**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: Intermediate German I (GR 201)**

**Home Department: Modern Languages**

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

 Tim Compton 906-227-1107 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 continues fostering the language skills developed in GR 101 and GR 102 and also furthers students’ understanding of the culture(s) of the German-speaking world. Students continue to work on the four basic skills (reading, writing, listening and speaking) and expand their knowledge of German, Austrian and Swiss culture through these 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, while also studying the traditions of a new culture.

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

The prerequisite for this course is German 102 or its equivalent.

**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 it is a prerequisite for courses in the major. It is required for the minor.

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

This course is taught in German.

**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**: Process writing assignments (draft with revisions) and written chapter tests.Students continue to work with linguistic registers (formal and informal address, increasing complexity in their written work, etc.) 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**: Process writing assignments (draft 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**: Process writing assignments (draft 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.(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.)**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. |

**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. (Note: In GR 101 and GR 102 many of the cultural readings are in English. In GR 201 these texts are in German).The culture readings vary, but included everything from holiday celebrations to the economy, from castles and ruins to popular sports figures; through these readings students 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. (Note: In GR 101 and GR 102 many of the cultural readings are in English. In GR 201 these texts are in German).The cultural information contained in each chapter is not provided in a vacuum. Our text provides information about German, Austrian and Swiss cities, their history and other relevant material, again on a wide variety of topics. Additionally, the German-speaking world is not homogenous, 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; frequently. (Note: In GR 101 and GR 102 many of the cultural readings are in English. In GR 201 these texts are in German).Similar to “awareness of multiple cultural perspectives,” students not only encounter the great variety of cultural diversity found in German, Austria and Switzerland, 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, including short readings on history, artists, musicians, writers, architecture, etc. are found in every chapter; frequently. (Note: In GR 101 and GR 102 many of the cultural readings are in English. In GR 201 these texts are in German).Awareness of other cultural values invites students to contrast those with their own. A number of the short readings on the history and traditions found in the German-speaking world address topics with ethical implications, such as the ethnic minorities living in the German speaking world, especially concerning the Greco-German and German-Turkish subcultures.**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 201**

*Mittelstufe Deutsch* (CRN# 80511)

Instructor: Jon Sherman Fall 2010

Office: Whitman Hall 165 West 3803

Tel. 227-2582 TR 4-5:40

E-mail: jsherman@nmu.edu

Office hrs: TR 12-1; TR 3-4 and by appointment

**Required Materials**:

*Stationen*.Augustyn and Euba.Boston: Heinle, 2008.

**Objectives:**

GR 201 focuses on “the ways in which information and ideas are expressed using a communication system other than English” and fosters students’ “ability to conceptualize and communicate in an orderly, rational manner” (*NMU Bulletin,* 53).

GR 201 endeavors to develop comprehension, speaking, reading, and writing skills in the German language;

GR 201 seeks to introduce you to the cultures of German-speaking lands through language study. (*Note: additional opportunities for engagement with German culture are available through the German Club and Stammtisch.)*

**Procedures:**

We are committed to the communicative approach to language learning. This means that to the extent possible we will use only German during class time. Though I ask you to rise to this challenge, I do not expect you to comprehend every word and I will ensure that every class member understands all absolutely essential information. Although this approach may create some apprehension at the outset, you will be surprised at how quickly you build listening and comprehension skills. To give you ample opportunities to develop individual communicative skills, we will make maximum use of intermittent periods of partner and small group work.

Because contact time (class time) is devoted to these skills and to learning new concepts, it is essential that you build reading, writing, and memorization skills through daily homework assignments. These are listed on your syllabus.

We aim to work through five chapters of *Stationen* this semester (1-5).

**Policies:**

Bring: textbook to *every* class session.

Homework: will be checked periodically. Write out your homework.

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 **THREE** absences. If you need to use any of these, do so *wisely:* each subsequent absence beyond these three will lower your final grade by two points. If you know you must miss an upcoming class, inform me *in advance* to arrange how to make up the homework beforehand.

Punctuality: is a sign of respect for the class and for your own learning. Aim not only to be present, but to be *on time.* 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.

