

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: GRMN 201 Intermediate German

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

- This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	2-21-13
Department Chairperson(s)	<i>Sean M. Arnold</i>	2-22-13
College Curriculum Committee Chair	<i>[Signature]</i>	3.6.13
College Dean	<i>A. [Signature]</i>	3/6/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	4/25/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S Sedquist</i>	5/7/13

Received

APR 25 2013

Liberal Studies

Received

MAR 11 2013

Liberal Studies

Part II. Description of the Curriculum Change

Item 1. NEW SYLLABUS OF RECORD

I. Catalog Description

GRMN 201 Intermediate German

4c-01-4cr

Prerequisite: GRMN 102 or equivalent

A continuation of GRMN 102. 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 an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and 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 201 when credit has already been received for a higher-numbered GRMN course.

II. Course Outcomes

Outcomes 1-5:

At the completion of German 201, 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 in any of the three modes (Interpersonal, Interpretive, and Presentational) in the following ways:
 - a. give an extended description of self and others in present, future, and past time frames;
 - b. give instructions using formal and familiar commands with appropriate social register;
 - c. list and describe events in present, future, and past time frames;
 - d. ask questions to negotiate meaning and elicit additional information;
 - e. negotiate survival situations with simple complications (e.g., reporting lost luggage, travel problems, looking for a job);
 - f. discuss and ask questions about topics such as transportation and travel, work and jobs, celebrations and parties, and other life events;
4. communicate effectively in written form through paragraphs about events that occurred in the past;

Outcomes 1-4: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-4 (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 5:

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 5: 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 6:

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

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

Rationale for Outcome 6: 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. 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 and 102:

- Present tense of verbs (weak, irregular weak, modal, strong, separable and inseparable prefix verbs)
- Imperatives
- Basic word order and word order with elements of time and place
- Future Tense
- Definite and indefinite articles
- Personal pronouns
- Nominative, accusative, dative, and genitive case
- Two-way prepositions
- Negation with *kein* and *nicht*
- Independent and dependent clauses and coordinating and subordinating conjunctions
- Simple past tense of *haben* (to have) and *sein* (to be)
- Present perfect tense
- Two-way prepositions
- Verb and preposition combinations
- Adjectives

Unit 2: Focus on health and daily routines (10 hours)

A. Grammar points:

- Reflexive constructions
- Definite articles with parts of the body and articles of clothing
- Infinitives with *zu*
- The construction *um . . . zu* + infinitive
- Comparison of adjectives and adverbs

B. Communicative activities:

- Inquiring about someone's health
- Talking about illnesses and injuries
- Expressing wishes
- Describing one's daily routine
- Talking about household chores

- Making comparisons and stating preferences
- Discussing personal information
- Expressing sympathy

C. Cultural content:

- Focus on Switzerland (languages, government, history)

Unit 3: Talking about cultural events (10 hours)

A. Grammar points:

- Simple past tense
- Past perfect tense
- Use of conjunctions *als*, *wenn*, and *wann*

B. Communicative activities:

- Discussing cultural events
- Making and responding to an invitation
- Asking about cultural interests
- Talking about past events
- Expressing surprise

C. Cultural content:

- The two German states
- Reunification
- The German government
- Focus on a city

Unit 4: Presenting oneself for an appointment (10 hours)

A. Grammar points:

- Subjunctive vs. indicative
- The *würde*-construction
- Present-time subjunctive
- Past-time subjunctive

B. Communicative activities:

- Presenting oneself for an appointment
- Describing one's job qualifications
- Talking about future goals and plans
- Inquiring about and expressing wishes; making hypothetical statements

C. Cultural content:

- Social legislation in Germany
- German economy
- The European Union
- The apprenticeship system in Germany

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

A. Grammar points:

- Relative clauses
- Relative pronouns
- Passive voice
- Summary of uses of *werden*

B. Communicative activities:

- Talking about cultural events and future plans
- Making suggestions
- Discussing who invented, wrote, or discovered something
- Discussing foreigners in Germany

C. Cultural content:

- Other nationalities in Germany
- German citizenship

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 (short newspaper articles, children's stories, fairy tales, online news documents, 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) and comparing it to information learned in class
- 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 Interaction	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 interaction will assess their verbal and aural skills.

V. Grading Scale

90-100% = A 80-89% = B 70-79% = C 60-69% = D 59% 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. *Standards for Foreign Language Learning: Preparing for the 21st Century*, 2011.

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

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, 2011.

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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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.

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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 201 is currently not a Liberal Studies Elective. It was approved in Senate in May 2012 to replace GRMN 252, which was an approved Liberal Studies Elective course. GRMN 201 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.

OLD SYLLABUS OF RECORD

I. Catalog Description

GRMN 201 Intermediate German

4c-01-4cr

Prerequisite: GRMN 102 or equivalent

A continuation of GRMN 102. 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 an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and 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 201 when credit has already been received for a higher-numbered GRMN course.

