

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course GERM 201

Department Approval		
<u>Y. Grover</u> Department Chair	<u>Feb 10</u> Date	<u>ygrover@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>2-10-14</u> Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ General Education Program Director		_____ Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair of A2C2		_____ Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President of Faculty Senate		_____ Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Academic Vice President		_____ Date
Decision of President <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.

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 2/05/2014

GERM 201 Intermediate German I 4
Course No. Course Name Credits

Prerequisites German 102 or equivalent

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 201 Intermediate GERM I 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 Berlin

Reading and Writing: *Eine berühmte Berlinerin; Nachtschwärmer und Tagediebe; Die Geschichte der Currywurst; Öffne dein Herz* by Georg Diez

Grammar: Parts of speech in German
 Declension
 Verb tense and mood

Culture: History of Berlin, Marlene Dietrich, Berlin museums, foods and night life

II. Communication: Talking about Munich

Reading and Writing: *Ein berühmter Münchner; Getränkemärkte, Oktoberfestbesuch* by Herbert Rosendorfer

Grammar: The perfect tense
 The imperative

Culture: History of Munich, Christian Morgenstern, museums in Munich, Oktoberfest, Bavarian cuisine, Beverage markets

III. Communication: Talking about Heidelberg

Reading and Writing: *Eine berühmte Heidelberger Studentin; Hochschulreform für weniger Freiheit?; Freunde* by Hermann Hesse

Grammar: The imperfect tense
 Als, wenn and wann
 The past perfect tense

Culture: History of Heidelberg, the Heidelberg Romantics, higher education in Germany

IV. Communication: Talking about Hamburg

Reading and Writing: *Eine berühmte Hamburger Medienfrau; Jung dynamisch, du?; Plattdeutsch; Generation Golf* by Florian Illies

Grammar: Subjunctive II in the present
 Subjunctive II in the past
 Subjunctive II with modal auxiliary verbs

Culture: History of Hamburg, Sabine Christiansen and the press in Hamburg, use of *du* in the workplace, regional dialect, regional cuisine

V. Communication: Talking about Leipzig

Reading and Writing: *Eine berühmte Leipzigerin; Die Universität Leipzig; Der Internetauftritt von Leipzig; Abriss der Gründerzeit?; Schließt euch an!*

Grammar: Indirect discourse: Subjunctive I/Past and present
 Simple and compound sentences

Culture: History of Leipzig, Robert and Clara Schumann, Johann Sebastian Bach, Richard Wagner, Friedrich Nietzsche, Christa Wolf, architectural style of the Bismarck Era vs. during the German Democratic Republic

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate awareness of the scope and variety of works in the arts and humanities. 	<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>Assignment: 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>Sample Presentation Questions: 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"> <input type="checkbox"/> Understand those works as expressions of individual and human values within a historical and social context. 	<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 social contexts.</p>	<p>Assignment: 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>Sample Presentation Questions: 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 repertoire or within the social, cultural, and/or political events surrounding the song's release.</p>
<ul style="list-style-type: none"> <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</p>	<p>Assignment: As part of written activity, students will be asked to provide a critique of a work in the</p>

	<p>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>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>Assignment: 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>Assignment: 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>