

Introduction to German II is needed by students who wish to continue studying the language that they began in high school or in college.

IV. Place of Course in College Curriculum

- A. Free Elective (
- B. This course serves as a General Education course in humanities
- C. Partial fulfillment of the foreign language requirement
- D. This course has traditionally transferred as the second semester of a German language sequence.

V. Outline of Course Content

A. Grammar:

1. accusative case of personal pronouns
2. comparative and superlative forms of adverbs and adjectives
3. *dass*-clauses
4. past tense of *haben*, *sein*, and the modal verbs
5. perfect tense
6. ordinal numbers
7. *hin/her*
8. dative case
9. *da*-compounds
10. two-case prepositions
11. genitive case
12. demonstrative adjectives and pronouns
13. indirect and direct object pronouns

B. Vocabulary:

1. daily routines, food and meals
2. shopping
3. clothing
4. home and furniture
5. travel and transportation
6. vacations
7. entertainment

C. Readings and culture:

1. clothing and shopping
2. customs regarding homes
3. currency
4. transportation and travel
5. hotels
6. German-speaking areas
7. movies

D. Pronunciation:

1. review and improve pronunciation of all German sounds
2. regional differences

VI. Educational Goals and Learning Outcomes

A. Education Goals

Students will

1. communicate in German on a novice-high level as defined by the ACTFL Proficiency Guidelines. (G.E. 2)
2. appreciate some of the differences and similarities between the cultures of German-speaking countries and that of the U.S. (G.E. 4, 6)
3. develop a deeper knowledge of one country or one aspect of German culture through a research project. (G.E. 1, 3, 4, 6)

B. Outcomes:

Students will be able to:

1. Speaking
 - a) use vocabulary dealing with situations discussed such as at a train station, in school, in a restaurant.
 - b) use memorized vocabulary and phrases dealing with everyday activities.
 - c) make simple biographical statements/questions about family members: name, age, address, profession, etc.
 - d) formulate simple statements/questions about daily activities and interests.
 - e) make references to weather and time.
 - f) give simple instructions and form routine commands. Ask and answer questions using memorized vocabulary and grammar.

- g) use regular verbs in the present, preterit and imperfect (not always correctly).
- h) talk about a past vacation.

2. Listening

- a) get the main idea of tailored speech.
- b) comprehend vocabulary dealing with daily needs and activities.
- c) understand memorized utterances in areas of immediate need.
- d) comprehend slightly longer utterances in situations where the context aids understanding.

3. Reading

- a) read standardized messages, phrases, and expressions.
- b) recognize some essential information.
- c) read simple, standardized items such as menus, schedules, maps, timetables, signs.
- d) read social codes (*Rauchen Verboten, Tür Schließen*), informative signs (*Haltestelle, Parkplatz*), etc.
- e) read simple connected material dealing with familiar situations.
- f) read simple messages.
- g) understand the main thoughts of a written paragraph using learned vocabulary and expressions.

4. Writing

- a) write simple fixed expressions.
- b) write memorized material.
- c) write limited learned vocabulary for common objects, short phrases, and simple lists.
- d) fill out forms such as hotel reservations and travel documents.
- e) produce the present indicative of common verbs.
- f) produce the present indicative of *haben, sein, werden*, and the modal verbs.
- g) produce commands.
- h) use interrogatives.

5. Culture

- a) compare lifestyles and daily activities in US and in German-speaking countries.
- b) compare homes and family life in US and in German-speaking countries.
- c) list methods of transportation common in German-speaking countries.
- d) describe major cities or regions of the German-speaking world.
- e) discuss historical developments of the German-speaking world.

VII. Modes of Teaching and Learning

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. simulation role playing
- E. student collaboration
- F. audio/video presentations
- G. student oral presentations

VIII. Papers, Examinations, and other Assessment Instruments

- A. laboratory products
- B. computer programs
- C. class participation
- D. out-of-class assignments
- E. examinations (listening, oral and written)
- F. demonstrations

IX. Grade Determinants

- A. spontaneous oral work (speaking outcomes, culture outcomes)
- B. written quizzes and exams (writing outcomes, reading outcomes, culture outcomes)
- C. research project (culture outcomes)
- D. listening comprehension tests (listening outcomes, culture outcomes)

X. Texts and Materials

- A. Suggested textbook: Widmaier et al, *Treffpunkt Deutsch*, 4th ed., Prentice-Hall
- B. Suggested workbook: Widmaier et al, *Treffpunkt Deutsch*, 4th ed., Prentice-Hall, *Arbeitsbuch/Hörverständnis/Audio CD*
- C. Recommended: *English Grammar for Students of German*, The Olivia and Hill Press

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

- A. Video capabilities in the classroom
- B. Computer/Internet capabilities in the classroom
- C. Recording capability for one hour per week