

**University of Nevada, Las Vegas**  
**Department of World Languages and Cultures**  
**German 302-Third-Year Composition and Conversation II**

- Textbook**      Goulding, Strehl, von Schmidt, „Mittendrin: Deutsche Sprache & Kultur für die Mittelstufe,“  
Pearson Education Inc., 2013.  
Course ID for online registration at [mygermanlab.com](http://mygermanlab.com): **CRSKLQV-6050269**
- Resources**    Language Resource Center, in FDH 240, <http://lrc.unlv.edu>. Hours: Mon-Thurs 9 am – 7 pm,  
Fri 9 am – 1 pm. Closed weekends, school holidays and finals week.
- Learning Objectives**    Learning German is much more than acquiring a new set of skills. The knowledge you'll gain helps provide you with a broader and richer worldview, giving you an opportunity to step inside a new perspective and new culture. It improves your employment potential, increases your skills in your native language, and improves your learning in other areas, among others.

In this course we will read and listen to various short texts covering geography and culture in German-speaking countries, as well as review important grammar concepts. Most important, we will expand and deepen reading, listening, speaking and writing skills through using the German language in a wide variety of situations. Our learning objectives will be to demonstrate the ability to write, read, speak and understand the German language at an intermediate skill level.

- Grading**            You'll be assessed with a test after each chapter of „Mittendrin,“ including proficiency in vocabulary and structures, reading, writing, listening and speaking. The work in each chapter also includes quizzes (scheduled and unannounced), short writing assignments, online grammar and reading/listening comprehension exercises, in-class activities and speaking tasks. The final includes all chapters plus an oral interview, worth 25 percent of the final exam grade.

*Grade percentages are:*

35% chapter tests + quizzes  
20% essays  
15% online homework  
20% finals: written and oral  
5% mid-semester oral  
5% participation

*Grade scale:*

A	100-93%	C	77-74%
A-	92-90%	C-	73-70%
B+	89-88%	D+	69-68%
B	87-84%	D	67-64%
B-	83-80%	D-	63-60%
C+	79-78%	F	59% - below

## **Expectations**

### *Attendance*

Attending class is an essential part of learning, and especially to learning a language when we meet only two times a week. You're expected to be on time and stay for the duration of class. Coming to class is the most effective way for you to be successful.

If you expect to miss a class, notify me in advance via email. Excused absences include religious holidays, university-sanctioned events, illness or emergency. You're responsible to provide documentation of the absence the class after you return. If you do not provide documentation, you will not receive credit for homework, tests, etc. on the day of your absence.

If you have more than two unexcused absences, your final grade will be lowered by one-half grade (A to A-, or B+ to B). Two additional absences lower your grade another one-half grade, and so on.

### *Preparation*

Be prepared for each class. Do the homework, be ready to discuss it, and keep up. Spend 15-20 minutes every day reviewing new words and concepts, and devote additional time to homework. This is the most

effective way to learn a language. Bring all of your materials to class every day: download documents from WebCampus or from the online version of the textbook as instructed.

Keep a binder with copies of handouts, extra materials, tests, quizzes and homework – they are your study guides for the final.

If you are struggling with the material, see me right away. Do *not* wait until you've done poorly on a quiz or test, or (worst case scenario) until the end of the semester. Being well prepared leads directly to the next point, which is ...

### *Participation*

The class is small and the course is highly interactive, which requires *engaged participation* from *all* members of the class every day. For every class meeting, *be ready* to speak, listen, respond to questions, and ask questions. Please note: attendance ≠ participation. Put away electronic devices during class; research shows in-class texting is linked to an average drop of half a letter grade in a course. Write your notes by hand, not on the computer; research has proven you learn more effectively writing notes on paper.

### **Learning Outcomes (ACTFL)**

Students will demonstrate the ability to write, speak, listen and read at the ACTFL proficiency level of Intermediate Mid to High. The course is based on the National Standards of Communications, Cultures, Connections, Comparisons and Communities (<http://actflproficiencyguidelines.org>, and [actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners](http://actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners)).

