

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GL 110
2. **Course title:** Topics in German Culture
3. **Abbreviated title for class schedule** (30 characters or less): Topics Germ Cult
4. **Credit hours:** 4

(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description: Explores contemporary German perspectives through topics related to everyday life, such as travel, agriculture and cuisine, national and regional identity, or issues in politics and society. Students explore cultural values and assumptions in Germany by engaging with personal narratives and cultural artefacts. Students deepen their understanding of the German worldview by learning basic communication skills in the German language. Taught in English/German. Open to all levels of experience with German; no prior language experience required. Repeatable for up to 8 credits.

5. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

6. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

7. **Major/Class restrictions:** Please indicate any class or major restrictions:

8. **Is course repeatable?** Yes ☒ No If Yes, list maximum credits: Unlimited

9. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

10. **Fees:** List any course fees:

11. **Grade Mode:** Graded only: Pass/No Pass only: Option: ☒

12. CIP Code: Six-digit CIP code (check with your Division Director): 16.01

13. Special qualifications; Is course proposed for (yes/no):

A. University Studies? X If yes, list Strand(s) E

B. Honors?

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and
and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? Due to low enrollment, we will no longer be able to offer first and second year German. This course will give students opportunity to be exposed to German culture and prepare them for study abroad.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

This course will give students an opportunity to expand their communicative abilities in German and enrich their knowledge of linguistic, cultural, historical and sociopolitical issues relevant to the German-speaking world.

2. How does the course fit into the rest of the unit's curriculum? This course introduces students to the German language and cultural differences, goals parallel to our current 100 level offerings.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 = 10; Year 2=20; Year 3=25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Dr. Maggie Gemmell
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course could be combined easily with Dr. Gemmell's teaching in USEM and International Studies
- c. If additional faculty members are needed, how will that need be met?

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? Because this course will be taught primarily in English, but count for the Deficient in Foreign Languages, it could negatively impact enrollment in other language 101 and 102 classes. However, it could also be very positive for students who have previously struggled in languages.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:



Signature of Division Director

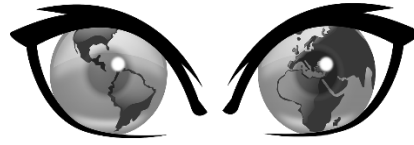


Date

4/29/16

Course Syllabus, GL 110

How to Thrive in Germany: Intro to German Culture & Language



In this course, students explore the culture, society and daily life of native German speakers by examining their worldview, practices and cultural norms from a comparative perspective. While exploring the geography, society and celebrations of Germany, students are exposed to German ways of thinking and behaving through variety of texts, videos and artwork. Students also gain some practical, basic German language skills that will help them travel in Germany more easily. By contrasting one's own ways with those from another culture, students become more aware of how culturally determined some of their own attitudes and perceptions may be.

Textbook - No textbook required. Readings and multimedia sources will be accessible via Moodle.

Course Format - Traditional face to face; two class meetings per week, each for 1 hour and 50 minutes.

Learning Objectives

The main objective of this course is that students develop a growth mindset with relation to interacting with people from a foreign culture. Even those not planning to travel to Germany gain the valuable experience of being an "outsider," so that they can better understand the experiences of others who navigate foreign cultures.

- Grasp the basic geography of Germany, including its transit systems
- Identify events, sights or other points of interest and determine how to go about visiting them
- Use the German language to communicate basic needs and ask basic questions (i.e. directions)
- Make plans and arrangements for travel to Germany, using mostly websites for travel information
- Develop confidence and acumen in navigating the German culture
- Discuss current events and culture relevant to Germans and Germany

To achieve these goals, students explore various topics related to everyday life and travel in Germany through authentic texts, videos and websites (sometimes in translation, sometimes subtitled, sometimes in German). While focusing on practical elements, comparisons are drawn to relevant US-American concepts, and students are asked to reflect on the significance of the encountered cultural differences.

Each week, students will learn approximately 25 new German vocabulary words or phrases, in addition to English cognates; vocabulary knowledge is assessed in weekly vocabulary quizzes. Grammar instruction will primarily occur via online video instruction, while language related class time is spent on communicative interaction.

