

LSC Use Only Proposal No:
LSC Action-Date: AP-2/20/14

JAN 24 2014
UWUCC Use Only Proposal No: 13-1326
UWUCC Action-Date: App-4/22/14 Senate Action Date: App-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Heide Withhöft and Marveta Ryan-Sams	Email Address: heide@iup.edu, mmryan@iup.edu
Proposing Department/Unit Department of Foreign Languages	Phone: Withhöft (office) 7-2320, Ryan-Sams (Dept. office) 7-2325

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 220 Intermediate German Conversation**

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>	11-5-13
Department Chairperson(s)	<i>Heide Withhöft</i>	11-5-13
College Curriculum Committee Chair	<i>Michelle R. Popzri</i>	1-29-14
College Dean	<i>D. Ann</i>	4/29/14
Director of Liberal Studies (as needed)	<i>W. N. P...</i>	4/18/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/22/14

Received

Received

APR 18 2014

FEB 3 2014

Liberal Studies

Liberal Studies

NEW SYLLABUS OF RECORD

I. Catalog Description

GRMN 220 Intermediate German Conversation

(3c-01-3cr)

Prerequisites: GRMN 201 or equivalent, or instructor permission.

Intensive work on oral communication skills with specific emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Required for all minors.

II. Course Outcomes

After completing this course, students will be able to:

1. initiate and close conversations in formal and informal contexts;
2. converse spontaneously with others in familiar contexts, using appropriate discourse strategies for self-expression and negotiation of meaning (interpersonal speaking);
3. speak using complex sentences and short paragraphs;
4. speak with pronunciation that is comprehensible to the instructor, classmates, and native speakers accustomed to interacting with second language learners;
5. communicate in the interpersonal and presentational modes in the following ways:
 - a. use vocabulary and expressions appropriate to the topics being discussed;
 - b. narrate and describe in present, past, and future time frames;
 - c. express wishes, advice, complaints, commands, and reactions;
 - d. express and support an opinion on topics and themes being explored;
6. identify main ideas and some specific details of authentic texts (e.g., printed materials like newspapers and magazines as well as audio-visual media like recorded conversations, video programs, news broadcasts, talk shows, movies, online resources) and use these texts as the basis for conversation (interpretive reading, listening and viewing);
7. recognize the relationships among cultural practices, products, and perspectives of the German-speaking world on topics such as forms of address, personal relationships, manners and etiquette in various formal and informal situations, travel, health and medical care, etc.

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

Rationale for Outcome 6: As *Informed Learners*, students acquire knowledge by interpreting authentic texts. As *Empowered Learners* in a conversation 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 will access, evaluate, interpret, and use information from a variety of sources. Class and online activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 7: Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 7: 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(s) studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others by way of discussion and/or oral presentation (*Responsible Learners*).

III. Course Outline

The course will focus on acquiring, expanding, and applying conversational competence for a variety of culturally specific situations. The content will include review, expansion, and practice of previously acquired grammatical structures, depending on the needs of students. Review and practice of these items will be integrated into the instructional units as the instructor sees fit.

A. Introduction to Course:	1 hour
Syllabus	
Policies	
Information on content of the course	
B. Introduction to Conversational Strategies	2 hours
Nonverbal communication (cultural differences)	
Getting your foot in the door, responding to other speakers, keeping the floor	
Cultural differences in forms of address (<i>du, ihr, Sie</i>)	
C. Initiating and Closing Conversations	3 hours
Introductions, opening and closing conversations	
Describing and discussing people, places, and things that are important in one's life	
Describing and discussing cultural differences regarding the idea of friendship	
Describing and discussing cultural differences in family relationships	
Interpretive listening and/or viewing	