### **Communication**

- Students will be able to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students will be able to understand and interpret written and spoken language on a variety of topics.
- Students will be able to present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

### **Cultures**

- Students will be able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Students will be able to demonstrate an understanding of the relationship between the products (artifacts) and perspectives of the cultures studied.

### **Connections**

- Students will be able to reinforce and further their knowledge of other disciplines through the foreign language.
- Students will be able to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## Comparisons

- Students will be able to demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students will be able to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Communities

- Students will be able to use the language both within and beyond the school setting.
- Students will be able to show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## University Policies

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the

responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The **Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

### **Study abroad opportunities**

Accelerate your learning by studying in Germany! UNLV is part of the University Study Abroad Consortium, which provides opportunities for summer five-week sessions (two five-week sessions, or one 10-week session), plus one- and two-semester programs in Lüneburg, where you can study German at all levels. All programs are for credit, and financial aid and scholarships are available. For more details, contact UNLV's Office of International Programs, CBC B325, 702-895-3896, or <http://internationalprograms.unlv.edu>.

## **University Resources**

### **Technology Support Contact Information**

For general technology support and WebCampus support:  
Office of Information Technology (OIT), UNLV  
(702)895-0777, <http://oit.unlv.edu>

### **Language Placement Exam**

Department of World Languages and Cultures  
FDH 552  
(702) 895-3431  
[http://liberalarts.unlv.edu/Foreign\\_Languages/placement.html](http://liberalarts.unlv.edu/Foreign_Languages/placement.html)

### **Language Resource Center (language and multimedia computer lab)**

FDH 240  
(702)895-1930  
<http://lrc.unlv.e>

**Campus Advocacy Resource and Empowerment (CARE) line-** If you are experiencing (or have experienced) interpersonal violence, the CARE Line is a 24-hour campus crisis hotline available to victims/survivors of interpersonal violence, as well as their family and friends. Trained volunteer advocates provide support, education, resources, and referrals to on and off campus services for crimes of sexual assault, domestic or dating violence, and stalking.

(702)895-0602  
Rape Crisis Center: 888-366-1640

**Student Counseling and Psychological Services (CAPS)-** CAPS offers many resources along with trained clinicians to help you work through problems commonly experienced by students of all ages and backgrounds. Located in the Student Recreation & Wellness Center.

(702)895-3627  
<http://www.unlv.edu/srwc/caps>

	<b>In class</b>	<b>Homework</b>
Week 1	<p><b>Kapitel 1 – Norddeutschland</b>  <b>Text:</b>  Introduction to course  Look at the <i>Kapitel 1</i> opener page and talk about map and photos  Read and discuss <i>Einführung</i> and <i>Dialekttipp</i></p>	<p><b>SAM:</b>  01-01 to 01-03  <b>Text:</b>  Read <i>LT 1</i> Introduction  Read <i>LT 1</i> and complete <i>Beim Lesen</i>  Do 1-1 to 1-3  Read <i>Grammatik 1</i>. Present tense: Regular verbs, Stem-changing verbs, Verbs with separable prefixes</p>
Week 1	<p><b>Text:</b>  Discuss <i>LT 1</i> Introduction  Do <i>Vor dem Lesen</i>  Discuss <i>Kulturtipps</i>  Go over 1-1 to 1-3  Do 1-4, 1-5  Go over <i>Grammatik 1</i>. Present tense: Regular verbs, Stem-changing verbs, Verbs with separable prefixes  Read <i>LT 2</i> Introduction</p>	<p><b>SAM:</b>  e-submit 01-04,01-24 to 01-28  Hand in: 01-05, Kennst du Hamburg?  <b>Text:</b>  Read <i>LT 2</i> and complete <i>Beim Lesen</i>  Do 1-8 to 1-10  Read <i>Grammatik 1</i>. Modal verbs</p>
Week 2	<p><b>Text:</b>  Discuss <i>Beim Lesen</i>  Discuss <i>Kulturtipps</i>  Go over 1-8 to 1-10  Do 1-11  Go over <i>Grammatik 1</i>. Modal verbs  Read <i>HT 1</i> Introduction  Do <i>Vor dem Hören</i></p>	<p><b>SAM:</b>  01-29, 01-30  01-07 to 01-08  <b>Text:</b>  Hand in: 1-14 Q&amp;A on “die Hanse”  Listen to <i>HT 1</i> and complete <i>Beim Hören</i>  Do 1-16  Read <i>Grammatik 2</i>. Simple past tense</p>
Week 3	<p><b>Text:</b>  Present 1-14  Discuss <i>Beim Hören</i>  Do 1-15 to 1-17  Discuss <i>Kulturtipps</i>  Go over <i>Grammatik 2</i>. Simple past tense</p> <p><b>Quiz: Hamburg &amp; Hanse; grammar</b></p>	<p><b>SAM:</b>  01-10  01-31, 01-33 to 01-35  <b>Text:</b>  Read <i>LT 3</i> Introduction  Read <i>LT 3</i> and complete <i>Beim Lesen</i>  Do 1-19 to 1-21 (hand in 1-21)  Read <i>Grammatik 3</i>. Future tense and 4. Time, manner, place</p>

