

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: GER 1120

COURSE TITLE: Beginning German I

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 4

CONTACT HOURS/WEEK: 5

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	4
Laboratory:	1 (unsupervised)
Other _____:	

FACULTY WORKLOAD POINTS: 4

STANDARDIZED CLASS SIZE ALLOCATION: 22

CATALOG COURSE DESCRIPTION:

This course consists of the fundamentals of German speech and grammar taught by integrating the basic communication skills of hearing and understanding, speaking, reading and writing.

SUGGESTED TEXT(S):

Sevin, Dieter and Ingrid Sevin. Wie geht's? An Introductory German Course. 8th ed. Thomson^c Boston, 2007.

Sevin, Dieter and Ingrid Sevin. Wie geht's? An Introductory German Course. Arbeitsbuch 8th ed. Thomson^c Boston, 2007.

IMPLEMENTATION DATE: Spring Term, 1987 (873)

REVIEW OR MODIFICATION DATE: Winter Term, 1996 (962)
Fall Term, 2002 (20031)
Fall Term, 2008 (20091) - Outline Review 2007

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUE

APPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC
(TOTAL 60 CONTACT HOURS)

Instructional Unit 1 (Schritte 1-5)

10

A. Communication:

Pronunciation: The *German Sound System*;
Alphabet; Vowels; Consonants; Diphthongs;
Umlaute; asking for and giving personal information;
Spelling; introducing oneself; *du oder Sie?*;
Greeting people; numbers; colors; numbers; clothing;
opposites; seasons; weather; time; asking about and
identifying people and objects

B. Cultural Information:

Formality vs. familiarity; forms of address;
Introductions; telephoning; accepting; declining;
benefits of learning *German*

C. Structure/Grammar:

Introduction to questions and the simple sentence

D. Vocabulary Focus:

The alphabet; numbers; expressions of inquiry;
Articles in the classroom; requests and commands in the classroom; colors

Instructional Unit 2 (Kapitel 1)

10

A. Communication:

Discussing daily routines; eating and drinking; the family; your work; likes and dislikes;
hobbies; sports

B. Cultural Information:

Typical *German* daily routines; meals; family relationships; *German* leisure activities

C. Structure/Grammar:

The present tense of "haben" und "sein"; the accusative case and n-nouns;
sentence structure

D. Vocabulary Focus:

The day; food and meals; grocery stores; family; hobbies; sports

Review, Projects, and Testing (Unit 5)

10

This unit should be used for applications and consolidation of structures previously studied.
It allows for additional presentation, projects, and cultural authentic information.

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(TOTAL 60 CONTACT HOURS)

Instructional Unit 3 (Kapitel 2)

10

A. Communication:

Discussing daily routines; eating and drinking; the family;
Your work; likes and dislikes; hobbies; sports

B. Cultural Information:

Typical German daily routines; meals; family
relationships; German leisure activities

C. Structure/Grammar:

The present tense of "haben" und "sein"; the accusative case and n-nouns;
sentence structure

D. Vocabulary Focus:

The day; food and meals; grocery stores; family; hobbies; sports

Instructional Unit 4 (Kapitel 3)

10

A. Communication:

All communication topics of previous 3 units orally and
in writing in presentations, skits, dialogs, situations;

B. Cultural information:

Coffee houses; regional specialties; friends and acquaintances;
wines from Germany and Austria, table manners

C. Structure and Grammar:

Verbs with vowel changes; the dative case

D. Vocabulary Focus

Use of vocabulary of 3 previous units in living context, restaurants

Review, Projects, and Testing

10

This unit should be used for applications and consolidation of structures previously studied.
It allows for additional presentation, projects, and cultural authentic information.

NOTE:

In addition to the material listed above, it is at the instructor's discretion to introduce
Suitable video material such as *Alles Gute*; *Deutsch Direkt*, *Wie geht's*, and *Focus Deutsch* as well as reading
material and realia for acting out scenes and situations.

The rather broad time units allow for flexibility and changes of pace as the course material demands.

