Modesto Junior College

# Course Outline of Record Report

**10/18/2022**

# GERM102 : German 2

## General Information

| | |
|---|---|
| **Faculty Author:** | • Larry Hooper |
| **Attachments:** | GERM102.pdf<br>MJC Class Capacity Determination Form German 102.pdf<br>MJC PeriodicReview_German102_Addendum.pdf<br>MJC German 102 DE Addendum.pdf |
| **Course Code (CB01) :** | GERM102 |
| **Course Title (CB02) :** | German 2 |
| **Department:** | German |
| **Proposal Start Date:** | MJC Fall 2023 |
| **TOP Code (CB03) :** | (1103.00) German |
| **CIP Code:** | (16.0501) German Language and Literature. |
| **SAM Code (CB09) :** | Non-Occupational |
| **Distance Education Approved:** | No |
| **Is Distance Education Course:** | No |
| **Course Control Number (CB00) :** | No value |
| **Curriculum Committee Approval Date:** | Pending |
| **Board of Trustees Approval Date:** | Pending |
| **External Review Approval Date:** | Pending |
| **Course Description:** | German 102, taught within the context of German culture, is a continuation of the study of elementary German with an emphasis on listening, speaking, reading, and writing. The content is diverse, inclusive, and culturally sensitive in representations of origin, religion, ethnicity, race, sexual orientation and gender. Students improve their pronunciation and speaking skills along with their understanding of German heritage. Students will continue to expand upon their appreciation for German-speaking cultures through the discussion and analysis of selected readings in German. Linguistic proficiency and cultural literacy make up the broad focus of this course. Technology is available to reinforce the language skills acquired in the classroom. |
| **Proposal Type:** | Mandatory Revision<br>We are offering German 101 again so it is logical to offer German 102 again as well for students to be able to study German for an entire year sequence. |
| **Faculty Author:** | • Larry Hooper |

## Discipline(s)

| | |
|---|---|
| **Master Discipline Preferred:** | • Foreign Languages |
| **Bachelors or Associates Discipline Preferred:** | • Foreign Languages |

## Course Coding

**Basic Skill Status (CB08)**

Course is not a basic skills course.

**Course Special Class Status (CB13)**

Course is not a special class.

**Grading**

- A-F or P/NP

☐ Allow Students to Gain Credit by Exam/Challenge

**Repeatability**

0

**Course Prior To College Level (CB21)**

No value

**Rationale For Credit By Exam/Challenge**

No value

**Type of Repeat**

No value

☐ Allow Students To Audit Course

**Course Support Course Status (CB26)**

Course is not a support course

## Associated Programs

☑ Course is part of a program (CB24)

| Associated Program | Award Type | Active |
|---|---|---|
| General Studies: Humanities (In Development) | A.A. Degree | MJC Fall 2023 |

## Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

Y

**Transferability (CB05)**

Transferable to both UC and CSU

**Transferability Status**

Pending

| MJC General Education (MJC-GE) | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. |
|---|---|---|---|---|
| Area C: Humanities | (MJC-GE:C) | Pending | No value | Area 6A: Languages Other Than English (LOTE) |

| CSU General Education Breadth Pattern (CSU-GE) | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. |
|---|---|---|---|---|
| Area C2: Humanities | (CSU-GE:C2) | Pending | No value | No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined. |

| Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC) | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Area 3B: Humanities | (IGETC: 3B) | Pending | No value | No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined. |
| Area 6A: Languages other than English (LOTE) | (IGETC: 6A-LOTE) | Pending | No value | |

## Field Trips

**Field trips are required.**

- ( ) Yes
- ( ) No
- (•) Maybe

## Comparable Lower-Division Courses at UC/CSU v2

**Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)**

CPSU, San Luis Obispo (QTR)

**CSU Catalog Year**

2022-2023

**Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.**

GERM 102

**CSU Course Title**

Elementary German II

**Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?**

Yes

**Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)**

CSU, Fresno (SEM)

**CSU/UC Catalog Year**

2022-2023

**Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.**

GERM 1B

**CSU Course Title**

Elementary German II

**Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?**

Yes

**Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)**

UC Berkeley (SEM)