## Class Schedule

*HT = Hörtext*  
*LT = Lesetext*

*Text = Textbook*  
*SAM = Student Activity Manual*

Week 3	<b>Text:</b> Discuss <i>LT 3</i> Introduction Do <i>Vor dem Lesen</i> Discuss <i>Beim Lesen</i> Discuss <i>Kulturtipps</i> Go over 1-19 to 1-21 Do 1-22 Go over <i>Grammatik 3</i> . Future tense and 4. Time, manner, place	<b>SAM:</b> 01-11 and 01-13 01-36 to 01-39; 01-41 & 42 <b>Text:</b> Read <i>LT 4</i> Introduction Read <i>LT 4</i> and complete <i>Beim Lesen</i>
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	<b>In class</b>	<b>Homework</b>
Week 4	<b>Text:</b> Discuss <i>LT 4 Introduction</i> Do <i>Vor dem Lesen</i> Go over <i>Beim Lesen</i> ; discuss <i>Kulturtipps</i> Do 1-26 to 1-28 and discuss 1-30	<b>SAM:</b> 01-49 and 01-14 <b>Text:</b> Read HT 2 Introduction Hand in 1-30 – <i>Meine Kindheit</i> essay
Week 4	<b>Text:</b> Discuss <i>HT 2 Introduction</i> Do <i>Vor dem Hören</i> Listen and do <i>Beim Hören</i> Do 1-31 to 1-33	<b>SAM:</b> 01-19 to 01-23
Week 5	<b>Washington's Birthday – no class</b>	
Week 5	<b>Text:</b> 1-47 Discuss <i>Kapitel</i> as unit Review for chapter test	<b>SAM:</b> 01-43 to 01-48  Review for chapter test
Week 6	<b>Kapitel 1 Test</b> Video: Auf der Reeperbahn mit Einshoch6, dw.de	<b>Text:</b> <i>Preview Kapitel 2 opener page</i>
Week 6	<b>Kapitel 2 – Berlin</b> <b>Text:</b> Look at the <i>Kapitel 2</i> opener page; discuss map and photos Read and discuss <i>Einführung</i> and <i>Dialektipp</i> Read <i>LT 1</i> Introduction Do <i>Vor dem Lesen</i>	<b>SAM:</b> 02-01, 02-02, 02-05 <b>Text:</b> Read <i>LT 1</i> and complete <i>Beim Lesen</i> Read <i>Grammatik 1</i> Present perfect tense Do 2-1 to 2-3
Week 7	<b>Text:</b> Discuss <i>LT 1</i> Introduction Go over <i>Beim Lesen</i> Discuss <i>Kulturtipps</i> Go over 2-1 to 2-3 Do 2-4 Go over <i>Grammatik 1</i> . Present perfect tense and do selected exercises	<b>SAM:</b> 02-04 to 02-06 hand in: 02-05 Die Freie Uni Berlin <b>Text:</b> Do 2-6 Read <i>LT 2</i> Introduction + text Do 2-7 to 2-9 Read <i>Grammatik</i> Past participles
Week 7	<b>Text:</b> Discuss <i>LT 2</i> Introduction Do <i>Vor dem Lesen</i> Discuss <i>Beim Lesen</i> Discuss <i>Kulturtipps</i> Go over 2-7 to 2-9 Do 2-10 Go over <i>Grammatik</i> Past participles	<b>SAM:</b> 02-07 and 02-08 02-27, 02-30 <b>Text:</b> Read <i>HT 1</i> Introduction Do 2-12 2-10: Pick 1 of the 3 topics and write a brief essay Read <i>Grammatik 2</i> . Past perfect tense