COLLEGE-LEVEL ACADEMIC SKILLS:

I. COURSE FOCUS

The course involves some or all of the following teaching strategies:

- A. Presentation of new material orally, for repetition and control.
- B. Use of visuals and total physical response activities as aids in comprehension and recall.
- C. Reinforcement of correct pronunciation habits established during the initial lessons.
- D. Gradual development of the ability to create and write sentences and brief, simple paragraphs containing learned material.
- E. Treatment of grammar as vocabulary, with a gradual increase in the complexity of the grammatical structures.
- F. Gradually increasing emphasis on individual oral response instead of group repetition or response.
- G. Reinforcement of audio-lingual skills in laboratory sessions.
- H. Elicitation of both oral and written student responses to questions and/or prompts.
- I. Emphasis on listening and reading comprehension and the use of course materials in direct discourse which involves asking questions, making appropriate responses and volunteering information.

II. COURSE GOALS

The following general performance goals will be addressed in the course, based on the national standards scale set by the American Council of Teaching of Foreign Languages (ACTFL) and attached to this document. These categories are directly parallel to those in the performance objectives described in detail with outcome measures in Section IV.

- A. Listening (oral comprehension), at the Novice High proficiency level.
- B. Speaking, at the Novice High proficiency level.
- C. Reading, at the Intermediate Low proficiency level.
- D. Writing, at the Novice High proficiency level.
- E. Attitudinal/Culture, at the Intermediate Low level.

In specific terms, the student should be able to perform the following functions at the above-indicated levels of skill/ability:

COLLEGE-LEVEL ACADEMIC SKILLS: (CONTINUED)

- * understand predictable questions and commands in familiar topic areas;
- * understand speech on familiar topics at normal speeds;
- * interact orally on familiar topics;
- * use language for personal communication needs, ask and answer questions, request clarification as needed;
- * deal with familiar survival situations and interact with those accustomed to communication with foreigners;
- * understand written documents dealing with basic needs or interests;
- * meet basic writing/recording needs such as short messages, postcards;
- * identify certain important people, holidays, nationalities, languages, and geographical areas of the target culture;
- * demonstrate an interest in the study of the target language and in the culture and areas in which the target language is spoken.

III. COURSE EVALUATION

- A. Successful proficiency in the target language upon the completion of this course should range from novice-mid to novice-high on the ACTFL scale as described in the ACTFL Proficiency Guidelines. Assessment of performance in the course will be based on the student's proficiency as demonstrated in as many of the evaluation methods listed below as the individual instructor deems appropriate.
- B. Suggested methods of evaluation:
 1. Establish evaluation as a continuing and developing process, formative in nature, practiced as frequently as class and laboratory sessions are held, with proficiency in the target language representing the final outcome in student performance.
 2. Emphasize correct pronunciation, smoothness, and intonation in oral reading and conversational sessions.

COLLEGE-LEVEL ACADEMIC SKILLS: (CONTINUED)

3. Check listening comprehension for gist, main idea, and/or specific information from a variety of input, including authentic video and/or audio tapes, textbook or instructor-prepared materials. Listening comprehension activities can also check for control of appropriate vocabulary, structure, and culture.
4. Have students interact orally in pairs, small groups, one-on-one interviews with the instructor and/or have them make oral presentations. These oral activities should allow for control on a variety but limited number of topics and should allow for some limited creativity and recombination of learned material.
5. Provide authentic reading materials in the target language with which to check comprehension and application of information gleaned from documents. Emphasis should be on strategies for skimming for main idea and scanning for specific information.
6. Consider meaningful written material, with emphasis on message as well as on syntax. Short writing tasks that in each case represent a whole in themselves, such as notes, messages, postcards and letters, should be used to evaluate functional use of learned material as well as to check spelling, sentence order, sentence structure, and punctuation. Written material may also include brief dictation exercises, brief answers to questions, written words in completion statements, personalized rejoinders in completion of open-ended statements, closed paragraphs, and adaptations of given paragraphs. These written activities should allow for control on a variety but limited number of topics and should allow for some limited creativity and recombination of learned material.

COLLEGE-LEVEL ACADEMIC SKILLS: (CONTINUED)

7. Provide opportunities for growth in attitudes about the importance of effective communication in an increasingly global society, about the cultures of those who speak the language studied and its effect III. on the world, and in appreciation of the contributions to society of other languages and cultures. The geography, history, and political contributions of the target culture are appropriate areas to be addressed.

