

Part II. Description of the Curriculum Change

Item 1. NEW SYLLABUS OF RECORD

I. Catalog Description

GRMN 102 Elementary German II

4c-01-4cr

Prerequisite: GRMN 101 or equivalent.

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They will expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

II. Course Outcomes

At the completion of German 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded German;
2. speak German with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations;
4. communicate in any of the three modes (Interpersonal, Interpretive, and Presentational) in the following ways:
 - a. describe people in terms of their appearance and their physical and mental health;
 - b. list present, future, and past activities of self and others, including daily routine and leisure-time activities;
 - c. ask questions in order to obtain specific information about persons, places, and things;
 - d. describe foods and meals, and order food in a restaurant;
 - e. use appropriate pronouns in order to avoid the unnatural repetition of nouns;
5. communicate effectively in written form through paragraphs about events in the present, future, and past;

Outcomes 1-5: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-5 (language-related outcomes): As *Informed Learners*, students acquire knowledge of vocabulary and grammar. As *Empowered Learners* in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 6:

Students will be able to recognize the relationships among selected products, practices, and perspectives of German cultures.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 6: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 7: Students will be able to compare and contrast selected aspects of German cultures with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 7: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

III. Course Outline

(Total of 56 hours of classroom instruction)

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples. Instructors may modify chapter content based on current textbook. In no case may the course description and outcomes be altered in any way.

Unit 1: Introduction to Course (6 hours)

A. Delineate content and goals of course:

- Go over syllabus and explain course content and policies

B. Review of key grammar concepts covered in GRMN 101:

- Present tense of verbs (weak, irregular weak, modal, strong, separable and inseparable prefix verbs)
- Simple past tense of *haben* (to have) and *sein* (to be)
- Imperatives
- Basic word order and word order with elements of time and place
- Definite and indefinite articles
- Personal pronouns
- Nominative and accusative cases
- Negation with *kein* and *nicht*
- Plural of nouns

Unit 2: Talking about traveling (10 hours)

A. Grammar points:

- Verbs with stem vowel change au → äu
- Independent clauses and coordinating conjunctions
- Dependent clauses and subordinating conjunctions
- Dative case: indirect objects, dative prepositions, dative verbs

B. Communicative activities:

- Discussing travel plans and means of transportation
- Asking about locations, using question words related to location: *Wo?* and *Wohin?*
- Making plans for the weekend
- Showing connections and relationships
- Giving reasons
- Sharing enthusiastic reactions

C. Cultural content:

- Importance of public transportation
- Cafés
- Focus on a city

Unit 3: Discussing leisure-time activities (10 hours)

A. Grammar points:

- The present perfect tense
- Past participles
- Use of auxiliaries *haben* and *sein*

B. Communicative activities:

- Discussing clothes and leisure-time activities
- Expressing likes and dislikes
- Expressing opinions
- Expressing apologies
- Talking about past events

C. Cultural content:

- Work vs. leisure time in Germany
- German holidays
- German television and film
- Driving and getting a driver's license in Germany

Unit 4: Making plans and preparations (10 hours)

A. Grammar points:

- Use of *hin* and *her*
- The verbs *legen/liegen*, *stellen/stehe*n, *setzen/sitzen*, *hängen*, and *stecken*
- Two-way prepositions
- Verb and preposition combinations

- Time expressions in the dative and accusative case
- *Da-* and *Wo-*compounds
- Indirect questions

B. Communicative activities:

- Making plans and preparations
- Discussing and scheduling household chores
- Seeking information about another person
- Expressing agreement and disagreement
- Discussing cultural differences between Germany and the U.S.

C. Cultural content:

- Pedestrian zones in Germany
- *Freunde* (friends) vs. *Bekannte* (acquaintances)
- Homes and apartments in German-speaking countries
- Eating at home and being someone's guest
- Germans in the U.S.

