PROPOSAL TO LIST A COURSE, OR TO RENEW THE LISTING OF A COURSE, IN THE GENERAL EDUCATION HUMANITIES AREA AT LOUISIANA STATE UNIVERSITY

Renewal ☑ New Listing ☑

Course designation, number, and title: (e.g.: PHIL/1000/ Introduction to Philosophy)

GERM 1101 Elementary German

Course designation Course number Course title

Semester credits: 4 Contact hours per week: Lecture: 4 Laboratory: 

Department (or other unit) offering the course and proposing its inclusion: Foreign Languages

College or School: HSS

Please attach the requested information. Submit a single electronic copy (pdf file) bearing unit and college/school signatures to gened@lsu.edu.

Chair of the proposing unit, affirming approval by its faculty or appropriate faculty committee:

Signature: [Signature]
Typed or printed name: John Doe
Date: 1/15/11

Dean of College or School, affirming support of the proposal:

Signature: [Signature]
Typed or printed name: Dean of School
Date: 4/18/11

Chair, Faculty Senate Committee on General Education, affirming approval by the Committee:

Signature: [Signature]
Typed or printed name: Chair
Date: 

Office of Academic Affairs:

Signature: [Signature]
Typed or printed name: [Name]
Date: 

GERM 1101: Elementary German

1a. Course description

**Elementary German (4)** Basic lexicon and structures of German; emphasis on communicative language use. Supplementary work in language and computer laboratories.

1b. Title of Text: *Treffpunkt Deutsch*, 5th ed. Pearson/Prentice Hall, 2008. Note: Besides the text itself, the student package also includes the following:

2. Concise grammar *Die deutsche Grammatik klar gemacht*
3. Complimentary German/English dictionary

1c. General Education Learning Goal:

General Education: GERM 1101 awards General Education Humanities credit because it addresses the achievement of the following General Education Competency:

*LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity which supports sophisticated discourse.*

1d. Description of assignments used to assign grades:

A. Written Exercises from the Student Activities Manual or SAM........20%

B. Chapter Exams (4 @ 100pts each)...........................................40%

C. Vocabulary Quizzes.................................................................5%

D. Oral Participation........................................................................5%

E. Oral Final.....................................................................................10%

F. Final Exam*.................................................................................20%

Grading Scale: 100>90=A; 89>80=B; 79>70=C; 69>60=D; 59>=F.

Explanation of Grading Policies:

A. Written Exercises from the Student Activities Manual or SAM [20%/20pts]: Below are the specific exercises to be completed; ideally they should be submitted at least 2 classes before the scheduled exam for that chapter, but the sooner the better. Students do not have to wait until all assignments are finished to submit individual exercises. This allows time to check them for accuracy and return them to the students to help them prepare for the exams. The point value of each exercise is shown in parentheses. Students’ grade for this component will be the total number of pts earned divided by the total number of points possible (1000) x 20%. Since written homework is intended to help the students find out whether they’ve learned the material BEFORE it’s tested on the exams, it defeats the
purpose to submit homework after an exam. For this reason, no written homework will be accepted later than exam day, except for serious, extenuating circumstances allowed for by university policy. At the end of the semester, all written homework must be submitted no later than the last day of class.

B. Chapter Exams [40%/40pts]: There will be 4 exams given over Kapitel 1-4. Before each exam a “format” will be sent out so that students will know exactly what material will be tested and how much each section will be weighted.

C. Vocabulary Quizzes [5%/5pts]:

In addition to learning the grammar of a foreign language, building vocabulary is key to using that language effectively. Knowing all the grammar in the world is of no use if students don’t have words to plug in. To that end, students will have weekly quizzes based on the vocabulary (Wortschatz) sections of each unit.

D. Oral Participation [5%/5pts]: Language is about communication, essentially speaking. To practice actually using German to communicate ideas effectively – and as a regular preparation for the Oral Final, students will have regular opportunities to demonstrate their speaking ability. As in the Oral Final, a description of pictures will form the basis for these quizzes.

