

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C3: Language Other Than English (LOTER)**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number: GRMN 201 Intermediate German 1</b>	<b>Course Title: Intermediate German 1</b>	
<b>Number of Units: 3</b> _____		
<b>College or Program:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer   Year 2014	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print): Michael Hughes</b>	<b>Email: mhughes@csusm.edu</b>	<b>Submission Date:</b>

**1. Course Catalog Description: Continuation of German language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and on culture. Language laboratory practice is a mandatory component of the course.**

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			_____ DC Initial		
		Support    Do not support*	Support    Do not support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date		
		Support    Do not Support*	Approve    Do not Approve		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date		

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Michael Hughes Phone: x8076 Email: mhughes@csusm.edu

From: Judith Downie  
Sent: Monday, November 03, 2014 8:33 AM  
To: Marshall Whittlesey  
Cc: Michael Hughes  
Subject: FW: GERMAN C3 Certification  
Attachments: C3\_GERMAN\_SYLLABUS.doc; C3\_form\_GRMN201\_2014.docx

Marshall and GEC,

Please accept this email as my "Library Faculty" signature on the GRMN 201 GE certification.

Judith

Judith A. Downie  
Humanities & Archives Librarian and Government Documents Coordinator  
California State University San Marcos  
San Marcos CA 92096-0001  
760-750-4374

From: Michael Hughes <mhughes@csusm.edu>  
Date: Thursday, October 30, 2014 at 3:12 PM  
To: jdownie <jdownie@csusm.edu>  
Cc: Marshall Whittlesey <mwhittle@csusm.edu>  
Subject: GERMAN C3 Certification

Hi Judith,

It was a pleasure to see you again the other day. I wonder if you could take a look at the attached documents. If you have any questions or concerns, I will be happy to address them. If you are satisfied, could you please communicate that fact to the GEC?

Warm regards,  
Michael

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**Part A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>LOTER GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
C3.1: Demonstrate an intermediate level of speaking and listening competence in a language other than English.	Significant portions of class time are devoted to developing oral competence in German. In addition, students complete copious lab work on-line (ilrn) which includes video and more traditional listening assignments	Much class time is targeted at oral practice. Many opportunities to work on oral competence and listening skills in homework.
C3.2: Demonstrate an intermediate level of reading and writing competence in a language other than English.	Every exam has one or more writing components. Students in 201 write two, two-page essays. Writing is a frequent component of in-class activities and homework assignments..	Students have multiple opportunities to write in various genres. Students have many opportunities to work on reading skills especially in conjunction with cultural and political topics. Various genres are practiced: poetry, newspaper and magazine articles, short essays.
C3.3: Identify several important figures in the target culture(s), and know why they are important.	Students have reading and listening assignments (video) in each chapter that address important cultural themes.	Students must be able to refer to important figures in oral and written work. This is often incorporated into vocabulary and grammar practice. Students will be asked to describe certain figures (adjective agreement), or comment on possible reactions these figures might have to current events (subjunctive, conditional). Evaluated in homework, writing assignments, classwork, and exams.
C3.4: Express themselves in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.	Students engage in interactive communicative oral exercises during class. Students complete multiple writing assignments both in class and as homework.	Students engage in oral and written practice in a variety of genres. Orally students engage in professor monitored conversations & interviews as well as through mini-presentations in class, and formal presentations, evaluated by the professor. Every exam has multiple writing sections in the target language, and two short essays are required.

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C3.4: Compare and contrast the student's home culture with target-language culture(s).	Each chapter in the textbook contains texts, videos, and communicative activities that explore one or more aspects of the cultures found in German speaking lands.	Oral and written exercises and assignments target aspects of German culture, and how German speaking countries are adapting to increased immigration. Students are asked to analyze and comment on differences across cultures in class, in reflective essays, on exams.
C3.5: Describe the diversity of cultures found within the target language speech community.	Students study the variety of instantiations of German cultures from northern Germany through Austria. In addition, Germany's status as an asylum granting community is examined. Information is constantly recycled to facilitate comparison.	Oral and written exercises and assignments target aspects of German cultures. Students are asked to analyze and comment on differences across cultures in classroom discussions, in homework assignments (reflective essays), potentially also in oral presentations.

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Students must complete two short essays in German. Students also have multiple shorter writing assignments in class and for homework.	Students have multiple writing assignments in various genres with various target audiences throughout the course (academic essays, personal notes, voicemail messages, email, blogging, personal letters etc.).
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Each chapter in the text book examines one or more aspects of German culture and asks students to think about issues facing them (e.g. environmental degradation, immigration policy, political stability). Students also engage in grammatical analysis of both German and English constructions.	Students critically examine issues facing both the home culture and target cultures and express themselves both in writing and orally. Students also practice listening and reading comprehension with this material.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students work online and in their texts to investigate cultural topics. Students must also find relevant information regarding grammatical structures and their analysis.	Students use multiple target language resources available online and in the language learning center to complete activities targeted at meeting other learning outcomes.

