

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **GRMN 101 Elementary German I**

2. Liberal Studies Course Designations, as appropriate

- This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan Sams</i>	<i>2-17-12</i>
Department Chairperson(s)	<i>Sean M. Samuel</i>	<i>2-28-12</i>
College Curriculum Committee Chair	<i>Steve Challe</i>	<i>3/7/12</i>
College Dean	<i>A. am</i>	<i>3/23/12</i>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Caril Schriest</i>	<i>4/12/12</i>

Received Received
APR 12 2012 MAR 26 2012
Liberal Studies Liberal Studies

Part II. Description of the Curriculum Change

NEW SYLLABUS OF RECORD

I. Catalog Description

GRMN 101 Elementary German I

4c-01-4cr

For beginning students. Introduction to the German language emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and basic grammatical concepts to enable students to communicate in the present tense in a range of situations. They will be able to negotiate a limited number of personal needs and handle basic social interactions related to their daily lives. They will become acquainted with a variety of cultural aspects of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 101 when credit has already been received for a higher-numbered GRMN course.

II. Course Outcomes

Students will be able to

- 1) identify key words, cognates, and short contextualized expressions;
- 2) respond appropriately to typical or everyday situations in a context-rich environment;
- 3) demonstrate comprehension of texts on familiar topics;
- 4) produce lists, notes, and questions primarily by writing words and phrases;
- 5) write limited formulaic information for simple tasks (e.g., postcards or simple forms);
- 6) respond appropriately to simple questions, statements, and commands;
- 7) talk about everyday topics and autobiographical information;
- 8) ask yes/no and informational questions;
- 9) identify and describe elements of cultures in German-speaking regions;
- 10) apply cultural knowledge in order to express and interpret messages in appropriate contexts.

III. Course Outline

(Total of 56 hours of classroom instruction)

Unit 1: Introduction to Course (6 hours)

1. Delineate content and goals of course:

- Go over syllabus and explain course content and policies

2. Introduce basic vocabulary and grammatical concepts:

- The German alphabet, with special focus on the letters ä, ö, ü, ß
- Numbers up to 1000, simple arithmetic
- Colors
- Furniture in a student's dorm room
- Introducing oneself, greeting people formally and informally, saying good-bye, asking people how they are
- Asking for and giving personal information: name, age, address, telephone number
- Gender of nouns; difference between natural and grammatical gender

- Definite and indefinite articles
- Subject pronouns

Unit 2: Making Plans (10 hours)

1. Grammar points:

- Pronouns as subjects
- Three forms of you: *du*, *ihr*, *Sie*
- Present tense of *sein* (to be)
- Conjugation of regular verbs
- Negation with *nicht*
- Use of the adverb *gern*
- Use of descriptive adjectives

2. Communicative activities:

- Asking informational and yes/no questions
- Asking people about their plans (in person or on the phone)
- Asking about personal traits; describing people
- Telling time and listing the days of the week
- Expressing likes and dislikes using the adverb *gern*
- Giving positive and negative responses
- Expressing future time with the present tense

3. Cultural content:

- The role of sports in German-speaking countries
- Focus on a city

Unit 3: Talking about the weather and summarizing information (10 hours)

1. Grammar points:

- Present tense of *haben* (to have) and *wissen* (to know factual information)
- Simple past tense of *sein* (to be)
- Position of finite verb in statements
- Nominative case
- Plural of nouns
- Indefinite article *ein*
- Negation with *kein* and *nicht*
- Possession with proper names; possessive adjectives

2. Communicative activities:

- Talking about the weather, months, and seasons
- Inquiring about someone's birthday
- Summarizing information
- Stating one's nationality; talking about countries
- Expressing skepticism

3. Cultural content:

- Customs and greetings
- Focus on landscapes in Germany

Unit 4: Talking about shopping and meals (10 hours)

1. Grammar points:

- Noun compounds
- Units of weight, capacity, measurement, and quantity
- The difference between the verbs *wissen* (to know a fact) and *kennen* (to know people and places; to be familiar with)
- Verbs with stem vowel change e → i
- Word order with elements of time and place
- Imperatives
- Accusative case: direct objects, masculine *n*-nouns, accusative prepositions, the expression *es gibt* (there is, there are)

