

Core Course Review Documentation

Foundational Component Area: Language, Philosophy & Culture

Component Area Option? No

Yes – Cultural & Global Understanding

Yes – Undergraduate Inquiry & Creativity

Proposed Course: German 2233 Intermediate German
Credit Hours: 3 hours
Proposed by: Department of Foreign Languages
Date: 10 February 2017

Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

1. **Content:** The language teaching community agrees that learning language and culture are inextricably connected. Thus, this course focuses on developing students' German-language bilingual/bicultural proficiency through modes of communication that reflect real life communication in the varied cultures of the German-speaking world. By employing interpersonal, interpretive and presentational communicative modes in the target language, students will explore the ideas, values, beliefs and other cultural aspects of German-speaking peoples across the world and how these aspects work together to affect human experience.

Examples of specific content areas students may explore:

- An overview of German history from the *Kaiserreich* to 1945
 - Germany in the 1930s and National Socialism
 - Women, race, and resistance
 - The aftermath of WWII and the "Zero Hour"
2. **Skills:** This course involves the development of specific grammar, vocabulary and idiomatic usage in the context of the varied cultures of the German-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. The following are examples of student-centered learning activities and experiences that foster the development of required language skills and simultaneously foster aesthetic and intellectual creation and cross-culture understanding. The following are based on examples from *Partnership for 21st Century Skills*, www.P21.org (published 03/11), as well as the American Council on the Teaching of Foreign Language (ACTFL) *World Readiness Standards* (2015):

Outcomes: Students will develop specific grammar, vocabulary and idiomatic usage in the context of the varied cultures of the German-speaking world, and by the end of the second semester of the second-year study, students will be able to:

- Describe and illustrate aspects of the cultures of German-speaking countries and make comparisons between these cultures and their own culture(s)

using intermediate-level linguistic structures and vocabulary in the target language.

- Evaluate their own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of German-speakers.
 - Speaking skills (ACTFL Intermediate Mid level): able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.
 - Writing skills (ACTFL Intermediate Mid level): able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other topics of interest. The writing style closely resembles oral discourse, and can be understood readily by natives used to the writing of non-natives.
 - Listening skills (ACTFL Intermediate High level): able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.
 - Reading skills (ACTFL Intermediate Mid level): able to understand conventional narrative and descriptive texts with a clear underlying structure.
3. Assessment of Core Objectives: The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay/Project on a cultural topic(s) of their choosing and/or a cultural topic(s) presented by the instructor. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:
- Core Objective 1: Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
 - Core Objective 2: Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.

- Core Objective 3: Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- Core Objective 4: Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

4. Additional Information: Provide any additional information supporting course inclusion in the core (optional).

PLEASE ATTACH THE FOLLOWING

1. Syllabus
2. Assessment for Core Objective 1
3. Assessment for Core Objective 2
4. Assessment for Core Objective 3
5. Assessment for Core Objective 4 [With the exception of Math.]

German 2233 Core Curriculum Assessment
Rubric for Evaluation of Personal Reflection Essay/Project

Student: _____ Section: _____
Semester: _____ Points: _____ Converted Score: _____

	Excellent	←————→		Satisfactory	←————→		Failing	
Critical Thinking Skills: Essay demonstrates creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.	4	3 ½	3	2 ½	2	1 ½	1 ½	0
Communication Skills: Essay demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication.	4	3 ½	3	2 ½	2	1 ½	1 ½	0
Personal Responsibility: Essay demonstrates the ability to connect choices, actions and consequences to ethical-decision making.	4	3 ½	3	2 ½	2	1 ½	1 ½	0
Social Responsibility: Essay demonstrates intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.	4	3 ½	3	2 ½	2	1 ½	1 ½	0

Conversion to 100-point scale chart

16	100%	8	60%
15.5	97%	7.5	57%
15	95%	7	55%
14.5	93%	6.5	53%
14	90%	6	50%
13.5	87%	5.5	47%
13	85%	5	45%
12.5	83%	4.5	43%