Discussing current events or issues	
D. Initiating and Building Topics	6 hours
Managing a conversation	
Describing and discussing academic schedules, university life, study abroad	
Describing and discussing cultural differences in academic settings	
Describing and discussing extra-curricular activities	
Expressing opinions	
Interpretive listening and/or viewing	
Discussing current events or issues	
E. Description and Circumlocution	6 hours
Describing in detail people, places, and objects	
Describing familiar and unfamiliar people, places, and objects by circumlocuting	
Describing an extraordinary image, situation, or event	
Interpretive listening and/or viewing	
Discussing current events or issues	
Midterm Exam	1 hour
F. Expressing opinions, preferences, and wishes	7 hours
Expressing opinions on issues related to various cultural customs, habits, traditions (e.g., dining etiquette, appropriate topics of conversations at sit-down dinners and business lunches, birthday and anniversary parties, weddings, etc.)	
Expressing preferences about topics such as dietary needs, medical treatment, and scheduling of events	
Expressing wishes related to future plans, hopes, and aspirations	
Interpretive listening and/or viewing	
Discussing current events or issues	
G. Giving and Receiving Advice	8 hours
Describing problematic situations and giving advice on how to handle them (e.g. medical conditions, job related issues, personal problems, etc.)	
Requesting advice and responding to advice received	
Making recommendations about such things as menus, products, transportation, and travel options	
Interpretive listening and/or viewing	
Discussing current events or issues	
H. Recounting Events, Telling Stories	8 hours
Recounting current/historical/cultural events in the past	
Telling stories in the past (accounts of fictional or non-fictional events on a variety of topics)	
Commenting on stories/accounts being heard in conversation (e.g., showing interest, asking for clarification, requesting additional detail, expressing and supporting an opinion)	
Interpretive listening and/or viewing	

Discussing current events or issues

Final Exam (includes interpretive listening and/or viewing)

2 hours

Final Oral Interaction: Students will meet individually with the instructor outside of class time during the final week of classes. This final is an assessment of interactive, interpersonal oral communication.

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	25%
Homework	10%
Quizzes	20%
Midterm Exam	10%
Final Exam	20%
Final Oral Interaction	15%

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 and Supplemental Readings:

Required textbook: Flippo, Hyde. *When in Germany, Do as the Germans Do*. New York: McGraw-Hill, 2002.

This is the text currently chosen for this class. 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 readings and materials (selected by the instructor): song lyrics, poems, newspaper and magazine articles, video-clips, and movies.

VIII. Special Resource Requirements

Students need to have access to the Internet for selected readings and viewings of videos.

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 A. "Using the Concept of Perspective to Integrate Cultural, Communicative, and Form-Focused Language Instruction." *Foreign Language Annals* 44.3 (2011): 525-43.

Byram, Katra A., and Claire Kramersch. "Why is it so Difficult to Teach Language as Culture?" *German Quarterly* 81.1 (2008): 20-34.

Chavez, Monika. "Students and Teachers Assessments of the Need for Accuracy in the Oral Production of German as a Foreign Language." *Modern Language Journal* 91.4 (2007): 537-63.

Cochran, Jeff L., R. Steve McCallum, and Sherry Mae Bell. "Three A's: How Do Attributions, Attitudes, and Aptitude Contribute to Foreign Language Learning?" *Foreign Language Annals* 43.4 (2010): 566-82.

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.

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.

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.

Overland, Paul. "Can Communicative Principles Enhance Classical Language Instruction?" *Foreign Language Annals* 44.3 (2011): 583-98.

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.

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

Appendix A: Sample Final Oral Interaction

For the Final Oral Interaction, students will receive one of several situation cards related to the content covered in the course. Depending on instructor preference, the student may choose from among three cards or the instructor may decide on the topic for discussion. The student will read the situation card and get a moment to think about his/her response. Based on the initial response, the instructor will prompt the student to elaborate, describe, explain, and hypothesize further by asking a variety of questions and/or assuming a position challenging the student's statements. The final oral performance is conceived as a dialog in which the student has the opportunity to apply the oral, cultural, and grammatical skills acquired over the course of this class.

Sample Situation:

You are invited to sit down dinner at the home of a German family. Describe the expectations of a guest attending this dinner as well as of the hosts. Explain a few differences between American and German customs pertaining to such a dinner, and state your preference regarding which cultural practices you prefer and why.

