

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	GER 2200
COURSE TITLE:	Intermediate German I
PREREQUISITE(S):	GER 1121
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	4
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	1 (unsupervised)
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	22
CATALOG COURSE DESCRIPTION:	
<p>This course is a thorough review of the principles of grammar. This review will be integrated with compositions and conversation planned to develop a basic active vocabulary and facility in communicating in written and spoken German.</p>	
SUGGESTED TEXT(S):	<p>Sevin, Dieter and Ingrid Sevin. <u>Wei geht's? An Introductory German Course</u>. 8th ed. Thomson^c Boston, 2007.</p> <p>Sevin, Dieter and Ingrid Sevin. <u>Wei geht's? An Introductory German Course. Arbeitsbuch</u> 8th ed. Thomson^c Boston, 2007.</p>
IMPLEMENTATION DATE:	Fall Term, 1980 (811)
REVIEW OR MODIFICATION DATE:	<p>January, 2000 Fall Term, 2002 (20031) Fall Term, 2007 (20072) Fall Term, 2008 - Outline Review Process 2007</p>

COURSE TOPICS

CONTACT HOURS
PER TOPIC

Topics may be arranged to
Accommodate Professor's
individual preference and technique

Instructional Unit 1 (Kapitel 4-7)

10

This unit should be used for applications and consolidation of structures previously studied.
It allows for additional review.

Instructional Unit 2 (Kapitel 8)

10

A. Communications

Switzerland, travel, and postal services

B. Cultural Information

Phoning and postal services; car travel; train; Switzerland's Mountain World;
Switzerland and Its Languages; William Tell

C. Structure/Grammar

The genitive case; time expressions; sentence structure (continued)

D. Vocabulary Focus:

Postal Office; telephone; trip arrangements

E. Literature

Hermann Hesse and the poem "Im Nebel"

Instructional Unit 3 (Kapitel 9)

10

A. Communications

Spare time and Health, Sports and Clubs in the German-Speaking Countries

B. Cultural Information

Sports and Clubs in the German-Speaking Countries telephone etiquette; idiomatic expressions;
Vacationing; German leisure activities; the German pop scene

C. Structure/Grammar

Endings of adjectives preceded by *der-* and *ein-* words; reflexive verbs; infinitive with *zu*

D. Vocabulary Focus:

Hobbies; verb+complement; verb+gehen; leisure time; the body

COURSE TOPICS:

CONTACT HOURS
PER TOPIC

Topics may be arranged to
Accommodate Professor's
individual preference
and technique

Instructional Unit 4 (Kapitel 10)

10

A. Communications

German Film; Theater; Music

B. Cultural Information

*The Magic of the Theater; Classical Music Yesterday and Today; German Language Broadcasters;
German Television*

C. Structure/Grammar

Verbs with prepositional objects; da- and wo compounds; ending of unpreceded adjectives

D. Vocabulary Focus:

Entertainment and review of vocabulary of previous units

Review, Projects, and Testing

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



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 2200</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Intermediate German I</u>	

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

AA Elective AS Required Professional Course College Prep
 AS Professional Elective AAS Required Professional Course Technical Certificate
 Other _____
 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:

Communication Social & Behavioral Sciences Mathematics
 Natural Sciences Humanities

Section 4
INTELLECTUAL COMPETENCIES:

Reading Speaking Critical Analysis Quantitative Skills Scientific Method of Inquiry
 Writing Listening Information Literacy Ethical Judgment Working Collaboratively

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	I. Be able to speak the Intermediate-High proficiency level (see ACTFL guidelines) in a conversational mode using all the structures learned in the previous levels. Expand students abilities to express their attitudes towards action and conditions Express verbally personal opinions and ideas	Performance-based assessment: Student's presentations. In class discussions on relevant cultural topics. Individual Oral Interviews by the Instructor in an unstructured conversational mode. Performance in language lab assignments.
•	II. Be able to understand long conversational sentences at the intermediate-High level. Emphasis on scanning techniques to advance comprehension.	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing this skill
•	III. Be able to read at the Intermediate-High proficiency level short essays, poems, and short stories. Emphasis on skimming and scanning techniques to help understanding	Check comprehension of reading by appropriate questions (i.e.: main topic, etc) in the reading section of tests.
•	IV. Be able to write letters, short messages, charts with relevant information, compositions at the intermediate-High level (short essays, short stories, or poems should be at the instructor's discretion)	Progress Portfolio (Types: growth, showcase, evaluation). Section test of this skill.
•		Use of Rubrics in evaluating skills
•		All of the above methods should be used in addition to testing.

Section 6
 Name of Person Completing This Form: Dirk Wendtorf 11/23/2007