

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

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

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** Intermediate German I

**COMMON COURSE NUMBER:** GER 2220

**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 1121 or equivalent and/or instructor's approval.

**COREQUISITE(S):** None

**PRE/COREQUISITE(S):** None

**COURSE DESCRIPTION** *(750 characters, maximum)*: Continued practice of speaking, listening-comprehension, reading and writing in German. Students acquire more in-depth knowledge about the German-speaking world, German language and culture. Classroom practice is supported by on-line, laboratory and/or multi-media exercises, designed to develop student proficiency and confidence. Students are expected to further their skills by studying abroad. 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. Food and eating, restaurants and shopping
2. Childhood and youth; growing up in the 21<sup>st</sup> century; adjectives: attributive adjective endings, nominative, accusative and dative case
3. Germanic fairy tales and the simple past tense in narration
4. Travel plans and vacation in German-speaking countries; conjunctions and word order
5. Giving and receiving directions; prepositions to talk about places; imperative
6. Pets and animals in Germany: the passive voice
7. Health and sickness; visiting the doctor; the German Healthcare System

\*\*\* 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.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.4, 3.1, 7.3
<b>2. Write clearly and coherently**</b>	2.4, 3.3, 7.2
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	1.1 (d), 1.3 (d), 2.3 (d), 3.1 (d), 4.3 (e), 5.2 (e), 7.3 (g)
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	5.2, 6.3, 7.2
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	1.1, 2.3, 7.4
<b>8. Speak and listen effectively.</b>	1.2, 2.1, 2.3, 4.2, 5.2, 6.3, 7.1

*\*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	1.3, 2.4, 3.3, 7.2
3. Research Papers	
4. Group projects	
5. Discussions (In class and online)	
6. Multiple Choice tests	
7. Presentations	
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	2.7, 2.8, 3.4, 4.7, 5.4
10. Take-home tests	
11. Summaries, critiques, and analyses	7.4
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	6.1, 7.3
17. Blogs, wikis, web pages	
18. Other (oral exam)	7.1

## **UNITS**

### **Unit 1 Food and eating, restaurants and shopping**

#### General Outcome:

- 1.0 The students should be able to talk about shopping for food, cooking, dining out and about the kinds of foods they prefer.

#### Specific Measurable Learning Outcomes:

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

- 1.1 Compare and contrast eating habits in German-speaking countries and the USA, including the different kinds of food and drink, shopping in grocery stores and supermarkets, and dining etiquette in German restaurants.
- 1.2 Express preferences for one type of food over another.
- 1.3 Discuss regional specialties from German-speaking countries.
- 1.4 Read and understand German menus; role-play inquiring about and ordering food in German restaurants.

**Common Course Number: GER2220**

**Unit 2      Childhood and youth; growing up in the 21<sup>st</sup> century**

General Outcome:

- 2.0 The students should be able to discuss memories and past events. They have the opportunity to talk about their childhood and take part in discussions about growing up in German-speaking countries.

Specific Measurable Learning Outcomes:

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

- 2.1 Recall their memories of growing up, using the present perfect and simple past tenses.
- 2.2 Compare chores and responsibilities they had as teenagers and the frequency of the recurring chores.
- 2.3 Discuss growing up in their home country vs. growing up in German-speaking countries.
- 2.4 Contrast life then to their life in the 21<sup>st</sup> century, orally and in writing.
- 2.5 Differentiate between predicate and attributive adjectives. Review of the predicate adjectives.
- 2.6 Use attributive adjectives in the nominative and accusative case.  
*Die alte Katze läuft immer ins neue Haus.*  
*Ich trinke nur französischen Cognac.*
- 2.7 Use attributive adjectives in the dative case.  
*Jutta geht mit ihrem neuen Freund spazieren.*
- 2.8 Use these adjectives with dative verbs such as *leihen, zeigen, schenken*, etc.