The student may mention that Germans will expect a timely arrival of the guest, that a small gift is expected as a token of appreciation, and that conversation at the dinner table should revolve around non-confrontational topics. The instructor may ask clarification questions regarding what may happen if the guest arrives late, what kinds of gifts would be appropriate, what conversational topics would be a good choice, and have the student elaborate. A cultural difference may be that Germans will sit down to dinner at the time specified in the invitation to their guests, so there is usually no socializing before a meal. The instructor could ask the student to elaborate on the role of punctuality in German culture (in private as well as professional settings). The student may respond that Germans in general prefer everything to happen based on a specified timeline and not deviate from it if it pertains to scheduled events. If the student then expresses a preference for a more casual approach to punctuality, the instructor may take the position that punctuality makes for a more efficient use of a person's time and energy. A dialog may ensue in which the student will try to convince the instructor of his/her position. The ensuing exchange would then produce more items for discussion which would be pursued at the discretion of the instructor until the student has demonstrated the breadth of his/her linguistic and communicative abilities.

The goal of the Final Oral Interaction is to elicit as much speech as possible from the student to allow him/her to engage in interpersonal speaking that requires a range of discourse strategies in order to successfully communicate in a variety of oral tasks and situations. The student will be able to use any or all of the linguistic strategies covered in this class, e.g., describing, explaining, paraphrasing, circumlocuting, etc. Final Oral Interaction will employ a holistic approach to measuring performance.

Appendix B: GRMN 220 Final Oral Interaction Rubric

Copyright Indiana University of Pennsylvania, Department of Foreign Languages

Name _____ Section _____ Date _____

Situation # _____	TARGET 4	ACCEPTABLE		UNACCEPTABLE
	(Exceeds Expectations)	3 STRONG	WEAK 2	1
Content of Message	Goes beyond the task and adds additional details that strengthen the message	Completes the task as given; content of response appropriate	Completes the main parts of the task, but misses some details; response may not be fully pertinent	Does not complete most of the task given and/or response not pertinent to task
Comprehensibility / Pronunciation	Response is totally understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners; mostly understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners, but there are a few patterns of pronunciation errors	Understood with occasional difficulty by those used to dealing with L2 learners
Fluency	Speaks spontaneously with great ease and natural pauses	Speaks somewhat spontaneously with a few pauses	Speaks somewhat spontaneously most of the time, but has lapses where fluency breaks down	Speaker is unable to sustain level of speaking in the target language; speech contains pauses and hesitations that interrupt the content of the message
Grammatical Accuracy	75% or more of message has a high degree of grammatical accuracy in structures targeted in tasks	Approx. half of message has a high degree of accuracy in structures targeted in tasks	Less than half of message is accurate in structures targeted in tasks	Grammar highly inaccurate so as to interfere with comprehensibility
Use of Communication Strategies	Actively maintains the conversation; uses a variety of expressions for making him/herself understood; attempts to negotiate meaning; listens and responds fully to what partner says	Uses expressions for making him/herself understood; asks for clarification when necessary; listens to most of what partner says and makes several responses to what partner says	Attempts to make him/herself understood; may ask for repetition; listens to some, but not all, of what partner says and makes at least one response to what partner says	Makes little attempt to clarify and make him/herself understood; mostly reactive; easily abandons the message; may not listen to partner and may not respond at all to what partner says

* Modeled upon the SPAN 220 and FRNC 220 Final Oral Interaction (Key Assessment) rubric

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed for German minors. The current offerings in the Undergraduate Catalog do not include an Intermediate German Conversation option. This course will provide students with the oral proficiency skills needed to successfully participate in 200 and 300 level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary to communicate at the Intermediate proficiency levels as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course will fill a void that has existed for many years. It is taught in German. This course is modeled after SPAN 220 and FRNC 220 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in the content of existing courses or requirements for a program. No catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No, this course has not been offered before.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No, this is not a dual-level course.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Yes, the following institutions offer this or similar courses:

East Stroudsburg University: FLGR 253 Listening/Speaking German

<http://www4.esu.edu/academics/catalog/undergraduate/modern-languages.cfm#o6400>

Humboldt State University: GRMN 250 German Intermediate Conversation
<http://www.humboldt.edu/wlc/german/course-desc.html>

Rutgers University: German 211/212 German Conversation and Culture
<http://german.rutgers.edu/undergraduate/courses/master-course-list>

Shippensburg University: GER 203 Intermediate German Conversation
http://www.ship.edu/Academics/Programs/Undergraduate/Minors/German_Studies_Minor/

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The course outcomes for GRMN 220 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency and remain aligned with field-specific course content. They also reflect currently accepted best practices in the teaching of foreign languages. The outcomes are also aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) for Oral Communication in order for the course to be considered as a Liberal Studies Elective.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will not be taught by instructors from more than one department.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not duplicate or overlap with any courses taught in other departments at IUP.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

B4 Will seats in this course be made available to students in the School of Continuing Education?

