



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
SCHOOL OF LANGUAGES AND CULTURES**

**GERMAN PROGRAMME  
GERM 320 GERMAN LANGUAGE 3C**

**20 POINTS**

**TRIMESTER 1 2016**

**Key dates**

**Trimester dates:** 29 February to 29 June 2016

**Teaching dates:** 29 February to 5 June 2016

**Easter break:** 24–30 March 2016

**Mid-trimester break:** 25 April to 1 May 2016

**Last assessment item due:** 30 May to 3 June (week 13)

**Study period:** 6–9 June 2016

**Examination/Assessment Period:** 10–29 June 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

**Names and contact details**

**Course Coordinator  
and Lecturer:** Dr Richard Millington  
Office: vZ613  
Phone: 463 5976  
Email: [richard.millington@vuw.ac.nz](mailto:richard.millington@vuw.ac.nz)

**Senior Tutor:** Anke Szczepanski  
Office: vZ602  
Phone: 463 7497  
Email: [anke.szczepanski@vuw.ac.nz](mailto:anke.szczepanski@vuw.ac.nz)

**Administrators:** Nina Cuccurullo  
Office: vZ610  
Phone: 463 5293  
Email: [nina.cuccurullo@vuw.ac.nz](mailto:nina.cuccurullo@vuw.ac.nz)

Ida Li  
Office: vZ610  
Phone: 463 5318  
Email: [ida.li@vuw.ac.nz](mailto:ida.li@vuw.ac.nz)

School Office hours: 9.00am to 4.30pm Monday to Friday

**Contact Person for Māori and Pasifika Students:** Dr Ross Woods  
Office: vZ504  
Phone: 463 5098  
Email: [ross.woods@vuw.ac.nz](mailto:ross.woods@vuw.ac.nz)

**Contact Person for Students with Disabilities:** Dr Andrea Hepworth  
Office: vZ604  
Phone: 463 5321  
Email: [andrea.hepworth@vuw.ac.nz](mailto:andrea.hepworth@vuw.ac.nz)

**School Website:** [www.victoria.ac.nz/slc](http://www.victoria.ac.nz/slc)

Staff are happy to discuss students' concerns with them at any time, or to provide additional information about the course. Such information, including reminders of assignment deadlines, is regularly provided in class.

### Class times and locations

#### Lectures

Mondays	1.10pm – 2.00pm	AM (Alan MacDiarmid) 104
Wednesdays	1.10pm – 2.00pm	AM (Alan MacDiarmid) 104
Thursdays	1.10pm – 2.00pm	AM (Alan MacDiarmid) 106

**Students must enrol for one tutorial using the myAllocator system:** <https://student-sa.victoria.ac.nz>. Detailed instructions are available on Blackboard. Students must remain in their allotted groups for the whole course, unless a change has been authorised by the Course Coordinator.

### Communication of additional information

Additional information will be provided in class and/or posted on Blackboard.

### Prescription

German language at an advanced level: guided and extensive practice of all four language skills (reading, writing, speaking and listening) in language tutorials and in the Language Learning Centre. Language study is based on the topics "consumerism" and "health".

### Course learning objectives

GERM 320 presupposes a pass in GERM 218, and assumes that the student is already familiar with the fundamentals of German grammar and has a good basic vocabulary. The course is designed not as a systematic and consecutive study of grammatical rules, but rather as a means of consolidating and extending what has already been learnt. Students who pass the course should be able to:

1. understand extended speech and follow complex lines of spoken argument on a familiar topic,
2. understand German texts such as newspaper and magazine articles, and short literary texts in German,
3. speak with a degree of fluency and spontaneity that makes interaction with native speakers possible,
4. present clear, detailed descriptions on a wide range of subjects in both spoken and written form, and
5. produce written texts such as reports and essays that reflect a good understanding of formal and stylistic aspects
6. reflect on their own language learning and refine their own learning strategies in response to such reflections.

Students who have already taken GERM 315, GERM 316 and/or GERM 321 can still enrol in GERM 320, as different material will be studied.

