

GERM 1 Course Outline as of Fall 1981**CATALOG INFORMATION**

Dept and Nbr: GERM 1 Title: ELEMENTARY GERMAN-I

Full Title: Elementary German-Part I

Last Reviewed: 11/25/2019

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	1	Lab Scheduled	0
		Contact DHR	2.00		Contact DHR	35.00
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 245.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Fluent speech with accurate pronunciation, correct oral and written grammatical and idiomatic sentence structure, and essays illustrating control of linguistic and cultural principles.

Prerequisites/Corequisites:**Recommended Preparation:**

Completion of ENGL 100B or ENGL 100. Not open to students with 2 years of high school German or one semester of college German with grade of "A" or "B" or equivalent within past 3 years.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Fluent speech with accurate pronunciation, with correct oral & written grammatical & idiomatic sentence structure & essays illustrating control of linguistic & cultural principles.
(Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Completion of ENGL 100B or ENGL 100. Not open to students with 2 years of

high school German or one semester of college German with grade of "A" or "B" or equivalent within past 3 years.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN GERM2)(GERM 1+GERM 2=GERM SEQ A)

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 2025	
	L3	Arts and Humanities		
	E	Humanities	Fall 1981	Fall 2025
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Fall 1981	
IGETC:	Transfer Area		Effective:	Inactive:
	6A	Language Other Than English	Fall 1981	
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

VOCABULARY - The students will:

1. Memorize and express.
2. Be able to translate, produce actively and passively such contexts as greetings, alphabet classroom related items and activities, family members, clothes, days, months, weather, clock times, numbers, basic foods, colors, and cognates.

COMPREHENSION - The students will:

1. Recognize and understand basic classroom instructions and simple declarative sentences which host the vocabulary listed above, and which are limited in their verbal usages to the present tense.
2. Short, coherent paragraphs or anecdotes using high frequency or cognate vocabulary, or brief stories should also be understandable.
3. Items for aural comprehension should be presented at deliberate speed and with clear (but not distortedly so) pronunciation.

SPEAKING - The students will:

1. Answer, identify and interpret simple, direct yes/no and content questions in a simple way, but will show less skill in formulating such questions.
2. Require subordination, but should be able to express such practical items as where he/she lives, how old he/she is, his/her name, the date, his/her date of birth, and describe, say a family member or a familiar place.

3. Students' ability to speak will be to a large degree a function of the questions asked of him/her.

4. Answer questions on readings.

READINGS - The students will:

1. Read with full comprehension short passages which deal with everyday topics or dialogues concerning daily life.

2. Items selected for reading could be heavy laden with cognates and not involve heavily subordinated or lengthy sentences.

3. Literary passages or readings in which the element of personal style are involved are not appropriate nor are readings which are heavily culture laden.

4. Depending upon their difficulty, newspaper items or editorials might be used.

5. Readings should confine themselves essentially to the present indicative tense.

WRITING - The students will:

Of all the skills, this one will probably end up being the least well developed.

1. Write, with minimum errors in spelling and accentuation, whatever he is able to say.

2. Brief declarative paragraphs may also be within the grasp of the student, as long as they are confined to the present tense, deal with a highly familiar topic, use only the vocabulary the student controls actively, and do not involve subordination.

3. Student might practice such writing by attempting short letters or descriptions of persons, places, or things.

PRONUNCIATION - The students will:

1. Have been grounded in the basics of German pronunciation, in letter/sound correspondence, but will be lacking in the "fine tuning" of pronunciation which will come only with more study, exposure, and practice.

2. Realize that some sounds of German, e.g., do not exist in English, and that others, e.g., are somewhat differently pronounced in German and English.

3. Pronunciation is not to be stressed to the point which it "cows" the student into thinking that he pronounces badly and is therefore, afraid to say anything.

4. Always be understandable to a native, but may still have an "Aus/ander" accent.

5. Stress words correctly the majority of the time.

GRAMMAR - Students should control the following grammatical items in a more-or-less active fashion:

1. Subject pronouns.

2. Present tense of basic verbs (weak and strong).

3. Yes/no and content question form.

4. Telling time.

5. Weather expression.

6. Possessive and demons, adjs.

7. Prepositions, acc. dative.

8. Affirmative words and their negative counterparts.

9. Direct object pronouns.

A. actively with a simple conjugated verb.

- B. passively with dependent infinitives and -ndo.
10. Contrast.

Topics and Scope:

SCOPE: Scope is what is covered in German 1 is at a significantly accelerated pace to a course teaching the same materials as in high school. This covers in a semester what is covered in two semesters at the high school level. This range also corresponds to about half of our college level representative text.

SPEAKING, LISTENING, READING, & COMPOSITION - Each section will cover in some form the content listed below.

1. Self-identification, personal information.
2. Nationalities, occupations.
3. Monetary denominations, banking.
4. Basic classroom objects, colors, numbers 1-1,000,000.
5. Buying, clothing, shopping.
6. Telling time, calendar, dates, holidays, celebrations.
7. Weather, seasons.
8. Family members.
9. Simple greetings and courtesy expressions, giving directions, expressing and interpreting feelings, emotions, and body language.
10. Health and body.
11. House and home.
12. Food and drink.
13. Travel and transportation, simple geographical information.
14. Job search.
15. Alphabet, cognates, pronunciation, interrogatives.
16. Office and shop designations, simple labels.
17. Adapted readings (1000 word vocabulary level), unadapted readings of an appropriate nature, such as bus or movie schedules.
18. Dialogues.

Grammar: Students will be expected to recognize and use:

1. Various simple tenses of the most frequent regular and irregular verbs; present, future, and verb compliments.
2. Various types of questions (yes/no and wh-), long and short answers, and simple commands.
3. Pronouns: personal, indefinite, possessive, direct, indirect, simple subordinators and coordinators.
4. Auxiliaries BE/DO and their negatives, simple modals.
5. Nouns: common proper, singular, plural and gender, direct and indirect objects, negation, simple clause markers and noun clauses, articles, indefinite and possessive determiners, demonstratives, frequency adverbs and time expressions, propositions of time and place, contractions, has to, needs to, wants to, comparison of adjectives.

Assignment:

In preparation for 50 minute lecture class, students are required to have:

1. Intensively studied from 5-10 pages from class text.
2. Completed from 5-10 pages from workbook, and prepared 5-10 pages

of written tasks from class text, and reviewed 5-20 pages of class text for projected exams.

3. Listened and completed 30-50 minutes of language lab material.
4. Spent 25-50 minutes practicing and memorizing vocabulary and phrases.

In preparation for 50 minute lecture class students are recommended to have:

1. Worked 10-15 minutes cooperatively with a classmate or a German speaking friend.
2. Worked f10-50 minutes with a tutor or other German language specialist.
3. Listened or viewed 10-50 minutes of German language media (videos, TV, slides, magazines, newspaper, dictionaries, etc.)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Lab reports, Essay exams, IN-CLASS DICTATIONS, INTERVWS

Writing
30 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations
20 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

COMPLETION OF SEMESTER'S LANGUAGE LAB HOURS

Other Category
0 - 10%

Representative Textbooks and Materials:

KONTAKTE by Terrell, Gentschmer, Nikolai and Tschirner.
Workbook to KONTAKTE.

Lab Manual to KONTAKTE.

These are college level texts where material covered is about twice

as much as high school.