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.

Weekly *Stammtisch* (German Conversation Table) will start the second week of classes. Stammtisch meets Thursdays from 6:00 to 7:30 at Upfront and Co. Participation in the *Stammtisch* is designed for students and community members at all levels of German, including beginners. Plan to attend!

Tutoring: An advanced student of German will be available in the language lab (Jamrich 203); days and hours to be announced and e-mailed.

**FINAL EVALUATION**

Participation 10%

HW 10%

Essays 20%

Chapter tests 50%

Final exam 10%

**DISABILITY SERVICES**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (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.

**Weekly schedule**

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| Aug 24 | Introduction |  |
| Aug 26 | *Stationen*: Berlin Kap. 1, p. 2-5Marlene Dietrich | 10 Sätze über dich |

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| Aug 31 | *Stationen*: Berlin Kap. 1, p. 9-17 | Übung 4 und 5, Seite 6 |
| Sept 2 | *Stationen*: Berlin Kap. 1, p. 18-24 | Übung 6 und 8, Seite 7-8 |

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| Sept 7 | *Stationen*: Berlin Kap. 1, p. 25-35 | Übung 28, Seite 25 |
| Sept 9 | *Stationen*: Berlin Kap. 1, p. 36-40**Test 1** |  |

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| Sept 14 | *Stationen*: München Kap. 2, p. 42-49 | Übung 5, Seite 45; Übung 11, Seite 48 |
| Sept 16 | *Stationen*: München Kap. 2, p. 50-58 | Übung 22, Seite 58**Essay 1** - draft |

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| Sept 21 | *Stationen*: München Kap. 2, p. 58-66 | Übung 28, Seite 62**Essay 1** - draft |
| Sept 23 | *Stationen*: München Kap. 2, p. 66-71 | Übung 33, Seite 71 |

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| Sept 28 | *Stationen*: München Kap. 2, p. 72-73**Test 2** | **Essay 1** - corrected |
| Sept 30 | *Stationen*: Heidelberg, p. 76-84 | Übung 7, Seite 80 |

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| Oct 5 | *Stationen*: Heidelberg, p. 85-92 | Übung 11, Seite 83 |
| Oct 7 | *Stationen*: Heidelberg, p. 93-97 | Übung 21, Seite 94 |

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| Oct 12 | *Stationen*: Heidelberg, p. 98-106 | Wortschatz S. 104 lernen (quiz?) |
| Oct 14 | *Stationen*: Heidelberg, Review**Test 3** |  |

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| Oct 19 | *Stationen*: Hamburg, p. 108-113 | Übung 3, Seite 111**Essay 2** - draft |
| Oct 21 | *Stationen*: Hamburg, p. 114-119 | Übung 7, Seite 114; Übung 14, S. 117 |

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| Oct 26 | *Stationen*: Hamburg, p. 120-127 | Übung 19, Seite 123**Essay 2** - corrected |
| Oct 28 | *Stationen*: Hamburg, p. 128-135 | Übung 30 & 31, Seite 131 |

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| Nov 2 | *Stationen*: Hamburg, p. 136**Test 4** |  |
| Nov 4 | *Stationen*: Leipzig, p. 138-143 | Übung 6, Seite 141**Essay 3** - draft |

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| Nov 9 | *Stationen*: Leipzig, p. 143-147 | Übung 14, Seite 145**Essay 3** – draft |
| Nov 11 | *Stationen*: Leipzig, p. 148-153*Lola rennt* activity | *Lola rennt* vocabulary assignment |

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| Nov 16 | Film: *Lola rennt* | **Essay 3** – emailed to professor |
| Nov 18 | Web activity (no class meeting) |  |

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| Nov 23 | Web activity (no class meeting) |  |
| Nov 25 | No class: Thanksgiving |  |

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| Nov 30 | *Stationen*: Leipzig, p. 154-158 | Übung 24, Seite 156 |
| Dec 2 | **Test 5**Weihnachtsmusik |  |

Final exam: Monday December 6, 2010 from 4:00 to 5:50