

## Term Information

Effective Term Spring 2022

## General Information

Course Bulletin Listing/Subject Area German  
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1102.02  
Course Title Beginning German 2 (Distance Learning)  
Transcript Abbreviation German 2 Distance  
Course Description 1102.02 continues to help you learn to communicate in culturally appropriate ways in German. We aim to help you develop balanced skills in speaking, listening, reading, & writing. By semester's end, you should be able to engage in conversations, read & understand texts & write essays & learn about life and culture in German-speaking countries. This course is the online version of 1102.01  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam Yes  
Exam Type Advanced Placement Program  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus, Mansfield, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 4 credit hours of either 1101.01, 1101.51, 1101.61, or 1101.02  
Exclusions Not open to students with credit for 1102.01 or 1102.51 or 1102.61  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0501  
Subsidy Level General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Foreign Language

## Course Details

Course goals or learning objectives/outcomes

- At semester's end, students should be able to listen to familiar conversations or stories and understand them, and engage in brief conversations on everyday topics, and ask and answer questions about personal details.
- At semester's end, students should be able to read and understand texts and write essays on familiar topics using the structures and vocabulary learned.

Content Topic List

- Talking about opinion and taste
  - Childhood, talking about the past
  - Fairytales
  - Physical activities
  - Planning a vacation
  - Food, restaurants, cooking
  - Living conditions
  - Recycling, Packaging
- No

Sought Concurrence

## Attachments

- German 1102.02\_Syllabus-SP22.pdf: German 1102.02 Syllabus  
*(Syllabus. Owner: Miller,Natascha)*
- GERM1102\_asc\_distance\_cover\_sheet\_fillable\_.pdf: German 1102.02 DL  
*(Other Supporting Documentation. Owner: Miller,Natascha)*

## Comments

- Please expedite for SP22. Thank you! *(by Miller,Natascha on 09/22/2021 02:11 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	09/27/2021 01:46 PM	Submitted for Approval
Approved	Holub,Robert Charles	09/27/2021 03:17 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/04/2021 05:35 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/04/2021 05:35 PM	ASCCAO Approval



# SYLLABUS

# GERMAN 1102.02 (100% DL)

GERMAN 2 (4 CREDIT HOURS)

Spring 2022

## COURSE OVERVIEW

### Course description

German 1102.02 is the online version of German 1102.01 and covers the same materials. This course is designed to help you learn to communicate in culturally appropriate ways in German. We aim to help you develop balanced skills in speaking, listening, reading, and writing. At the end of the semester you should be able to listen to simple conversations or stories and understand them, read and understand short texts, engage in brief conversations on everyday topics, and write short essays on familiar topics using the structures and vocabulary you have learned. In addition, you will learn about life and culture in the German-speaking countries. This course conforms to goals set by the [European Common Framework of Reference for Languages](#) at the A1 level.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- Can engage in simple conversations on familiar and routine matters
- Can understand sentences and frequently used expressions related to areas of most relevance
- Can communicate and describe in simple terms aspects of their background, childhood, immediate environment and matters in areas of immediate need.
- and communicate in simple routine tasks requiring a simple and direct exchange of information on
- Understand short, authentic texts, tables, and descriptions
- Write short pieces (e.g., invitation email, description, reflection) on familiar topics using the newly learned structures and vocabulary
- Learn about, compare, contrast, and reflect on aspects of German-speaking countries cultures

- Reflect and think critically about your goals and experience while learning about the cultures of German-speaking countries and the German language

## World Languages Goals and Objectives

### GOAL 1: LANGUAGE USED IN CULTURALLY APPROPRIATE WAYS

Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.

#### Expected Learning Outcomes

##### Successful students are able to...

**1.1** achieve *interpersonal communication*, by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.

**1.2.** achieve *interpretive listening/viewing and/or reading*, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.

**1.3** achieve *presentational speaking/ signing and/or writing*, by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.

### GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE

Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

##### Successful students are able to...

**2.1** demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.

**2.2** identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

In addition, you will learn about life and culture in the German-speaking countries. More information can be found on [CarmenCanvas](#). Please see the student orientation video and Getting Started page.