2. Communicative activities:

- Talking about shopping and buying groceries
- Discussing meals
- Expressing and inquiring about needs
- Inquiring about personal habits
- Giving directives and using persuasion
- Responding to offers and requests

3. Cultural content:

- Specialty stores, supermarkets, outdoor markets, shopping hours, the Euro
- Groceries, common foods, German meals

Unit 5: Talking about student life (10 hours)

1. Grammar points:

- The verb *werden* (to get, to become)
- Verbs with stem vowel changes e → ie and a → ä
- The verb *haben* in the simple past tense
- Definite articles and der-words
- Modal verbs
- Separable-prefix verbs

2. Communicative activities:

- Talking about student life (classes, subjects, borrowing and lending things, etc.)
- Describing one's family

- Talking about personal interests and inquiring about abilities
- Discussing duties and requirements
- Inquiring about and describing future plans

3. Cultural content:

- The school system and higher education in Germany
- Costs of studying and financial aid in Germany
- Focus on a city

Unit 6: Working with authentic texts and/or film (10 hours)

1. Grammar points:

- Review of selected grammar points from all units. Selection will depend on the text(s) and or film chosen by the instructor and the needs of the students

2. Communicative activities:

- Reading authentic texts (menus, schedules, short newspaper articles, children's stories, etc.) and sharing what was understood through a variety of oral and writing activities
- Watching an authentic film (entire film or selected clips; episodes of TV programs or parts thereof, etc.) and sharing what was understood through a variety of oral and writing activities
- Discussing cultural information gathered from text(s) and/or film(s)
- Creating original products based on authentic artifact(s), e.g., write a skit or a story and perform in class; give a short presentation on a cultural topic; make a short film clip for viewing in class

3. Cultural content:

- Focus on cultural similarities and differences between German speaking countries and the U.S.
- Review of cultural information learned over the course of the term

Final exam: 2 hours

Special information regarding the content and time schedule of Units 2-6:

Tests will be integrated into the assigned hours. While each unit 2-6 is assigned 10 hours in the syllabus of record, it is expected that these units can be taught in as few as 9 hours, and this would give the individual instructor the flexibility to cover certain content items more quickly or slowly, as needed, and also to "save" time for additional course-related activities, i.e. set aside a few hours for a creative, academic, or cultural project to enhance the learning experience. These activities may include, but are not limited to, the following: showing and discussing a film, having native speakers present and/or discuss cultural topics in class, having students develop and present skits in the target language, etc. The number of hours spent on individual units will depend on class size as well as the complexity of the subject matter and the grammar. Instructors will adjust the time allocated to each unit based on content and student needs. Not every unit may

be conducive to course-related activities beyond the ones covered in the textbook and accompanying materials.

The content of the individual units presented in this proposal is based on the current textbook (*Deutsch heute*, 9th edition). Most German textbooks have similar content. However, it may be arranged differently than in *Deutsch heute*. Instructors will therefore be allowed to move content between the individual units as listed in this Syllabus of Record as well as add to and/or modify it to fit the specific textbook used when teaching this class. **In no case, however, may the course description and outcomes be altered in any way.**

IV. Evaluation Methods

Participation and Attendance 10%

Language learning requires dedication and discipline. Only regular attendance and thorough preparation will lead to satisfactory progress toward proficiency. It is essential that students attend class regularly and be actively engaged with the material. A student may miss up to four classes without such absences adversely affecting the final grade (see attendance policy below). Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Homework Assignments 10%

Homework will be assigned regularly from the textbook as well as additional materials and online resources selected by the instructor. Assignments will include tasks targeting all four skills, i.e. listening and reading comprehension activities as well as speaking and writing exercises. Homework must be submitted by the due date provided by the instructor.

Quizzes 20%

At least four quizzes will be given. The specific number will be determined by the individual instructor. The quizzes may cover any grammatical and/or cultural content discussed or assigned in class.