Unit 5: Giving and receiving factual information (10 hours)

A. Grammar points:

- Use of present tense to express future events
- Use of the future tense
- Genitive case
- Adjectives
- Ordinal numbers
- Dates

B. Communicative activities:

- Giving factual information
- Expressing importance
- Discussing friends and family
- Describing things
- Stating wants and desires
- Asking for personal information
- Inquiring about an opinion

C. Cultural content:

- Legal accommodations for working parents in Germany
- The progress toward equal rights for women in Germany
- German federal policy regarding families
- Focus on a city

Unit 6: Working with authentic texts and/or film (10 hours)

A. Grammar points:

- Review of selected grammar points from all units. Selection will depend on the text(s) and/or film chosen by the instructor and the needs of the students

B. Communicative activities:

- Reading authentic texts (menus, schedules, short newspaper articles, children’s stories, etc.) and sharing what was understood through a variety of oral and writing activities
- Watching an authentic film (entire film or selected clips; episodes of TV programs or parts thereof, etc.) and sharing what was understood through a variety of oral and writing activities
- Discussing cultural information gathered from text(s) and/or film(s)
- Creating original products based on authentic artifact(s), e.g., write a skit or a story and perform in class; give a short presentation on a cultural topic; make a short film clip for viewing in class

C. Cultural content:

- Focus on cultural similarities and differences between German speaking countries and the U.S.
- Review of cultural information learned during the semester

Final exam: 2 hours

IV. Evaluation Methods

Participation (Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.)	10%
Homework Assignments	10%
Quizzes	20%
Tests	30%
Oral Activity	10%
Final Examination	20%

Homework assignments, quizzes, and exams will assess students' knowledge of vocabulary, grammar, and culture, as well as their listening and reading comprehension skills and writing abilities. The oral activity will assess their verbal and aural skills.

V. Grading Scale

91-100% = A 82-90% = B 73-81% = C 64-72% = D 63% and below = F

VI. Course Attendance Policy

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks, Supplemental Books, and Readings

Required textbooks:

Jack Moeller et al.: *Deutsch heute*. Boston: Heinle, 2009. (9th Edition)

Deutsch heute Student Activities Manual (Arbeitsheft)

These are the currently used texts. The German section reserves the right to change materials in the future since new textbooks and updated versions of current editions are published frequently. The instructor(s) will select materials most conducive to achieving the desired course outcomes.

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, environmental politics, holidays, current events) and discussing their findings in class or using them in a creative activity (i.e. debate the benefits of recycling, compare the American and German attitudes toward immigrants on a basic level).
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication activity. For example: information on designers Jil Sander or Hugo Boss for a discussion on fashion; or biographical information on Franz Kafka prior to reading one of his short stories; or biographical information on singers Nena and Xavier Naidoo prior to a discussion on their family or their music; or information on basketball player Dirk Nowitzki or actress Diane Kruger for discussions of their lives.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

IX. Bibliography

Adair-Hauck, Bonnie, Eileen W. Glisan, Keiko Koda, Elvira B. Swender, and Paul Sandrock. "The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning." *Foreign Language Annals* 39.3 (2006): 359-382.

American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines 2012—Speaking, Writing, Listening, and Reading*. Alexandria, VA: The American Council on the Teaching of Foreign Languages, 2012.

- Byram, Katra, and Claire Kramersch. "Why is it so Difficult to Teach Language as Culture?" *German Quarterly* 81.1 (2008): 20-34.
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- Cochran, Jeff L., R. Steve McCallum, and Sherry Mee Bell. "Three A's: How Do Attributions, Attitudes, and Aptitude Contribute to Foreign Language Learning?" *Foreign Language Annals* 43.4 (2010): 566-82
- Davidheiser, James. "Teaching German with TPRS (Total Physical Response Storytelling)." *Unterrichtspraxis/Teaching German* 35.1 (2002): 25-35
- de la Campa, Juliane C. and Hossein Nassaji. "The Amount, Purpose, and Reasons for Using L1 in L2 Classrooms." *Foreign Language Annals* 42.4 (2009): 742-59.
- Hertel, Tammy J. and Gretchen Sunderman. "Student Attitudes Toward Native and Non-Native Language Instructors." *Foreign Language Annals* 42.3 (2009): 468-82.
- Klapper, J. "Taking communication to task? A critical review of recent trends in language teaching." *Language Learning Journal* 27 (2003): 33-42.
- Kraemer, Angelika. "Teachers use of English in Communicative German Language Classrooms: A Qualitative Analysis." *Foreign Language Annals* 39.3 (2006): 435-50
- Lalande II, John F. "German Castles, Customs, and Culture: Introducing a New Approach to the Undergraduate Culture Course." *Die Unterrichtspraxis/Teaching German* 41.2 (2008): 124-133.
- Levine, Glenn S. "Problematizing the Teaching and Learning of Grammar in the Intermediate German Classroom: A Sociocultural Approach." *Unterrichtspraxis/Teaching German* 39.1-2 (2006): 1-13.
- National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Third edition, revised. Yonkers, New York: National Standards in Foreign Language Education Project, 2006.
- Peters, George F. "Kulturexkurse: A Model for Teaching Deeper German Culture in a Proficiency Based Curriculum." *Unterrichtspraxis/Teaching German* 36.2 (2003): 121-34.
- Rott, Susanne. "Teaching German Grammar through Communicative Tasks: Some Suggestions." *Unterrichtspraxis/Teaching German* 33.2 (2000): 125-33.
- Schultz, Renate A., et al. "In Pursuit of Cultural Competence in the German Language Classroom: Recommendations of the AATG Task Force on the Teaching of Culture." *Unterrichtspraxis/ Teaching German* 38.2 (2005): 172-81.
- Shrum, Judith L. and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 4th ed. Boston: Cengage Learning, 2010.
- Snider, Daren. "Communicative and Non-Communicative Activities in First-Year College

