**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*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: GR320: Great Works in German Literature**

**Home Department: Modern Languages and Literatures**

**Department Chair Name and Contact Information** (phone, email): **Tim Compton, tcompton@nmu.edu**

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

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

*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 is an introduction to the study of various genres of literature—short story, fairy-tale, poetry, drama, essay, etc.—from the German-speaking world.

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

*Critical Thinking*:Students analyze works of German, Austrian and Swiss literature in this course. Assignments call for critical observations on the part of the students, who must draw evidence from the works being studied, formulate conclusions based on that evidence and on their own insights, and articulate their argument(s).

*Human Expression*:Students learn the role of aesthetics in the human experience through a study of literature, rhetorical expression, and other artistic creations. Integrating alternate interpretations or contradictory perspectives or ideas is foundational to this course, since students will explore a wide variety of potential “readings” of the texts at hand. In their efforts to navigate between the views expressed by their own society and those manifested in the German, Austrian and Swiss literary works, students will have to identify and discuss the particularities of each, thus arriving at a deeper understanding of human expression.

**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 | Information (broadly defined) will be assessed through writing assignments (generally, three or more essays during the course of a semester) and/or examinations. These assignments will be worth around 40-60% of the course grade. It is to be hoped that nearly all students manage to assess the quality of information that they include in their papers. At least 80% should be able to demonstrate success. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Again, writing assignments will require students to integrate reasoning with existing understanding. Three essays or so per semester, worth the aforementioned 40-60% of the grade. An 80% success rate seems highly probable. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | The ability to evaluate information, etc., will once again be assessed primarily through written assignments. However, tests and presentations may also come into play here. All of these activities should still hover in that 40-60% range of the total grade. We would hope that 80% (or more!) of the students would demonstrate the ability to evaluate information. |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION 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 the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | Students learn to recognize aesthetic principles present in literary works from a variety of places and times. Assessment of their comprehension will be via essay, test, or presentation. Weight: 40-60% of the overall course grade.  NB: As this is a class taught in German, the syllabus also stresses a German language component (expand vocabularies and improve grammar, etc.), but this is supplemental to the course’s literary content. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | ~~Students will create ideas and questions (hopefully creative ones) centering on the texts under analysis in class. They will then develop these creative ideas and questions in essays, tests, and/or presentations. Worth 40-60% of the overall grade.~~ As the syllabus indicates, 40% of the students’ grade is based on their essays and written work, and 20% of the grade is determined by the final exam. Together these should force students to engage with the various literary genres covered in class and, ideally, inspire them to examine and analyze the literary texts (including opera and film) in the context of their respective genres. While the syllabus does not detail individual writing assignments, the four essays include: 1) a standard analysis of a narrative, 2) a character exposé, 3) an examination of multi-generality (how, for example, do text and music interact and complement one another in Wagner’s opera; or how does the stage performance differ from or enhance the viewer’s experience of Nestroy’s drama), and 4) a creative reinterpretation of the ending of one of the works covered in class in the style of another (for example, re-write the ending of Goethe’s poem “Der Erlkönig” as a scene in a drama or film or opera). These writing assignments and the final exam test a student’s understanding of the material, of the possibilities and limits of the genre in which they were created and even force learners to assimilate these ideas into their own creative interpretations of the material. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | On a daily basis, students—in their reading and in class discussions—will be exposed to the wide variety of potential “readings” of a text. They will incorporate this variety of critical perspectives and approaches into their written work. Understanding of the perspectives covered in class discussions will be assessed through written assignments (40% of their final grade) and the final exam (20% of the final grade). |

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

German majors and minors—and potential majors and minors—who have completed at least one advanced German course (GR301 or GR302).

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

The course is a requirement of all German majors and can be an elective for minors.

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

The course is conducted in German.

**German 320:**

**Great Works in German Literature**

Jon Sherman Office: 165 Whitman

Time: MW 4:00-5:40 pm Office Hours: MTWR 12-12:50, o.b.a.

E-mail: [jsherman@nmu.edu](mailto:jsherman@nmu.edu) Location: Whitman 124

**Texts:**

Roman: Wolf Haas, *Auferstehung der Toten*. Reinbeck: Rowohlt, 1996 (ISBN978-499-22831-5).

Oper: Richard Wagner, *Siegfried*. Stuttgart: Reclam (ISBN 978-3-15-005643-1).

Theaterstück: Johann Nestroy, *Einen Jux will er sich machen*. (ISBN 9781482655933)

Märchen: Grimm

Film: Nosferatu

**Course description:**

The purpose of this course is to introduce students to a sampling of German literature from a variety of genres, and to use that literature as a point of departure for discussions and writing assignments in German. The texts chosen for this class will introduce students to the German drama, classical opera, the Grimm’s fairy tales, poetry, film and the modern novel. These works will also help students expand their vocabularies and deepen their understanding of German history, literature and culture.

Students are expected to read 10-25 pages per course meeting and should come to class prepared to engage with these readings. In this advanced language course students are expected to take greater initiative in actively participating in class discussions than at the beginner or intermediate levels of language instruction. The purpose is to allow students to experiment with the language and to use German to communicate with their peers and the instructor.

**Assessment/outcomes**:

• Students should become familiar with the major genres of German literature (novel, poem, drama, short story, fairy tale, opera (libretto), film, etc.), which will be assessed through essays, homework/reading and their final exam.

• Students should expand their German vocabularies as they continue to read, listen to and watch texts/media in German. This will be assessed in their participation grades, written work/essays and final exam.

• Students should continue to improve their grammar and communication skills in written and spoken German. This will also be assessed through students’ participation in discussions, essays and written work and their final exam.

