

# WINONA STATE UNIVERSITY

## GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course GERM 101

<b>Department Approval</b>	
<u>Yogesh Grover</u> Department Chair	<u>1/28/14</u> Date
<u>ygrover@winona.edu</u> e-mail address	
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	
<u>Mph 9 amul</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 101 Elementary German I 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 101/ Elementary German 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: Greetings and farewells, useful expressions/forms of address  
The alphabet  
Cardinal numbers  
Addresses/Phone numbers

Grammar: Subject pronouns  
Nouns, gender and definite articles  
Infinitives and present tense  
The verb *sein*  
Asking questions/interrogatives  
The use of *dem*

Culture: *Wo spricht man Deutsch?*/Multicultural society in Germany

II. Communication: Talking about types of housing/furnishings/favorite activities

Grammar: The verb *haben*  
Nominative and accusative cases  
*Dieser* and *welcher*  
Negation with *nicht* and *kein*  
Verbs with stem-vowel changes  
The plural of nouns

Culture: *So wohne ich/Wir suchen einen Mitbewohner/eine Mitbewohnerin*

III. Communication: The family/days of the week/months

Holidays and celebrations  
Grammar: Possessive adjectives  
Personal pronouns in the accusative case  
Prepositions with accusative  
*Werden*, *wissen*, and *kennen*

Culture: *Wie feierst du deinen großen Tag?*/Persönlichkeiten: *Drei Kurzbiografien*

IV. Communication: Telling time, daily plans, movies, music, theater

Grammar: Separable-prefix verbs  
Modal verbs  
The imperative  
Flavoring particles

Culture: *"In der S-Bahn komme ich endlich zum Lesen"*

V. Communication: Talking about clothing, colors, types of foods, names of stores and shops

Grammar: The dative case  
*Wo*, *wohin*, and *woher*

Culture: *Die Obstverkäuferin* by Leonhard Thoma

VI. Communication: Talking about places to eat and drink/ordering in a restaurant

Grammar: Two-way prepositions  
Describing location and placement  
Expressing time with prepositions  
The simple past tense of *sein*, *haben*, and modal verbs

Culture: *Die Soße* by Ekkehard Müller/*Begegnung mit der Kunst der Gegenwart*



VII. Communication: Talking about sports and leisure pastimes/places to visit

Seasons and weather

Grammar: Coordinating conjunctions

The present perfect tense

The comparative

Culture: *Vergnügungen* by Bertolt Brecht

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 the <i>Alte Pinakothek</i> and <i>Neue Pinakothek</i> in Munich, the <i>Pergamon</i> Museum in Berlin, the <i>Kunsthistorisches Museum</i> in Vienna or the <i>Schweizerisches Landmuseum</i> in Zurich. 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><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,</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.	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.
<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>	<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.
<input type="checkbox"/> Engage in the creative process or interpretive performance.	Students will write creative compositions and engage in group situational performances, skits, and presentations.	<b>Assignment:</b> Students will be asked to write creative compositions and perform a skit or presentation.
<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>	<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.