

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: GERM 102

Year: 2024-2025

Course Title: Beginning German II

Credit Hours: 3

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

Course Description

This course is a continuation of GERM 101. Students are required to write short compositions and discuss required reading assignments in German. Substantial outside preparation is required. GERM 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: GERM 101; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course fulfills a Liberal Arts Humanities elective requirement. It should be of interest to anyone who wants to advance a beginning level of competency in conversational German to a higher level.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

By the end of this course, students will be able to

- 1) Carry on conversations
2) Read short, texts
3) Write information on topics such as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.

Course Objectives/Topics

Table with 2 columns: Objective/Topic, % Course. Row 1: As a result of completing this course, students will be able to:

Understand spoken questions and statements in standard colloquial German on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.	15%
Respond to questions and ask questions in reasonably correct and appropriate German on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.	15%
Read and understand short, modified texts on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.	15%
Write simple narratives in reasonably correct German using the grammatical structures listed in the next objective on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.	15%
Use correct word order in questions and statements; use the nominative, accusative, dative and genitive cases of nouns, pronouns, articles and adjectives; prepositions with accusative and dative nouns, relative pronouns, the present, past, future and perfect tenses in verbs and modals, the passive and the subjunctive.	15%
Learn vocabulary related to such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.	10%
Pronounce words in German with reasonable correctness and fluency.	5%
Describe cultural practices in German-speaking countries related to holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions.	10%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
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<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>The study of a foreign language and its related culture really are inseparable. Explanation of cultural issues are disseminated throughout the course, including the ways people address family, friends, and colleagues; the logic behind various idiomatic expressions; the analysis of social situations as depicted in movie/video clips, political cartoons, and the written (German) word.</p> <p>Current events will be discussed in class throughout the semester; students will be expected to share what they've seen, read, and heard via the news media, relevant social media, and the Internet. Free analyses and discussions of such events through both American and German sources can certainly promote critical thinking and interpretation.</p> <p>Through the study of German grammar, students will learn certain structural patterns and also learn to apply them as they read and speak the German language. Related grammar and conversational exercises will reinforce those patterns and afford students the opportunity to apply them correctly, creatively, and consistently.</p>
<p>SOCIAL/GLOBAL AWARENESS OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>The study of any foreign language also provides students a unique exposure to unusual situations and cultural mindsets, which may afford students the ability to critically think of the strengths and weaknesses of their current modes of living and thinking.</p> <p>Students will receive various readings and participate in group discussions on how the USA and Americans are viewed in comparison to the German people.</p>

Instructional Methods

German, like any modern foreign language, should be taught following learning centered and communicative methodologies. Students should listen before they speak and read before they write. Listening, speaking, reading, and writing should be presented in an integrated manner around specific topics such as holidays and celebrations, living accommodations, dining, dress, important people and places in German-speaking countries, current events in German-speaking countries, and emotions. Instruction of grammar, vocabulary, and pronunciation should be integrated with communicative activities. The goal of all learning activities should be meaningful and authentic communication.

Foreign language competency cannot be achieved in forty-five hours. Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. Students are allowed to make copies of audio materials that accompany the text at the Instructional Media Services desk (see Janice Lawrence) and should be encouraged to do so. In addition to spending time each week listening to audio materials, students should be required to complete assignments in the Lab Manual and to access materials from the web site that accompanies the text. Students

should be encouraged to use the resource materials available at TC3 and to utilize tutors in the Baker Center for Learning.

Every effort should be made to provide authentic language use to the students. Classroom directions should be given in German. As soon as possible, German should be the principal language used in the class. The use of German language sites on the Internet including email pen pals, videos, German radio programs, music, guest speakers, and readings from newspapers and magazines enriches the language learning experience and is therefore encouraged.

While grammar, vocabulary and pronunciation may be explicitly taught and tested, greater emphasis in assessment should be placed on being able to communicate successfully in German. The testing program that accompanies the text is excellent.

Chapters 7-12 of the textbook (Treffpunkt Deutsch: Grundstufe) should be covered in GERM 102.

Methods of Assessment/Evaluation

Method	% Course Grade
Demonstrations of competency including tests on listening, speaking, reading and writing; projects or reports in German	30-40%
Homework, including lab work	20-30%
Quizzes on grammar, vocabulary, and pronunciation	10--20%
Class Participation, including daily attendance	10-20%

Text(s)

Treffpunkt Deutsch: Grundstufe, Fritz T. & Rosemarie E. Widmaier, 4th Edition, © 2002 Prentice Hall.

Treffpunkt Deutsch: Grundstufe, Arbeitsbuch, Fritz T. & Rosemarie E. Widmaier, 3rd Edition, © 1999 Prentice Hall

An audio cassette tape to copy listening materials is required., Latest Edition, © 1999

Bibliography

Instructional materials to accompany the textbook (All from Prentice Hall):

Treffpunkt Deutsch: Grundstufe, Instructor's Resource Manual (ISBN: 0130953466)

Treffpunkt Deutsch: Grundstufe, Answer Key (ISBN: 013953482)

Treffpunkt Deutsch: Grundstufe, Testing Program (ISBN: 013218537)

Treffpunkt Deutsch: Grundstufe, Transparencies (ISBN: 0130201200)

Resources on teaching modern languages:

Pedagogy of Language Learning in Higher Education: An Introduction, edited by Gerd Bräuer, Ablex, © 2001.

Techniques and Principles in Language Teaching, 2nd edition, D. Larsen-Freeman, Oxford

Principles of Interactive Language Teaching, Wilga M. Rivers, <http://agoralang.com/rivers/10Principles.html>

Second Language Teaching Methodologies, Sally Morison, Eric Clearinghouse on Languages and Linguistics, <http://www.cal.org/ericcll/faqs/RGOs/methods.html>

Other Learning Resources

Audiovisual

Treffpunkt Deutsch: Grundstufe, IBM Tutorial (ISBN: 0130953520)

Treffpunkt Deutsch: Grundstufe, CD-ROM (ISBN: 0130953547)

Treffpunkt Deutsch: Grundstufe, Video (ISBN: 0130259780)

Smart-Start German CD (Syracuse Language)

Guten Tag, Ein Deutscher Sprachkurs, videos

Electronic

Treffpunkt Deutsch: Grundstufe Web Site, <http://www.prenhall.com/treffpunkt>

German Language Links, http://www.siec.k12.in.us/class_apps/german.html

Other

No resources specified