## Teaching format

GERM 320 is a first-trimester course of four hours per week, involving three lectures and one tutorial.

## Course content

The course aims to provide students with the resources and guidance needed to improve their communicative competence in German, to enhance their knowledge of German grammar and vocabulary, and to increase their familiarity with various aspects of life in German-speaking countries. Classroom activities will be based on analysis and elaboration of a range of authentic material, taken mainly from the textbook, and will allow students to practise reading, writing, speaking and listening to German, as well as combining these skills for effective communication in realistic contexts. The material for this course will be taken primarily from chapters 4 (*Konsum*) and 9 (*Gesund leben*) of *Em neu 2008 Hauptkurs B2*. Students will be expected to participate actively in all classes and, especially in the tutorial groups, to contribute to class discussion. Importance will also be placed on developing independent learning habits that will allow students to continue to improve their German beyond the scope of this course.

## Workload

The University Assessment Handbook has laid down guidelines as to the number of hours per week which students are expected to devote to a course in order to maintain satisfactory progress. Students enrolling in a one-trimester 20-point, 200-hour course should work on average 14 hours per week including contact hours - i.e., in the case of GERM 315, **10 hours of private study outside class time**. Students are expected to use this time for revision, extra practice (e.g. using the *Arbeitsbuch*), skill development (e.g. in the LLC, with a language buddy or a book!), preparing and completing the assignments, and preparing for the written tests and the oral exam. Although the study time required to perform successfully in this course will vary according to the student's prior knowledge of German, please note that all language students benefit from maximum contact with the target language.

## Assessment

GERM 320 is internally assessed.

Assessment items and workload per item	%	CLO(s)	Due date
1 Two in-term language tests (50 minutes each)	40%	2, 4	07.04; 26.05
2 Three assignments: one oral presentation to be given during a tutorial (6%) two written assignments (8% each)	22%	1, 2, 3, 4, 5	during weeks 4 – 12 18.03; 11.05
3 Eight readings tasks (1% each)	8%	2, 4	14.03; 21.03; 04.04; 11.04; 18.04; 02.05; 09.05; 16.05
4 Learning journal (2% per weekly entry)	10%	4, 5, 6	14.03; 04.04; 18.04; 09.05; 23.05
5 Oral test	20%	1, 2, 3	during week 13

### 1. Tests

The two tests are designed to assess students' familiarity with the material studied and their ability to understand and manipulate the relevant language effectively and accurately. Each test may include reading

comprehension, grammar and vocabulary exercises, as well as questions aimed at testing relevant cultural knowledge.

Each test will presuppose familiarity with the material studied prior to that test in the Lectures and Tutorials.

## 2. Assignments and Tasks

Students are also expected to complete and submit both written assignments and the reading tasks before the deadlines specified and have given the oral presentation in a tutorial as arranged with the tutor. The tasks for the written assignments are attached to this course outline. Marking criteria are outlined below.

Dictionaries, grammars and other relevant reference materials may be used in completing the individual assignments, but since these count towards the final grade (30%), students must otherwise complete them unaided. Any sign that this is not so will be investigated. Please take careful note of the University's statement on "Academic Integrity and Plagiarism".

Students are invited to submit draft copies of written assignments. Drafts will be accepted up to one week before the due date of each assignment. These will not be marked or graded, but will be returned to students with feedback on how they may improve their work before final submission.

In addition, students are expected to make regular entries into an online journal on Blackboard. The journal is intended both as an opportunity for free-writing practice in German and as a forum for students' reflections on their own learning and progress. Points for journal entries will be awarded for task completion rather than for the grammatical correctness of answers.

## 3. Oral Test

This is 15 minutes in length. Students do the test in pairs, but each will be assessed individually. Each pair is assigned one text from the handbook to discuss together. The test is designed to assess the student's fluency, grammatical correctness, use of vocabulary, and ability to manage a conversation in German.

### Other assessment information:

#### Marking criteria

The assignments and oral test will be marked holistically, and final marks should be understood less as a sum of discrete components than as a reflection of the overall quality of students' performance in completing the task. The following list is provided as a general guide to the criteria that will be taken into consideration and their relative weighting.

