



**MIDWESTERN  
STATE UNIVERSITY**

A Member of the Texas Tech University System

**Elementary German II**  
**Prothro-Yeager College of Humanities and Social Sciences**  
**GERM 1234 Section 201**  
**Spring 2026**

**Contact Information**

Instructor: Dr. Kyung Lee Gagum

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Office hours:

Mondays: 1pm-2pm

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**Instructor Response Policy**

I will respond to emails and voicemails sent to me during regular working hours on weekdays as soon as possible - - the same or the next day. On weekends, I check my email regularly but not as often, so my response time may be delayed up to 48 hours. I will use D2L for posting syllabi, course communication, course schedule, and gradebook, as well as for course materials and testing. You must regularly check D2L and your mymsutexas.edu email for important course information.

**Course Description**

The language teaching community recognizes that language and culture are deeply interconnected. Consequently, this course is designed to introduce students to both the language and culture of German-speaking countries. To achieve this, this course will utilize a combination of prepared and authentic materials, focusing on theme-related vocabulary and grammatical structures.

The primary objective of this course is to continue to develop students' proficiency in the German language through communication modes that mirror real-life interactions within the diverse cultures of the German-speaking world. Students will engage in a variety of in-class activities and homework assignments that emphasize listening, reading, writing, and speaking in German.

Through engaging in interpersonal, interpretive, and presentational communication in German, students will not only strengthen their language skills but also delve into the ideas, values, beliefs, and cultural nuances of German-speaking countries. This holistic approach will help students understand

the interplay of these cultural elements and prepare them to be responsible global citizens.

### **Course Goals**

German 1234 builds on the linguistic and cultural foundations established in the first semester and continues the development of listening, speaking, reading, and writing skills in German. Drawing on web-based textbooks and a range of supplementary materials, the course emphasizes the use of German in meaningful communicative contexts while expanding students' grammatical knowledge, vocabulary, and cultural understanding. In line with ACTFL proficiency guidelines, the course supports students' progress toward the Intermediate Low to Intermediate Mid range across communicative modes.

The course reinforces previously introduced structures while introducing more complex grammatical forms, enabling students to communicate with greater accuracy and fluency. Students will expand their vocabulary in areas related to everyday life, travel, and topics of general interest, and will learn to apply grammatical concepts such as verb conjugation, noun cases, adjective endings, sentence structure, subordinate clauses, and additional verb tenses in both spoken and written German.

Students will engage with increasingly authentic texts, including short narratives, articles, and selected cultural or literary excerpts, in order to strengthen reading comprehension and interpretive skills. Writing instruction focuses on the production of coherent paragraphs and short texts, with attention to clarity, structure, and appropriate register. Listening and speaking skills are developed through regular exposure to spoken German in a variety of formats, as well as through interactive classroom activities that encourage sustained oral communication.

Cultural learning is integrated throughout the course. Students will explore social practices, cultural norms, and contemporary issues in German-speaking countries, while also reflecting on cultural similarities and differences between these contexts and their own. By the end of the course, students will be able to engage more confidently with German language and culture in both academic and everyday settings.

### **By the End of This Course, Students Can:**

- understand the main ideas and key details of spoken and written German on familiar topics;
- participate in conversations about everyday activities, travel, and personal interests using connected sentences;
- read and interpret short authentic texts from a variety of sources and media;
- write short, coherent texts in German to describe experiences, express opinions, and convey information;

- demonstrate growing cultural awareness by comparing practices and perspectives in German-speaking countries with their own.

## **Career Readiness Competencies**

The learning goals and Can-Do outcomes of this course directly support the development of several Career Readiness Competencies identified by the National Association of Colleges and Employers. Through language learning, cultural engagement, and collaborative work, students will practice the following competencies:

### **I. Communication**

The Can-Do outcomes related to speaking, listening, reading, and writing in German align directly with effective communication. Students practice conveying ideas clearly, interpreting meaning across contexts, and adapting language to audience and purpose.

### **II. Critical Thinking**

Interpreting texts, negotiating meaning in conversation, and making grammatical and cultural choices in real time require students to analyze context, evaluate information, and respond thoughtfully—core components of critical thinking.

### **III. Equity and Inclusion**

The course's emphasis on cultural awareness, comparison, and reflection supports the development of intercultural competence. Students engage with perspectives from German-speaking cultures and consider how language, culture, and power shape communication, fostering inclusive and globally informed engagement.

### **IV. Leadership**

Interactive activities, pair and group work, and classroom participation encourage students to take initiative, contribute ideas, and support collective learning—skills transferable to leadership contexts.

### **V. Professionalism**

Students develop habits of preparation, accountability, and respectful communication. Exposure to different cultural norms also strengthens students' ability to adapt behavior and communication styles to varied professional environments.