**CSU/UC Catalog Year**

2022-2023

**Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.**

GERM 2

**CSU Course Title**

Elementary German 2

**Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?**

Yes

## Units and Hours

### Summary

| | |
|---|---|
| **Minimum Credit Units (CB07)** | 5 |
| **Maximum Credit Units (CB06)** | 5 |
| **Total Course In-Class (Contact) Hours** | 90 |
| **Total Course Out-of-Class Hours** | 180 |
| **Total Student Learning Hours** | 270 |

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Code (CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

### Weekly Student Hours

| | In Class | Out of Class |
|---|---|---|
| Lecture Hours | 5 | 10 |
| Laboratory Hours | 0 | 0 |
| Activity Hours | 0 | 0 |

### Course Student Hours

| | |
|---|---|
| **Course Duration (Weeks)** | 18 |
| **Hours per unit divisor** | 52.5 |
| **Course In-Class (Contact) Hours** | |
| Lecture | 90 |
| Laboratory | 0 |
| Activity | 0 |

| | |
|---|---|
| **Total** | 90 |

**Course Out-of-Class Hours**

| | |
|---|---|
| Lecture | 180 |
| Laboratory | 0 |
| Activity | 0 |
| **Total** | 180 |

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---|---|---|---|
| No Value | No Value | No Value | No Value |

## Prerequisites, Corequisites, and Advisories

### Prerequisite

GERM101 - German 1

## Requisite Skills

| Requisite Skills | Description |
|---|---|
| **Speak understandable German making appropriate responses to questions or statements in class recitation, oral testing or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).** | • GERM 101 - Speak understandable German making appropriate responses to questions or statements in class recitation, oral testing or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure). |
| **Read German texts within the scope of their vocabulary and knowledge of grammatical structure with comprehension appropriate to low beginner level (demonstrate comprehension by appropriate response to questions).** | • GERM 101 - Read German texts within the scope of their vocabulary and knowledge of grammatical structure with comprehension appropriate to low beginner level (demonstrate comprehension by appropriate response to questions). |

| | |
|---|---|
| **Write understandable German within the scope of their vocabulary and knowledge of grammatical structure.** | • GERM 101 - Write understandable German within the scope of their vocabulary and knowledge of grammatical structure. |

## Specifications

**Methods of Instruction**

| | |
|---|---|
| **Methods of Instruction (Typical)** | INSTRUCTIONAL METHODS |
| **MOI** | 1. Instructor-led pronunciation drills and exercises: In-classroom exercises (written and oral) and homework (audio/video).<br>2. Supervised practice of grammatical structures and vocabulary: In-classroom exercises (written and oral) and homework (audio/video).<br>3. Listening comprehension exercises and dictation.<br>4. Oral practice of dialogs.<br>5. Oral communicative activities, such as simulated conversations, role-play improvisations, interviews, enacting of student-written dialogs, and discussions of assigned readings pertaining to the German culture.<br>6. Reading practice using German texts.<br>7. Written communicative activities, such as written responses to readings, short letters or e-mails, written dialogs, and expression of ideas or information in response to questions or other stimuli.<br>8. Discussions in English and/or increasingly in German of aspects of the culture of the German-speaking world, contrasting it with the students' own culture. Students' understanding of the culture in the German-speaking world will be fostered through reading and discussion in the German language.<br>9. Total physical-response activities to engage students so that they respond to various commands. |

**Assignments (Typical)**

**Evidence of Workload for Course Units (Quantity)**

1. On a daily basis- complete online textbook exercises such as:
    1. Written cloze exercises with appropriate vocabulary or grammatical form creating original sentences using grammatical structures
    2. Drills emphasizing verb conjugations
    3. Simulate conversations
    4. Create dialogs
    5. Study and review vocabulary and grammar
2. On a weekly basis-
    1. Write increasingly longer paragraphs, letters, e-mails
    2. Watch video clips and complete comprehension questions or exercises
    3. Complete speaking activities with a partner and perform them in instructor office hours
3. Twice a semester-
    1. prepare for oral exams (midterm and final oral)
4. Per term-
    1. review and prepare for written final exam

**Evidence of Critical Thinking (Quality)**

1. Conversation(s):
    1. Create and present a dialog in which you are planning a trip for your upcoming vacation and you must decide with your family where you want to go, then call a travel agency and ask relevant questions to plan the ultimate family trip in a German-speaking region.

2. Create and present a dialog in which you plan a birthday party with your friend and must prepare a shopping list, then go to the store and use the phrases we have learned, as well as use the appropriate formal address.
3. Practice discussing in German the readings (German texts).