Tests (three tests, worth 10% each, or six tests, worth 5% each) 30%

Tests will be given upon completion of every one or two units, based on instructor preference. The tests will focus on the most recent unit(s) covered, but may include any material studied up to that point. Grading will focus on grammatical accuracy, vocabulary usage, listening and reading comprehension and overall functional ability in German.

Creative Activity 10%

Individual instructors may decide to assign a creative activity to their students. The specific nature of this activity will be determined by each instructor, but it must be designed to allow students to apply skills acquired in class, e.g., students may write a skit in the target language demonstrating their linguistic proficiency and cultural knowledge, or present on a topic they researched related to class content. The creative activity may require performance in class and/or

a written document depending on the preference of the instructor as well as possible time constraints. If an instructor elects not to do a creative activity, he/she may redistribute the assigned percentage to any other category/categories of choice.

Final Examination

20%

The final exam will be cumulative. It will contain material from all units covered during the semester.

Special Notes:

Individual instructors may change the assigned percentages in the following range: +/-5%.

Individual instructors will develop assignments and tests according to their emphases within the syllabus specifications. Where practicable, assignments will be designed in accordance with the first category of the Standards for Foreign Language Teaching developed by the American Council on the Teaching of Foreign Languages (ACTFL):

COMMUNICATION

Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

V. Grading Scale

90-100% = A 80-89% = B 70-79% = C 60-69% = D 59% and below = F

VI. Course Attendance Policy

[The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks

Jack Moeller et al.: *Deutsch heute*. Boston: Heinle, 2009. (9th Edition)

Deutsch heute Student Activities Manual (Arbeitsheft)

These are the currently used texts. The German section reserves the right to change materials in the future since new textbooks and updated versions of current editions are published frequently. The instructor(s) will select materials most conducive to achieving the desired course outcomes.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

IX. Bibliography

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2. A SUMMARY OF THE PROPOSED REVISIONS

GRMN 101 will follow the model of the other languages in the department. All language courses displaying the number 101 will thus refer to the first course in the sequence leading to the Intermediate language level required by the College of Humanities and Social Sciences. GRMN 101 will have the same number of credits as the other language courses designated by that number: 4 rather than the current 3. The sequential courses that are currently offered with the same content but a different numbering system (GRMN 151, 152, 251, and 252) and credit designation (3 credits each) will be phased out as the new courses are being offered.

No Syllabus of Record can be located for GRMN 101 and GRMN 151, so it is difficult to state precisely what revisions are being made, but three modifications can be identified:

- I. GRMN 101 used to be a 6-credit course meeting five times per week: M/W/F for 60 minutes and T/R for 90 minutes. Since IUP changed from 60 minute to 50 minute periods on M/W/F and from 90 to 75 minutes on T/R, the 6-credit designation would need to be modified to either 5 credits because of the loss of 50 minutes of class time, or an additional hour of instruction would need to be added to still warrant the 6-credit designation. Since this course has not been taught in ten years, there seems to be no need for it. Thus, eliminating the current GRMN 101 and redesigning the content as well as the number of credits to fit the practice of the other 101 classes taught by the Department of Foreign Languages will align all beginning level classes across the languages. GRMN 101 will now be taught as a 4-credit class meeting four times per week.
- II. The original catalog descriptions for both GRMN 101 and GRMN 151 were very short (see below). The course description for the new GRMN 101 provides students and advisors with a much clearer content overview.

Current course descriptions:

GRMN 101 Elementary German var 6cr

Complete levels I and II sequence in one semester (6cr). Emphasizes the mastery of spoken language as well as basic language skills. Classes meet M/W/F for 60 minutes and T/R for 90 minutes.

GRMN 151 German I 3c-01-3cr

For beginners, the objectives include grammar, pronunciation, reading, speaking, and writing.

- III. GRMN 151 will be phased out and replaced by the new GRMN 101. The reasons are threefold: a) the new GRMN 101 will align content and number of credits with the other language courses listed as 101 classes; b) students and advisors will not need to check

any longer what course number refers to which skill level in the different languages; c) since students will now only need three semesters rather than four to complete the language requirement, they will not be prone to choose a language based on time of completion but rather on genuine interest.

