

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-2016
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: Beginning German I

COMMON COURSE NUMBER: GER 1120

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 64 Lab:
Clinic: Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION *(750 characters, maximum)*: Fundamentals of speaking, listening-comprehension, reading and writing in German. Introduction to the German-speaking world, German language and culture. Classroom practice supported by on-line, and/or multi-media exercises, designed to develop student proficiency, confidence, and cultural literacy. Students are expected to further their skills in GER1121. Special fee charged.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2B and 8

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2 or 5

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

UNIT TITLES

1. High German pronunciation and stress: vowels, umlauts, diphthongs and consonants
2. Acquiring cultural literacy: useful daily expressions, greetings, introductions, instructions and commands in formal and informal address, according to social context
3. The German case system, useful numbers, adjectives and verbs
4. Expressing identity with *haben* and *sein* and adjectives related to who I am and what I do
5. European currencies: the Euro, numbers, and counting with money
6. The family, the person, stem-vowel changing verbs
7. Talents, obligations, intentions
8. School and university life, daily activities and customs
9. Describing physical and mental states with modals and question words
10. Vacation and spare time activities
11. Cultural readings

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	3.5, 5.1, 7.1, 8.2, 10.1, 11.2
2. Write clearly and coherently**	3.4, 4.2, 6.2, 7.3, 9.2
3. Demonstrate literacy as appropriate within a given discipline**	1.1 (b), 3.5(d), 4.2(d), 5.2 (e), 7.3 (c)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.3
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	8.2, 9.1, 10.1, 10.3
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	7.1, 8.1, 11.1
8. Speak and listen effectively.	2.1, 4.2, 6.1, 9.1

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	
3. Research Papers	
4. Group projects	
5. Discussions (In class and online)	3.1, 4.5, 5.1
6. Multiple Choice tests	
7. Presentations	11.1
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	2.2, 3.2, 7.5
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (short compositions)	9.4, 10.1, 11.2

Common Course Number: GER1120

I. UNITS

Unit 1 High German pronunciation and stress: vowels, umlauts, diphthongs and consonants

General Outcome:

- 1.0 The student should be able to enunciate and distinguish the sounds of the German language, compare them with English and evaluate their similarities and differences.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able:

- 1.1 Pronounce the German vowel sounds, umlauts, consonants and diphthongs. Students shall use the online lab program to accomplish tasks.
- 1.2 Compare and contrast German names, names of cities, and word combinations.
- 1.3 Formulate greetings, express basic civilities in German, according to their specific social context.

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Unit 2 Acquiring cultural literacy: useful daily expressions, greetings, introductions, instructions and commands in formal and informal address, according to social context

General Outcome:

- 1.0 Students should be able to apply in context formal and informal address, articulate greetings and introductions according to social context, and express leave taking in formal and informal exchanges.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

- 2.1 Formulate greetings, introductions, expressions of courtesy and farewell in German.
- 2.2 Distinguish between formal and familiar address in social interaction.
- 2.3 Interpret common basic instructions and commands in the target language.
- 2.4 Demonstrate an understanding of the cultural importance of handshakes and expressions of courtesy in social interaction.
- 2.5 Apply in context definite and indefinite articles and differentiate between masculine, feminine, neuter articles and gender in German.

Unit 3 The German case system, useful numbers, adjectives and verbs

General Outcome:

3.0 Students should master the present tense, use personal pronouns and adjectives in German.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

3.1 Apply in context common verbs in the present tense, orally and in writing.

3.2 Formulate affirmative and negative statements, involving adjectives and colors.

3.3 Use the personal pronouns in context, apply formal and informal address.

3.4 Demonstrate mastery of the German case system, orally and in writing.

3.5 Discuss the value and difficulties encountered when learning a foreign language in order to foster sensitivity and solidarity with other learners of a second language and culture.