## Placement Tests

You are required to fill out the “Student Information Form” on the course’s CARMEN CANVAS site to ensure that you are taking the appropriate level of German. If your last German language class was in junior and/or senior high school, you most likely have already taken the placement test. If you have not taken the placement test yet, you are required to take it promptly to make sure that you’re in the right German language course. The German placement test is a computerized exam, administered by the *Center for Languages, Literatures, and Cultures*. You can find more information on here: <https://germanic.osu.edu/foreign-language-placement-testing>. If you have any questions regarding your German language placement talk to your instructor or contact the language program director Prof. Taleghani-Nikazm at [taleghani-nikazm.1@osu.edu](mailto:taleghani-nikazm.1@osu.edu).

# COURSE MATERIALS AND TECHNOLOGIES

## Textbook and Book-Code

### Required

1. *Impuls Deutsch 1: Intercultural, Interdisciplinary, Interactive*. **Digital Course Book**. ISBN 978-3-12-605306-8 Authors: N. Tracksdorf, N. Coleman, D. Rarick, and F. Weidauer .
2. *Impuls Deutsch 1: Intercultural, Interdisciplinary, Interactive*. **Digital Workbook**. Authors: D. Rarick, A. Geithner, N. Tracksdorf, and F. Weidauer. You will need a Book-Code (license) for the Online workbook that you will access through *Blinklearning*. A single-use 14-month product license for the Online Course book and Workbook will be provided to you at the purchase of the digital books.

**Here is the link to the publisher’s website where you can purchase the books:**

<https://www.klett-usa.com/the-ohio-state-university/c-2595>.

You will need a Book-Code (license) for in order to access *Blinklearning*, the publisher’s platform, where all online materials are available. A single-use 14-month product license for the online course book and workbook will be provided to you at the purchase of the digital books.

*We will complete **units 4, 5, and 6** in the second semester of German.*

### Fees

*TalkAbroad* Conversation: For the Intercultural Virtual Exchange (IVE), you are required to complete 3 fifteen-minute conversations with German speakers on [TalkAbroad](#), a video-conferencing platform. The price for **3 conversations is \$30** (\$10 for each conversation). Note

that the price for 4+ conversations is \$7.50 each and you may want to consider purchasing a minimum of 9 conversations to receive the discounted price for \$67.50, since three *TalkAbroad* assignments will be required in each German 1000-level language course. The *TalkAbroad* conversation sessions can be purchased on [www.talkabroad.com](http://www.talkabroad.com). Any unused conversation purchased will not expire. Please let us know, so that we can help you to use them in another course.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Use of TalkAbroad video-mediated web application
- Use of Flipgrid video recording application

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

## Required basic technical skills

- Basic computer & web-browsing skills
- Blinklearning navigation to complete online homework
- Navigating CarmenCanvas (Ohio State's learning management system/LMS)

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Accessibility

For information regarding accessibility to TalkAbroad, Blinklearning, and CarmenZoom, please consult the following websites:

- **TalkAbroad:** <https://talkabroad.com/index/terms>
- [Blinklearning Privacy Policy](#)
- **Zoom:** <https://zoom.us/accessibility>
- **Flipgrid Video:** <https://help.flipgrid.com/hc/en-us/articles/115004848574-Flipgrid-and-Accessibility>

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is taught 100% online. You will complete majority of your learning on your own by completing the work described in the syllabus and on Carmen Canvas

course site, but you will attend mandatory weekly online recitation meetings (45 minutes) with your instructor on Zoom as indicated on the weekly syllabus.

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 4 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 8 hours of homework (e.g., digital workbook activities, preparing and completing assignments) to receive a grade of (C) average.

**Office hours:** Office hours will be held live via Zoom. Your instructor will also be available by email. Your instructor will also communicate with the class any course related items via Carmen announcements.

**Organization of the class:** The **LERNEN (pre-recitation)** section in your workbook provides you with background knowledge that you will need for practicing in the recitation sessions. You will learn and practice the assigned new structures and culture and reflect on aspects of the cultures German-speaking countries and your own, prior to the activities and assignments in the **MACHEN (during recitation)** section. The **MACHEN** section of the book emphasizes interaction, communication, and project-based learning which you complete with your instructor and other students in your group in the synchronous recitation sessions on Zoom. In addition to the weekly recitation sessions, your instructor may assign activities from the **MACHEN** part to be completed with a classmate synchronously via Zoom. Finally, in the **ZEIGEN** part of the book, you will demonstrate and critically reflect on what you have learned. This could be in writing (e.g., a blog) or a Flipgrid video (e.g., describing your room).