German Textbooks." *Unterrichtspraxis/Teaching German* 38.2 (2005): 163-71

Stern, Susan. *These Strange German Ways and the Whys of the Ways*. Berlin: Atlantik-Brücke e.V., 2000.

Ter Horst, Eleanor E., and Joshua M. Pearce. "Foreign Languages and Sustainability: Addressing the Connections, Communities, and Comparisons Standards in Higher Education." *Foreign Language Annals* 43.3 (2010): 365-83.

Vyatkina, Nina. "The Effectiveness of Written Corrective Feedback in Teaching Beginning German." *Foreign Language Annals* 43.4 (2010): 671-89.

Part II, Item 2: A SUMMARY OF THE PROPOSED REVISIONS

- A. The course outcomes were revised from the current Syllabus of Record to fit the Expected Undergraduate Student Learning Outcomes (EUSLOs) so that the course can be considered a Liberal Studies Elective in the category of Oral Communication. The course objectives remain aligned with the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* (ACTFL) and *National Standards for Foreign Language Education*. They reflect currently accepted teaching practices in Foreign Languages.
- B. This proposal adds language with regard to non-textbook readings that are used in foreign language courses. The inclusion of non-textbook materials must be interpreted in the broadest sense possible for foreign language courses.

Part II, Item 3: JUSTIFICATION/RATIONALE FOR THE REVISION

GRMN 102 is currently not a Liberal Studies Elective. It was approved in Senate in May 2012 to replace GRMN 251, which was an approved Liberal Studies Elective course. GRMN 102 is being revised to meet the new Liberal Studies criteria for the *Oral Communication* category. The elementary and intermediate level German courses focus on proficiency oriented language acquisition and require students to orally communicate during every class session. The focus on language production uniquely qualifies these courses for the Oral Communication category. In addition, research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and therefore should play a key role in an undergraduate education.

Part II, Item 4: The old syllabus of record is on the following pages.

Part II, Item 5: Liberal Studies course approval form and checklist are on the final pages of the proposal.

Part III. Letters of Support or Acknowledgement

None. This course revision does not affect any other department.

PART II, Item 4: OLD SYLLABUS OF RECORD

I. Catalog Description

GRMN 102 Elementary German II

4c-01-4cr

Prerequisite: GRMN 101 or equivalent.

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They will expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

II. Course Outcomes

Students will be able to

- 1) identify key words, cognates, and short contextualized expressions;
- 2) respond appropriately to typical or everyday situations in a context-rich environment;
- 3) demonstrate comprehension of texts on familiar and unfamiliar topics;
- 4) produce lists, notes, and questions primarily by writing phrases and sentences;
- 5) respond appropriately to simple questions, statements, and commands;
- 6) talk and write about everyday topics and autobiographical information in present, past, and future tenses;
- 7) ask for and give personal information on a range of familiar topics
- 8) identify and describe elements of cultures in German-speaking regions;
- 9) apply cultural knowledge in order to express and interpret messages in appropriate contexts.