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Unit 4 Expressing identity with *haben* and *sein* and adjectives related to who I am and what I do

General Outcome:

4.0 The student should be able to apply the present tense of *haben* and *sein* and demonstrate the ability to express likes and dislikes according to social context.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

4.1 Use definite and indefinite articles, including the negative *kein, keine*.

4.2 Inquire about, and tell time in German and demonstrate an understanding of the traditional emphasis on punctuality in German culture. Use the verbs *haben, sein*, to express culturally desirable characteristics such as *pünktlich, fleissig, zuverlässig, etc.*

4.3 Know and apply in context the accusative case.

4.4 Describe self and others in terms of fashion and appearance and the importance of appearance in German life.

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Unit 5. European currencies: the Euro, numbers, and counting with moneyGeneral Outcome:

5.0 The student should demonstrate an understanding of the Euro, other European currencies and counting money and currency conversion.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

- 5.1 Compare the Euro and other European currencies in light of Germany's dominant role within the European Union.
- 5.2 Practice simple daily tasks using numbers to solve mathematical problems, involving currency conversions, metric measurements, and shopping.

Unit 6 The family, the person, stem-vowel changing verbs

General Outcome:

6.0 The students should be able to describe their body, their habits, their family with appropriate German verbs, nouns, pronouns, and possessive adjectives.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

6.1 Compare and contrast family life in the U.S. and Germany.

6.2 Describe their body, using appropriate adjectives in the nominative and accusative case.

6.3 Know and apply in context stem-vowel changing verbs in the present tense: *fahren, schlafen, tragen, waschen, laufen, essen, sprechen, geben, treffen, vergessen, sehen, lassen, fernsehen, etc.*

Unit 7 Talents, obligations, intentions

General Outcome:

7.0 The students should be able to describe their talents, abilities, and future plans, as well as those of others.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

- 7.1 Articulate and describe things students are interested in, such as sports, visual and performing arts, music, etc., and compare prevalent American to German attitudes.
- 7.2 Articulate and inquire about what they or others intend to do on weekends or leisure time and compare cultural similarities and differences.
- 7.3 Express intentions and obligations at work or school. Assess the work ethic in the U.S. and German-speaking countries.

Unit 8 School and university life, daily activities and customs

General Outcome:

8.0 Students should be able to describe the German school system and university life, using compound nouns and adjectives.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

8.1 Describe what young people in Germany may be able to do at a particular age by law, custom and tradition, using appropriate modal verbs.

8.2 Discuss the German school system and compare and contrast with the American one, especially the status, respect, and obligations associated with being "*ein Student*".

Unit 9 Describing physical and mental states with modals and question words

General Outcome:

9.0 The student should be able to articulate, inquire about, and describe physical and mental states.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

- 9.1 Articulate and inquire about how they feel, formally or informally in German.
- 9.2 Formulate questions about what and why things are being done with question words *Was? Warum?*
- 9.3 Compare the use of personal pronouns in the nominative and accusative case in German and English.
- 9.4 Analyze how the value system in the US compares to the traditions and mores in German-speaking countries.

Unit 10 Vacation and spare time activities

General Outcome:

10.0 Students should be able to articulate and describe the importance of holidays, vacation and spare time activities in the German-speaking countries.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, students should be able to:

- 10.1 Describe what people do on vacation or during traditional holidays, such as *Fasching*, Easter, *Pfingsten*, harvest time, and Christmas.
- 10.2 Know and apply in context the days of the week and evaluate cultural differences in the concept of time and calendar. Discuss holidays and their importance in German cultural life. Compare Sunday closings in Germany and in the US.
- 10.3 Practice in context prepositions of time : *um*, *am*, *im* and use ordinal numbers to inquire about and state important dates in German cultural life.

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Unit 11 Cultural ReadingsGeneral outcome:

11.0 The student should demonstrate an appreciation of the German –speaking world and their cultures while furthering their speaking, listening-comprehension, vocabulary building and writing activities.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 11.1 Describe the German-speaking countries, their cultures, capitals, and inhabitants.
- 11.2 Explain Germany's position within the EU, the use of the Euro, and other European currencies.
- 11.3 Compare the central importance of the Arts in German cultural life, as opposed to American attitudes.
- 11.4 Discuss the seasons, inquire about the weather and climate in Celsius and Fahrenheit.
- 11.5 Evaluate the strong German heritage in certain parts of the US like Wisconsin, Minnesota, Pennsylvania, Ohio and Texas and how it has influenced the development in these areas.