1. Accuracy (50% in total): spelling/pronunciation (10%); punctuation (10%); vocabulary (10%); morphology (articles, adjective endings, tenses...) (10%); syntax (word order) (10%)
2. Structure (paragraphing, introduction / conclusion, logical organisation) (10%)
3. Fluency and coherence (readability, use of connectors) (10%)
4. Complexity (of sentence structure, phrasing, vocabulary) (10%)
5. Originality of expression (summarising, synthesising, reformulating source material) (10%)
6. Appropriacy (formal / informal register) (10%)

### Submission and return of work

All written assignments must be submitted before 4pm on the due date in two forms: firstly, an electronic copy is to be uploaded to the relevant assignment drop box on the GERM 320 Blackboard website; and secondly, a print-out is to be handed in to the German assignment box located to the left of the SLC Office on Level 6 of von Zedlitz. The print-out must include a cover sheet available from the SLC Office or Blackboard. Assignments will

not be considered complete until submitted in both forms. Written assessment items that are not marked automatically via Blackboard, will be generally returned within two weeks.

Students will be able to collect marked work from the SLC Office on the 6<sup>th</sup> floor of von Zedlitz between the hours of 10am and 2pm each day. A Student ID card will need to be shown to collect work.

## Extensions and penalties

### Extensions

A short extension of 2 days will be provided automatically **for either of the two written assignments (and only for these)** to any student requesting it by email (to the Course Coordinator) prior to the scheduled deadline (no supporting evidence is needed in that case). Longer extensions need to be discussed with the Course Coordinator and require supporting evidence.

### Penalties

#### Tests

Attendance at the two tests and the oral test is essential. Failure to attend a test or the oral test will automatically result in failing the course. If a student is prevented from attending through exceptional circumstances such as accident, illness or bereavement, an explanation must be made, if possible in writing, prior to the test. In this case an alternative date may be arranged. (NB: In case of illness, a medical certificate is required.)

#### Assignments and Reading Tasks

Assignments and reading tasks submitted after the due date will incur a 5% penalty for each day of lateness.

## Set texts

*Em neu 2008 Hauptkurs B2* is available from Vic Books. Students must possess both the *Kursbuch* and the *Arbeitsbuch* and unless otherwise instructed should bring them to all four weekly classes. *GERM 320 Leseheft* is also available from Vic Books. This contains texts for the reading assignment tasks. Students are not required to bring it to class.

Set texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They can also be ordered online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz). Orders and enquiries can be emailed to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

## Recommended reading

Students should also possess a good dictionary and a reference grammar, such as that recommended for GERM 217 & 218: Christine Stief and Christian Stang, *German Grammar in a Nutshell*.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Class reps will attend a meeting with the Head of School to discuss how the course is going and to raise any concerns or suggestions that they may have. You can find out more information on Class Representatives on the VUWSA website: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## Language Learning Centre (LLC)

The Language Learning Centre (LLC) is the University's technology-rich, multimedia centre supporting language learning.

At the LLC you can practise and extend your language learning. You can:

- Find materials to support your language studies, including dictionaries, textbooks and graded readers.
- Study independently using language learning software, audio material and DVDs.
- Find a welcoming environment with services and events, and onsite assistance and support for languages
- Become a Language Buddy or find a conversation group.

Visit the LLC on Level 0, von Zedlitz Building and take a look at our website [www.victoria.ac.nz/llc](http://www.victoria.ac.nz/llc)

## Student feedback

The feedback from the previous cohort of students produced scores largely in line with the FHSS average. Students appear to have been especially appreciative of the feedback they received on their work. The score for development of communication skills was significantly better than average, while those for creativity and critical thinking were somewhat worse. These results reflect the specific priorities of a language course. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## GERM 320 Assignments 2016

### 1. Mündliches Assignment

#### *Allgemeines:*

Dieses Assignment bietet Ihnen die Möglichkeit, vor einer kleinen Gruppe Deutsch zu reden, an Diskussionen mit anderen Kursteilnehmern teilzunehmen, und gleichzeitig Ihre Kenntnisse der deutschsprachigen Musik zu erweitern.