2. Writing:
   1. Create a weekly journal in which you detail your weekend activities and detail them using the grammar learned this term such as Reflexive Pronouns, Dative Case and the Written/Narrative Past Tense.
   2. Make a list of your weekly chores and use the Accusative and Dative Case to describe what you do and how often you do it.
   3. In writing, conceptualize and evaluate information gathered from observation, experience, reflection, and reasoning.
   4. Compare and contrast some aspects of the German culture with your own.

| Methods of Evaluation (Typical) | Rationale |
|---|---|
| FORMATIVE EVALUATION | 1. Oral quizzes and examinations of grammatical structures, vocabulary, listening comprehension, and pronunciation.<br>2. Written quizzes and examinations of grammatical structures, vocabulary, listening comprehension, reading comprehension, and spelling.<br>3. Evaluation of student proficiency as demonstrated by students' written homework or class exercises (including group work).<br>4. Evaluation of student proficiency in communication as observed by the instructor in the course of class recitation and other exercises Quizzes testing aural comprehension of spoken German.<br>5. Written and recited (acted out) dialogs and skits that demonstrate students' communication skills in German (i.e. speaking and listening skills). Essay questions written in English or German requiring expression of insight into German language and culture. |
| SUMMATIVE EVALUATION | 1. Oral final exam (Individual student presentation, group presentation, or conversation with instructor)<br>2. Written final exam (comprehensive exam with vocabulary, grammar, reading, and writing components). |

**Equipment**

Students will need a working device with access to high speed internet and headphones with a microphone, if device has no built-in microphone.

**Textbooks**

| Author | Title | Publisher | Date | ISBN |
|---|---|---|---|---|
| Di Donato, Robert and Clyde, Monica | "Deutsch, Na Klar!" | McGraw Hill | 2020 | 9781260016055 |
| Tschirner, Erwin and Nikolai, Brigitte | "Kontakte" | McGraw Hill | 2021 | 9781260016062 |

**Other Instructional Materials**

| | |
|---|---|
| **Description** | Grenzlos Deutsch, Zero Cost Textbook Online, as a continuation to the site used in German 101. |
| **Author** | Dr. Brigetta M. Abel, Macalester College Dr. Amy Young, Central College |
| **Citation** | https://grenzenlos-deutsch.com/ |
| **Online Educational Resources** | https://grenzenlos-deutsch.com/ |

## Textbook Exceptions and Supplementals

**Title of Other Material**

No Value

**Who prepared or published this supplemental material?**

No Value

**Publish date**

No Value

**Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?**

- [ ] Yes
- [x] No
- [ ] Unsure

**If yes, explain why this older text is used in the course. Reasons should focus on content only.**

No Value

## Materials Fees v2

**Is there a materials fee for this course?**

No

**Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.**

No Value

**Explain how these materials are related to the Student Learning Objectives for the course.**

No Value

**Explain how the materials have continuing value outside the classroom.**

No Value

**Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?**

No Value

**If no is checked, explain why.**

No Value

**If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)**

No Value

## Learning Outcomes and Objectives

**Course Objectives**

Compose and respond to elementary questions and statements in German.

Identify proper German language usage in elementary questions and statements.

Identify proper German grammar usage in simple and complex sentences.

Analyze information presented in paragraphs and short newspaper articles written in German.

Compose, paraphrase, and/or restate lengthy paragraphs in German.

Compare and contrast German cultural norms with the norms of other cultures in situations such as greetings, leave-takings, purchasing items, asking directions, telling time, and introducing people, with other cultures.

Use elementary German language to discuss and write about topics such as school activities, work activities, hobbies, and biographical information.

Pronounce elementary German language well enough to be understood by native speakers.

Use the proper patterns and structures to communicate in German at an elementary level.