E. Oral Final [10%/10pts]: During the last days of the semester students will report to the Foreign Language Laboratory located in Prescott Hall for an oral exam consisting of a general picture which they’ll be asked to describe and record. In their description students can be creative: i.e., they can give the people they see names, they can invent occupations or relationships, describe what they’re wearing and of course what they’re doing did, or what one imagines they’re about to do. Each student will be graded according to the following rubric:

**Rubric to be used with speaking task for GERM 1101**

<table>
<thead>
<tr>
<th>Score: _______/20</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency &amp; Coherence</td>
<td>5</td>
<td>4</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Appropriateness of Vocabulary</td>
<td>5</td>
<td>4</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Grammatical Accuracy</td>
<td>5</td>
<td>4</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>4</td>
<td>3.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

F. Final Exam [20%/20pts]: The final exam is a group exam. Since language is by nature cumulative, the final exam will be as well. Students will know, however, what the various sections of the exam will cover and the specific point values for each to help them prepare for it.
1e. Outline of Course (Spring 2011): The course will begin with Kapitel 1 and end with Kapitel 5. The main grammatical structures to be covered are:

Chapter 1: Nouns; Pronouns; Present Tense; Word Order

Chapter 2: Telling Time; Nominative Case; Interrogative Pronouns; “Der” and “Ein” Words; Adjective Endings

Chapter 3: Accusative Case; Interrogative Pronouns; “Der” and “Ein” Words; Adjective Endings; Stem Changing Verbs

Chapter 4: Modal Verbs; Separable Prefix Verbs; Imperatives

Chapter 5: Personal Pronouns; Comparative and Superlative Adjectives; Simple Past of sein, haben, and the Modal Verbs.


GERM 1101 Elementary German is the entry level course in the German language sequence. It is designed to lay the linguistic and cultural foundations of the German language. This is done by introducing a variety of short readings and auditory resources (i.e. literature, newspapers, magazines, music, and podcasts) throughout the semester. This initiates the process that will be continued in second semester German (GERM 1102) and at the Intermediate Level in GERM 2101 and 2102. At the end of this first semester, students will have a rudimentary facility in the German language and knowledge of the wide range of historical, cultural and philosophical issues which helped to shape the modern states of Germany, Austria, Switzerland, Luxembourg and Liechtenstein.

Beginning in this first semester course and throughout their study of German, students begin to develop an analytical understanding of how language works. A student acquires competency in the four critical skills: listening, speaking, reading, and writing. Additionally, language encapsulates how a people think and their cultural biases which affect their evaluation of the world. Learning a foreign language requires that a student confront the underlying assumptions embedded in that language and how another culture constructs and thinks about its society and the world at large. Therefore, students acquire a cultural literacy which is difficult or impossible to attain without knowledge of the language. Acquiring cultural literacy of another people also leads students to understand that fundamental differences exist among different cultures. Moreover, studying a foreign language fosters a greater understanding of one’s own language and culture.

Finally, as globalization continues to expand its reach into all areas of society, students must have the ability to interact with people of different cultures and diverse linguistic backgrounds. Thus students ideally not only need to become educated citizens of the United States but also must learn how to become citizens of the world. GERM 1101 helps a student realize this goal.

Therefore, the course meets the General Education criteria established for the Humanities Area.

3. General Education Competency addressed in GERM 1101:
LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity which supports sophisticated discourse.

a) The course will address the development of this competency mainly through the readings devoted to German culture to be found in the textbook, the Student Activities Manual, and on the accompanying website. Reading selections are the common and consistent vehicle by which we convey to our students historical and broad cultural concepts in each and every one of our classes. From the very first chapters, the textbook presents readings on a wide range of cultural topics (cities, foods, artists and inventors, the regions of the German-speaking world, etc.) that illustrate the rich diversity of German culture. By being exposed to a world different from their own, LSU students are encouraged to think about the diverse facets of human existence. Their study of the most salient aspects of German culture will foster the students' overall understanding of the human experience, and promote the development of their abilities to construct a deeper sophisticated discourse.

From the outset and throughout students' study of 2nd semester German, grammatical structures and lexical items are consciously presented within a clear and sustained cultural context. The text itself being used was intentionally adopted in part because of its strong emphasis on including cultural material in the broadest sense with the stated goal of achieving cultural literacy in our students.

To help realize this goal, each unit contains three dialogues that incorporate specific aspects of German culture; in each unit there are two reading selections of a purely cultural nature - the first is usually broad and more general in scope, while the second deals with a more specific cultural topic, often an historical personality from Germany's, Austria's, Switzerland's, or Liechtenstein's rich cultural heritage.