#### *Aufgabe:*

##### Einen Vortrag halten und eine Diskussion leiten

Wählen Sie nach Interesse einen deutschsprachigen Song aus, und finden Sie Materialien zu diesem Song, zum/zur Interpreten/-in bzw. zum Band in deutscher Sprache! Arbeiten Sie zu zweit. Nachdem Sie sich für einen Termin auf Blackboard eingetragen haben, halten Sie zusammen mit Ihrem Kollegen/Ihrer Kollegin einen kurzen Vortrag in Ihrer Tutorial-Gruppe! Sie präsentieren den Song, dessen Text und den/die Interpreten/-in und wählen dann einen bestimmten Aspekt aus, zu dem Sie eine Diskussion in der Tutorial-Gruppe leiten.

### 2. Schriftliche Assignments

#### *Allgemeines:*

Die Abgabetermine für die 2 schriftlichen Assignments sind **18. März** und **11. Mai**.

Beachten Sie, dass Sie bis zu einer Woche vor dem Abgabetermin einen **Entwurf** (draft copy) Ihres Assignments einreichen können. Dieser wird weder korrigiert noch benotet, dazu bekommen Sie aber innerhalb weniger Tage Feedback mit hilfreichen Anregungen, damit Sie Ihre Arbeit vor dem endgültigen Abgabetermin noch verbessern können.

Schriftliche Assignments sind **zweifach einzureichen**: Laden Sie eine elektronische Fassung auf Blackboard herauf, und werfen Sie eine Druckfassung **samt ausgefülltem Assignment Cover Sheet** in die German Assignment Box neben dem Administration Desk im 6. Stock des von Zedlitz Buildings ein!

**Länge:** Für jedes Assignment schreiben Sie mindestens 200 Wörter!

#### *Aufgaben:*

##### ASSIGNMENT 1:

Bearbeiten Sie **entweder** die Aufgabe A **oder** die Aufgabe B.

##### A: Einen Zeitungsartikel zusammenfassen

Wenn Sie in Ihrer Freizeit regelmäßig deutschsprachige Zeitungen und Zeitschriften lesen, die Ihre eigenen Interessen ansprechen, können Sie nicht nur Ihren deutschen Wortschatz bereichern, sondern auch Spaß haben! In den letzten Jahren sind Zeitungen und Zeitschriften glücklicherweise viel zugänglicher geworden, da die meisten jetzt auch Online-Versionen haben: [www.spiegel.de](http://www.spiegel.de) (Nachrichten, Politik, Kultur), [www.geo.de](http://www.geo.de) (Wissenschaft, Kultur, Reisen), [www.flora.de](http://www.flora.de) (Haus und Garten), [www.kicker.de](http://www.kicker.de) (Sport), [www.chip.de](http://www.chip.de) (Technik), [www.flashmag.de](http://www.flashmag.de) (Hiphop-Musik), [www.elle.de](http://www.elle.de) (Frauenzeitschrift), und unendlich viele andere – etwas für jeden Geschmack!

1. Wählen Sie einen Themenbereich aus, der Sie interessiert, dann finden Sie dazu einen interessanten Artikel in einer deutschsprachigen Zeitung oder Zeitschrift!
2. Fassen Sie in einem Absatz den Artikel kurz und mit Ihren eigenen Worten zusammen!
3. Erklären Sie in einem zweiten Absatz, warum Sie den Artikel interessant finden, und nehmen Sie selber zu eventuellen Streitfragen Stellung!

Wichtig: Geben Sie unbedingt die Quelle und den Autor Ihres Artikels an!

### B: Einen Film rezensieren

Schauen Sie sich mindestens ZWEI deutschsprachige Spielfilme im Original an! Wählen Sie EINEN Film aus, über den Sie schreiben möchten, und bearbeiten Sie die folgenden Aufgaben!