II. Course Outcomes

Students will be able to

- 1) demonstrate comprehension of texts on familiar and unfamiliar topics;
- 2) respond appropriately to typical or everyday situations in a context-rich environment;
- 3) talk and write in connected series of sentences on familiar topics in present, past, and future time frames;
- 4) ask for and give information on a range of familiar topics;
- 5) appropriately use and respond to commands and statements
- 6) identify and describe elements of cultures in German-speaking regions;
- 7) 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 and 102:
 - Present tense of verbs (weak, irregular weak, modal, strong, separable and inseparable prefix verbs)
 - Imperatives
 - Basic word order and word order with elements of time and place
 - Future Tense
 - Definite and indefinite articles
 - Personal pronouns
 - Nominative, accusative, dative, and genitive case
 - Two-way prepositions
 - Negation with *kein* and *nicht*
 - Independent and dependent clauses and coordinating and subordinating conjunctions
 - Simple past tense of *haben* (to have) and *sein* (to be)
 - Present perfect tense

- Two-way prepositions
- Verb and preposition combinations
- Adjectives

Unit 2: Focus on health and daily routines (10 hours)

1. Grammar points:

- Reflexive constructions
- Definite articles with parts of the body and articles of clothing
- Infinitives with *zu*
- The construction *um . . . zu* + infinitive
- Comparison of adjectives and adverbs

2. Communicative activities:

- Inquiring about someone's health
- Talking about illnesses and injuries
- Expressing wishes
- Describing one's daily routine
- Talking about household chores
- Making comparisons and stating preferences
- Discussing personal information
- Expressing sympathy

3. Cultural content:

- Focus on Switzerland (languages, government, history)

Unit 3: Talking about cultural events (10 hours)

1. Grammar points:

- Simple past tense
- Past perfect tense
- Use of conjunctions *als*, *wenn*, and *wann*

2. Communicative activities:

- Discussing cultural events
- Making and responding to an invitation
- Asking about cultural interests
- Talking about past events
- Expressing surprise

3. Cultural content:

- The two German states
- Reunification
- The German government
- Focus on a city

Unit 4: Presenting oneself for an appointment (10 hours)

1. Grammar points:

- Subjunctive vs. indicative
- The *würde*-construction
- Present-time subjunctive
- Past-time subjunctive

2. Communicative activities:

- Presenting oneself for an appointment
- Describing one's job qualifications
- Talking about future goals and plans
- Inquiring about and expressing wishes; making hypothetical statements

3. Cultural content:

- Social legislation in Germany
- German economy
- The European Union
- The apprenticeship system in Germany

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

1. Grammar points:

- Relative clauses
- Relative pronouns
- Passive voice
- Summary of uses of *werden*

2. Communicative activities:

- Talking about cultural events and future plans
- Making suggestions
- Discussing who invented, wrote, or discovered something
- Discussing foreigners in Germany

3. Cultural content:

- Other nationalities in Germany
- German citizenship

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 (short newspaper articles, children's stories, fairy tales, online news documents, 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) and comparing it to information learned in class
- 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 amount 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.

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.

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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, 2011.

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Sample Assignment

Oral Interaction: *Role Play Dialog* [This assignment is worth 10% of the course grade]

During the term, students will have learned about and practiced linguistically and culturally appropriate dialogs revolving around survival situations with simple complications they may encounter when traveling or living abroad. Towards the end of the term, students will be randomly paired and presented with five situation cards. The actual situations are not revealed ahead of time but will reflect what has been practiced in class. The students select a card, and then engage with each other in the role play described on the card. The ensuing dialog will give students the opportunity to demonstrate the extent to which they have met the course's stated objectives. Instructors may do this activity in or out of class, depending on how they fit these dialogs into their class schedule.

Students will be evaluated according to the following rubric (on the next page):

Category	5	4	3	2	1	Points
Task completion	Completes all required tasks and provides the details essential to the situation.	Completes majority of the required tasks and provides some details essential to the situation.	Completes more than half of the required tasks and provides some details essential to the situation.	Completes less than half of the required tasks and provides few essential details.	Completes less than half of the required tasks and provides no essential details.	
Interpersonal Communicative Strategies	Participates actively in conversation. Clarifies meaning by restating and adding details. Asks for clarification as needed and responds appropriately.	Participates actively in conversation. May clarify by restating and adding details. May ask for clarification. Responds appropriately, although with some hesitation.	Participates but may avoid attempts at clarification. Hesitates and may not respond appropriately and/or hesitation interrupts flow of conversation.	Participates mainly by responding. Avoids attempts at clarification. Frequent interruption of flow of conversation.	Participates by responding only. No attempts at clarification are made. Linguistic breakdown may occur.	
Vocabulary	Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of words.	Uses appropriate variety and range of vocabulary for the context or in order to complete the task.	Uses a limited range of vocabulary and lacks variety in order to complete the task.	Vocabulary range and/or variety is very limited and/or not appropriate for the completion of the task.	Vocabulary is inadequate for completion of the task.	
Grammar	No patterns of errors* in structures targeted in the course. A few minor errors do not affect comprehensibility of the message (at least 90% accuracy overall).	One or two patterns of errors* in structures targeted in the course. Some minor errors may affect comprehensibility of the message (at least 75% accuracy overall).	Several patterns of errors* in structures targeted in the course. More than half of message is still comprehensible (at least 60% accuracy overall).	Major patterns of errors* in structures targeted in the course. These errors compromise the comprehensibility of the message (at least 50% accuracy overall).	Patterns of errors* in structures targeted in the course severely compromise comprehensibility of the message (less than 50% accuracy overall).	
Comprehensibility	All responses are understood. There are no major pronunciation errors or examples of English interference.	Majority of responses is understood. Pronunciation errors and/or examples of English interference are few and do not affect comprehensibility of most of the message.	Several patterns of pronunciation errors and/or English interference may make the message difficult to understand.	Many patterns of pronunciation errors and/or English interference may make the message difficult to understand, even with repetition.	Patterns of pronunciation errors and English interference make the message almost impossible to understand, even with frequent repetition.	

*Patterns of errors refer to multiple occurrences of the same type of mistake in various tasks (e.g., verb tense, verb forms, gender of nouns).

Grading: 22-25 points = A 18-21 points = B 14-17 points = C 10-13 points = D 9 and below = F

TOTAL: ___/25 Points

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 201 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 201 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 particular author or a work of non-fiction; 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 only intermediate level German course. 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 201 does count towards the German minor requirement, but 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 201 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 structures.

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.