**Common Course Number: GER 2220**

**Unit 3 Germanic fairy tales and the simple past tense in narration**

General Outcome:

3.0 The student should be able to read simple fairy tales in German and demonstrate an understanding of the simple past tense.

Specific Measurable Learning Outcomes:

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

- 3.1 Read German fairy tales and discuss the cultural implications.
- 3.2 Recognize the narrative past tense forms in the fairy tales.
- 3.3 Narrate and write their own fairy tales in German.
- 3.4 Use the simple past tense of *werden* and the modals.

Common Course Number: GER2220

**Unit 4 Travel plans and vacation in German-speaking countries**

General Outcome:

4.0 The students should be able to get around in the German-speaking world by following directions and reading maps.

Specific Measurable Learning Outcomes:

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

4.1 Make travel plans, involving planes, trains and buses.

4.2 Inquire about and buy tickets for public transportation; BahnCard in Germany

4.3 Interpret maps and make reservations on trains and planes and in hotels.

4.4 Discuss, inquire about hotels, bed and breakfasts, youth hostels, using the polite forms of address.

4.5 Differentiate between the temporal conjunction *als*, *wenn*, *wann*.

4.6 Preface statements with the conjunction *als* when talking about childhood and memories, which alters the word order.

*Als ich 15 Jahre alt war, sind meine Eltern nach Texas gezogen*

4.7 Use the conjunction *wenn* for conditionals, repeated events, and the future.

*Wenn ich in Frankfurt ankomme, rufe ich dich an.*

4.8 Use *wann* as an adverb of time meaning *at what time*.

*Ich weiß nicht, wann der Zug kommt.*

**Unit 5 Giving and receiving directions; prepositions to talk about places; imperative**

General Outcome:

5.0 Students should be able to give directions to different places, as well as comprehend and follow directions given by others.

Specific Measurable Learning Outcomes:

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

5.1 Inquire about directions, the way to a destination.

*Können Sie mir sagen, wo der Bahnhof ist?*

5.2 Follow directions on a map or a brochure, give and understand expressions such as

*Gehen Sie gerade aus; Gehen Sie an der Kirche vorbei; Gehen Sie über die Brücke, etc.*

5.3 Identify popular spa areas and traditions in Germany, specifically in the Baltic regions *die deutschen Ostseebäder*

5.4 Use the dative prepositions to express arrival and departure from different countries

*aus, bei, mit, nach, von and zu.*

*Wir fliegen nach Deutschland. Wir kommen aus der Schweiz.*

5.5 Use prepositions for giving directions such as *entlang, gegenüber, von, vorbei, etc.*

*Fahren Sie den Fluß entlang.*

5.6 Use the imperative for all forms of the “you” in German: *du, Sie, ihr*

*Bringen Sie mir die Landkarte bitte!*

*Gib mir den Stadtplan!*

*Geht gerade aus und dann links um die Ecke ist das Restaurant!*

**Unit 6 Pets and animals in Germany: the passive voice**

General Outcome:

6.0 Students should be able to talk about animals and their pets, using the passive voice.

Specific Measurable Learning Outcomes:

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

- 6.1 Compare all aspects involving pets and animals in the U.S. to the Germans' attitude toward their pets.
- 6.2 Use the passive voice when talking about animals (*werden* + past participle).  
*Der Hund wird geimpft. Die Pferde werden gefüttert.*
- 6.3 Talk about illnesses and problems with their animals; taking their pets to the vet.

**Unit 7 Health and sickness; visiting the doctor; the German Healthcare System**

General Outcome:

7.0 Students should be able to discuss how to stay fit, and talk about illness, accidents, injury and health in general.

Specific Measurable Learning Outcomes:

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

7.1 Discuss all aspects of keeping fit and exercise.

7.2 Describe accidents and injuries, orally and in writing.

7.3 Talk and inquire about illnesses and remedies, including the traditional use of herbs and *Heilpflanzen* in Germany

7.4 Evaluate the German Healthcare System: model for the USA?