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**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C3 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the German speaking cultures. Each chapter of the text looks at the demographics and culture of German speaking countries, including issues like immigration, and economic inequality.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the German cultures. Each chapter of the text looks at the demographics and culture of German speaking countries, including issues like immigration, music, food, and other cultural practices.</i>

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	<b>Two shorter essays. Multiple in-class and homework writing assignments. Every test contains multiple writing sections.</b>
All language course proposals/syllabi shall require the application of information literacy to the course material. This includes opportunities for students to read, evaluate and analyze information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	<b>Students work with online materials (workbook and lab manual) to complete much of their homework. They also learn explicit reading and listening strategies to develop these proficiencies in German.</b>
All language courses will include a component which requires students to communicate ideas orally (or manually in the case of signed languages).	<b>Every language class devotes a significant amount of in-class time to developing oral fluency in communicative and personalized activities.</b>



Cal State San Marcos

**German 201: Intermediate German - Dr. Marion Geiger**

Spring 2014 CRN GRMN 28124

meeting time+place: Tue/Th 1.00-2.15pm, in Mark 211

office hours: Tue 10.30-11.45 and 2.30-3.30; Thu 2.30-3.15

office : Mark 257

email: [mgeiger@csusm.edu](mailto:mgeiger@csusm.edu) phone: 760-750.8574

**KURSPROGRAMM**

Date	Semaine	All dates are tentative and subject to change. Check § Grading System below –in addition to the tests, there is at least one graded assignment every week (either pop-quizzes, homework, or participation)
1-21 1-23	1	Introduction / Einführung Kapitel 10
1-28 1-30	2	Kapitel 10 Kapitel 10
2-4 2-6	3	Kapitel 10 Kapitel 10
2-11 2-13	4	Kapitel 10 <b>Test 1</b>
2-18 2-20	5	Kapitel 11 Kapitel 11
2-25 2-27	6	Kapitel 11 Kapitel 11
3-4 3-6	7	Kapitel 11 Kapitel 11
3-11 3-13	8	<b>Test 2</b> Kapitel 12
3-18 3-20	9	Deutsche Kultur und Geschichte Deutsche Kultur und Geschichte
3-25 3-27	10	Kapitel 12 Kapitel 12
4-1 4-3	11	SPRING BREAK
4-8 4-10	12	Kapitel 12 Kapitel 12
4-15 4-17	13	Kapitel 12 Kapitel 12
4-22 4-24	14	<b>Test 3</b> Kapitel 13
4-29 5-1	15	Kapitel 13 Kapitel 13
5-6 5-8	16	Kapitel 13 Wiederholung Kapitel 10-13
5-13	17	<b>Final exam : Tue 1.45-3.45</b>

**Prerequisites:** German 102 or equivalent course, or three years of High School German completed within the past two years.

**Required materials:**

1. Textbook: Di Donato, Robert, Monica D. Clyde, and Jacqueline Vansant. *Deutsch: Na Klar!*, 6th ed. McGraw Hill.
2. the accompanying workbook
3. Internet, computer and printer access (on campus or at home) for homework assignments and class materials

**Recommended texts:**

1. Zorach, C. and C. Melin. *English Grammar for Students of German*.
2. A good two-way German-English dictionary (for instance, *Collins German Concise Dictionary*)

This course is supported by CougarCourses (Moodle). Additional material for the course (power point presentations, web links, etc.) can be found at [cc.csusm.edu](http://cc.csusm.edu) for German 201.

**GOALS AND OBJECTIVES (Student Learning Outcomes):**

Upon successful completion of the course, you should be able to:

1. Comprehend and produce German, in oral and written form, so as to carry out a range of real-world functions including: greeting others; describing yourself and your surroundings; taking care of basic 'survival' needs such as making travel arrangements, obtaining housing, securing medical attention, etc.; expressing your opinion about a range of topics; narrating and reporting about past, present and future events; giving advice and/or instructions about a range of concrete topics; comprehend/interpret menus, schedules, job and housing ads and announcements, television and radios ads, and short newspaper and magazine articles on common and familiar topics.
2. Express yourself in the above situations, orally in short to longer phrases, and in writing with complete sentences, with enough appropriateness and accuracy so as to be understood by native speakers who are accustomed to speaking with non-native speakers.
3. Recognize many important people, celebrations, and events in German speaking countries, as well as understand many of the cultural similarities and differences with respect to family and home life, workplace situations, art, and news events between North American culture and those cultures that use the German language.

**General Education Student Learning Objectives**

- Demonstrate an intermediate level of speaking and listening competence in a language other than English.
- Demonstrate an intermediate level of reading and writing competence in a language other than English.
- Identify several important figures in the target culture(s), and know why they are important.
- Express yourself in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.
- Compare and contrast the student's home culture with target-language culture(s).

