

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course GERM 202

**Department Approval**

Yogesh Grou  
Department Chair

Feb 10  
Date

ygroner@winona.edu  
e-mail address

**Dean's Recommendation**

☒ Yes

☐ No\*

M. J. Grou  
Dean of College

2-10-14  
Date

\*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

**GEPS Recommendation** ☐ Approved ☐ Disapproved

\_\_\_\_\_  
General Education Program Director

\_\_\_\_\_  
Date

**A2C2 Recommendation** ☐ Approved ☐ Disapproved

\_\_\_\_\_  
Chair of A2C2

\_\_\_\_\_  
Date

**Faculty Senate Recommendation** ☐ Approved ☐ Disapproved

\_\_\_\_\_  
President of Faculty Senate

\_\_\_\_\_  
Date

**Academic Vice President Recommendation** ☐ Approved ☐ Disapproved

\_\_\_\_\_  
Academic Vice President

\_\_\_\_\_  
Date

**Decision of President** ☐ Approved ☐ 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 2/6//2014

GERM 202 Intermediate German II 4  
Course No. Course Name Credits

Prerequisites GERM 201 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 202 Intermediate 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 Frankfurt

Reading and Writing: *Ein sehr berühmter Frankfurter; Oben ohne; Leben in Deutschland: Wie leben wir, was hat sich verändert – und warum?* by Theo Sommer

Grammar: The passive voice  
Alternative to the passive

Culture: Frankfurt's history, Johann Wolfgang v. Goethe and his poetry, Frankfurt as a business hub, Frankfurt's museums

#### II. Communication: Talking about Cologne

Reading and Writing: *Ein berühmter Kölner; Eine deutsch Erinnerung, Kölsch; Unterschftenaktion ,Nationalstolz'; Stolz; Endlich locker sehen – Darf man stolz sein auf Deutschland, oder ist Patriotismus hierzulande für immer out?*

Grammar: Modal verbs?  
The future tense

Culture: History of Cologne, Heinrich Böll, dialect of Cologne, political parties and patriotism, the Gothic Cathedral of Cologne, museums of Cologne

#### III. Communication: Talking about Dresden

Reading and Writing: *Eine berühmte Dresdner Bewegung, Daniel Barenboim: Ein Leben in Deutschland, Tristan und Isolde, ...und dann fuhr ich nach Dresden* by Erich Kästner

Grammar: Coordinating conjunctions  
Subordinating conjunctions

Culture: History of Dresden, *Die Brücke* art and artists, Dresdner architecture, Dresdner gastronomy

#### IV. Communication: Talking about Salzburg

Reading and Writing: *Der berühmteste Salzburger aller Zeiten, Mozart: Glück, Spiel und Leidenschaft, Kaffeehausfrühstück, Silentium* by Wolf Haas

Grammar: *kennen* vs. *wissen*,  
Relative clauses  
Relative pronouns  
Reflexive pronouns

Culture: History of Salzburg, Wolfgang Amadeus Mozart, art and architecture of Salzburg, Salzburg cuisine and coffee houses

#### V. Communication: Talking about Vienna

Reading and Writing: *Ein weltberühmter Wiener, Opernball mit tausend Polizisten, Wienerisch, Helmut Qualtinger: "Bin i a Mensch oder a Wiener?" Wittgensteins Neffe* by Thomas Bernhard

Grammar: Infinitive structures  
Adverbs

Culture: History of Vienna, Sigmund Freud and other famous Viennese personalities, Viennese museums, art and architecture, the opera, Viennese dialect, the Empress "Sissy" and Romy Schneider

# 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><input type="checkbox"/> 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><input type="checkbox"/> 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 social contexts.</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 repertoire or within the social, cultural, and/or political events surrounding the song's release.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Respond critically to works in the arts and humanities.</li> </ul>	<p>Students will describe and analyze the ideas expressed in works of art, architecture and literature from the</p>	<p><b>Assignment:</b> 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><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>