### **VI. Teamwork**

Collaborative speaking activities and group tasks require students to work toward shared goals, negotiate meaning, and appreciate diverse viewpoints, reinforcing effective teamwork skills.

## VII. Technology

The use of web-based textbooks, digital media, and online learning tools promotes ethical and effective engagement with technology as a means of communication, learning, and collaboration.

Language study develops skills that are directly relevant to professional and academic settings. Through sustained practice in communication, interpretation, collaboration, and cultural awareness, this course helps students build competencies that employers value and that support a wide range of career paths and graduate study.

### Language Learning Strategies

Research shows that successful language learning involves these things.

#### Self-motivation:

Set some realistic, personal goals for yourself. What would you like to **do** with German after this semester? After a year? Maybe you'd like to travel to Berlin, read a German play or keep up with the German news to impress your future employer. Having concrete goals will keep you motivated and make your work more meaningful. This also means being **resourceful**, and finding the tools **you** need to succeed. There are as many resources as you are willing to locate.

#### Strategizing:

Now that you have goals, make a plan to meet them. Setting aside time for **daily** practice makes your work much more efficient and effective.

#### Taking risks and making mistakes:

Speak up in class! Do your homework **without** looking at your notes! Language learning is error driven. When you make mistakes and learn from them, the information is significantly more likely to stick.

#### Seeking feedback:

Being proactive and taking charge of your progress makes learning more meaningful. Take advantage of office hours and tutoring.

#### Practicing out loud:

Not just in class, but when you're doing homework. Or even when doing listening activities, listening to music, or watching a TV show--repeat the things you hear! Language is music and you **can** train your ear to it.

#### Practicing empathy:

Learning to speak a new language requires you, to some extent, to step outside of your own head and adopt new ways of speaking and thinking. You'll need to make sounds you've maybe never made before, and mimic strangers. You'll learn ways of describing the world and expressing yourself that are very different from what you are used to. It is common to feel awkward, or even dismissive or

judgmental of these new experiences ("that sounds weird," "I feel weird saying that," etc.). To truly progress, you need to fully embrace these new ways of thinking and speaking. This is also a **fundamental** component of intercultural competency--understanding and being able to interact successfully with people of other cultures.

#### Identifying with target cultures:

This is another way of making your work meaningful to you. Invest yourself in learning about intersections between German and German speaking countries' cultures and your own interests. Are you a film buff? Wow is there a world of German cinema you should really know about. Discover German musicians, writers, artists, graphic novelists, etc. Read up on the turbulence of contemporary German politics. This is good for your broader education, and it will help you in your German language studies as well.

### **Textbook & Instructional Materials**

No textbook purchase required. Online textbook is available free of charge. Link for the online textbook, excerpts, and texts are located on D2L.

### **Recommended Text:**

Zorach, Cecile; Charlotte Melin. *English Grammar for Students of German*. ISBN: 0934034230

### **Study Hours and Tutoring Assistance**

For each lesson you can expect approximately **one and a half hours of homework/studying**. Sometimes it is more, sometimes less. German tutoring is available at the Office of Tutoring and Academic Support Programs (TASP) located in the Muffet Library.

**\*NOTE:** As per The Code of Federal Regulations (CFR Title 34, Part 600.2), "a credit hour is an amount of work [...that] reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester."

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Your German does not have to be perfect for this class nor any of the assignments, and most likely it will not be. I expect to see mistakes. If I find that

your use of vocabulary and/or grammar concept is more advanced than the typical Elementary German II student on any assignment and/or quiz or exam, and there is no apparent reason for your level of expertise, you may receive a zero if I am suspicious that you used an app or program to write or translate your work. If you challenge my decision, I will meet with you in person, and you can write a short composition in my presence to show that your use of German is authentically your own. We will also have an impromptu conversation in German to check your level. Please do your own work and do not cheat use others and/or artificial or technological means.

### Academic Honesty

Plagiarism and cheating are serious offenses. Submitting writings, homework, presentations, etc., done by others, in part or wholly, without proper credit to the originators constitutes plagiarism. Additionally, receiving any unauthorized help in written and oral tests and assignments is considered cheating. Cheating and engaging in plagiarism will result in receiving no credit on the assignment.

Examples of cheating ( <b>Do NOT do these!</b> )	Examples of appropriate resourcefulness ( <b>Do these things!</b> )
Copying another student's work	Form study groups with classmates, help each other with brainstorming and editing
Using AI to write your work for you or to complete edits for you	Use AI to brainstorm ideas or even ask for general feedback, as long as it is <b>not</b> doing your work for you.
Using any form of online translator (e.g. Google Translate) is also a form of cheating. If you are NOT creating the language by yourself with what you are learning, it is not YOUR work.	<a href="#">Consult a dictionary</a> for single words, expressions, and conjugations. If you are having difficulty putting a sentence together, <b>simplify</b> what you are trying to say!
Having a native speaker, tutor, or other student write your work for you	Seek feedback or guidance from native speakers, tutors, or other students. Be sure to mention that you did this in your assignments.

