

## **COMMON COURSE OUTLINE FOR GERM 1200: BEGINNING GERMAN II**

### **A. COURSE DESCRIPTION**

1. Number of credits: 5
2. Lecture hours per week: 5  
Lab hours per week: 0
3. Pre-requisites: None  
Recommended: GERM 1100 or equivalent
4. Co-requisites: None
5. MnTC Goals: Goal 8/Global Perspective

#### Catalogue Description:

This course is a continuation of the listening, speaking, reading and writing competencies developed in German 1100. Students further explore cultural differences helping them develop a deeper understanding of the world and a greater cultural perspective.

### **B. DATE LAST REVISED:** February 2021

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Listening: Students listen to native speakers, authentic dialogues, contemporary music and movie excerpts, etc. as a means of introducing and reinforcing grammar, vocabulary, colloquial expressions and accents.
2. Speaking: Students discuss themselves and their own lives, attitudes and values in contrast to their counterparts in the target culture. For example, students compare attitudes toward family, the educational systems, political views and attitudes toward America.
3. Reading: Students analyze the content of short primary texts such as newspaper articles, television commercials and poems.
4. Writing: Students write short compositions, letters, postcards, journal entries, notes, messages, and short descriptions.
5. Grammatical topics: the perfect tense of regular & irregular verbs; ordinal numbers & dates; hin & her; position of auxiliary verb & past participle in dependent & independent clauses; position of nicht in the perfect; dative case; personal pronoun changes in the dative; dative verbs; adjective endings in the dative; dative case in idioms; dative prepositions; da- & wo-compounds; sequence of objects; review of wo & wohin; two-case prepositions, genitive case; adjective endings in the genitive case; infinitive phrases with & without um; relative clauses & relative pronouns; N-nouns; reflexive pronouns in the accusative & dative cases; reflexive pronouns used to express "each other"; reflexive verbs; simple past tense of regular, irregular, mixed & separable-prefix verbs; summary of verb tenses & principal parts; wann, als & wenn; relative pronouns as the objects of prepositions.
6. Vocabulary topics: describing past events in conversational situations & personal narratives; talking about one's ancestors & education/job qualifications;

describing someone's appearance; birthdays & holidays; purchasing & returning merchandise; expressing congratulations, best wishes & thanks; talking about how & where you live; destination & location; possessions & relationships; finding a place to live; talking about cultural differences, grocery shopping & personal grooming; food & restaurant vocabulary; telling stories; contradicting negative statements or questions; giving opinions, ongoing addition of vocabulary to describe people, places & things.

7. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics include: immigration to North America from the German-speaking countries; the German language in North America; vocational training & school systems in the German-speaking countries; Berlin; holidays & celebrations in the German-speaking countries; Mitbringsel, student housing; owning a home in the German-speaking countries; Schrebergärten; in a restaurant and a fast food kiosk; shopping customs; Luxemburg; the beginning of the information age & Guttenberg's printing press; newspapers & magazines; the Brothers Grimm (the topics in the last two chapters are all presented in German).

#### **D. LEARNING OUTCOMES**

Upon successful completion of German 1200, students will be able to: (Letters in parentheses refer to the relevant competencies of the Minnesota Transfer Curriculum, Goal 8 - Global Perspective.)

1. Write short compositions on familiar topics.
2. Participate in paired and group activities to practice self-expression on personal, cultural, and current topics within limits of linguistic ability. (8b)
3. Read and discuss level-appropriate, authentic materials.
4. Communicate in the target language demonstrating awareness of protocol.
5. Understand the spoken language according to the student's level of proficiency.
6. Compare and contrast cultural behaviors in everyday situations. (8b)
7. Gain an increased understanding of history, political science, art, and music of the target culture through the target language. (8a, b, c)
8. Use the language beyond the school setting for lifelong learning and for participating in the global community. (8d).

#### **E. METHODS USED FOR EVALUATION OF STUDENT LEARNING**

1. Written and oral tests, quizzes
2. Class participation
3. Homework
4. Compositions
5. Final exam

#### **F. SPECIAL INFORMATION**

None