III. Course Outline

(Total of 56 hours of classroom instruction)

Unit 1: Introduction to Course (6 hours)

1. Delineate content and goals of course:
 - Go over syllabus and explain course content and policies
2. Review of key grammar concepts covered in GRMN 101:
 - Present tense of verbs (weak, irregular weak, modal, strong, separable and inseparable prefix verbs)
 - Simple past tense of *haben* (to have) and *sein* (to be)
 - Imperatives
 - Basic word order and word order with elements of time and place
 - Definite and indefinite articles
 - Personal pronouns
 - Nominative and accusative case
 - Negation with *kein* and *nicht*
 - Plural of nouns

Unit 2: Talking about traveling (10 hours)

1. Grammar points:

- Verbs with stem vowel change au → äu
- Independent clauses and coordinating conjunctions
- Dependent clauses and subordinating conjunctions
- Dative case: indirect objects, dative prepositions, dative verbs

2. Communicative activities:

- Discussing travel plans and means of transportation
- Question words related to location: *Wo?* and *Wohin?*
- Making plans for the weekend
- Showing connections and relationships
- Giving reasons
- Sharing enthusiastic reactions

3. Cultural content:

- Importance of public transportation
- Cafés
- Focus on a city

Unit 3: Discussing leisure-time activities (10 hours)

1. Grammar points:

- The present perfect tense
- Past participles
- Use of auxiliaries *haben* and *sein*

2. Communicative activities:

- Discussing clothes and leisure-time activities
- Expressing likes and dislikes
- Expressing opinions
- Expressing apologies
- Talking about past events

3. Cultural content:

- Work vs. leisure time in Germany
- German holidays
- German television and film
- Driving and getting a driver's license in Germany

Unit 4: Making plans and preparations (10 hours)

1. Grammar points:

- Use of *hin* and *her*
- The verbs *legen/liegen*, *stellen/stehe*n, *setzen/sitzen*, *hängen*, and *stecken*
- Two-way prepositions
- Verb and preposition combinations

- Time expressions in the dative and accusative case
- *Da-* and *Wo-*compounds
- Indirect questions

2. Communicative activities:

- Making plans and preparations
- Discussing and scheduling household chores
- Seeking information about another person
- Expressing agreement and disagreement
- Discussing cultural differences between Germany and the U.S.

3. Cultural content:

- Pedestrian zones in Germany
- *Freunde* (friends) vs. *Bekannte* (acquaintances)
- Homes and apartments in German-speaking countries
- Eating at home and being someone's guest
- Germans in the U.S.

Unit 5: Giving and receiving factual information (10 hours)

1. Grammar points:

- Use of present tense to express future events
- Use of the future tense
- Genitive case
- Adjectives
- Ordinal numbers
- Dates

2. Communicative activities:

- Giving factual information
- Expressing importance
- Discussing friends and family
- Describing things
- Stating wants and desires
- Asking for personal information
- Inquiring about an opinion

3. Cultural content:

- The situation of working parents in Germany
- The progress toward equal rights for women in Germany
- German federal policy regarding families
- Focus on a city
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Unit 6: Working with authentic texts and/or film (10 hours)

1. Grammar points:

- Review of selected grammar points from all units. Selection will depend on the text(s) and/or film chosen by the instructor and the needs of the students

2. Communicative activities:

- Reading authentic texts (menus, schedules, short newspaper articles, children's stories, etc.) and sharing what was understood through a variety of oral and writing activities
- Watching an authentic film (entire film or selected clips; episodes of TV programs or parts thereof, etc.) and sharing what was understood through a variety of oral and writing activities
- Discussing cultural information gathered from text(s) and/or film(s)
- Creating original products based on authentic artifact(s), e.g., write a skit or a story and perform in class; give a short presentation on a cultural topic; make a short film clip for viewing in class

3. Cultural content:

- Focus on cultural similarities and differences between German speaking countries and the U.S.
- Review of cultural information learned during the semester

Final exam: 2 hours

Special information regarding the content and time schedule of Units 2-6:

Tests will be integrated into the assigned hours. While each unit 2-6 is assigned 10 hours in the syllabus of record, it is expected that these units can be taught in as few as 9 hours, and this would give the individual instructor the flexibility to cover certain content items more quickly or slowly, as needed, and also to "save" time for additional course-related activities, i.e. set aside a few hours for a creative, academic, or cultural project to enhance the learning experience. These activities may include, but are not limited to, the following: showing and discussing a film, having native speakers present and/or discuss cultural topics in class, having students who studied abroad in a German-speaking country share their experience, having students develop and present skits in the target language, etc. The number of hours spent on individual units will depend on class size as well as the complexity of the subject matter and the grammar. Instructors will adjust the time allocated to each unit based on content and student needs. Not every unit may be conducive to course-related activities beyond the ones covered in the textbook and accompanying materials.