12	80%	4	40%
11.5	77%	3.5	37%
11	75%	3	35%
10.5	73%	2.5	33%
10	70%	2	30%
9.5	67%	1.5	27%
9	65%	1	25%
8.5	63%	.5	23%

Content

- 0 No personal reflection essay turned in and/or missing two or more assignments.
- 1 Includes personal reflection essay, but missing two assignments and/or no single component nor the reflection essay meets minimum content required (see 4).
- 2 Includes personal reflection essay, but missing one assignment and/or two assignments or the reflection essay does not meet the minimum content required (see 4).
- 3 Includes personal reflection essay and the three assignments, but one assignment or the reflection essay does not meet the minimum content required (see 4).
- 4 Includes the personal reflection essay, the three assignments and each of these meets or exceeds the minimum requirements of **at least one page** per topic or **at least ½ page** for assignments of alternate format (e.g. musical, theatrical, artistic, culinary presentations)

Critical Thinking Skills

- 0 Inadequate research. No analysis, evaluation or synthesis of information
- 1 Direct extraction of information from sources with no interpretation or evaluation. Sources are assumed reliable and experts' viewpoints accepted as fact.
- 2 Extraction of information from sources, but inadequate for coherent analysis or synthesis. Sources are assumed reliable and experts' viewpoints are taken as mostly fact.
- 3 Adequate research, coherent analysis and synthesis. Reliable and expert sources questioned.
- 4 Sufficient research and thorough analysis and synthesis. Reliable and expert sources verified or questioned thoroughly.

Communication Skills

- 0 **Target language:** No knowledge of or sensitivity toward differences in verbal or nonverbal communication. Little to no use of learned structures and vocabulary. Communication is often meaningless and/or unintelligible.

English: Does not use appropriate nor relevant content. Does not develop even simple ideas. Meaning is impeded by significant errors in usage.

- 1 **Target language:** Minimal understanding of cultural differences in verbal or nonverbal communication. Isolated use of some learned structures and/or vocabulary. Communication often unclear and not easily understandable.

English: Uses appropriate and relevant content to develop simple ideas in some parts of the work. Uses language that sometimes impedes meaning because of errors in usage.

- 2 **Target language:** Use of some learned structures and vocabulary for somewhat meaningful oral and/or written communication. And/or identifies some cultural differences in verbal and nonverbal communication.

English: Uses appropriate and relevant content to develop and explore ideas throughout most of the work. Generally conveys meaning although may include some errors.

- 3 **Target Language:** Adequate use of learned structures and vocabulary for generally meaningful oral and/or written communication. And/or basic understanding of cultural differences in verbal and nonverbal communication.

English: Uses appropriate, relevant and compelling content to explore ideas throughout the whole work. Uses straightforward language that conveys meaning and has few errors.

- 4 **Target Language:** Effective use of learned structures and vocabulary for *meaningful* oral and/or written communication. And/or complex understanding of cultural differences in verbal and nonverbal communication.

English: Uses appropriate, relevant and compelling content to convey understanding throughout the whole work. Skillfully communicates meaning. Virtually error-free.

Personal Responsibility

- 0 No personal reflection essay presented or personal reflection essay presented *does not attempt to identify or discuss core beliefs, origins of core beliefs, nor basic, obvious ethical issues*. No position stated.
- 1 Identifies some core beliefs. Recognizes only extremely basic and obvious ethical issues. No evident understanding or complex issues or interrelationship of issues. Only vague reference to a position. Does not identify objections to, assumptions, nor limitations of different ethical perspectives. No connection made between actions and consequences implied by a position.
- 2 States either core beliefs or origins of core beliefs but not both. Recognizes basic and obvious ethical issues but not more complex issues nor relationships between issues. States a position but does not state objections to, assumptions and limitations of different ethical perspectives. Makes limited connections between actions and consequences implied by his/her position.
- 3 States core beliefs in basic terms and makes connections to their origins. Recognizes and identifies most complex ethical issues and relationships between issues. States a position, but does not recognize all objections to, assumptions or implications of different ethical perspectives. Draws basic connections between actions and consequences implied by his/her position.
- 4 Discusses core beliefs and their origins. Recognizes and identifies complex ethical issues and relationships between issues. States a position, recognizes objections to, assumptions and implications of different ethical perspectives. Discusses the actions and consequences implied by his/her position.