**Grade:**

Essays/written work 40%

Homework/ Preparation 20%

Participation 20%

Final 20%

**Attendance:**

As with all language classes, it is essential that you attend class regularly. This includes being on time and staying through the end of class. Arriving late is disruptive and disrespectful, as is leaving early. Excessive tardiness will be counted as an absence. You may miss (for whatever reason) three classes without an adverse effect to your final grade. Every absence after the third will result in a half letter grade reduction of your final average (an “A-” will become and “B+” a “C+“ a “C” etc.).

**Laptop**: Laptops are no to be used in class unless otherwise instructed.

**Cellphone**: Cellphones are no to be used in class. If you are on your phone, texting or looking something up, you are not paying attention and **will counted as absent**.

**Written work:**

All written work (any assignment you turn in to the instructor) must be entirely your own. You may use a dictionary (online or paper) and a grammar book. Use of online translators, help from a friend in Germany, corrections from your Austrian aunt, etc. will constitute cheating and be treated as such. “No students shall submit as their own to an instructor any work which contains ideas or materials taken from another without full acknowledgement of the author and the source.” (see page 15-16 of the Student Handbook).

# 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.

**Weekly schedule**

**Week 1**

|  |  |  |
| --- | --- | --- |
| Aug 25 | Goethe “Erlkönig” 1782  Schubert “Erlkönig” 1815  Parodie  “Die Schwarzen Reiter” E Nomine |  |
| Aug 27 | Schiller “Ode and die Freude” 1785  Beethovens 9. Sinfonie 1824 |  |

**Week 2**

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| --- | --- | --- |
| Sept 1 | **Labor Day** |  |
| Sept 3 | Grimm “Rotkäppchen”  Meinert “Rotkäppchen ‘65”  Varg “Rotkäppchen” | “Rotkäppchen,” “Rotkäppchen ‘65” |

**Week 3**

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| Sept 8 | Grimm “Rumpelstilzchen”  “Hänsel und Gretel”  **Aufsatz eins** (erste Fassung) | “Rumpelstilzchen,” “Hänsel und Gretel”  **Aufsatz eins** (Wortschatz) |
| Sept 10 | Grimm “Dornrösschen” “Aschenpüttel” | “Dornrösschen,” “Aschenpüttel” |

**Week 4**

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| --- | --- | --- |
| Sept 15 | Wagner *Siegfried* 1876 | Wagner 7-26 |
| Sept 17 | Wagner *Siegfried* 1876 | Wagner 27-54  **Aufsatz eins** (zweite Fassung) |

**Week 5**

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| --- | --- | --- |
| Sept 22 | Wagner *Siegfried* 1876 | Wagner 55-71 |
| Sept 24 | Wagner *Siegfried* 1876 | Wagner 71-92 |

**Week 6**

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| --- | --- | --- |
| Sept 29 | Wagner *Siegfried* 1876  **Aufsatz zwei** (erste Fassung) | Wagner 93-108  **Aufsatz zwei** (Wortschatz) |
| Oct 1 | Wagner *Siegfried* 1876 | Wagner 108-124 |

**Week 7**

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| --- | --- | --- |
| Oct 6 | Nestroy *Einen Jux will er sich machen* | Nestroy, I,1-10  **Aufsatz zwei** (zweite Fassung) |
| Oct 8 | Nestroy *Einen Jux will er sich machen* | Nestroy, I,11-21 |

**Week 8**

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| --- | --- | --- |
| Oct 13 | Nestroy *Einen Jux will er sich machen* | Nestroy, II,1-9 |
| Oct 15 | Nestroy *Einen Jux will er sich machen* | Nestroy, II,10-19 |

**Week 9**

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| --- | --- | --- |
| Oct 20 | Nestroy *Einen Jux will er sich machen*  **Aufsatz drei** (erste Fassung) | Nestroy, III,1-7  **Aufsatz drei** (Wortschatz) |
| Oct 22 | Nestroy *Einen Jux will er sich machen* | Nestroy, III,8-IV,10 |

**Week 10**

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| --- | --- | --- |
| Oct 27 | Film: Nosferatu | **Aufsatz drei** (zweite Fassung)  Frisch “Der andorransiche Jude”  Frisch “Die Geschichte von Isidor” |
| Oct 29 | Borchert “Das Brot,” “Nachts schlafen die Ratten doch,” Frisch “Der andorransiche Jude,” “Die Geschichte von Isidor” | “Das Brot”  “Nachts schlafen die Ratten doch” |

**Week 11**

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| --- | --- | --- |
| Nov 3 | Haas *Auferstehung der Toten* 1996 | Haas, Kap. 1&2 |
| Nov 5 | Haas *Auferstehung der Toten* 1996  **Aufsatz vier** (erste Fassung) | Haas, Kap. 3  **Aufsatz vier** (Wortschatz) |

**Week 12**

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| --- | --- | --- |
| Nov 10 | Haas *Auferstehung der Toten* 1996 | Haas, Kap. 4&5 |
| Nov 12 | Haas *Auferstehung der Toten* 1996 | Haas, Kap. 6  **Aufsatz vier** (zweite Fassung) |

**Week 13**

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| --- | --- | --- |
| Nov 17 | Haas *Auferstehung der Toten* 1996 | Haas, Kap. 7&8 |
| Nov 19 | Haas *Auferstehung der Toten* 1996 | Haas, Kap. 9 |

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

**Week 14**

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| --- | --- | --- |
| Dec 1 | Film: Der Knochenmann | Haas, Kap. 10-13 |
| Dec 3 | Haas *Auferstehung der Toten* 1996 | Haas, Kap. 14 |

Final exam: Thursday December 11, 2012 4:00-5:50