The content of the individual units presented in this proposal is based on the current textbook (*Deutsch heute*, 9th edition). Most German textbooks have similar content. However, it may be arranged differently than in *Deutsch heute*. Instructors will therefore be allowed to move content between the individual units as listed in this Syllabus of Record as well as add to and/or modify it to fit the specific textbook used when teaching this class. **In no case, however, may the course description and outcomes be altered in any way.**

IV. Evaluation Methods

Participation and Attendance

10%

Language learning requires dedication and discipline. Only regular attendance and thorough preparation will lead to satisfactory progress toward proficiency. It is essential that students attend class regularly and be actively engaged with the material. A student may miss up to four classes without such absences adversely affecting the final grade (see attendance policy below). Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Homework Assignments **10%**

Homework will be assigned regularly from the textbook as well as additional materials and online resources selected by the instructor. Assignments will include tasks targeting all four skills, i.e. listening and reading comprehension activities as well as speaking and writing exercises. Homework must be submitted by the due date provided by the instructor.

Quizzes **20%**

At least four quizzes will be given. The specific number will be determined by the individual instructor. The quizzes may cover any grammatical and/or cultural content discussed or assigned in class.

Tests (three tests, worth 10% each, or six tests, worth 5% each) **30%**

Tests will be given upon completion of every one or two units, based on instructor preference. The tests will focus on the most recent unit(s) covered, but may include any material studied up to that point. Grading will focus on grammatical accuracy, vocabulary usage, listening and reading comprehension and overall functional ability in German.

Creative Activity **10%**

Individual instructors may decide to assign a creative activity to their students. The specific nature of this activity will be determined by each instructor, but it must be designed to allow students to apply skills acquired in class, e.g., students may write a skit in the target language demonstrating their linguistic proficiency and cultural knowledge, or present on a topic they researched related to class content. The creative activity may require performance in class and/or a written document depending on the preference of the instructor as well as possible time constraints. If an instructor elects not to do a creative activity, he/she may redistribute the assigned percentage to any other category/categories of choice.

Final Examination **20%**

The final exam will be cumulative. It will contain material from all units covered during the semester

Special Notes:

Individual instructors may change the assigned percentages in the following range: +/-5%.

Individual instructors will develop assignments and tests according to their emphases within the syllabus specifications. Where practicable, assignments will be designed in accordance with the first category of Standards for Foreign Language Teaching developed by the American Council on the Teaching of Foreign Languages (ACTFL):

COMMUNICATION

Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

V. Grading Scale

90-100% = A 80-89% = B 70-79% = C 60-69% = D 59% and below = F

VI. Course Attendance Policy

[The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks

Jack Moeller et al.: *Deutsch heute*. Boston: Heinle, 2009. (9th Edition)

Deutsch heute Student Activities Manual (Arbeitsheft)

These are the currently used texts. The German section reserves the right to change materials in the future since new textbooks and updated versions of current editions are published frequently. The instructor(s) will select materials most conducive to achieving the desired course outcomes.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

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Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>

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Lalande II, John F. "German Castles, Customs, and Culture: Introducing a New Approach to the Undergraduate Culture Course." *Die Unterrichtspraxis/Teaching German* 41.2 (2008): 124-133.

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the Connections, Communities, and Comparisons Standards in Higher Education." *Foreign Language Annals* 43.3 (2010): 365-83.

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Sample Assignment:

Oral Activity: *Show and Tell*

[This assignment is worth 10% of the course grade]

For this activity, students will pick a topic of their choice and talk about it in German in at least 12 sentences. They may not merely present a list of items, e.g. enumerating family members and giving their names and ages, but they could describe one family member in more detail (age, looks, character, hobbies, interests, job, etc.) using language skills (vocabulary, sentence structure, grammar rules) they acquired in class. Students will use props of their choice to help illustrate their presentation. To ascertain that their classmates understood them, they will ask them at least 6 comprehension questions after their presentation as well as answer their classmates' questions. Student presenters must speak freely and interact with their classmates using their functional language ability as best as they can. Other potential topics may include but are not limited to: describing a hobby, relating a story, sharing a recipe etc. Students will be evaluated according to the following rubric (on next page):

