CENTRAL TEXAS COLLEGE
SYLLABUS FOR GERM 1411/1412
BEGINNING GERM I & II

Semester Hours Credit: 4/4

INSTRUCTOR:
OFFICE HOURS:

I. INTRODUCTION

A. This course is designed to help learners build a firm foundation in the basic elements of the German language. It is designed to provide students with a sound basis for learning German as it is used in spoken and written communication today and to familiarize students with contemporary life and culture in the three main German-Speaking countries.

B. This course may be used to fulfill language requirements as outlined in your degree plan as well as satisfy one of the humanities requirements.

C. This course is occupationally related and serves as preparation for careers in hospitality, tourism, international business and more.

D. Prerequisites: None for GERM 1411 and 1411 or 2 years of high school German for 1412.

II. Learning Outcomes

Upon successful completion of the courses, Beginning German I & II, the student will be able to:

A. Identify the essential features of the sound and writing system. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

B. Create sentences and questions to describe and illicit information about people, places and ideas. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

C. Role-Play various situations with a partner (in the class and online) and creating everyday conversation and writing. (C1, C3, A5, C6, C9, C12, C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16).

D. Explain various cultural practices throughout the Spanish speaking world. (C8, C9, C14, F1, F2, F5, F6, F15).

II. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

October 2009
IV. COURSE REQUIREMENTS

A. To meet the attendance and laboratory requirements of no more than 6 total class absences in one semester. Early exits and late arrivals count toward absences. Tardies are penalized also, resulting in points subtracted from total semester grade. There are NO excused absences.

B. Complete all projects and activities: Listening activities in lab or in class will be conducted. Students are expected to attend and turn in their assignments on time.

C. Oral interviews or performances will occur throughout the semester. Students are expected to perform not only on a daily basis, but at prearranged times throughout the semester.

D. To participate in conversation and assigned exercises in class. Daily homework will be assigned from the text or online learning center by the assigned due date.

E. To be present for all examinations and quizzes. Lesson Exams will be scheduled five to six days in advance. Quizzes may be announce or unannounced. There are NO make-up quizzes for unannounced or pop quizzes.

F. To complete all homework assignments, tests and oral exercises both in class and in online that may be assigned

V. EXAMINATIONS

A. There will be a test upon completion of each chapter or two chapters plus regular scheduled quizzes over specific topics.

B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.

C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.
VI. SEMESTER GRADE COMPUTATIONS

Chapter Exams 500 points
Pop Quizzes
Lab: 10 points
- Workbook
- Computer
Oral Presentations/Interviews
Written/Oral Homework:
- Textbook
- Workbook
- Other Assigned Work 300 points
Final Comprehensive Exam 200 points

TOTAL 1000 points

Grade Scale:
900-1000 = A
800- 899 = B
700- 799 = C
600- 699 = D
Below 600 = F

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week 8-week session Friday of the 6th week 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.
B. An Administrative Withdrawal: An administrative withdrawal may be initiate when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.

E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

GERM 1411: Einführung – Kapitel 6
GERM 1412: Kapitel 7 – Kapitel 11

A. Preliminary

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Produce and respond appropriately to formal and informal greetings.
   b. Learn to pronounce the alphabet and numbers.
   c. Identify quantities of objects
   d. Ask and answer questions

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
f. Listening and writing exercises: (C8, F5, F1)
g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

B. Chapter One

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Make plans and ask about personal plans.
   b. Describe people
   c. Describe everyday activities
   d. Talk about likes and dislikes
   e. Tell time and specify days of the week

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

C. Chapter Two

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Talk about shopping and buying groceries
   b. Express and inquire about needs
   c. Discuss means.
   d. Inquire about personal habits
   e. Give directions
   f. Respond to offers and requests

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

D. Chapter Three

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Talk about shopping and buying groceries
   b. Express and inquire about needs
   c. Discuss means.
   d. Inquire about personal habits
   e. Give directions
   f. Respond to offers and requests

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

E. Chapter Four

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Talk about student life.
   b. Inquire about future plans
   c. Describe one’s family.
   d. Express regret.
   e. Discuss duties and obligations.

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, C12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

F. Chapter Five

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Discuss transportation
   b. Discuss travel plans.
   d. Give reasons.
   e. Use enthusiastic expressions.

2. Learning Activities:
a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
f. Listening and writing exercises: (C8, F5, F1)
g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

G. Chapter Six

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Discuss leisure-time activities.
   b. Apologize
   c. Talk about the past.
   d. Express opinions.
   e. Discuss clothing.

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities
H. Chapter Seven

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Talk about household chores.
   b. Express agreement and disagreement.
   c. Discuss cultural features

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

H. Chapter Eight

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Give factual information.
   b. Express importance.
   c. Ask for some one’s opinion.
   d. Talk about career plans

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include
identification and use of specific vocabulary and grammar rules as given in the
textbook and in-class lectures.
f. Listening and writing exercises: (C8, F5, F1)
g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

I. Chapter Nine

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and
   in writing, to:
   a. Ask about some one’s health and describe your own health.
   b. Describe injuries, illnesses, and symptoms.
   c. Make comparisons.
   d. Express sympathy.
   e. Describe your daily routine.