**Speaking Experiences in German:** In this online course, you have opportunities to engage in synchronous, authentic, and meaningful conversations in German in three ways: a) **Recitation Meetings**, b) **Miteinander Sprechen/Conversation Meetings** (see below under *Homework* for details), and c) **Synchronous TalkAbroad Conversation** (consisting of three conversations with a native speaker living in a German-speaking country. See the section on Intercultural Virtual Exchange Modul for more details).

These activities will be graded on completion bases. You will not be evaluated on your grammar or pronunciation. Making errors is natural and part of your language development, so it is necessary that you attend these synchronous sessions and take advantage of these opportunities to practice speaking in German.

*Note that if in your assigned video-recorded conversations, it appears that you are simply reading prepared answers (or scripts) during any of these conversations, you will receive a zero for the assignment without an opportunity to resubmit the work.*

We also recommend that you take advantage of extracurricular opportunities such as our weekly *Kaffeestunde* to practice your German language skills. Check our [department's website](#) for details about *Kaffeestunde* and the *German Club*.



**How to succeed in this course:** Becoming proficient in a world language (in your case, in German) means developing culturally appropriate language SKILLS in addition to understanding how the language works. Language skills are developed through continuous and meaningful PRACTICE, including practice in using the language to communicate with others. In this course, we will use a variety of practice activities and language tasks that require you to interact with others. These are designed to supplement the INDIVIDUAL STUDY and preparation that you can do best by yourself at home. You will find that REGULAR rather than sporadic PREPARATION is essential for steady progress and good performance. Prepare for your next synchronous speaking sessions (e.g., recitation, group work, TalkAbroad conversation) and review lessons every day for a period of 60 minutes each time. Keep up with your lessons! Language learning is cumulative. Timely completion of homework helps reinforce your learning and keep you up to date in class.

**Attendance:** You are allowed **two “grace” absences**, for which you do not have to provide documentation. After the two grace absences, your course grade will drop by half a grade with any absence of any kind, excused or unexcused. You may make up a missed recitation meeting by doing one extra 30-minute *TalkAbroad* session. This is granted only once during the semester! If you have to miss a meeting due to a valid excuse, you can ask your instructor for permission to join a different session covering the same material.

**Tardiness:** Coming late to recitation meetings is disrespectful to the students in the session and the instructor. It also disrupts the lesson. Repeated **tardiness** will lower your grade. **Two** times 10 minutes late or more will be counted as one full session of unexcused absence.

## GRADING

### How your grade is calculated

ASSIGNMENT CATEGORY	WEIGHTING
Recitation Meetings: Attendance and Participation	10%
Homework: <i>Blinklearning</i> , Conversation Meetings	25%
Vocabulary Quizzes	10%
Projects (3)	10%
IVE (+ TalkAbroad) (3)	20%
Oral Exam (1)	10%

Final Exam (1)	15%
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## Grading scale

93–100: A	87–89.9: B+	80–82.9: B-	73–76.9: C	68–69.9: D+	Below 0-64.9: E
90–92.9: A-	83–86.9: B	77–79.9: C+	70–72.9: C-	65–67.9: D	

### Recitation Meetings:

Throughout the course, you will participate in weekly synchronous meetings with your instructor and a small group of students (max. 10 students). These online recitation meetings are 45 minutes and take place on Zoom. They are mandatory and include conversation activities from **MACHEN** and **ZEIGEN** sections in the book that help you practice speaking in German and develop cultural competency.