Social Responsibility

- 0 No apparent awareness or evaluation of one's own values, behaviors and worldviews. No evidence of connections or comparisons with those of target language speakers. No identification of knowledge relevant to personal civic engagement.
- 1 Minimal awareness of one's own values, behaviors and world views with no or extremely limited evaluation and/or connections and comparisons with those of target language speakers. Begins to identify knowledge that is relevant to personal civic engagement.
- 2 Awareness of the one's own values, behaviors and world views but with little considered evaluation and limited connections and comparisons with those of target language speakers. Begins to connect knowledge to personal civic engagement.
- 3 Adequate evaluation of one's own values, behaviors and world views through well-considered connections and comparisons with those of target language speakers. Analyzes knowledge and makes relevant connections to one's personal civic engagement.
- 4 Thoughtful evaluation of the one's own values, behaviors and world views through insightful connections and comparisons with those of target language speakers. Connects and extends knowledge to one's own civic engagement.

Course Syllabus

2233 Intermediate German

Your Instructor:	Dr. Yvonne Franke	
Office Hours:	Mondays	1:30-4:00 p.m.
	Tuesdays and Thursdays	9:00-10:45 a.m.
		2:00-3:00 p.m.
	Wednesdays	2:00-4:00 p.m.
Email Address:	yvonne.franke@mwsu.edu	
Phone:	(940) 397-4733	
Office:	Bea Wood 111	

COURSE CONTENT AND METHODOLOGY

The language teaching community agrees that learning language and culture are inextricably connected. Thus, this course focuses on developing students' German-language proficiency through modes of communication that reflect real life communication in the varied cultures of the German-speaking world. By employing interpersonal, interpretive and presentational communicative modes in German, students will explore the ideas, values, beliefs and other cultural aspects in German-speaking countries and how these aspects work together to affect human experience.

COURSE GOALS:

The theme will be National Socialism and WWII. We will cover the grammar of chapters 12-14 of the textbook, and work through a graphic novel in German and English language, and a feature film in German language. This is a four-skills language course, in which you will develop listening, speaking, reading, and writing skills in German for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. By the completion of this course, students who have attended classes regularly and successfully completed all listening, written, lab, and computer assignments, as well as ALL exams (**with a minimum grade of B-**) should be able to:

- (a) Provide detailed information about themselves, their families, interests, likes and dislikes, as well as daily activities in German;
- (b) Understand and participate in conversations on a variety of everyday topics and specific issues (e.g. asking for and giving directions, traveling, career opportunities, job applications, etc.);
- (c) Read and comprehend edited texts (e.g. travelogues, short stories, and process important information from a variety of "authentic" texts [e.g. films, train schedules, job descriptions, etc.]);
- (d) Fill in forms requesting general information, as well as write letters, notes, postcards, or messages providing simple information;
- (e) Use and understand a range of essential vocabulary words and grammatical structures related to everyday life activities and specific situations, such as traveling and the job market;
- (f) Pronounce German well enough to be comprehensible to a native German speaker;
- (g) Describe and illustrate aspects of the cultures of German-speaking countries and make comparisons between these cultures and his/her own culture using basic linguistic structures and vocabulary in the target language;
- (h) Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of German-speakers.

REQUIRED TEXTS:

Deutsch: Na klar! An Introductory German Course (Student Edition) 7th Edition, available as follows:

- ➔ Connect Access card (E-book): ISBN 10: 1259290867; ISBN 13: 9781259290862
- or
- ➔ Printed Workbook (ISBN-13:9780073386355) **and** Lab Manual (ISBN-13: 2901259290830)

The Audio files can be accessed through the E-Book, but are also located on the student resource site: http://highered.mheducation.com/sites/0073386359/student_view0/kapitel1/index.html#

For the E-Book users, most homework will be assigned from the website.

If you have the Connect Card (E-Book), you need to register, using an access code (comes with the card).

