

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course GERM 102

<b>Department Approval</b>		
<u>Yagse Gwoner</u> Department Chair	<u>1/28/14</u> Date	<u>yagroner@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. J. Gwoner</u> Dean of College	<u>1-28-14</u> Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
General Education Program Director	Date	
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Chair of A2C2	Date	
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President of Faculty Senate	Date	
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Academic Vice President	Date	
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President	Date	
Please forward to Registrar.		
Registrar	Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]



WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 1/24/2014

GERM 102 Elementary German II 4  
Course No. Course Name Credits

Prerequisites None

GEP Goal Area(s):\*

CORE GOAL AREAS

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity  
☒ Goal 8: Global Perspective  
☐ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

☐ Intensive:

- ☐ 1. Writing  
☐ 2. Oral Communication  
☐ 3. a. Mathematics/Statistics  
☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

Dr. Lilian Ramos 457-5168 lramos@winona.edu  
Name (please print) Phone e-mail address

[Revised 9-6-11]



## GEP CATEGORIES REQUESTED

### Goal 6: The Humanities and Fine Arts

Application for GERM 102 Elementary GERM II to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

### COURSE OUTLINE

This course will cover the following topics:

I. Communication: Talking about health and fitness/the human body/common illnesses

Morning activities

Reading and Writing: *Sage mir, was du isst/Ein idealer Fitnessplan*

Grammar: Subordinating conjunctions

Indirect questions

Reflexive pronouns and verbs

Culture: Health spas in Germany, doctor visits, *Apotheken* and *Drogerien*

II. Communication: Talking about hotel and lodging/places in the city/asking for directions

Reading and Writing: *Die Gitarre des Herrn Hatunoglu/Eine Website für Touristen*

Grammar: The genitive case

Attributive adjectives

Culture: Services of tourist information offices/Wittenberg history/Nürnberg

III. Communication: Talking about travel/vacations/modes of transportation/items to take on vacation

Reading and Writing: *Sonderbares Erlebnis einer Reise/Sportreisen*

Grammar: The superlative

Adjectival nouns

The simple past tense

Culture: German vacations/German geography/dealing with a travel agency/buying a train ticket  
*Sächsische Schweiz*

IV. Communication: Talking about career expectations/the world of work/professions/job applications

Reading and Writing: *Abi 2009: Rein ins Leben/Sara, 22 Jahre, 1. Lehrjahr als Fotografin*

Grammar: Future tense

Relative clauses

*Was für (ein)*

Negating sentences with *nicht* and *ein*

Culture: Help-wanted ads/applying for a job/the German school system/civilian service

V. Communication: Talking about money matters/housing/the home/renting and household appliances

Reading and Writing: *Die drei Geldtypen/Ein Podcast über Geldtypen*

Grammar: Verbs with fixed prepositions

*Da-* and *Wo-* compounds

Subjunctive II

Culture: Bafög/Paying for university study/store hours/German immigration to North America

VI. Communication: Talking about television, newspapers and other media/technology/computers

Reading and Writing: *Gute Freunde in Netz/Podcast: Eine neue Erfindung*

Grammar: Infinitive clauses with *zu*

*Brauchen* and *scheinen*

Infinitive clauses with *um...zu*

Subjunctive I (indirect discourse)

Culture: Radio and television/inventions



VII. Communication: Talking about global problems/public opinion/the environment/using discussion strategies  
 Reading and Writing: *Was in der Zeitung steht/Globale und lokale Probleme*  
 Grammar: Passive voice  
 Present participle  
 Culture: The environment/speed limits in Europe/recycling

# STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate awareness of the scope and variety of works in the arts and humanities.</li> </ul>	<p>Students will identify, describe and react to a wide variety of works of art, architecture and literature from the target culture.</p> <p>Students will identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p>	<p><b>Assignment:</b> In one section of an oral presentation, students will be asked to identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p> <p><b>Sample Presentation Questions:</b> a) Identify and contextualize a German work of art that is part of the permanent collection of a museum in the Germanic world. In order to contextualize this work of art, you should provide as many details as possible (artist, period, movement, important dates or other relevant information). b) Identify and contextualize a monument or an important building/structure in the Germanic world. In order to contextualize this monument or important building/structure, you should provide as many details as possible (architect or the person responsible for having it built; important dates; location, etc.).</p>
<ul style="list-style-type: none"> <li>□ Understand those works as expressions of individual and human values within a historical and social context.</li> </ul>	<p>Students will describe and analyze works of art, architecture and literature from throughout the target culture within the works' historical and cultural contexts.</p> <p>Students will describe and compare works of art, architecture and literature from culturally distinct regions throughout the target culture.</p> <p>Students will explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and</p>	<p><b>Assignment:</b> In one section of an oral presentation, students will be asked to explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p> <p><b>Sample Presentation Questions:</b> a) Identify one German song, film, or literary work and explain how the artist, composer, lyricist, and/or performer used it to express an individual point of view for personal, social, or political reasons. Contextualize the song, film, or literary work within the artist's</p>



	social contexts.	repertoire or within the social, cultural, and/or political events surrounding the song's release.
<input type="checkbox"/> Respond critically to works in the arts and humanities.	<p>Students will describe and analyze the ideas expressed in works of art, architecture and literature from the target culture.</p> <p>Students analyze diverse linguistic and cultural forms of expression and communication in the target culture.</p> <p>Students will provide a critique of a work in the arts/humanities.</p> <p>Students will interpret and respond critically to works from various cultures in the arts and humanities.</p>	<p><b>Assignment:</b> As part of written activity, students will be asked to provide a critique of a work in the arts/humanities. This could be a painting, a sculpture, a monument/important architectural achievement, a song, a film, or a literary work. Students will be asked to include two references of previously published critiques (at least one of which must be a print-based source) and a personal critique.</p>
<input type="checkbox"/> Engage in the creative process or interpretive performance.	<p>Students will write creative compositions and engage in group situational performances, skits, and presentations.</p>	<p><b>Assignment:</b> Students will be asked to write creative compositions and perform a skit or presentation.</p>
<input type="checkbox"/> Articulate an informed personal reaction to works in the arts and humanities.	<p>Students will articulate oral and/or written reactions to a variety of works of art, architecture, literature and music from the target culture.</p> <p>Students will be asked to include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific culture, group of people, or period.</p>	<p><b>Assignment:</b> As part of an oral presentation, students will be asked to include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific culture, group of people, or period. These influences could be linked to the time when the chosen work was first created, or they could be linked to present/ongoing influences.</p>