**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Elementary German I (GR 101)**

**Home Department: Modern Languages**

**Department Chair Name and Contact Information** (phone, email):

Tim Compton 906-227-1107 [tcompton@nmu.edu](mailto:tcompton@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

This course introduces students to the language and culture(s) of the German-speaking world. Students work on the four basic skills (reading, writing, listening and speaking) and expand their knowledge of a new culture through their newly acquired language skills.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

Language-learning forces students to reflect on their own language, enhances their understanding of how we communicate and encourages comparison between different methods of expressing ideas. Additionally, the past twenty years have seen a significant change in introductory language texts, which have dramatically expanded their inclusion of social, historical and cultural content as scholars’ understanding of the connection between language and culture has improved. This course, therefore, teaches a new language as a tool to understanding another culture and it includes material that requires comparison between differing cultures and traditions. Students must process and assess the target language at the simplest level (learning new vocabulary), at more advanced levels (using new grammatical structures, understanding idioms and expressions) and at more complex levels (understanding the cultural differences that the language reflects). Students learn the rules of word formation and sentence structure and then apply that information in new, communicative situations.

**C. Describe the target audience (level, student groups, etc.)**

This course does not have a prerequisite, so it is open to students at all stages of their studies. Traditionally students begin with the basic language courses early so they have time to progress through the more advanced levels, but this is not required.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

While this course is not required for the major or the minor it is a prerequisite for the more advanced language courses that do count towards the major and/or minor.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type and Frequency**: Short writing assignments (with revisions) and written chapter tests.  Students begin to work with linguistic registers (formal and informal address, for example) and learn to assess communicative situations and apply what they have learned appropriately as they express themselves in the target language.  **Overall Grading Weight**: writing assignments approximately 10-20%  chapter tests approximately 30-50%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type and Frequency**: Short writing assignments (with revisions), written chapter tests and/or an oral proficiency exam.  After learning new vocabulary, students must be able to integrate what they have learned into various contexts and apply their language skills to express themselves; the appropriate use of language requires critical thinking. Negotiating new vocabulary and grammar, and drawing on their knowledge to create new structures demonstrates a mastery of the materials taught and the ability to apply their understanding of the language in new situations.  **Overall Grading Weight**: writing assignments approximately 10-20%  chapter tests approximately 30-50%  oral exam approximately 10-20%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: Short writing assignments (with revisions) and written chapter tests.  The writing assignments and chapter tests require students to work with the rules and structures they have learned to evaluate new information (reading comprehension texts, for example) and integrate these with the principles they have learned.  **Overall Grading Weight**: writing assignments approximately 10-20%  chapter tests approximately 30-50%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level.  (Note: although formal assessment will take place through exams and writing assignments, students must perform critical thinking in every class period and in all assignments.) |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Task Type and Frequency**: Cultural information, including short readings on history, artists, musicians, writers, architecture, etc. are found in every chapter; almost daily.  Students learn about everything from holiday celebrations to the economy, from castles and ruins to popular sports figures and through these readings acquire an understanding of many of the issues important to members of target culture(s).  **Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are approximately 30-50% of the final grade and each test includes approximately 20-30% on the cultural information in the chapter.  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: Cultural information, including short readings on history, artists, musicians, writers, architecture, etc. are found in every chapter; almost daily.  The cultural information contained in each chapter is not provided in a vacuum. The school system in Europe, for example, is compared with that in the United States, and many other cultural notes are contrasted with US (and sometimes UK) perspectives. Additionally, the German-speaking world is neither homogenous nor does it consist of just one country, so students not only encounter ideas and traditions which vary from their own, but also the plurality found in the German-speaking world.  **Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information.  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: Cultural information, including short readings on history, artists, musicians, writers, architecture, etc. are found in every chapter; daily.  Similar to “awareness of multiple cultural perspectives,” students not only encounter the great variety of cultural diversity found in the German-speaking world, but are also encouraged to engage with those differences and compare value systems from different cultures. Additionally, although study abroad is not required, all basic languages programs encourage students to take advantage of opportunities to live abroad and therefore these cultural readings are often a point of departure for discussions about differing value systems which students may encounter should they take part in a study abroad program.  **Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information.  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: Cultural information, which also includes short readings on gender roles, maternity/paternity leaves, minority cultures in the German-speaking world, etc. is found in every chapter; frequently.  **Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information.  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect a mean of about 75%, which constitutes an average proficiency level. |