In addition, the text's companion website similarly presents interactive grammatical and lexical exercises in a cultural context and contains internet links to a wide-variety of cultural sites. To reinforce and assess our students' understanding of the sometimes subtle differences between German culture and their own or the often complex historical and philosophical trends that have contributed to cultural development within the German-speaking world, each of our examinations, from unit exams to the final examination, tests for cultural competency by means of factual questions about cultural topics covered in the course, a reading selection with follow-up questions of a cultural nature, an essay about cultural topics covered in the course or a combination of these.

To sum up:

1. Language is a vehicle to acquire cultural competency, but cultural competency is different from competency in the language.

2. While language competency is definitely being addressed throughout GERM 1101 as a basic academic requirement essential for acquiring cultural competency, the cultural competency is the part where the students get the general education component in the course by gaining insights into geographic, cultural, artistic, social, and political characteristics of the countries in which German is spoken. While basic language capabilities are still being developed during the first year, the understanding of more complex and differentiated cultural understanding can best be assessed in written form during the semester and in the final written exam.
b) In order to assess the students' achievement of this competency, the German Section will retain copies of all chapter exams including the final exam. These materials will be evaluated by the program's assessment committee, composed of all five members of the unit. The committee will meet at the end of the spring semester and will report the findings to the Section Head of German and the Chair of the Department.

**Learning Goal** - Ability to read and analyze a variety of cultural texts and to comprehend and interpret both literal and figurative meaning.

As an example of the sort of cultural texts presented on exams for reading comprehension and a typical essay to be written on a cultural topic, the following are from one of the later chapter exams (texts vary by semester).

**Lesen und Kultur:**

**A. Lesen**

Was Gisela schreibt. In a class e-mail exchange project, students from Germany and North America discuss eating habits in their respective countries. Below is what one student, Gisela, wrote. Read her contribution to the discussion and choose the appropriate completions according to what she wrote. (6x2)


1. Zum Frühstück trinkt Gisela _____.
   a. Kaffee  
   b. ein Glas O-Saft  
   c. nichts

2. Zu Mittag isst Gisela _____.
   a. Fisch mit Reis  
   b. eine Pizza  
   c. nichts

3. Nach den Vorlesungen geht Gisela oft _____.
   a. in die Mensa  
   b. ins Bett  
   c. in die Pizzeria

4. Gisela isst nicht sehr gesund, denn _____.
a. sie mag gesundes Essen  b. sie hat nicht genug Zeit  c. sie hat nicht genug Geld nicht

5. Gisela _____ nicht gerr.

a. kocht  

b. isst  

c. bäckt

6. Bei Gisela gibt es am Samstagabend oft ____.

a. eine Scheibe Toast  

b. Kartoffelchips und Bonbons  

c. ein Fischgericht

B. Kultur

Write a brief description of Südtirol in English, addressing the following four points: geographical location, official languages, the main industries, and why it is a German-speaking region.

Learning Goal - Ability to read and analyze a variety of cultural texts and to comprehend and interpret both literal and figurative meaning.

Rubric for Assessing Test Results

Exceeds expectations: Factual answers are 90% correct; written responses are clear and historically accurate. Students understand the content of the passage, and effectively communicate their grasp of the cultural issues under discussion.

Meets expectations: Factual answers are 60%-89% correct; written responses are not always clear or explained in much depth, but are historically accurate. Students grasp the core components of the passage, and are able to convey a basic understanding of the cultural issues under discussion.

Does not meet expectations: Factual answers are below 60% correct; written responses are ambiguous and historically inaccurate. Students understand little about the content of the passage, and are unable to satisfactorily communicate their grasp of the cultural issues under discussion.

Number of assignments assessed =

Students exceeding the competency (90+% of test questions acceptable):

Students meeting the competency (60% - 89% of test questions acceptable):

Students not meeting the competency (59% or less of test questions acceptable):

Conclusion

If 70% of the students tested meet or exceed the learning expectations, thus demonstrating an acceptable degree of language acquisition as proposed for this level of German, then the course as it is being presented is functioning at a level acceptable to the faculty. Faculty will continue to meet
to determine ways to maintain and indeed strengthen this level of accomplishment among their students.

If 85% of the students tested meet or exceed the learning expectations, thus either meeting or exceeding the degree of language acquisition as proposed for this level of German, then the faculty deem that the course as taught is functioning at a level beyond the threshold of acceptability. Faculty will continue to meet to determine whether it would be advisable given these results to expand the applied methodology to other courses in the language sequence.