



BROWARD COLLEGE COURSE OUTLINE

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 II

COMMON COURSE NUMBER: GER 1121

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 64 Lab:

Clinic: Other:

PREREQUISITE(S): A grade of C or better in GER 1120 or equivalent and/or instructor's approval.

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION *(750 characters, maximum):* Further development of speaking, listening-comprehension, reading and writing in German. Students become more acquainted with the German-speaking world, German language and culture. Classroom practice supported by on-line, laboratory and/or multi-media exercises, designed to develop student proficiency and confidence. Students are expected to further their skills in GER2220. 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. Describe daily routines using strong and weak verbs; introduction to past participles
2. Discuss your daily routine; evaluate cultural differences regarding birthdays, holidays and leisure time in the present and past tenses.
3. Evaluate and describe shopping habits; attitudes toward professions, jobs and workplaces in Germany
4. Discuss and contrast opening and closing times in businesses and stores; apprenticeships and vocational education in Germany; use of prepositions: two-way, accusative and dative, as well as dative verbs
5. Examine the living arrangements in Germany and how to look for an apartment
6. House and garden work
7. Discuss geography and public transportation in the German-speaking countries; use of relative clauses; comparative and superlative forms of adjectives and adverbs

*** 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**	2.5,3.3, 4.2, 7.3
2. Write clearly and coherently**	1.1, 2.5, 3.2, 4.5, 5.1, 6.1, 7.3
3. Demonstrate literacy as appropriate within a given discipline**	2.1 (d), 3.2 (d), 4.2 (d), 5.2 (d), 7.3 (d)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	4.2, 7.2
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.	
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	2.1, 3.2, 5.1, 7.3
8. Speak and listen effectively.	1.1, 2.5, 3.2, 3.4, 5.1, 6.1, 7.3

**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)	1.1, 2.5, 3.4, 5.1, 6.1, 7.3
6. Multiple Choice tests	
7. Presentations	2.5
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.2, 4.2, 4.6, 7.6
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	1.3, 2.5, 3.5, 5.3, 6.2
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

I. UNITS

Unit 1 Describe daily routines using strong and weak verbs; introduction to past participles

General Outcome:

- 1.0 The student should be able to understand and apply the past tense.

Specific Measurable Learning Outcomes:

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

- 1.1 Describe orally and in writing past events, vacations or experiences.
- 1.2 Use separable prefix verbs in the present and past tenses.
Peter hat Melanie angerufen.
- 1.3 Formulate questions and answers, apply in context the verbs *haben* and *sein*:
Wann hast du das Auto gewaschen?
Ich bin um 4 Uhr in der Früh ins Bett gegangen.

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Unit 2 Discuss your daily routine; evaluate cultural differences regarding birthdays, holidays and leisure time in the present and past tenses.

General Outcome:

2.0 Students should be able to ask and answer questions about birthdays and holidays, understand and discuss their daily routine and leisure time activities.

Specific Measurable Learning Outcomes:

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

- 2.1 Assess the significance of the most popular German holidays and customs surrounding them: *Fasching, Christkindlmarkt, Maibaum, Herbsdult* etc.
- 2.2 Apply the prepositions of time *um, am, im* correctly in discussions about birthdays and holidays.
- 2.3 Communicate times, dates and ordinal numbers and distinguish the implications in the daily lives of German speakers.
- 2.4 Distinguish between past participles with and without *ge-* in conversation
- 2.5 Describe hobbies and daily routines (past and present) in discussions with Germans.

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Unit 3 Evaluate and describe shopping habits; attitudes toward professions, jobs and workplaces in Germany

General Outcome:

3.0 Students should be able to assess cultural attitudes toward shopping, jobs, and their daily life at home.

Specific Measurable Learning Outcomes:

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

3.1 Express likes and dislikes.

3.2 Describe career plans; examine the differences between young Germans' aspirations and those of young Americans.

3.3 Evaluate and describe different professions and work environments in a cultural context.

3.4 Discuss shopping excursions including trips to the department store, post office, bank, gas station, etc. in the present and past tense.

3.5 Compare and describe daily chores and activities at home in the present and past tenses.

Common Course Number: GER1121

Unit 4 Discuss and contrast opening and closing times in businesses and stores; apprenticeships and vocational education in Germany; use of prepositions: two-way, accusative and dative, as well as dative verbs

General Outcome:

4.0 The student should master the use of direct and indirect objects.

Specific Measurable Learning Outcomes:

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

4.1 Recognize and differentiate between direct and indirect objects (accusative and dative case).

4.2 Examine the customs in German-speaking countries about gift-giving or doing things for people, using *bringen, schenken, kaufen, kochen, erklären, erzählen*, etc.

4.3 Question pronouns: *wer, wen, wem*

4.4 Apply the dative case to possessive adjectives:
Frau Schulz schreibt ihrer Tante eine Postkarte.

4.5 Know and correctly apply the dative pronouns and the dative prepositions of location.
Michael kauft Briefmarken auf der Post.

4.6 Use the verb *werden* “to become” in the context of professions or changing conditions.
Ich will Architektin werden. Es wird dunkel.

Unit 5 Examine the living arrangements in Germany and how to look for an apartment

General Outcome:

5.0 The students should be able to describe where they live, how to find a place to live in Germany and in the USA.

Specific Measurable Learning Outcomes:

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

5.1 Describe a typical room in a dorm or at home, including furniture and appliances, and compare this to the equivalent in a German-speaking country.

5.2 Make a phone call to a landlord and inquire housing in a German cultural context.

5.3 Evaluate a living arrangement and location, for example a rural or urban location, on a houseboat, in a German-speaking country, etc.

Unit 6 House and garden work

General Outcome:

6.0 The students should be able to describe all of the chores done around the house and garden. Since this kind of work is extremely important in German-speaking countries, students should be able to discuss these topics and demonstrate their cultural sensitivity.

Specific Measurable Learning Outcomes:

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

6.1 Articulate and describe activities, chores and work Germans perform in their homes.
Ernst bügelt sein Hemd und Andrea putzt ihre Schuhe.

6.2 Discuss and apply in context the German terminology for appliances in and around the home and garden.
Mit einem Rasenmäher mäht man den Rasen.

Unit 7 Discuss geography and public transportation in the German-speaking countries; use of relative clauses; comparative and superlative forms of adjectives and adverbs

General Outcome:

- 7.0 The student should be able to talk about travel, describe the geography of the German-speaking world and describe the means of transportation of the people who live there.

Specific Measurable Learning Outcomes:

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

- 7.1 Articulate and apply geographical terms and topography in German using relative clauses, comparative and superlative forms of adjectives and adverbs
- 7.2 Correctly articulate compass points such as north, south, etc. to locate places, inquire about directions and describe topography. Locate different rivers, major cities and *Bundesländer* on the map.
- 7.3 Describe all forms of public and private transportation; distinguish between sustainable and unsustainable transportation. *Warum ist Fahrrad fahren besser als Auto fahren?*
- 7.4 Discuss European traffic signs in the target language and how to obtain a driver's license in Germany.
- 7.5 Compare different means of transportation using the comparative form.
Der Bus ist umweltfreundlicher als das Auto.
- 7.6 Use superlatives such as: *Wie heißt das kleinste Land in Europa?*
Andorra ist am kleinsten.
- 7.7 Use relative clauses to give further information about a noun:
Der Fluss, der durch Wien fließt, heißt Donau.