Category	5	4	3	2	1	Points
Oral production	Speaks clearly and distinctly all the time (100-90%) and mispronounces no words.	Speaks clearly and distinctly almost all the time (89-80%,) but mispronounces a few words. (1-3)	Speaks clearly and distinctly most of the time (79-70%), but mispronounces a number of words. (4-6)	Speaks clearly and distinctly for more than half the time (69-60%), and mispronounces many words. (7-10)	Can be understood for less than 60% of the time, and mispronounces too many words. (11+)	
Use of complete sentences	Always speaks in complete sentences (100-95% of the time).	Mostly speaks in complete sentences (94-80% of the time).	Speaks in complete sentences for more than half the time (79-65%).	Speaks in complete sentences about half the time (64-50%).	Speaks in complete sentences less than 50% of the time.	
Grammatical accuracy	Student speaks with enough grammatical accuracy to bring all points across.	Student speaks with enough grammatical accuracy to bring most points across.	Student's grammatical accuracy is inconsistent and causes occasional confusion.	Student's grammatical accuracy is lacking and causes major points to be lost.	Student's grammatical accuracy is poor; very little content is communicated.	
Preparedness	Student is completely prepared and has obviously rehearsed.	Student is well prepared but may have needed a few more rehearsals.	Student is somewhat prepared, but rehearsal was clearly lacking.	Student is underprepared, and rehearsal was clearly lacking.	Student does not seem at all prepared to present.	
Content	Content fits the assignment perfectly.	Content fits the assignment. Student rarely goes off topic.	Content fits the assignment, but student occasionally goes off topic.	Content fits assignment somewhat, but student goes off topic frequently.	Content does not fit assignment.	
Interaction with classmates	Student asks required number of questions of classmates (6+) and answers all their questions in return.	Student asks fewer than the required number of questions (4-5) and answers most of the classmates' questions.	Student asks much fewer questions (2-3) than required and answers some of the classmates' questions.	Student asks only one or irrelevant questions, and answers very few of the classmates' questions.	Student asks no questions and responds inadequately or not at all to classmates' questions.	
Oral performance	Student speaks freely and fluently.	Student speaks freely but with occasional hesitation.	Student speaks freely but with frequent pauses.	Student does not speak freely but consults notes frequently.	Student reads prepared notes.	
Overall presentation	Presentation exceeds expectations.	Presentation fulfills all expectations.	Presentation meets most expectations.	Presentation does not meet expectations.	Presentation is well below expectations.	

TOTAL: ___/40 Points

Grading:
33-40 points = A
25-32 points = B
17-24 points = C
10-16 points = D
9 and below = F

Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.*

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

In order to assure basic course equivalency, all sections of GRMN 102 utilize the same syllabus of record, textbook, workbook, and grading scale. Instructors also meet throughout the term to discuss course issues.

2. *Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.** The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities*

GRMN 102 does not lend itself to detailed discussion of gender and ethnic issues. However, diversity is acknowledged in the textbook and workbook: men and women, and people of various racial and ethnic backgrounds are featured in photographs, cultural selections, and texts. Additionally, course content will be supplemented by the instructor(s) with materials focusing on the influence of women and minority groups in the German-speaking world where appropriate.

3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.***

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, environmental politics, holidays, current events) and discussing their findings in class or using them in a creative activity (i.e. debate the benefits of recycling, compare the American and German attitudes toward immigrants on a basic level).
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication

activity. For example: information on designers Jil Sander or Hugo Boss for a discussion on fashion; or biographical information on Franz Kafka prior to reading one of his short stories; or biographical information on singers Nena and Xavier Naidoo prior to a discussion on their family or their music; or information on basketball player Dirk Nowitzki or actress Diane Kruger for discussions of their lives.

4. *If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?*

This is the second course in the Elementary German sequence. It is intended for a general audience. German is not currently offered as a major. It is expected that most language minors will begin study in a higher level language course. GRMN 102 does not count towards the German minor requirement. A student declaring a minor at this level would be expected to continue language study in more advanced courses in order to develop a level of functional language ability appropriate for traveling abroad and functioning in various “survival” situations. GRMN 102 introduces the students to basic language functions and limited cultural information. It does not require students to reflect on the nature of language study or to analyze complex grammatical structure.

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

 X Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

 X Course syllabus in UWUCC format

 N/A UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

 X Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

 X Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.