**CSLOs**

**Conduct intermediate conversations in German, demonstrating listening comprehension skills and knowledge of intermediate elementary grammatical concepts and vocabulary at the beginner level and as shown by written, oral, and aural exams.** Expected SLO Performance: 1.0

**Read more intermediate and advanced texts in the target language, and some basic short stories and poems.** Expected SLO Performance: 1.0

**Write longer dialogs of up to 20 lines each, 2-3 paragraph essays and emails, and increasingly more complex correspondence in German.** Expected SLO Performance: 1.0

## Content

**Course Content**

1. Pronunciation exercises
2. Aural comprehension and drills
3. Vocabulary study
    1. family
    2. friends
    3. introductions of family and friends
    4. why learn German?
    5. extended and non-traditional families
    6. inclusion and diversity in German-speaking countries
    7. professions and careers in Germany
    8. environment
    9. shopping
    10. ordering food at a restaurant
    11. daily habits
    12. accessibility in Germany
4. Common idiomatic expressions
5. Reading (intermediate and authentic texts)
6. Writing exercises (longer, 2-3 paragraphs, letters, emails)
7. Important aspects of German, Swiss and Austrian culture
8. Main elementary grammatical structures
    1. verb tenses
        1. spoken past tense (Perfect)
        2. written past tense (Imperfect)
    2. indicative, imperative, and interrogative forms (all tenses studied)
    3. word order (affirmative, negative, interrogative)
    4. most common irregular verbs (including modal verbs)
    5. most common past participles
    6. articles: definite, indefinite
    7. nouns: singular and plural
    8. Genitive (Possessive Case)
    9. subject pronouns; possessive, interrogative, and demonstrative adjective forms
    10. common prepositions (and their contractions): in, um, am, aus, nach, zu, von, an, auf, neben, vor, hinter, ueber
    11. direct/indirect objects and noun declension (accusative and dative cases)

## Recommended Course Content

**Recommended Course Content**

1. Introduction to irregular simple past tense verbs through fairy tales and stories
2. Introduction to Subjunctive Mood forms and usage
3. Introduction to the Passive Voice in the Present Tense
4. Exploration of websites from the German-speaking world to gather culturally relevant information

**Recommended Lab Content**

Not applicable as the content is on the online site, Grenzlos Deutsch.

## Distance Education (DE) Addendum

**Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.**

- Yes

**Modality Type:**

- Hybrid
- Online

**Methods of Instruction:**

- Asynchronous Discussion
- Viewing and Listening to Videos
- Online Activities
- Written Assignments
- Reading Course Materials
- Collaborative Peer/Group Activities
- Interactive Activities
- Listening to Audio Materials
- Facilitated Discussions
- Community Activities
- Quizzes, Exams, and Surveys
- Multimedia Presentations

**If Other is selected for Methods of Instruction, please describe:**

No Value

**Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:**

Students will meet the course's learning outcomes by practicing vocabulary and grammar structures with tutorials, self-corrected and open-ended instructor-corrected exercises from the textbook website and on Canvas, by taking quizzes and exams, and by making multimedia presentations. Students will also collaborate and interact in written and spoken activities via discussion boards, synchronous and asynchronous partner and individual chat activities. These exercises and activities will help students gain fluency in aural, written, and spoken communication in the target language

**Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/)**

Attention will be paid to closed captioning, color contrasts, usage of heading styles and heading levels in an order, lists made with list tool, labels with textual descriptions, the reading order/sequence, links as unique texts, captions for tables, alternative texts for images, transcripts for audio, unique titles for each slide in a slide deck as well as all text available in outline view. Course design will include using accessibility checkers within the learning management system. Audio and video will not be set to auto-play.

**Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:**

No Value

**REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.**

- Discussion Boards

- Group Projects
- Social Media
- Q & A Discussion Boards
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Peer Review
- Conferences

**REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply**

- Announcements
- Assignment Feedback
- Conferences
- Discussion Boards
- Email
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)
- Q & A Discussion Boards
- Office Hours
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- The Online Course Syllabus
- Social Media

**Other Methods of REC among students and among students and faculty. Please describe and provide example(s).**

No Value

**In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.**

Face-to-Face components include Live Office Hours and Synchronous meetings with students to go over course material, as well as students completing weekly oral assignments together live over chat or YouTube, Google Meets, etc.  Weekly coursework and homework other than oral assignments, such as weekly discussion posts, are done online.

## Checkoff List

**Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?**

Yes

**Are library resources needed for this course?**

No library resources are needed for this course.

**Do you have any special concerns/needs or comments? If yes, describe.**

No Value

**Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)**

Yes, I have uploaded file(s).

**If this is a new course, have you attached the completed class capacity form, with required approvals, and uploaded the file in the Cover Info tab?**

No, this is not a new course

**If you are requesting Distance Education, did you complete the DE addendum tab?**

Yes

**If requesting transferability, have you completed the comparable courses field?**

Yes

**Add any additional comments you want reviewers to read.**

No Value