with mark of "W"

