**Syllabus for German AP 2012/2013**

**Britta Scheibel**

britta.scheibel@detroitk12.org

**Class-Website: http://rhsgerman.weebly.com**

**Welcome to German class!**

* **Objectives, Requirements and Topics of Class:**

Thank you for taking the time to read over this syllabus and class outline. The last page has some data I need for you (the students & the parent) to fill out, which is a homework assignment and needs to be returned to me.

During this fourth year of German AP we will deepen our communication skills. It is our objective to communicate in German, using different forms of communication: a) speaking with and writing to each other (intrapersonal communication), b) understanding written text as well as audio or audio/visual material (interpretive communication), and c) presenting material in German in writing as well as speaking (presentational communication). This year we will not only study the culture of German and other German speaking countries, but also the cultures of other countries around the globe. By the end of the forth year of AP German, students might be ready to take the AP exam. In the exam students will be asked to understand and interpret written authentic texts as well as audio material or a combination of both. They will be asked to reply to a written communication as well as a spoken conversation and they will also have to write a persuasive essay, considering three different source: audio, text and a graph source.

The CollegeBoard suggested themes are: Global Challenges, Science & Technology, Contemporary life, Personal and Public Identities, Families & Communities, Beauty & Aesthetics. We will use computer technology in the classroom and collect several pieces of student-work and information for a portfolio.

Note-taking is an expected and extremely important task each day. Without reviewing notes and class activities on a daily bases, learning the language to the expected proficiency is impossible. Each class, each month, each year is based on the knowledge of the previous day and without repetition at home, success cannot be expected. Taking and succeeding in the AP German Exam is quite and accomplishment and needs to be taken seriously. Keep up the good work – without it you would not be taking this class!

I am looking forward to a wonderful year of study, lots of fun and … speaking German!

If you have any question, **please** let me know, so we can arrange to meet at lunchtime or after school!

* **Needed supplies for class and home**
  + Please use an organized binder for class. We will have many hand-out, take lots of notes and you will write many homework assignments. It will be difficult to succeed in class without some form of organization.
  + I suggest a binder with dividers:
    - Notes
    - Vocabulary
    - Grammar
    - Handouts
    - Assessments
  + Loose leaf paper should always be available in your binder
  + If you like index cards to makeflashcardsfor vocabulary **–** a great tool to study!
  + German dictionary
  + Writing utensils, pencils & erasers, at least one highlighter
  + Online access outside of school (neighborhood / branch library)
  + “Tissue-issue” – please bring your own tissues to class, especially when having a cold
* **Expectations & Procedures**
  + When you come to class, go to your assigned seat right away and then: look at the board for instructions.
  + Homework is graded/signed in at the beginning of the hour. If you come to class tardy without a pass, your homework will be marked late!
  + If you come to class late, you might miss bell-work, a quiz, or any other assignment that was done during the first minutes of class. If points were given for that assignment, you missed them. Therefore bring an official pass, whenever you are late, so you can be excused from the assignment.
  + You are not allowed to leave the classroom during the first ten minutes of class or the last ten minutes of class unless it is an emergency.
  + If you need to leave the classroom during class time, you need a handwritten pass from me. **This is obviously always inconvenient**. Please keep these emergencies to a minimum. If this is not possible for our class, other restrictions have to be made.
  + This also refers to the **“tissue-issue”**. When you are in the need for tissues and don’t have any – I would have to write you a pass and I am not willing to take teaching time to write passes unless it is an emergency.
  + Wait in your seat until I dismiss the class.
  + Leave the classroom clean and chairs pushed back to the tables.
  + You might be familiar with the hand signal of a teacher, raising his/her hand to gesture that attention and silence is needed. I will use this very simple sign when I need the class to pay attention. You can help each other out, by being quiet and putting at rest what ever it is you are doing at the moment, as soon as you see that sign. I prefer to keep this procedure simple! But if this does not work for our class, I am willing to change the procedure.
  + For **participation** it is a good idea to raise your hand, so I can call on you. Nonetheless there are moments when it is appropriate to just say things out loud in class, without a hand signal first. These fine differences of: when and how to say something, need to evolve for each class individually. These differences very much depend on the dynamics of the class.
  + If you are not feeling well and would not like to be called on for the day – let me know at the beginning of the hour. If you let me know that something is going on, we can work together!
  + These procedures are subject to change; I will adjust them if necessary.
  + **You are making choices – choose wisely.**
* **Consequences**
  + I certainly hope that our class behaves in a respectful, professional manner towards each other. If I feel that you are distracting class and hindering teaching, I will:
  + Look at you – to try and catch your eyes. Most likely you will know why.
  + I will call you by your name and if necessary remind you to act appropriately.
  + I will mark your name on my seating chart and you will loose points for participation.
  + If you continue to behave in a non-professional way, you will loose more points and for ongoing and repeated disturbances I might ask you for a private conversation after class or after school. I will also contact your parents and at some point your counselor. If none of our attempts to solve the problem are fruitful, I will ask administration to step in.
  + If something concerns you, please let me know, so we can solve the problem.
* **Absences and Make – Ups**
  + When absent, please check our class-website (<http://rhsgerman.weebly.com>) for information or assignments you missed.
  + Write down some three phone numbers from other students in your class, so you can contact them in case you miss a school day.
  + On the day of your return (up to three days) you must hand me a note, signed by your parents/guardians or officials to explain your absence. The note should include a contact number. Please use a separate note – just for me – so I can keep it for my records.
  + You can **only make up** missed work/quizzes/tests, when your absence **is excused.**
  + I will only sign your excuse note at the beginning of class, but will not go over missed assignments with you at that point. Please see me at lunch for information you might have missed.
  + Homework that was due the first day of your absence is expected at your return. Other homework assignments are due after the number of days you were absent + 2 days.
  + **It is your responsibility** to check for missed work/quizzes/tests.
  + **It is your responsibility** to see me during the first two days after your absence to make an appointment to make up quizzes, test, or other assessments missed during your absence.
  + The grade book will show an “absence”, which equals a **zero,** until the assignment is made up, regardless of the reason of absence.
  + If you missed the make-up day for your assignment unexcused, you will not be given another make-up date and the assignment will stay marked “absent”.
  + If you need to make special arrangements with me, please come and talk to me before (if possible) or right after your absence.
* **Grading**