### Hausaufgaben/Homework:

The online **LERNEN** assignments will help you learn and practice new structures and vocabulary, learn about features of German-speaking countries cultures, before moving to **MACHEN** and **ZEIGEN** assignments. Everything that follows depends on this step, so you must commit to independent study and preparation before every weekly recitation meeting. The **Quizlet** set of the day is part of your **LERNEN** homework. You can access **LERNEN** at [blinklearning.com](http://blinklearning.com). Details about which assignments to complete will be posted on CarmenCanvas. You are only practicing at this point, so not everything has to be 100% accurate. You will get full points for each individual activity if your instructor has the impression that you took that assignment seriously, practiced, and have been able to do most (not necessarily all) of it correctly (=at least 80%). Your **LERNEN** grade for the chapter will be transferred from BlinkLearning to your CarmenCanvas Gradebook at the end of each week.

In addition to **LERNEN** activities, you will complete assignments in **ZEIGEN** which can also be accessed at [blinklearning.com](http://blinklearning.com). These are completed after each of your weekly recitation meeting. Now you are not practicing anymore, you are showing/demonstrating that you understand what you learned in **LERNEN** and practiced/used in **MACHEN**. You will receive points matching how much of each activity was done correctly. Your **ZEIGEN** grade for the chapter will be transferred from BlinkLearning to your CarmenCanvas Gradebook at the end of each chapter. Guidance on how to create an account and navigate Blinklearning are posted on CarmenCanvas.

**Miteinander Sprechen/Conversation Meetings:** Your instructor may also assign conversation activities from **MACHEN** or **ZEIGEN** as homework to be completed with one to two other classmates. For these activities, you will video record the activity on Zoom and submit the link in CarmenCanvas assignment. Details are provided on CarmenCanvas.

### Vocabulary Quizzes:

There will be online vocabulary quiz once a week during the semester.

### Projects:

You will complete 3 *Projekte*/projects in this course, each consisting of a series of activities that involve speaking, listening, writing, and reading skills. More details and guidance are on CarmenCanvas.

### Intercultural Virtual Exchange (IVE):

Throughout the course, you will complete **three** IVE modules that have the development of **interactional** and **intercultural** competencies at their core. Each IVE module consists of: a) Pre-TalkAbroad activities aiming to *awaken curiosity* and preparing and getting ready for the TalkAbroad conversation), b) TalkAbroad conversation with a native speaker of German living in a German-speaking country, and e) Post-TalkAbroad structured reflection (in English) and discussion in recitation meetings (in German and English). Instructions on parts of the module plus details about TalkAbroad and how to create an account are available on CarmenCanvas.

### Oral Exam:

The Oral Exam will be administered during the last week of the semester. See details on CarmenCanvas.

### Final Exam:

The final exam will focus on reading and writing skills and it will be posted on CarmenCanvas.

Tests and other assessments will be graded on a percentage basis. Missed tests, quizzes or any other graded assessment activities will count as ZERO. Only in the case of verifiable (documented) illness or emergency which prevent you from taking the test (see note under attendance) will a make-up be given.

## Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

**Please Note.** Don't hesitate to visit your instructor during virtual office hours to discuss questions or problems regarding the course. Your instructor is a good source for strategies to help you increase your learning. For more general questions about the course and our language program, please contact the departmental language program director is **Professor Taleghani-Nikazm**, 438 Hagerty Hall, e-mail: taleghani-nikazm.1@osu.edu. The Department office is in 498 Hagerty Hall, phone 292-6985. Visit our department's WEB SITE at <http://germanic.osu.edu>.

## OTHER COURSE POLICIES

## Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## Communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Zoom guidelines

This class also meets via Zoom. You are expected the following when you enter your Zoom class meetings:

- Turn on your camera and keep it on the entire time.
- If you plan on using a background, opt for a rather simple and neutral one.
- Mute your microphone when you are not speaking.
- Only your instructor has the permission to record the class.
- Make sure the place where you're at during your class Zoom meeting is quiet and well-lit.
- Do not move or drive during your class Zoom meeting. It's not only distracting but it's also not safe!
- Turn-off your email, your cell phone, social media, etc. during the class.
- Log in at least 2-3 minutes before class to make sure you're in class on time.
- To participate in class discussion, use the digital hand feature in Zoom.
- If possible, use a headphone with microphone

## Academic integrity policy

### Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the university's *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

**Note** that it is considered plagiarism if you cut and paste a text from the internet into your course work. It is also plagiarism to have a native speaker or fluent speaker of German do any of your work for you. In this course, it is considered cheating to use any sort of internet translator (such as Google Translate) to complete your course work. Also, keep in mind that these online tools are not accurate.