Week 8	<p><b>Text:</b>  Present results from 2-12  Discuss <i>HT 1</i> Introduction  Do <i>Vor dem Hören</i>  Listen and complete <i>Beim Hören</i>  Discuss <i>Kulturtipps</i>  Do 2-14 to 2-16  Go over <i>Grammatik 2</i>. Past perfect tense</p>	<p><b>SAM:</b>  02-10  02-31, 02-32  <b>Text:</b>  Read <i>LT 3</i> Introduction  Read <i>LT 3</i> and complete <i>Beim Lesen</i>  Do 2-19, 2-20  Read <i>Grammatik 3</i>. Gender of nouns</p>
Week 8	<p><b>Text:</b>  Discuss <i>LT3 Vor dem Lesen</i>  Discuss <i>Beim Lesen and Kulturtipps</i>  Go over 2-19 and 2-20; do 2-21 to 2-23  Go over <i>Grammatik 3</i>. Gender of nouns</p> <p><b>Quiz: Freie Uni Berlin, Brandt speech, grammar</b></p>	<p><b>SAM:</b>  02-10  02-31, 02-32  <b>Text:</b>  Do 2-24  Read <i>LT4</i> Introduction  Read <i>LT4</i> and complete <i>Beim Lesen</i>  Read <i>Grammatik 4</i>. Noun: Plural Forms</p>
Week 9	<p><b>Text:</b>  Discuss <i>LT 4</i> Introduction  Do <i>Vor dem Lesen</i>  Go over <i>Beim Lesen</i>  Discuss <i>Kulturtipps</i>  Go over 2-25, 2-26  Do 2-27  Go over <i>Grammatik 4</i>. Plural forms</p>	<p><b>SAM:</b>  02-15 to 02-17  02-41 to 02-43  <b>Text:</b>  Hand in: 2-29 Mein Wochenende in Berlin  Read <i>HT 2</i> Introduction</p>
Week 9	<p><b>Text:</b>  Do 2-44  Go over <i>Grammatik 5</i>. Imperative mood  Discuss <i>Kapitel</i> as unit</p> <p><b>Mid-semester oral exams</b></p>	<p><b>SAM:</b>  02-44 to 02-55</p> <p>Over break: Watch "Goodbye Lenin"</p>
Week 10	<p>Discuss: Goodbye, Lenin  Review for test</p>	<p>Study for chapter test</p>
Week 10	<p><b>Chapter 2 Test</b></p>	<p><b>Text:</b>  Preview the <i>Kapitel 4</i> opener page</p>
Week 11	<p><b>Text:</b>  <b>Kapitel 4 – Wien</b>  Look at the <i>Kapitel 4</i> opener page and talk about map and photos  Read and discuss <i>Einführung</i> and <i>Dialektipp</i></p>	<p><b>SAM:</b>  04-01, 04-02  <b>Text:</b>  Read <i>LT 1</i> Introduction  Read and complete <i>Beim Lesen</i>  Do 4-1 to 4-3  <i>Grammatik 1</i>. Prepositions: Accusative</p>
Week 11	<p><b>Text:</b>  Discuss <i>LT 1</i> Introduction  Do <i>Vor dem Lesen</i>  Compare <i>Beim Lesen</i>  Diskuss <i>Kulturtipps</i>  Go over 4-1 to 4-3  Do 4-4, 4-5  Go over <i>Grammatik 1</i>. Prepositions: Accusative prepositions</p>	<p><b>SAM:</b>  04-03 to 04-05  04-26, 04-27  <b>Text:</b>  Do 4-6  Do 4-7 Hand in: Besuch beim Donauinsselfest  Read <i>HT 1</i> Introduction  Read <i>Grammatik 1</i>. Prepositions: Dative (p. 143-146)</p>
Week	<p><b>Text:</b></p>	<p><b>SAM:</b></p>

