



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: German 1
Descriptive Title: Elementary German I
Course Disciplines: Foreign Languages
Division: Humanities

Catalog Description:

This course introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing linguistically appropriate German. Students are also introduced to the cultural background of the language, including relationships among cultural practices and perspectives and the general aspects of everyday life. Technological support includes videos, DVDs, audio CDs, and Internet access to publishers' websites for tutoring and other support.

Note: This course is comparable to two years of high school German.

Conditions of Enrollment:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	5.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	5.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:

3 – Humanities

Term: _____ Other: Approved

CSU GE:

C2 - Humanities

Term: _____ Other: Approved

IGETC:

6A - Languages other than English (UC Requirement Only)

Term: Fall 1991 _____ Other: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

SLO #1

Upon completion of this course students will converse in a culturally appropriate manner about everyday topics such as greetings and personal description within the limits of vocabulary and structures appropriate to beginning German 1.

SLO #2

Upon completion of this course students will read and demonstrate comprehension of a short paragraph in German about other people, places or everyday topics.

SLO #3

Upon completion of this course students will write a 5-10 sentence paragraph in German about themselves and everyday topics.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Compose and respond to simple, elementary-level questions and statements in German.
2. Identify proper German language usage in simple, elementary-level questions and statements.
3. Identify proper German grammar usage in basic phrases and sentences.
4. Analyze information presented in simple, elementary-level paragraphs written in German.
5. Write, paraphrase, and/or restate short paragraphs in German.
6. Use simple, elementary-level German to conduct basic conversations in cultural situations, such as greetings, leave-taking, shopping, leisure time activities, telling time, and introductions.
7. Use simple, elementary-level German language to discuss topics such as school activities, work activities, hobbies, and biographical information.
8. Pronounce simple, elementary German language well enough to be understood by native speakers.
9. Translate elementary-level German spoken by native speakers.
10. Identify, examine, and discuss connections among culture, socially appropriate behavioral patterns, and cultural perspectives within the context of German culture

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	12.5	I	Polite commands, introductions, nouns, and pronouns A. Introduction to the German case system B. Introduction to formal and informal ways of addressing people C. Introduction to basic vocabulary such as clothing, colors, and numbers
Lecture	10	II	Introduction to parts of speech A. Definite and indefinite articles B. Plural forms of nouns C. The verbs "sein" and "haben" D. Personal pronouns E. Possessive adjectives F. Basic vocabulary such as classroom objects, descriptive adjectives, body parts, familial relationships, countries, and nationalities G. Culturally appropriate structure will reflect an understanding of social structure, manners, and historical and geographical realities of the German world.
Lecture	15	III	Verbs and the language of daily activities A. Present tense B. Telling time C. Word order in statements and questions D. Separable prefix verbs E. Verbs of daily activities F. Verbs of leisure time activities, biographical information, and academic subjects
Lecture	20	IV	Understanding the language of possession A. The accusative case B. Negative articles C. The verb "moechte" D. Possessive adjectives E. Present tense of stem-vowel changing verbs F. Informal imperative G. Vocabulary for clothing and appearance, gifts, and personal possessions
Lecture	15	V	Modals and word order for understanding personal states A. The modal verbs B. Accusative case pronouns C. Word order in dependent clause D. Vocabulary for talents, obligations, physical and mental states
Lecture	17.5	VI	Understanding the use of numbers A. The present perfect tense

			B. Regular and irregular past participles C. Ordinal numbers D. Dates and years E. Prepositions of time F. Past participles of leisure-time and daily activity verbs G. Birthdays and anniversaries
Total Lecture Hours	90		
Total Laboratory Hours	0		
Total Hours	90		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the section on family and friends. Complete exercises in the workbook that correspond to the material in the text. In class, you will be discussing in German each other's family trees and asking questions about family members; for example, name, physical description, age, and place of residence. You will use this information to develop your own family tree.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Write two paragraphs in German comparing and contrasting basic table etiquette in German and in the United States. Include at least three elements of comparison and contrast.
2. Read the German TV Guide online. Choose a program you would like to watch based on its description, then write two paragraphs in German comparing it to an American program that you currently watch. In your written paragraphs, include elements that differentiate the two shows, and judge which show you would prefer to watch, explaining why.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
 Performance exams
 Objective Exams
 Written homework
 Class Performance
 Homework Problems
 Multiple Choice
 Completion
 Matching Items
 True/False

V. INSTRUCTIONAL METHODS

Discussion

Group Activities

Lecture

Multimedia presentations

Role Play

Simulation

Other (please specify)

German newspapers and magazines, oral question/answer

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Skill practice

Problem solving activities

Written work

Estimated Independent Study Hours per Week: 10

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Thomas A. Lovik, Douglas Guy, and Monika Chavez. Vorsprung, Enhanced Edition. 3rd ed. Cengage Learning, 2016.

Thomas A. Lovik, Douglas Guy, and Monika Chavez. Electronic Student Activities Manual to Vorsprung. 6th ed. Cengage Learning, 2011. Discipline Standard

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course: ENGL 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

D. Recommended Preparations (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite: Eligibility for English 1A or qualification by appropriate assessment
This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Florence Merzlak on 05/03/1974.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 10/19/2020

Last Reviewed and/or Revised by Chris Glover

Date: 08/27/2020