

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: GERM 101**  
**Course Title: Beginning German I**

**Year: 2023-2024**  
**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 designed to develop beginning level speaking, listening, reading, and writing skills in German. Cultural information about the German-speaking world is presented. Course emphasis is on speaking and understanding colloquial German. Substantial outside preparation and lab work are required. GERM 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or current enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103) and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

### **Course Context/Audience**

This course fulfills a Liberal Arts Humanities elective requirement. It is a prerequisite for GERM 102. It should be of interest to anyone who wants acquire a beginning level of competency in conversational German.

### **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 basic conversations
- 2) Read short, simplified texts
- 3) Write basic information on topics such as introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.

## Course Objectives/Topics

Objective/Topic	% Course
As a result of completing this course, students will be able to:	
1. Understand spoken questions and statements in standard colloquial German on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	15%
2. Respond to questions and ask questions in reasonably correct and appropriate German on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	15%
3. Read and understand short, modified texts on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	15%
4. Write simple narratives in reasonably correct German using the grammatical structures listed in the next objective on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	10%
5. Use correct word order in questions and statements; use the nominative, accusative and dative cases of nouns, articles and adjectives; and use the present, past and future tenses in verbs and modals.	15%
6. Use basic vocabulary related to such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	10%
7. Pronounce words in German with reasonable correctness.	10%
8. Describe cultural practices in German-speaking countries related to introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	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)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<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>

SOCIAL/GLOBAL AWARENESS 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)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<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 classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences. Instruction of grammar, vocabulary, and pronunciation should be integrated with communicative activities. The goal of all learning activities should be meaningful and authentic communication.

Even a beginning level of 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 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 1-6 of the textbook (Treffpunkt Deutsch: Grundstufe) should be covered in GERM 101.

### 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 Edition, © © 2002: New York: Prentice Hall.

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

An audiocassette tape to copy listening materials is required., Latest Edition, © New York: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/fags/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](http://www.siec.k12.in.us/class_apps/german.html)

**Other**

No resources specified