Register here: http://highered.mheducation.com/sites/0073386359/information_center_view0/index.html

RECOMMENDED TEXT:

Zorach, Cecile; Charlotte Melin. *English Grammar for Students of German*. ISBN: 0934034230

Please note: Both the textbook and the workbook were already used in 1134, 1234, and 2133 German. There is no additional material.

COURSE REQUIREMENTS:

REGULAR ATTENDANCE AND ACTIVE PARTICIPATION in class, written assignments, short quizzes, chapter tests, compositions, presentation, and a comprehensive written two-hour final exam.

Your course grade is based upon the following:

Classwork (attendance, participation)	15%	
Homework (WB, www, handouts)	10%	
Quizzes	15%	- (weakest quiz doesn't count)
Chapter Tests	25%	
Essays	15%	
Presentation	5%	- (Core Course Assessment)
<u>Comprehensive Final Exam</u>	<u>15%</u>	
	100%	

Class Participation and Attendance

I will take attendance every day. Students are required to be in class for the entire 75-minute period. Students may be counted absent if arriving more than 10 minutes late or leaving class early. This syllabus serves as notice that a student may be dropped from the class without further notification if absent more than five times. Please note that if a student decides to drop the course, he/she must follow university procedure for dropping a course in order to receive a "W."

Absences due to official university functions or documented illness will be dealt with on an individual basis and should be discussed with the instructor outside of class time. There are no "excused absences" from regular class periods. If a student misses an exam, he/she must present documented proof of illness or university activity to the instructor before a make-up exam will be allowed.

Students will be expected to come to class prepared to participate actively in all discussions and activities.

Participation grades will be given daily on a 0-10 scale based on both QUALITY and QUANTITY of your contributions, according to the following criteria:

- 0 = absent
- 6 = absolute minimal (present, but doesn't contribute)
- 7 = minimal (only contributes after being called on)
- 8 = average participation (contributes once)
- 9 = good participation (contributes twice)
- 10 = outstanding participation (contributes three times or more)

Students may not use cell phones or smart phones during class time. I may tell students explicitly to use their phones (e.g. for a group activity), but otherwise, cell phones and smart phones need to be silenced and off the table during the entire class.

Daily Homework

Unless stated otherwise for some assignments, written homework is **always due next class**. Homework for each day is listed on the **bi-weekly homework sheets, which are posted on D2L**. I will not explicitly mention the individual homework assignments during class. It is your responsibility to check D2L every day and find the corresponding assignment. It is important to do your homework EVERY DAY because the assignments are specifically designed to practice what has been covered during class and to prepare you for the next day of class. I will only accept the submission of assignments on the days they are due (which is usually the next day of class).

Grading of homework: Unlike your essays, you will not receive a letter grade but are rather graded based on a + / √ / - / 0-scale. (+/plus = good; √ / check = satisfactory; -/ minus = marginal/missing parts/lack of self-correction; 0 / zero = not handed in).

NOTE: This is a three-credit course. If you want to pass it successfully, be prepared to do a MINIMUM of three hours of homework a week.

Any assignment for which an answer key is provided (Workbook) has to be self-corrected, using a different color (except red) BEFORE turning it in.

EXTRA CREDIT: Students may receive a **BONUS** of up to 10 percentage points on the **FINAL EXAM**. The amount of bonus points earned depends on the percentage of homework assignments completed. A bonus percentage point is earned for each 10% of total homework assignments completed. Thus, if 100% of homework assignments are completed, the student earns 10 percentage points. If only 90% of homework assignments are completed, the student earns 9 percentage points, and so on. In order to qualify for this bonus, the student **MUST TURN IN A MINIMUM OF 50% OF ALL HOMEWORK ASSIGNMENTS**. Note that this assures you of at least 5 bonus percentage points on the final exam. **This bonus will be penalized by unexcused absences;** each unexcused absence beyond the third will reduce the maximum earnable bonus percentage points by 1. Thus, a student with 4 absences can earn only 9 bonus percentage points, even if 100% of the homework assignments are completed.

Essays

You will write three essays in German language during the course of the semester. Students are expected to write a coherent text (of about 150 words) on the assigned topic. The purpose of this activity is to strengthen your ability to use German to communicate on a range of everyday topics. There is no need for extensive use of dictionaries to find new vocabulary words.