I use the DPS online grade-book “MY STAR” (used to be Zangle). Following is the grading scale of percentage versus letter-grades. Besides entering grades in the online-grade-book, I will post assignments and their grades in the classroom on an at least biweekly basis.

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| --- | --- | --- | --- | --- |
| * **Grading Scale** | | | | |
| 100% - 90% A | 89.9% - 80% B | 79.9% - 70% C | 69.9% - 60% D | 59.9% and below F |

My grade-book is set up in categories, each counting a certain percentage. In order to receive a good grade, a student must do well in all categories, otherwise a certain percentage of the grade is continuously low. The final semester assessment counts as 20% and covers all communication modes as addressed in the beginning: intrapersonal, interpretive and presentational communication.

* Categories in the grade-book:
  + Homework: 20%
    - Homework: will be signed in only at the beginning of class for full credit and will randomly be collected. Place your homework visibly for me on your table while working on the bell-work, so I can sign it in when walking by. If you come to class tardy without an excuse, your homework will be signed in late. You can turn in late assignments during my lunch period (not during class!) within a calendar-week of the assignments due date for late credit (75%).
    - I will take off points for incomplete work and illegible handwriting.
    - Always do your homework on a clean, single sheet of paper with your name on it, so it can be handed in and/or collected for your portfolio.
    - Studying and reviewing at home has to be understood as always being a part of homework.
    - Repetition is a key factor in learning a language. It must be clear that without reviewing important concepts and repeating phrases and vocabulary many times, it will be difficult or even impossible to reach the expected fluency and efficiency in the language.
  + Participation: 30%
    - You are expected to listen actively, take notes and participate in class. You participate by doing the assigned class work, by responding to questions and requests, by being attentive. Doing any other kind of work or activities during class time will result in a loss of participation points without any warnings. You are asked to follow the above-mentioned expectations and procedures, know the consequences and act according to school-rules.
  + Unit assessments: 30 %
    - There will be a variety of assessments within each unit. Our modes of communication will be the guide: intrapersonal, interpretive and presentational communication.
    - These assessments will be announced and cover themes discussed in the unit.
  + Final: 20%
    - Your final will covers all communication modes: intrapersonal, interpretive and presentational communication.
    - You will have a first semester exam, which counts 20% of your first semester grade and a second semester exam, which counts 20 % of your second semester grade.
  + Extra Credit:
    - Do not count on extra credit to fix your grade. I will not give extra credit to students who accumulated several missing assignments and/or show slim participation and/or no effort throughout the semester. I will only give extra credit to students who show continuous effort throughout the whole semester. If you feel you need extra credit, you can talk to me about that. This can be done throughout the semester, but needs to be addressed **at least 3 weeks before** any semester exam. Monitor your grade appropriately; plan ahead.
  + Online translators/translation services: don’t even think about it! Any assignment, which is suspect to be worked on with a translator, will receive a zero.
  + Cheating: any assignment or assessment that is in connection with cheating will receive a zero. No exceptions. No make-ups. **Do not** copy someone else work, or **let** someone else copy your work, even if it is just homework, since the person “volunteering” their work to be copied and the person copying will receive the same grade. A zero.
* Important Dates
  + First report card: November 09, 2012
  + Second report card, first semester grade: January 25, 2013
  + Third report card: April 12, 2013
  + Fourth report card, second semester grade: June 13, 2013
* Please return this page only to Ms. Scheibel
  + Last name of student:
  + First and middle name:
  + Grade: \_\_\_\_\_\_\_\_\_\_\_\_ Class: German 1 , German 2, German 3, German AP Hour:
  + Counselor:
  + Name of parent/guardian:
  + Address:
  + Phone# home: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cell:
  + May I contact you at work? If yes, phone# at work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Which phone# should I call first?
  + Is there another way to reach you during school hours?
  + Is there anything, you would like me to be aware off? (Medical issues, Allergies, Behavior, etc.)
  + Parent email address:
  + Student email address:
  + Before you and your student sign, please make sure you have read and talked about the following points:
* Supplies
* Expectations & Procedures & Consequences
* Absences & Make-Ups
* Grading
* Homework and Study Responsibilities
* Participation

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2012

I have read and reviewed the syllabus and school policies with my student.

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2012

I have read and reviewed the syllabus and school policies with my parent/guardians.