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts),
      chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group,
      dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook
      unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include
      identification and use of specific vocabulary and grammar rules as given in the
      textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

J. Chapter Ten

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and
   in writing, to:
   a. Make and respond to an invitation.
   b. Talk about cultural events.
   c. Express perplexity.
   d. Ask about some one’s past.
2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10,F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)

3. Equipment and Materials:
   a. Textbook
   b. Online workbook and lab activities

Attachments:
- Creating your Heinle iLrn Account
- Student Instructions for Diagnostics
- Tips and Suggestions for Studying

K. Chapter Ten

1. Unit Objectives: Upon completion of this unit the student will be able, both orally and in writing, to:
   a. Present oneself for an appointment.
   b. Discuss post-graduate plans.
   c. Inquiring about and expressing wishes.
   d. Express wishes with hypothetical statements.

2. Learning Activities:
   a. Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
   b. Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c. Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10,F6).
   d. Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e. Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f. Listening and writing exercises: (C8, F5, F1)
   g. Independent oral and written exercises: (C18, F5, F1, F11)
3. Equipment and Materials:
   a. Textbook
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Attachments:
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Creating your Heinle iLrn Account

Step 1: go to ➔ http://ilrn.heinle.com/

Step 2: Follow these instructions when you receive your Course Code.

Your instructor,----------, invites you to enroll in the following course.

Course: Title Created by instructor

Code: To be sent to you by your instructor

Books: Deutsch heute 9th edition with iLrn

CREATING A QUIA ACCOUNT

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to http://books.quia.com and click Students, then click Create a new account.
2. Select a username and password and enter your information, then click Submit.

Note: Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

ENTERING THE BOOK KEY AND COURSE CODE

Enter the book key and course code to complete the enrollment process. You may need to purchase a book key, you may already have a book key that you purchased separately, or you
may already have activated the book for a previous course. Depending on your situation, use one of the procedures below. The course code is listed at the top of this page. Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the Enter book key field and click Go. Note: Book keys can only be used once. Your book key will become invalid after you use it.

I need to purchase a book key

2. Click Bookstore at the top of the Student Workstation window.
3. Enter search criteria for the book and click Search.
4. Locate the book in the search results and click Buy.
5. Enter the course code, (your instructor will provide it to you), and click Next.
6. Proceed through the purchase process.

I already have a book key

2. Enter the book key in the Enter book key field at the top of the Student Workstation window and click Go.
3. Click Confirm to confirm your registration information.
4. Beside the book listing, enter the course code, -------, in the Enter course code field and click Go.
5. If necessary, select a class (section) and click Submit.

Student Instructions for Diagnostics

What are diagnostics?
In your iLrn: Learning Center, there are two sets of assessments to measure where you are in your learning of German BEFORE you study a chapter in the text and AFTER you have studied the chapter. The Pre-Test will contain a set of questions to determine what weaknesses or areas of vocabulary and grammar you should focus on while you study your chapter.

To access the Pre-Test:
1) Log in to your iLrn account.
2) Open book
3) Click on the Diagnostics Tab on the right side menu.
4) Select the chapter you are about to study (but have not yet studied)
5) Make sure you can take the pre-test in less than 10 minutes without referring to any notes or materials. (After all, it’s a PRE-TEST! This means there is NO expectation that you know this material.)
6) When you submit the exam, please email YOURSELF your results. (Your results do NOT save!)

After you complete the Pre-Test:
1) Email yourself your own results and immediately view your study plan. Take note of the chapter sections your plan determines you should focus on while your instructor guides you through the activities.
2) Enter your score in the iLrn: Go to the left column to the Textbook Table of Contents. At the bottom of the column, click on SUPPLEMENTS. Look for the Diagnostics Ch X PRETEST. Open that field and enter the information based on your results email.

The Post-Test:
1) Your instructor will give you a date you should complete your chapter diagnostic Post-Test.
2) Do not use notes, reference or friends when taking the Post-Test.
3) Email your results to yourself.
4) View your REVISED study plan to see if you still have weaknesses. If you performed well, you will not have a revised study plan. However, if you receive a revised study plan, review it to ensure you understand concepts prior to your exam.
5) Return to the Supplements and click Diagnostics Chapter X Post-Test. Add the information from your email.

NOTE: There is a (SAVE & EXIT) button inside the diagnostics, but THESE ARE NOT FUNCTIONING. Nothing saves to your account. Take all pre and post-tests in one sitting. These scores are not part of your textbook, workbook or lab manual course grades.
Tips and Suggestions for Studying

Studying to learn a language takes time. There are many techniques students use to help them remember vocabulary and grammatical structures. The best study practices include studying daily. As you meet your class with assignments to do prior to class or as you have assignments throughout the week for your online class, stay committed to completing them on time. Students have the obligation to seek help when a concept is unclear.

There are many venues of help within the iLrn: Heinle Learning Center. The Enrichment tab in the iLrn offers additional practice for vocabulary and grammar with flashcards, games and tutorial videos with MP3 and pdf files. The iLrn account allows for five hours of free online tutoring or via email exchanges.

Speaking practice like writing practice is essential in developing oral skills in the language. The course materials offer recorded speaking practice for the individual student or in pairs. Students working in pairs need to establish the date and time to meet online and review the speaking activities in advance. Students will need to be sure to have a good internet connection and microphone. The recording of the speaking performance should not be more than two minutes in length. Both students need to be sure to click the submit button when satisfied with recording. The recording will appear in both students' electronic grade book.