- Describe the diversity of cultures found within the target language speech community.
- Students will communicate effectively in writing to various audiences.
- Students will think critically and analytically about an issue, idea or problem.
- Students will find, evaluate and use information appropriate to the course and discipline.

## GRADING SYSTEM AND PROCEDURE

### Quizzes

**20%**

Quizzes may be announced or unannounced. They will take place at the beginning of the class period. There are no make-ups for missed quizzes. If you don't want to miss a quiz, don't miss class.

### Tests

**3x10%**

**30%**

### Class participation/oral activities

**15%**

Your participation grade refers not only how much you participate, but also your attitude toward your fellow classmates, your professor and the activities; your preparedness for class; and your attendance. Students are asked to participate in class discussions on a regular basis. Specific oral activities may be assigned to be prepared at home or in the lab, from the text audio and/or the video.

### Homework/writing activities

**20%**

This course complies with the All University Writing Requirement. You will write two, two-page essays. Specific formatting instructions and content requirements will be provided. Reading assignments and written activities from the textbook and from the workbook will be assigned daily. Students are responsible of completing the assigned writing section of the workbook after each day of instruction. Students are also responsible for checking their responses using the workbook answer key. Students must correct their mistakes using a different color pen. No late homework will be accepted. It is due the day it is assigned, and will be collected at the beginning of the class. The homework that is not collected will be checked by the instructor for completion at the beginning of the class period; it will receive full points if done, or a failing grade if missing. Workbooks will be collected and graded periodically.

### Final Exam

**15%**

No make-ups. Failure to take the final exam will result in a failing grade (F).

### Attendance

You are allowed up to **3 (three)** absences about which no questions are asked. These should be used wisely. Valid excuses are the ones documented by a doctor's note in case of a serious illness, or a police report in case of an emergency. Beginning with your **4<sup>th</sup> absences, 1 (one) letter grade will be deducted** from your final grade. For example, if you have an A for the class, but missed one day over the limit, your grade will result in an A-. Tardiness (more than 10 minutes late) or leaving early will count as an absence. **MORE THAN 6** absences will result in a failing grade. (F)

If you have to miss a class, your instructor expects you to consult the materials and homework assignments posted on the class website at [cc.csusm.edu](http://cc.csusm.edu).

### ATTENTION!

No extra credit will be granted with supplementary activities.



## GRADING SCALE

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

## IMPORTANT CONSIDERATIONS AND CLASSROOM ETIQUETTE

1. Academic integrity is expected: cheating will result in an F for that assignment, exam, or quiz. Plagiarism is cheating.
2. Support services are available through DSS (Office of Disabled Students Services) for those students who qualify.
3. Should you have any questions or problems concerning GRMN 201, discuss them with your professor as soon as possible. Do not wait until it is too late.
4. Keep track of missed assignments and/or absences. None of these will be reminded by your professor. If you miss a class be responsible of getting the assignment by contacting a classmate. Keep up with assignments; try not to fall behind.
5. The preferred way to contact your professor is during her office hours in person. If you have a scheduling conflict during office hours, make an appointment via email.
6. If you learn best with other students, try to form a group or a study pair.
7. Participate in class activities and do not be afraid of what others think.
8. A student who is conscientious and consistently puts forth his/her best effort may well earn a higher grade than a student who takes tests well, but neglects his/her responsibilities (i.e., homework, attendance and class participation).
9. The "Calendar" is subject to change to adjust the pace for best learning results.
10. Refrain from using cell phones or other electronic devices during class time. Participation points will be taken off.

**Learning is not a spectator sport.** To become proficient in German, you need to practice it frequently and develop long-term memory. Therefore, active participation in class and regular homework and review are crucial to your success. Here is some guidance on how to succeed in this class and maximize your participation grade (being present in class is not enough to obtain a good participation grade).

A. Use the German you know to speak to your partners and your professor.

B. Make full use of class time. Focus on what is said in class, participate actively, and participate silently when others are called on to speak.

C. You will frequently work with a partner. Teamwork is work: use German to communicate and stay on task; if you and your partner have finished the exercise, go on to the next one. Private conversations are to take place outside of the class.

D. Develop good team-work skills while working in groups: stay on task, contribute to the discussion or exercise, give your partners a chance to contribute, and help, listen to, and encourage your partners. You will have to work with different partners from time to time.

E. To develop long-term memory, keep up with homework and review assignments.

F. Be in class. Catch up with what we did if you miss a class. Make sure you have the email address of one or two fellow students whom you can contact to get homework assignments. If you miss class, I would appreciate that you let me know and send me a short email. Please keep in mind that more than three absences will lower your grade.

#### ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

#### Academic Honesty Statement

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

\*\*\*\*\*

**Please return this portion to your professor by the end of the second week of classes:**

I undersigned \_\_\_\_\_ have read and understood the syllabus for German 201. I am aware of the prerequisites, the goals and objectives, the attendance policy, the grading system, the important considerations and the classroom etiquette.

\_\_\_\_\_  
Print your name

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
Date