1. Fassen Sie in einem Absatz den Film kurz zusammen! Bitte schreiben Sie keine Nacherzählung, sondern eine Zusammenfassung des Inhalts, ohne das Ende zu verraten!
2. Wählen Sie EINEN Aspekt des Films aus, z.B. Schauspieler, Hauptdarsteller, Regie, Musik, Drehbuch, Bilder, Make-Up/ Garderobe, und kommentieren Sie diesen Aspekt im zweiten Absatz!
3. Am Schluss schreiben Sie, ob Sie den Film weiterempfehlen würden, und erklären Sie warum (nicht)!

Hilfestellung: Im LLC und in der Audio-Visual Suite der Universitätsbibliothek gibt es mehrere deutschsprachige DVDs und Videos, die Sie dort anschauen können (buchen Sie am Schalter!). Hier sind ein paar deutsche Filme, die Sie in den meisten Videotheken Wellingtons ausleihen können: *The Princess and the Warrior; Wintersleepers; Good Bye, Lenin; Anatomy; The Experiment; The Tunnel; Nowhere in Africa...*

### ASSIGNMENT 2:

Bearbeiten Sie **entweder** die Aufgabe A **oder** die Aufgabe B.

#### A: Ein Buch lesen und rezensieren

Die Lektüre deutschsprachiger Bücher ist zweifellos eine der besten Methoden, Ihre Sprachkenntnisse frisch zu halten und sogar auszuweiten, ohne gleich den Koffer zu packen und nach Europa zu fliegen! Dabei müssen es nicht unbedingt Klassiker der deutschen Literatur wie Goethe oder Kafka sein: Am besten lesen Sie einfach das, was Sie sonst zur Unterhaltung auf Englisch lesen würden – Krimis, Liebesromane, Erzählungen, Geschichtsbücher, was auch immer!

Das erste Mal kann es dem Lerner sehr schwierig vorkommen, ein ganzes Buch in einer Fremdsprache bis ans Ende zu lesen, aber geben Sie nicht auf – nach den ersten Seiten wird es immer einfacher! Wenn Sie das richtige Buch gefunden haben, verbeißen Sie sich nach einer Weile in die Geschichte und vergessen sogar, dass Sie Deutsch lesen!

1. Wählen Sie ein deutsches Buch aus, das Sie lesen möchten! Achten Sie bei der Wahl darauf, dass die Sprache nicht zu schwierig ist, und dass das Thema bzw. die Gattung Ihren eigenen Interessen entspricht!
2. Lesen Sie das Buch!  
Wichtiger Hinweis: Sie brauchen nicht jedes neue Wort nachzuschlagen – einiges können Sie aus dem Kontext erschließen, und vieles brauchen Sie normalerweise gar nicht zu wissen, um den Sinn des Ganzen zu verstehen! Greifen Sie zum Wörterbuch nur dann, wenn es um Schlüsselwörter geht!
3. Schreiben Sie eine Rezension des Buches! Geben Sie den Titel und Autor an! Was ist das für ein Buch? Schreiben Sie eine allgemeine Einführung in das Thema des Buches! Worum geht es? Fassen Sie den Inhalt in wenigen Sätzen zusammen! (z.B. „Das Buch / Die Geschichte / Der Roman ... von ... ist ihr / sein erster großer Erfolg / gerade neu herausgekommen. Es / Sie / Er handelt von ...“)
4. Was ist an diesem Buch besonders? Im zweiten Absatz gehen Sie auf einen besonderen Aspekt des Buches näher ein, z.B. eine Szene oder ein Kapitel, eine Person, den Stil, ein Argument ... (z.B. „Eine Stelle im Buch ist besonders beeindruckend / hierzu sehr interessant.“)



5. Drücken Sie Ihre eigene Meinung als RezensentIn aus! (z.B. „Ich persönlich finde / denke / halte das Buch für ..., weil... Ich empfehle es Lesern und Leserinnen, die ... Ich denke, es ist nicht geeignet für ...“)

Hilfestellung: Deutschsprachige Bücher finden Sie nicht nur in den Bibliotheken der Universität und des Goethe-Instituts (Ecke Cuba Street und Garrett Street), sondern auch in vielen Antiquariaten (second-hand bookshops), bei Richard und Anke im Büro und auch online. Wenn Sie etwas bei amazon.de bestellen, kommt es normalerweise schon in 2-3 Wochen in Neuseeland an!