This course will not be made available to students in the School of Continuing Education.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. No new faculty will be needed to teach this course. This course will replace one of several GRMN 481 courses that had been offered to German students between 2006 and 2013 to fulfill their minor requirements before new course proposals were developed and approved. This course will count as one preparation and three hours of equated workload.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Space: Current space allocations are adequate to teach this class.

Equipment: A smart classroom with a computer, a document camera, and a VCR/DVD player is required. All classrooms regularly assigned to German faculty already have this equipment.

Laboratory Supplies and other Consumable Goods: Neither are necessary for this class.

Library Materials: Library holdings are adequate for this course.

Travel Funds: N/A

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course are funded by a grant. Books, films, and other audio-visual materials required for this course are either available in the library or as free online resources.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered once a year. It is not restricted to seasonal semesters.

C5 How many sections of this course do you anticipate offering in any single semester?

One section will be offered in any single semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

25 students can be accommodated in this class which requires extensive use of the target language during every class session. The majority of classes offered by the Department of Foreign Languages limit enrollment to 25 students.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

The following professional societies for foreign language teachers recommend enrollment limits of 15-20 students for courses taught in the target language:

The Association of Departments of Foreign Languages (ADFL) recommends the following:

ADFL Guidelines and Policy Statements

ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.

Taken from: http://www.adfl.org/resources/resources_guidelines.htm#class

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the following:

ACTFL Board Approved Position Statements (Updated 2010)

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Taken from: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#maxclass>

Considering the current budgetary constraints at IUP and in order to see the German program prosper, the German faculty of the Department of Foreign Languages would be satisfied to limit enrollment to 25 students in GRMN 220, as it is in SPAN 220.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not intended to be offered as a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

N/A

Justification for this new course being a Liberal Studies Elective

This course is being proposed to meet the criteria for the new Liberal Studies Elective category of *Oral Communication*; this course is analogous to SPAN 220 Intermediate Spanish Conversation, which was approved for this LS category in fall 2013.

Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to reach potential minors.

The course outcomes for German 220 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the course outcomes remain aligned with this field-specific course content.

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 220 will utilize the same syllabus of record, textbook, and grading scale. Instructors will also meet throughout the term to discuss course issues. Additionally, German faculty will use similar role play scenarios/situations and the same scoring rubric for the Final Oral Performance.

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 220 offers various opportunities to discuss gender and ethnic issues, and diversity will be acknowledged by integrating relevant topics (e.g., salary difference in the pay of men and women; integration of the Turkish minority into German society; the role of Afro-Germans in Modern Germany, etc.) into class units at the discretion of the instructor. Men and women, as well as people of various racial and ethnic backgrounds will be featured in photographs, cultural selections, texts, videos, and internet-based assignments. Additionally, course content will be supplemented by the instructor with materials focusing on the influence of women and minority groups in the German-speaking world where appropriate, e.g., films featuring actress Franka Potente, political initiatives by Chancellor Angela Merkel, or movies by German-Turkish director Fatih Akin may be discussed in the current event sections of each unit.

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, since this is a conversation class that focuses on oral communication skills emphasizing spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation, a book-length reading assignment would not fit the specified learning outcomes. 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 options for non-textbook readings and

materials are listed in the syllabus of record as supplemental readings and materials. Some sample activities may include:

- Having students research an aspect of a particular topic (i.e., the role of friends and family, education, social events, nutrition, modes of transportation, holidays, current events in German culture) and discussing their findings in class or using them in a creative activity (i.e., debate the benefits of public transportation, compare American and German differences in dietary preferences, etc.).
- Asking students to locate and/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 restaurant menus for a discussion on food preferences in Germany and the United States; or biographical information on Franz Kafka prior to reading one of his short stories; or data regarding the percentage of foreigners living in Germany prior to a debate on the benefits or disadvantages of living in a multicultural environment.

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?*

GRMN 220 is not an introductory course. It is required for German minors, but any student with sufficient language background may take it.

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

 X 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.