Compositions will be graded on:

- quality and quantity of content provided
- appropriate use of vocabulary
- grammatical accuracy
- spelling
- style (e.g. use of subordinate clauses/changing word order, inclusion of suitable new vocabulary)

Double-space and entitle your essay, and put your name, class section, and date (dd.mm.yyyy) at the top.

You need to print out your essay and bring it to class or to my office the day it is due. Do not send it to me via e-mail unless I explicitly tell you to do so. **Late essay will not be accepted and calculated as 0.**

The essays can be corrected for a grade improvement of up to 10% within one week. Writing and re-writing essays provides excellent language practice and gives you the opportunity to use the language you are learning to convey your own thoughts and ideas.

Quizzes

There will be weekly quizzes, in which you will show how you have mastered the material of the previous days. Quizzes may NOT be made up unless students can provide appropriate documentation for their absences. At the end of the term, the lowest quiz grade will be dropped.

Chapter Tests

There will be three chapter tests that will be administered on the dates announced. They will cover the material in individual chapters and will build upon previously covered material. Check the Test Schedule on D2L.

NOTE: No chapter tests will be made up without a valid medical excuse. You must e-mail or call me BEFORE the exam is administered. **If you miss a quiz or test, and are not properly excused, your grade is calculated as 0.**

ALSO NOTE: Tests may be corrected within one week for a final 5% improvement of the grade. This can only be achieved if ALL errors have been corrected. The corrections have to be written on a separate sheet of paper, and each error needs to be corrected, using a different color, within a complete sentence.

Presentation/Core course objectives (assessment)

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Every student will present on a self-chosen topic related to German culture. The presentation will be partially in German and will last approximately 5 minutes. Students need to discuss the topic and approach (PowerPoint, poster or video) with me at least two weeks in advance. Presentations will be held during the last week of the semester. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

- **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
- **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities

Final Written Exam

A 2-hour comprehensive final exam that covers the material of the whole semester. Time and location TBA.

ACADEMIC INTEGRITY

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed."

Written and adopted by the 2002-2003 MSU Student Senate.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.

THE GERMAN PROGRAM'S APPROACH TO LANGUAGE LEARNING

We will speak German for most of the time. This includes student-professor interaction AND talking among yourselves. You will only learn German by hearing and speaking it. Here are some useful German words and phrases; some of them you probably remember:

<i>Wie bitte?</i>	I beg your pardon?
<i>Wiederholen Sie das, bitte.</i>	Repeat that please.
<i>Ich verstehe das nicht.</i>	I don't understand that.
<i>Was heißt ... auf Deutsch?</i>	How do you say ... in German?
<i>Können Sie das noch einmal erklären?</i>	Could you explain that again?
<i>Entschuldigung. Ich habe mich verspätet.</i>	I'm sorry I'm late.
<i>Kann ich mit Ihnen sprechen?</i>	Can I speak with you?
<i>Zu zweit, zu dritt, zu viert, ...</i>	In groups of two, three, four, ...
<i>Arbeiten wir zusammen?</i>	Shall we work together?
<i>Wie geht das?</i>	How does this work?
<i>Ach so!</i>	I see!
<i>Wir wechseln uns ab.</i>	We take turns.
<i>Ich bin dran./Du bist dran.</i>	It's my turn./It's your turn.
<i>Das macht Spaß.</i>	That's fun.
<i>Das ist schwer.</i>	That's difficult.
<i>Geschafft!</i>	Done (You accomplished it.)

E-MAIL CORRESPONDENCE

While I usually respond rather quickly to students' e-mails during weekdays, please allow 24 hours for a reply. In each initial e-mail, tell me about the nature of your inquiry, and include your name and class.

TO GET AS MUCH AS POSSIBLE OUT OF EVERY CLASS, I EXPECT YOU TO:

ATTEND CLASS DAILY AND BE "PÜNKTLICH" (ON TIME). German 2233 moves very quickly and you cannot really afford to miss class. If you are absent or come late, you will find yourself getting behind and being unable to follow and participate in class activities. You might miss important information, e.g. a quiz or explanation of a homework assignment.