### Student Honor Creed

**"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."**

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic

honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

### **Grading**

Course Grade: The following components make up the course grade. The number of quizzes and graded homework assignments will vary according to the discretion of the instructor.

Table 1:

<b>Assignments</b>	<b>% of Course Grade</b>
Quizzes in class	10
Quizzes online	5
Homework (e.g. handouts)	5
Participation and Attendance	10
Homework assignments from online learning portals	20
Presentation	5
Exams	30
Comprehensive Final Exam	15
Total	100

Table 2: Total points for final grade.

<b>Grade</b>	<b>Percentage</b>
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

### **Midterm Progress Report**

In order to help students, keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They

simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should meet with the instructor and/or take advantage of tutoring options.

### **Homework**

You will be responsible for completing the assigned homework. This regular practice is designed to help prepare you for class and to increase your retention of the culture, vocabulary, and grammar we are covering. You will be asked to complete the following homework assignments for German 1234 all located on D2L:

1. **Lesen:** In preparation for class, you are responsible for reading assignments on D2L. These should be completed **before** class on the day, and you should bring any questions that you have about what you read/watched to class.
2. **Lernen:** Study the required materials before class. Study and memorize the vocabulary, then take the quizzes online. Take a screenshot and submit on D2L Dropbox.
3. **Üben:** Practice the grammar concepts/ vocabulary online, complete the assignments, take a screenshot, and submit on D2L Dropbox.
4. **Schreiben:** Complete and write assignments from D2L on a separate paper and submit the paper in class or complete handouts.
5. **Online learning portals:** You will complete daily online activities. The types of assignments will vary, and some activities may require you to visit external websites. You may be asked to read and study materials, complete an activity, and then take a short quiz or submit a screenshot of your completed work. Screenshots should be uploaded to the D2L Dropbox. Detailed instructions for each assignment can be found in the daily content modules.

### **Final Exam**

The Final Exam for this course is scheduled for Saturday, May 9, 2026, at 10:30 am- 12:30pm. Location: TBA.

### **Late Work**

Late submissions will not be accepted unless due to emergency or university approved absence.

### **Make Up Work/Tests**

No make-up work is accepted, and no make-up quizzes or exams will be offered.

### **Presentation**

You will need to give a short presentation (2-3 minutes) in the German language. You will create PowerPoint slides to accompany your oral presentation. Presentations will be held during the end of the semester.

### **Important Dates**

Last day for term schedule changes: January 20-23, 2026 [Academic Calendar](#).



Deadline to file for graduation: February 16, 2026 [Academic Calendar](#).  
Last Day to drop with a grade of "W:" April 29, 2026 [Academic Calendar](#).  
Refer to: [Drops, Withdrawals & Void](#)

### **Name/ Pronoun Policy**

Learning a foreign language requires an interactive classroom environment. Therefore, it is important that we strive to make the classroom a respectful and inclusive place. If you feel comfortable doing so, you are encouraged to let me know during the first week of class what name you prefer to be called and if you prefer the use of masculine, feminine, or gender neutral pronouns. These preferences can be applied just to your interactions with me or to all of your in-class interactions with your peers.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **Core Curriculum**

GERM 1234 is a Core Curriculum course at Midwestern State University and is assessed in accordance with Texas Higher Education Coordinating Board guidelines; students are required to complete a designated assignment to assess achievement of the Core Learning Objectives.

In accordance with the Texas Higher Education Coordinating Board (THECB) guidelines, MSU Texas has developed a core curriculum for all baccalaureate degrees. This curriculum addresses the core objectives identified by the THECB. [The Core Learning Objectives identified by the THECB include:](#)

1. Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Course Schedule:**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Dates	Kapitel	Topics
Week 1-3	Kapitel 5	Hallo Deutschland!
<b>Thursday, February 5, 2026</b>	<b>Exam Kapitel 5</b>	
Week 4-7	Kapitel 6	Feiern und Feiertagen
<b>Thursday, March 5, 2026</b>	<b>Exam Kapitel 6</b>	
Week 8-11	Kapitel 7	Unterwegs in der Stadt
<b>Wednesday, April 1, 2026</b>	<b>Exam Kapitel 7</b>	
Week 12-15	Kapitel 8	Gesundheit!
<b>Thursday, April 30, 2026</b>	<b>Exam Kapitel 8</b>	
Week 16	Kapitel 5-8	Presentation Review for final exam Kapitel 5-8
<b>Saturday, May 9, 2026 at 10:30 am-12:30pm</b>	<b>Final Comprehensive Exam Location: TBA</b>	Kapitel 5-8