12	Discuss <i>HT 1</i> Introduction Discuss <i>Vor dem Hören</i> Listen and complete <i>Beim Hören</i> Discuss <i>Kulturtipps</i> Do 4-8 to 4-10 Go over <i>Grammatik 1. Prepositions: Dative prepositions</i> (p. 143-146)	04-06 to 04-07 04-28, 04-29 <b>Text:</b> Do 4-11 Read <i>LT 2</i> Introduction Read <i>LT 2</i> and complete <i>Beim Lesen</i> Read <i>Grammatik 1. Prepositions: Genitive</i> (p. 146-147)
Week 12	<b>Text:</b> Present 4-11 Discuss <i>LT 2</i> Introduction Do <i>Vor dem Lesen</i> Go over <i>Beim Lesen</i> Discuss <i>Kulturtipps</i> Do 4-13 to 4-16 Go over <i>Grammatik 1. Prepositions: Genitive prepositions</i> (p. 146-147)  <b>Quiz: Intro, Donauinsselfest, Telefongespräch; grammar</b>	<b>SAM:</b> 04-09 to 04-11 04-30, 04-31 <b>Text:</b> Read <i>LT 3</i> Introduction Read <i>LT 3</i> and complete <i>Beim Lesen</i> Do 4-19, 4-20 Read <i>Grammatik 1. Prepositions: Two-way prepositions</i> (p. 147-151)
Week 13	<b>Text:</b> Discuss <i>LT 3</i> Introduction Discuss <i>Vor dem Lesen</i> Discuss <i>Beim Lesen</i> Go over 4-19 and 4-20 Do 4-21 Discuss <i>Kulturtipps</i> Go over <i>Grammatik Two-way prepositions</i> (p. 147-151)	<b>SAM:</b> 04-12 to 04-14 04-32 04-35 <b>Text:</b> Do 4-22: Hand in: My visit to Café Central Read <i>HT 2</i> Introduction Read <i>Grammatik 2. Da- und wo-compounds</i>
Week 13	<b>Text:</b> Discuss <i>HT 2</i> Introduction Do <i>Vor dem Hören</i> Listen and do <i>Beim Hören</i> Discuss <i>Kulturtipps</i> Do 4-24 to 4-27 Go over <i>Grammatik 2. Da- und wo-compounds</i>	<b>SAM:</b> 04-15 04-36 to 04-39 <b>Text:</b> Read <i>LT 4</i> Introduction Read <i>LT 4</i> and complete <i>Beim Lesen</i> Do 4-29 to 4-31 Read <i>Grammatik 3. Weak nouns</i>
Week 14	<b>Text:</b> Discuss <i>LT 4</i> Introduction Go over <i>Vor dem Lesen</i> Go over <i>Beim Lesen</i> Discuss <i>Kulturtipps</i> Go over 4-29 to 4-31 Do 4-32 Go over <i>Grammatik 3. Weak nouns</i>	<b>SAM:</b> 04-16, 17; to 04-22 – 24 04-40 to 04-45 <b>Text:</b> Do 4-45: Hand in: Win a trip to Vienna!
Week 14	Watch “Alles wird gut” short film and Oscar nominee Discuss chapter 4 as a unit	<b>SAM:</b> 04-46 to 04-48
Week 15	Study week Oral finals Review for final exam	Study for the exam
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Week 16	Final Exam	10:10 am – 12:10 pm
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<http://www.unlv.edu/provost/transparency>

## University Policies

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Rebemail**—By policy, faculty and staff should e-mail students’ Rebemail accounts only. Rebemail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebemail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

### **The Optional Status Reporting Program**

Allows me to enter MDS/MDU (representing mid-term satisfactory and mid-term unsatisfactory) I may enter these statuses only for those who, in the judgment of faculty, are in need of intervention. (This intervention will be in the form of outreach to those students from their college academic advisors, Academic Success Center coaches, scholarship coordinators, financial aid counselors, and other student support personnel).

### **Teaching Evaluations:**

Please be aware that you are going to receive an E-mail about an evaluation of this course during the last three-four week of each semester. In order to evaluate the effectiveness of teaching at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. Please respond to this e-mail promptly.