**German 101: Beginner German I**

Jon Sherman Section 1: MTWR 11:00-11:50am

Office: 165 Whitman MW Whitman 122; TR JXJ 3313

Office Hours: MTWR 12-1 Section 2: MTWR 1:00-1:50pm

E-mail: [jsherman@nmu.edu](mailto:jsherman@nmu.edu) Location: New Science 1209

# Required Materials

* ***Deutsch Na Klar!* 6th edition.**Di Donato, Clyde, Vansant. McGraw Hill, 2012.
* ***Deutsch Na Klar! Online Activities Manual***

Go to: <http://books.quia.com>

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| **Course:** | German 101 - 11:00 & 1:00 |
| **Code:** | ABMAC643 |
| **Book:** | Deutsch: Na klar! Online Workbook, 6th Edition |

**COURSE OUTCOMES**: Students will practice the four basic skills (listening, speaking, reading, and writing) essential to communicating in German. By the end of the course, students will have:

• a basic German vocabulary (as measured by quizzes, chapter tests, essays and the final exam)

• the ability to speak and write about themselves and their families (as measured by quizzes, chapter tests, essays and the final exam)

• the ability to conjugate and use verbs in the present tense (as measured by quizzes, chapter tests, essays and the final exam)

• the vocabulary to discuss clothes, food, colors, their rooms, etc. (as measured by quizzes, chapter tests, essays and the final exam)

• learned cultural information about German-speaking countries (as measured by quizzes, chapter tests, essays and the final exam)

# Policies

* **Bring:** textbook/packet to *every* class session.
* **Homework**: we will discuss the online workbook the first week of class. The online assignments listed on the syllabus are to be completed before class on the day they are due.
* **Attendance**: will be taken daily. Because this is a *language* course, there can be no substitute or make-up for the oral/aural interaction that takes place in a class session. Aim to be present at all class sessions. Should you **need** to miss a class, note that you are permitted **four** absences. If you need to use any of these, do so ***wisely****:* each subsequent absence beyond these four will lower your final grade by **two points**. If you know you must miss an upcoming class, inform me *in advance.* Repeated tardiness will be counted as an absence.
* **Laptop:** must remain **closed** unless you are requested to bring it to class for a particular activity or assignment.
* **Cell phone**: It is annoying and disruptive when a cell phone rings in the classroom, so please turn off or silence your phones during class. Using your cell phone for any reason during class (texting, playing games, checking facebook, etc.) means you are not paying attention and **will be counted as an absence**.
* **Academic integrity:** All work turned in for this class should (obviously!) be your own. You may use dictionaries (including online dictionaries), but you may not use online translators for homework or essays. As this work is completely your own, it goes without saying that when writing an essay, you may not have language lab tutors, German friends or your aunt who took German in High School look over your work. Google translate is “right out.”

**Weekly *Stammtisch* (German Conversation Table)** Participation in the *Stammtisch* is designed for students and community members at all levels of German knowledge and ability, **including beginners**. Plan to attend; \*\*\*extra credit\*\*\* accorded!

**Tutoring:** Hours are being arranged in the language lab (**LRC**) when an advanced student of German will be available and eager to assist; days and hours to be announced and e-mailed.

# FINAL EVALUATION

Participation 10%

HW 10%

Quizzes 10%

Essays 10%

Chapter tests 50%

Final exam (oral) 10%

# DISABILITY SERVICES

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**German 101: Beginner German I**

**Weekly Schedule**

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| Mon. 8/25 | Introduction |  |
| Tues. 8/26 | Introduction |  |
| Wed. 8/27 | Introduction: **Please bring laptop** | WE 6, WE 8, LE-A1&A2 |
| Thurs. 8/28 | DNK p. 2-3 | Personal information (G&E) |

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| Mon. 9/1 | **No class: Labor day** |  |
| Tues. 9/2 | DNK p. 4-5 | WE 2, WE 3 |
| Wed. 9/3 | DNK p. 6-8 | WE 11, LE 2 |
| Thurs. 9/4 | DNK p. 9-13 | WE 1, LE 9, LE 10 |