Course Evaluation

Attendance and Participation	10%	Role Plays	15%
Quizzes	10%	Final Project and Presentation	45%
Homework	20%		

Final Project and Presentation

In the culminating course project, students plan an educational trip to a German speaking area as though they are actually going. As a part of this project, they produce a persuasive letter that would accompany an application for funding. They also produce a website that showcases all the relevant information for the trip (including educational goals), and present it to the class near the end of the term. Information and travel arrangements must include, for example:

- itinerary with specific dates/times (including cities, sites, events, activities)
- map showing travel path
- list of key destinations and explanations of their cultural/historical/geographical importance
- accommodations and reasoning for the selection (cost, location, etc.)
- transportation and alternate options, just in case (tickets, schedules, walkability, public transit)
- dining plan and budget, restaurants to visit
- luggage inventory and justification for items in carry-on
- list of most useful phrases (indicate on itinerary which areas are likely to have English speakers or not)
- practical arrangements
 - money exchange
 - cell phone
 - health insurance
- list of contacts in Germany or Europe

Week	Topics Covered	Sample Activities & Major Assignments
1	Geography, basic German cultural norms for interaction with others, influence of US-American culture in Germany <u>Language</u> : basic German vocabulary & grammar (greetings, pronouns, verbs, articles), leveraging knowledge of English with cognates, accent & alphabet	<u>Roleplay</u> : meeting someone, appropriate smalltalk <u>Reading activity</u> : navigating German language websites <u>In-class</u> : discuss headlines from German media, show English influence; go over false friends
2	German destinations (Berlin, Heidelberg, Köln, Wacken, Schwarzwald etc.), requirements for tourists (e.g. passports, visas, insurance) <u>Language</u> : present tense, travel vocabulary (transportation, accommodations, etc.), accusative case overview (personal pronouns), asking questions, numbers & dates	<u>Homework</u> : Research German destination and present it to the class with visual aids <u>Roleplay</u> : At the info booth; asking for help <u>Reflective essay</u> : How are German destinations “sold”? Who is promoting them? What constitutes an attraction? Compare to US.
3	Restaurants (menus, ordering, paying, tipping, etc.), money (Euro), buying locally, organics & non-GMOs, being vegetarian/vegan in Germany, alcohol (laws & cultural norms), <u>Language</u> : basic food vocabulary, Modal verbs in present tense, expressing what you (don’t) like	<u>Homework</u> : find a restaurant to order from on a specific time/day, choose meal, note cost, write dialog of ordering process, tip, etc. <u>Roleplay</u> : ordering in a restaurant <u>Reading</u> : Blog about German cuisine (in German) https://www.superprof.de/blog/regionale-unterschiede-deutsche-kueche/ Using Google translate: the good, the bad and the ugly
4	Different measurements (sizes, metric system, Celcius), stores & product availability, differences in German and US products (e.g. corn syrup), do Germans smalltalk? <u>Language</u> : weather vocabulary, verb: <i>brauchen</i> (to need), vocab for everyday objects (tech, travel items, clothes), accusative case, possessive pronouns	<u>Homework</u> : personal info sheet; calculate sizes and relevant measurements <u>Roleplay</u> : what do you need? <u>Weather reports</u> : trials in class with strategy help, then listening comprehension activity at home

5	Personal economy in Germany (buying & banking as a traveler), shopping, purchasing second-hand, sales tax, cell phones & internet access <u>Language</u> : buying & selling vocabulary, dative case overview (personal pronouns),	<u>Reflective essay</u> : cultural differences in everyday life; which are meaningful? what do they reveal about the two cultures? <u>Roleplay</u> : going shopping
6	Navigating to find businesses, internet searches, city layouts and using public transit <u>Language</u> : asking & giving directions, street terms,	<u>Roleplay</u> : asking the way to... <u>Assignment</u> : demonstrate ability to use public transit to go from place to place within a time frame (using authentic place and schedule)
7	Nightlife, friend circles and dating in German culture, German popular music, influence of American music <u>Language</u> : relationship vocabulary, going out vocabulary, prepositions for going & locations (in, nach, zu, auf), imperative	<u>Music</u> : listen to German pop music, analyze and compare to American pop <u>Roleplay</u> : let's go out on the town!
8	German visual media, influence of Hollywood, Netflix, movies in translation, movie theaters, plays, contrasting cultural preferences <u>Language</u> : entertainment vocabulary, basic past tense, adjectives	<u>Roleplay</u> : What kind of entertainment do you like? Have you seen...? <u>Movie/show</u> : watch (subtitled), discuss, analyze cultural differences in reflective essay
9	Opportunities in Germany, educational goals, review culture topics through comparative analysis, what could you do in Germany now? <u>Language</u> : practice, practice, practice	<u>Roleplay</u> : reporting on a trip; asking questions about someone's trip <u>Reflective essay</u> : how does German/Germany fit into educational goals?
10	Review, conversation practice	Presentations of final project websites, review