IV. PERFORMANCE OBJECTIVES

The descriptions set forth in the latest ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines are the general descriptive guidelines to be used for global assessment of the four basic skills of listening, speaking, reading, and writing. It is expected that upon the students completion of the course their performance will be in the Novice stage of proficiency, with a range from the Novice-Mid to the Novice-High level.

- A. The students' listening comprehension performance will be satisfactory if they are able to do at least one of the following:
 1. Interact understandably in a prescribed number of chats on familiar topics;
 2. Exhibit understanding of main ideas and some details of connected discourse on a number of familiar topics;
 3. Perform satisfactorily on a listening proficiency test appropriate for beginners who are completing one semester of instruction; or
 4. Respond accurately to at least 70% of the short answer questions asked about very familiar topics. For example, the questions may be taped or presented live, either by the instructor or by another student in the presence of the instructor; or there may be written questions based on the limited-vocabulary dramatizations or monologues to which the students listen in a testing situation.

COLLEGE-LEVEL ACADEMIC SKILLS: (CONTINUED)

- B. The students' speaking performance will be satisfactory if they are able to give orally and understandably in the target language the most frequently-used greetings and farewells as well as to do one or more of the following:
1. Participate understandably in a prescribed number of chats on familiar topics;
 2. Give, with the aid of pictures or drawings, orally and understandably from memory, a prescribed number of narrations (monologues); or
 3. Perform understandably and from memory one's role in each of a prescribed number of dialogues, with the aide of pictures, drawings, or props, if appropriate;
 4. Present any combination of dialogues and monologues, as described in (2) and (3), to make a prescribed total number of presentations;
 5. Perform satisfactorily on an oral proficiency test or speaking competency test appropriate for beginners who are completing one semester of instruction; or
 6. Give oral, understandable, and accurate sentence responses to at least 70% of the short-answer questions asked about very familiar topics.
- C. The students' reading performance will be satisfactory if they are able to demonstrate understanding of main ideas and some details of authentic texts in familiar areas of high interest by responding accurately to at least 70% of the short-answer questions asked about the limited vocabulary selection(s) given to be read during the reading evaluation process.
- D. The students' writing performance will be satisfactory if they complete the provided writing tasks in such a way that their written communication can be fully understood by the instructor, after consultation and rewriting as necessary.

COLLEGE-LEVEL ACADEMIC SKILLS: (CONTINUED)

- E. The students' attitudinal/cultural performance will be satisfactory if they participate, sometimes actively, sometimes as an observer and listener, in at least seven-tenths of the oral and cultural learning activities planned and carried out for the purposes of group instruction (with provision for supplementary and/or substitute activities at the discretion of the instructor); and if they persevere to complete the course.

ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency Guidelines developed by the American Council for the Teaching of Foreign Languages with grants from the U.S. Department of Education represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

SPEAKING

Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may be still be strongly influenced by first language. Speakers will have difficulty being understood even by sympathetic interlocutors.

LISTENING

Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High

Able to understand short, learned utterances and some sentence length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

READING

Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

WRITING

Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skill.

Novice-High Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>GER 1120</u>	SEMESTER CREDIT HOURS (CC): <u>4</u> CONTACT HOURS (NCC): _____
COURSE TITLE: <u>Beginning German I</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Be able to speak at the Novice-Mid level according to the ACTFL PROFICIENCY GUIDELINES: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.	Performance-based assessments: in-class discussions, individual oral evaluations by the Instructor in an unstructured conversational mode. Students' scenarios in class and performance in language lab assignments.
•	Be able to listen at the Novice-Mid level according to the ACTFL PROFICIENCY GUIDELINES: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing of this skill.

Section 5 (Continued)

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
<ul style="list-style-type: none"> • Be able to read at the Novice-High level according to the ACTFL PROFICIENCY GUIDELINES: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive. 		Check comprehension of reading by appropriate questions and activities in class, in the language lab and in the reading section of tests.
<ul style="list-style-type: none"> • IV. Be able to write at the Novice-High level according to the ACTFL PROFICIENCY GUIDELINES: Able to write simple fixed expressions and limited memorized material and some combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system, such as Chinese. Spelling and representation of symbols (letters, syllables, characters) may be partially correct. 		In class writing assignments, homework and language lab activities. Writing section of tests.
<ul style="list-style-type: none"> • 		

Section 6

Name of Person Completing This Form: Dirk Wendtorf

Date: 11/23/07