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| Mon. 9/8 | LE 1, LE 3-8, LE 11, LE 14, WE 7, WE 9 | **Laptop** |
| Tues. 9/9 | DNK p. 14-17 | WE 13, LE 12 |
| Wed. 9/10 | Review | WE 5, WE 10, WE 14 |
| Thurs. 9/11 | **Test 1 (Einführung)** |  |

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| Mon. 9/15 | L1 A1-A5, L1 W1, L1 W5, W1 W1 | **Lab Day** |
| Tues. 9/16 | DNK p. 20-24 | W1 W2 |
| Wed. 9/17 | DNK p. 25-29 | W1 W3 |
| Thurs. 9/18 | DNK p. 30-34 | L1 W7 |

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| Mon. 9/22 | L1 G1-G7, W1 W4 | **Laptop** |
| Tues. 9/23 | DNK p. 35-39 | W1 G1 |
| Wed. 9/24 | DNK p. 40-43 | W1 G2 |
| Thurs. 9/25 | DNK p. 44-47 | W1 G3 |

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| Mon. 9/29 | Review (in class) | W1 G4, W1 G5 |
| Tues. 9/30 | **Kapitel eins Test (test 2)** |  |
| Wed. 10/1 | DNK p. 50-53 | L2 A1-A2 |
| Thurs. 10/2 | DNK p. 54-57 | L2 A3-4 |

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| Mon. 10/6 | L2 A, L2 W1-2, L2 W4, W2 A, W2 1 | **Lab Day** |
| Tues. 10/7 | DNK p. 58-61 | W2 W4 |
| Wed. 10/8 | DNK p. 62-65 | W2 W5 |
| Thurs. 10/9 | DNK p. 66-70 | W2 W6 |

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| Mon. 10/13 | DNK p. 71-74; | W2 G1, W2 G3, W2 G5 |
| Tues. 10/14 | DNK p. 75-79 | W2 G6, L2 W5-6 |
| Wed. 10/15 | Review | W2 G8, L2 G1-G5 |
| Thurs. 10/16 | **Kapitel zwei Test (test 3)** |  |

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| Mon. 10/20 | DNK p. 82-85 | L3 A1-A7 |
| Tues. 10/21 | DNK p. 86-89 | L3 A |
| Wed. 10/22 | DNK p. 90-93 | W3 W1 |
| Thurs. 10/23 | **Essay eins** (in class) | Essay eins Vocabulary list |

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| Mon. 10/27 | DNK p. 94-97 | L3 W5-W6 |
| Tues. 10/28 | DNK p. 98-100 | W3 W7, W3 G1 |
| Wed. 10/29 | W3 G3-G5, L3 W1-W3, L3 W7-W9 | **Lab Day** |
| Thu. 10/30 | Halloween music | Essay eins (corrected) |

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| Mon. 11/3 | DNK p. 101-104 | L3 G1-G3 |
| Tues. 11/4 | DNK p. 105-107 | W3 G8-G9 |
| Wed. 11/5 | Review |  |
| Thurs. 11/6 | **Kapitel drei Test (test 4)** |  |

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| Mon. 11/10 | DNK p. 112-115 | W4 SA |
| Tues. 11/11 | DNK p. 116-119 | L4 W1-W2 |
| Wed. 11/12 | DNK p. 120-123 | L4 W6-W7 |
| Thurs. 11/13 | **Essay zwei** (in class) | Essay zwei Vocabulary list |

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| Mon. 11/17 | DNK p. 124-127 | W4 W4, L4 W3 |
| Tues. 11/18 | DNK p. 128-131 | L4 W4-W5 |
| Wed. 11/19 | DNK p. 132-135 | Essay zwei (corrected) |
| Thurs. 11/20 | L4 A1-A4, L4 G2-G7 | **Lab Day** |

**Thanksgiving Monday November 24 – Friday November 28**

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| Mon. 12/1 | DNK p. 136-139 | W4 G5-G6 |
| Tues. 12/2 | Review (in class) | L4 G1, W4 G9 |
| Wed. 12/3 | **Kapitel vier Test (test 5)** |  |
| Thurs. 12/4 | Oral final review |  |

Final exam Section 1 (11:00): Wednesday December 10, 10:00-11:50

Final exam Section 2 (1:00): Tuesday December 9, 12:00-1:50