DO YOUR HOMEWORK DAILY. This means completing all assigned homework BEFORE you come to class. This pre-class preparation, which may take up to 1 ½ hours per class session, is essential as a basis for understanding what your instructor will do IN CLASS. If you absolutely have to miss class, make sure you find out from the bi-weekly syllabus (on D2L) or from a fellow student what the assignments were. All written assignments need to be turned in at the day they are due (which is usually the next class).

REGULARLY LISTEN TO THE AUDIO PROGRAM ONLINE THAT ACCOMPANIES THE TEXTBOOK. Developing the ability to understand spoken German will require you to "train your ears." Listen to the website audios as often as you can. I strongly recommend working with the Lab Manual, which will improve your listening-comprehension skills significantly.

USE MY OFFICE HOURS. While you should definitely see me if you have a problem, I suggest that you also visit me if you don't. Tell me how things are going, and what your future plans are. I would also

be happy to talk to you about study abroad opportunities in a German-speaking country or about working on a research project with you. If you are not free during my office hours, I will schedule an appointment with you.

PARTICIPATE ACTIVELY IN ALL CLASS ACTIVITIES. I employ lots of pictures, real objects, simple games, small group and other activities that are fun and will make you connect with your *Kommilitonen* (fellow students). Such activities will make it easier for you to learn and remember new vocabulary and grammatical structures. So stay on task and do not switch to English during these activities. They provide you with opportunities to speak German and use the language in realistic situations.

CO-CURRICULAR ACTIVITIES:

- **German Club:** Attend the weekly German “Stammtisch” (regulars’ table) where you can meet other German learners and enthusiasts. You are not expected to speak or understand German. Become a Mitglied (member) of a coole Gruppe and help organize tolle Aktionen, such as the regular film screenings, and it occasionally prepares German food. Time and location for the “Stammtisch” TBA. Check D2L.
- **German film screenings:** The German Club shows German films at least once a month. All of these screenings are with English subtitles, and admission is free. There will be an opportunity to gain extra credit by attending these screenings. Very often, the German Club offers free German food. Pay attention to announcements in class and on D2L.
- **The Arts & Literatures Society** organizes events, such as field trips to museums, poetry slams and workshops.

And many more...

RESEARCH AND CREATIVE OPPORTUNITIES AT MSU.

Enhancing Undergraduate Research and Creative Activities (EURECA) is a program that provides opportunities for undergraduate students to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6275 or eureca@mwsu.edu. Information and resources are available at www.mwsu.edu/eureca

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at <https://mwsu.edu/campus-carry/rules-policies>.

FOR QUESTIONS

Contact me about questions you might have at yvonne.franke@mwsu.edu or stop by in Bea Wood 111 for a *Pläuschchen* (little chat).

**GLOBAL ASSESSMENT TOOL FOR ASSESSING CORE CURRICULUM OBJECTIVES OF
INTERMEDIATE GERMAN – GERM 2233**

PERSONAL REFLECTION ESSAY OR PROJECT

Description:

The *Personal Reflection Essay or Project* serves as an assessment of student's performance of the core curriculum objectives of Critical Thinking Skills, Communication Skills, Social and Personal Responsibility in the specific context of this course. The subject of the essay will be a cultural topic or topics chosen by the student or assigned by the instructor/professor according to the instructor's preference. The cultural topic chosen by the student or presented by the instructor will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched and considered the topic in the framework of the core curriculum objectives.

Format and submission of work:

The format and submission of the *Personal Reflection Essay/Project* will be determined by each instructor according to his/her preference. Each instructor may determine the extent, if any, to which he/she may require students to use the target language in the essay.

Criteria for Assessment of Personal Reflection Essay/Project

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

- Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
- Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

Rubric for Scoring Personal Reflection Essay/Project

Please see the attached document titled *Rubric for Assessment of the Personal Reflection Essay/Project*.

Target Level of Attainment

Sixty percent of students will obtain a score of 70 % or better on this global assessment of the core curriculum objectives specified above.