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

The **third-party tools** we use in this course also offer support and answers to various questions users may have.

- [Blinklearning Support](#)
- [Blinklearning FAQs](#)
- [TalkAbroad Support](#)
- [Flipgrid Help](#)

## WEEKLY SYLLABUS

Refer to the Carmen course for up-to-date assignment due dates.

Week	Topics, Readings, Assignments, Deadlines
1	<p><b>Kapitel 4: Wie optimiere ich mein Leben? Schlanke Produktion für Haus und Alltag</b></p> <p>Review E40: Haus, Wohnung oder Schloss? Vocab quiz 1</p>

Week	Topics, Readings, Assignments, Deadlines
	Synchronous Recitation Meeting 1
2	E41: Chaos in der Küche E42: Das verrückte Haus E43: Bauhaus Vocab quiz 2
	Synchronous Recitation Meeting 2
3	E44: Unser Traumhaus E45: Gefahren im Haus E46: Ein Tag im Leben Vocab quiz 3 <i>Sign up for TalkAbroad conversation!</i>
	Synchronous Recitation Meeting 3
4	E47: An der Uni E48: In der Bibliothek E49: Das ideale Workout Vocab quiz 4
	Synchronous Recitation Meeting 4
5	E50: Schlanke Produktion <b>E51: Projekt (K3) 1: Eine Party planen due!</b> <b>IVE Module 1 – TalkAbroad due!</b> Vocab quiz 5
	Synchronous Recitation Meeting 5
6	<b>Kapitel 5: Woher kommen meine Sachen? Konsumentenverhalten, Verpackung, Müll</b>  E52: Marken E53: Körper und Kleidung <b>IVE Module 1- Reflection due!</b> Vocab quiz 6
	Synchronous Recitation Meeting 6
7	E54: Geschenke Kaufen E55: Wie viele Sprachen sprechen deine Schuhe? E56: Kolonialer Handel Vocab quiz 7
	Synchronous Recitation Meeting 7
8	E57: Plastik E58: Verpackungen E59: Gut verpackt Vocab quiz 8



Week	Topics, Readings, Assignments, Deadlines
	<i>Sign up for TalkAbroad conversation!</i>
	Synchronous Recitation Meeting 8
9	E60: Laden ohne Verpackung E61: Weg mit dem Müll E62: Leben mit Müll Vocab quiz 9
	Synchronous Recitation Meeting 9
10	<b>Spring Break</b>
11	E63: Mülltrennung <b>E64: Projekt (K5) 2:</b> Ein Marketingkonzept due! <b>IVE Module 2 – TalkAbroad due!</b> Vocab quiz 10
	Recitation Meeting 11
12	<b>Kapitel 6: Wie war es damals? Kindheit im Wandel der Zeit</b> E65: Erzähl doch mal von Früher E66: Mein Lieblingsstofftier und Margarete Steiff E67: Tierstimmen <b>IVE Module (K5) 2 – Reflection due!</b> Vocab quiz 11
	Synchronous Recitation Meeting 12
13	E68: Gesetze E69: Kinderbücher E70: Das Poesiealbum Vocab quiz 12 <i>Sign up for TalkAbroad conversation!</i>
	Synchronous Recitation Meeting 13
13	E71: Lieblingsgeschichten E72: Das ist aber Grimm! E73: Märchenwald Vocab quiz 13
	Synchronous Recitation Meeting 14
15	E74: In Hollywood E75: Gesellschaftsspiele E76: Lieblingsmusik Vocab quiz 14
	Synchronous Recitation Meeting 15
16	E77 <b>Projekt (K6) 3:</b> Eine Spielzeugmesse due! <b>IVE 3 – TalkAbroad due!</b>

Week	Topics, Readings, Assignments, Deadlines
	<b>IVE 3 – Reflection due!</b>
17	Oral Exam, Final exam

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

Please use the required [ASC's distance learning course template](#). For more on use of Carmen: [Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by \_\_\_\_\_ on \_\_\_\_\_

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.