3. JUSTIFICATION/RATIONALE FOR THE REVISION

The justifications for the three revisions being made are:

I. GRMN 151 will be phased out and replaced by the new GRMN 101. The current 6-credit GRMN 101 course will be discontinued and replaced by the new GRMN 101 which carries 4-credits. These changes are made to allow the redesigned course to follow the same model as the other languages in the Department of Foreign Languages at IUP. Students of German will now be able to progress much faster through the language sequence required by the College of Humanities and Social Sciences. They will be able to reach the required Intermediate language level in three semesters instead of four, a schedule preferred by many students.

II. The new Syllabus of Record assures that instructors will focus on the same course outcomes and apply the same evaluation methods while still being able to adapt the course content to their preferred teaching style. Since no previous Syllabus of Record could be located and the former course descriptions were brief, course outcomes and evaluation methods were not specified as they will be now.

III. Revisions to the Course Description are being made to reflect the addition of a fourth credit, redesigned course content, and updated pedagogy.

Part III. Letters of Support or Acknowledgement

This course revision does not affect any other department.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is part of the sequence to fulfill the departmental and/or college intermediate-level foreign language requirement.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does require expansion of the content of the currently taught GRMN 151 course to include a unit on working with authentic texts and/or film because of the change from three to four credits. GRMN 152 and 251 will also need to be redesigned and redesignated as GRMN 102 and 201 to fit the departmental numbering model. Separate proposals will be submitted.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).

This course has not been offered on a trial basis as a four-credit class.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course will not be a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Similar courses are offered at other higher education institutions, among them:

Drew University, NJ: <http://www.drew.edu/undergraduate/academics/aos/german>

Furman University, SC: <http://millie.furman.edu/ml/gercourses.htm>

Hillsdale College, MI: <http://www.hillsdale.edu/academics/majors/german/courses.asp>

Oregon State University: <http://ecampus.oregonstate.edu/online-degrees/undergraduate/foreign-languages/german.htm>

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Currently, neither the content nor the skills of the proposed course are recommended or required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will not be taught by instructors from more than one department.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not duplicate or overlap with any courses taught in other departments at IUP.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. No new faculty will be needed to teach this course. Faculty will eventually teach three 4-credit courses instead of four 3-credit courses. Proposals for the other two courses in the language sequence (GRMN 102 and 201) will be forthcoming. No current course offerings are affected by the introduction of this class. This course will count as one preparation and four hours of equated workload.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Space: Current space allocations are adequate to teach this class.

Equipment: No special equipment is needed. The smart classrooms at IUP are adequate.

Laboratory Supplies and other Consumable Goods: Neither are necessary for this class.

Library Materials: Library holdings are adequate for this course.

Travel Funds: N/A

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course are funded by a grant. Books, films, and other audio-visual materials required for this course are either available in the library or as free online resources.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered every semester.

- C5 How many sections of this course do you anticipate offering in any single semester?

One to two sections will be offered in any single semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Up to 30 students can be accommodated in this class, but a smaller class size is advisable.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

The following professional societies for foreign language teachers recommend enrollment limits of 15-20 students for courses taught in the target language and stressing all four skills (reading, writing, listening, and speaking):

The Association of Departments of Foreign Languages (ADFL) recommends the following:

ADFL Guidelines and Policy Statements

Class Size

ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.

Available at: http://www.adfl.org/resources/resources_guidelines.htm#class

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the following:

ACTFL Board Approved Position Statements (Updated 2010)

Maximum Class Size (May 2010)

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#maxclass>

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not intended to be offered as a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Depending on the speed of the approval process, GRMN 101 would first be offered in Fall 2012 or Spring 2013. At that time, German 151 would no longer be taught. GRMN 152, 251, and 252 would continue to be offered for students who began with GRMN 151, allowing them to complete the language sequence. GRMN 152, 251, and 252 will be phased out as GRMN 102 and 201 are approved and implemented, and students who began with the previous model (four three-credit courses) meet their language requirement.