B: Texte aus dem Leseheft analysieren

Wählen Sie EINEN oder ZWEI Texte aus dem *GERM 320 Leseheft* aus, und bearbeiten Sie die folgenden Aufgaben!

1. Schreiben Sie eine allgemeine Einführung in den Text / in die Texte! Worum geht es? Welcher Textsorte gehört der Text an? Woran erkennt man das? Wie ist der Text strukturiert? Worum geht es? Fassen Sie den Inhalt in wenigen Sätzen zusammen! (z.B. „Bei diesem Text handelt es sich um einen Zeitungsartikel“ / „In diesem Text geht es um... / Der Text handelt von...“)
2. Was ist an diesem Text besonders? Im zweiten Absatz gehen Sie auf einen besonderen Aspekt des Textes näher ein, z.B. eine Szene, eine Person, den Stil, ein Argument ... (z.B. „Eine Stelle im Text ist besonders beeindruckend / hierzu sehr interessant.“) Wenn Sie zwei Texte ausgewählt haben, vergleichen Sie die beiden Texte unter einem oder mehreren Aspekten!
3. Erklären Sie schließlich, warum Sie den Text / die Texte interessant finden, und drücken Sie Ihre eigene Meinung dazu aus!

## Course programme

<b>Week 1</b>	<b>29 February – 06 March</b> First meeting, Monday 29 February Tutorials start this week
<b>Week 2</b>	<b>07 – 13 March</b> Deadline for drafts for assignment 1 (Friday, 11 March)
<b>Week 3</b>	<b>14 – 20 March</b> READING TASK 1 DUE (Monday, 14 March, 1pm) LEARNING JOURNAL ENTRY 1 DUE (Monday, 14 March, end of day) WRITTEN ASSIGNMENT 1 DUE (Friday, 18 March, 4pm)
<b>Week 4</b>	<b>21 – 27 March</b> READING TASK 2 DUE (Monday, 21 March, 1pm)
<b>Easter break: 24 – 30 March 2016</b>	
<b>Week 5</b>	<b>28 March – 03 April</b>
<b>Week 6</b>	<b>04 – 10 April</b> READING TASK 3 DUE (Monday, 04 April, 1pm) LEARNING JOURNAL ENTRY 2 DUE (Monday, 04 April, end of day) TEST 1 (Thursday, 07 April)
<b>Week 7</b>	<b>11 – 17 April</b> READING TASK 4 DUE (Monday, 11 April, 1pm)
<b>Week 8</b>	<b>18 – 24 April</b> LEARNING JOURNAL ENTRY 3 DUE (Monday, 18 April, end of day) READING TASK 5 DUE (Monday, 18 April, 1pm)
<b>Mid-Trimester break: 25 April – 01 May</b>	
<b>Week 9</b>	<b>02 – 08 May</b> READING TASK 6 DUE (Monday, 02 May, 1pm) Deadline for drafts for assignment 2 (Wednesday, 04 May)
<b>Week 10</b>	<b>09 – 15 May</b> LEARNING JOURNAL ENTRY 4 DUE (Monday, 09 May, end of day) READING TASK 7 DUE (Monday, 09 May, 1pm) WRITTEN ASSIGNMENT 2 DUE (Wednesday, 11 May, 4pm)
<b>Week 11</b>	<b>16 – 22 May</b> READING TASK 8 DUE (Monday, 16 May, 1pm)
<b>Week 12</b>	<b>23 – 29 May</b> LEARNING JOURNAL ENTRY 5 DUE (Monday, 23 May, end of day) TEST 2 (Thursday, 26 May)
<b>Week 13</b>	<b>30 May – 05 June</b> ORAL TESTS (dates and times to be confirmed)