

# Curriculum Proposal Cover Sheet

Department of Foreign Languages  
Checklist

Wittthorn (office) 7-2320

Item	Yes	No	Comments
1. The proposed program is consistent with the University's mission and goals.			
2. The proposed program is consistent with the Department's mission and goals.			
3. The proposed program is consistent with the University's accreditation standards.			
4. The proposed program is consistent with the Department's accreditation standards.			
5. The proposed program is consistent with the University's financial resources.			
6. The proposed program is consistent with the Department's financial resources.			
7. The proposed program is consistent with the University's academic standards.			
8. The proposed program is consistent with the Department's academic standards.			
9. The proposed program is consistent with the University's student body.			
10. The proposed program is consistent with the Department's student body.			
11. The proposed program is consistent with the University's faculty resources.			
12. The proposed program is consistent with the Department's faculty resources.			
13. The proposed program is consistent with the University's facilities.			
14. The proposed program is consistent with the Department's facilities.			
15. The proposed program is consistent with the University's community relations.			
16. The proposed program is consistent with the Department's community relations.			
17. The proposed program is consistent with the University's diversity and inclusion.			
18. The proposed program is consistent with the Department's diversity and inclusion.			
19. The proposed program is consistent with the University's sustainability.			
20. The proposed program is consistent with the Department's sustainability.			

**Part II. Description of the Curriculum Change**

**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

- 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)

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

#### **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 on

- 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*, 9<sup>th</sup> 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**

**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 activities.

## 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

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.

Ryram, Katrina, and Claire Kramsch. "Why is it so Difficult to Teach Languages as Cultures?"

*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, DeSteno, McCall, Logan, M. D. H. 677, A. H. D. 4111

Attitudes, and Antitude Contribute to Foreign Language Learning?" *Foreign Language Annals* 43.4



Shrum, Judith L. and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 4<sup>th</sup> ed. Boston: Cengage Learning, 2010.

Snider, Daren. "Communicative and Non-Communicative Activities in First-Year College

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*

Vyatkina, Nina. "The Effectiveness of Written Corrective Feedback in Teaching Beginning German." *Foreign Language Annals* 43.4 (2010): 671-89.

- II. The original catalog descriptions for both GRMN 201 and GRMN 251 were very short (see below). The course description for the new GRMN 201 provides students and advisors with a much clearer content overview.

Current course descriptions:

**GRMN 251 German III 3c-01-3cr**

Continued training in basic skills, with the possible addition of the study of specific topics; consult the department for topics of interest.

**GRMN 201 Intermediate German var 6cr**

Complete levels III and IV sequence in one semester (6cr). Students develop language

**Course Analysis Questionnaire**  
**Section A: Details of the Course**

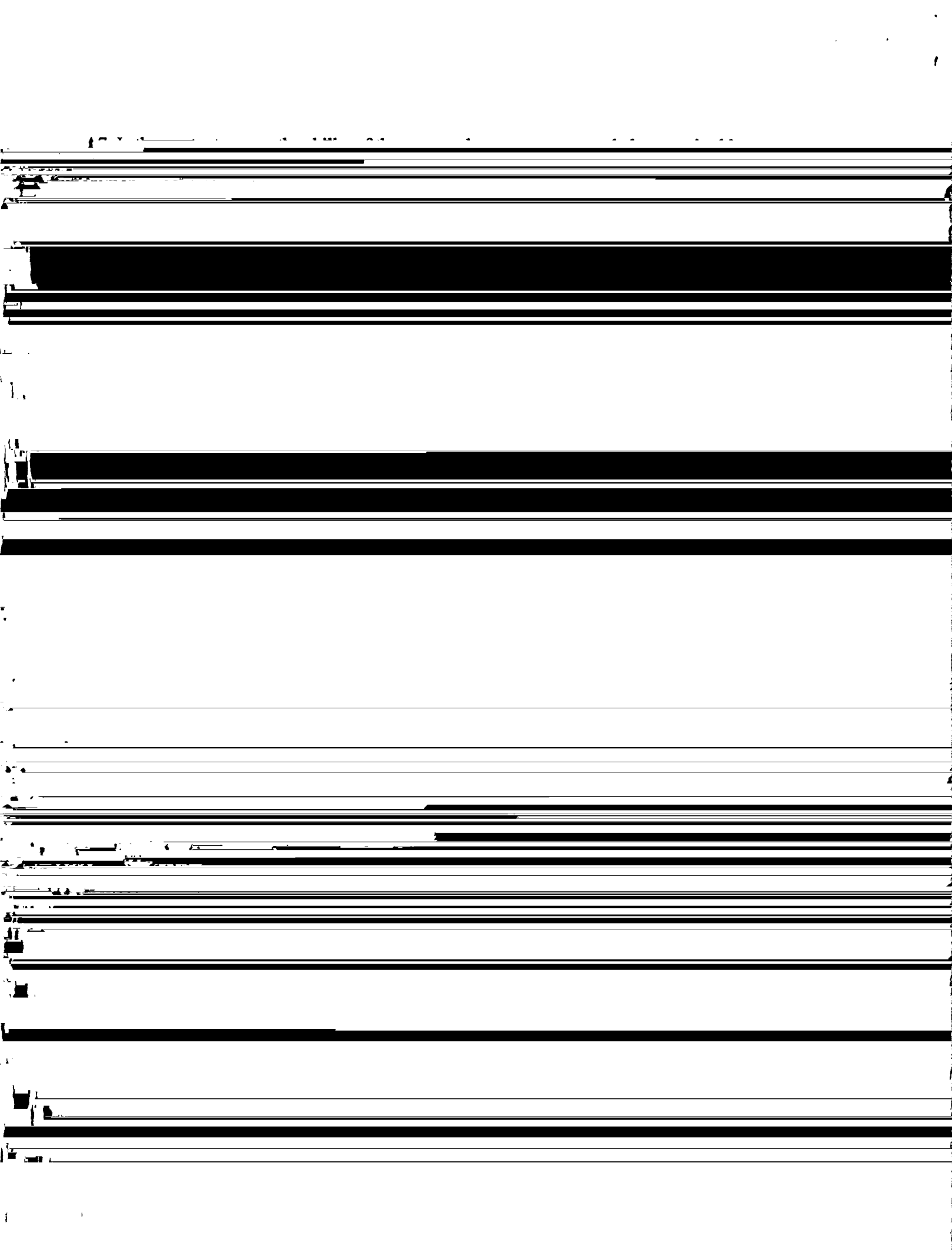
A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is part of the sequence to fulfill the departmental and/or college requirements for the major.

foreign language requirement.

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 require expansion of the content of the currently taught GRMN 251 course to



How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

How many... in a section of...

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

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