Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) **Marveta Ryan-Sams** and **Heide Witthöft**	Email Address: **mmryan@iup.edu, heide@iup.edu**
Proposing Department/Unit **Department of Foreign Languages**	Phone: **Ryan-Sams (Dept. office) 7-2325** **Witthöft (office) 7-2320**

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)

__X__ 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: **GRMN 230 Intermediate German Composition and Grammar**

Proposed course prefix, number and full title, if changing:

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)	_Marveta Ryan-Sams_	4-28-14
Department Chairperson(s)	_Sean McDaniel_	4-30-14
College Curriculum Committee Chair		5/7/14
College Dean		5/8/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	_Gail Sechrist_	9/3/14

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NEW SYLLABUS OF RECORD

I. Catalog Description

GRMN 230 Intermediate German Composition and Grammar   (3c-0l-3cr)

Prerequisites: GRMN 220 or equivalent; may be taken concurrently.

Intensive practice in written expression and communication in German together with a grammar review. An intermediate-level language course with the goal of fostering writing in German for a variety of practical purposes. Review and expansion of specific grammar points will be integrated into each unit. Taught in German.

II. Course Outcomes

After completing this course, students will be able to:

1. produce cohesive paragraph-length writing and writing that consists of multiple connected paragraphs;
2. create written products with the audience in mind (formal, informal, academic, etc.);
3. engage in writing as a process which includes pre-writing, drafting, revising, and peer editing;
4. incorporate targeted grammatical structures into their writing;
5. produce texts that are understood by those who are accustomed to the writing of non-native speakers of German;
6. create descriptions of people in the form of resumés and brief and extended biographies of self and others;
7. create formal and informal correspondence such as e-mails, thank-you letters, and letters of application;
8. produce (auto)biographical writing by describing family traditions, childhood events, and significant experiences;
9. create formal and informal reports by summarizing daily activities (personal and/or professional), historical events, and newspaper articles.

III. Course Outline

The course will focus on acquiring, expanding, and applying writing competence for a variety of culturally-specific situations. The content will include review, expansion, and practice of previously studied grammatical structures.

A. Introduction to Course: 2 hours

    Syllabus
    Policies
    Information on content of the course
    Introduction to the writing process (pre-writing, drafting, editing, revising)

B. Describing People: Representation of Self and Others   10 hours

- Creating a brief biographical sketch: describing personality, family, interests, or strengths
- Creating a selective biography of self or another person: selecting and presenting relevant personal information (family, academic, professional background); describing achievements and important life events
- Writing a German resumé: providing personal information, educational background, degrees granted, professional experiences and qualifications
- Comparing and contrasting German versus American content, structure, and organization of resumés
- Grammar review will include simple past tense, coordinating and subordinating conjunctions, word order in regular statements as well as coordinating and subordinating clauses.

C. Writing Letters: Formal and Informal Correspondence   10 hours

- Writing text messages, e-mails, memos, and postcards
- Composing letters of thanks, congratulations, and condolence
- Creating a letter of application: collecting, selecting, and effectively organizing information on academic and professional degrees, experience, competencies, and additional qualifications
- Compare and contrast German versus American content, structure, and organization of letters of application
- Grammar review will include formal and informal forms of address (*du, ihr, Sie*); the accusative and dative cases; dative verbs; accusative, dative, and two-way prepositions; the future tense.

D. (Auto)biographical Writing: Communicating an Identity   10 hours

- Family traditions: describing special family holidays, recurring events, and customs and habits
- Childhood: describing schooling, home, heritage, and other significant factors that have shaped identity
- Experience and identity: describing how national heritage, upbringing, important people/events have shaped one's life and world view
- Compare and contrast reported data versus personal experience in written accounts
- Grammar review will include time expressions; word order in sentences containing references to time, manner, and place; expressing preferences (using the modal verb *mögen*, the dative verb *gefallen*, and the adverb *gern*)

E. Writing Reports   10 hours

- Daily routines: describing a typical work week or work related tasks
- Memories: describing historical events
- Newspaper articles: reporting on current events using the W-questions (wann, wo, was, wer, warum = when, where, what, who, why)
- Style and tone: using appropriate style and tone depending on the events reported and the audience targeted in the text
- Compare and contrast German versus American content, structure, and organization of newspaper articles
- Grammar review will include time expressions (continued); stem-changing verbs; narrative versus conversational past (simple past tense versus present perfect tense); reflexive pronouns; passive voice.

Final Exam/Final Project: 2 hours

IV.   Evaluation Methods

The final grade will be determined as follows:

Participation	10%
Homework	10%
Process-oriented tasks and writing exercises	20%
Compositions	40%
Final Exam/Final Project	20%

V. Grading Scale

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

VI. Course Attendance Policy

Attendance is required. 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, Supplemental Texts, and Readings

Required text:
Pennylyn Dykstra-Pruim and Jennifer Redman. *Schreiben lernen: A Writing Guide for Learners of German*. New Haven and London: Yale University Press, 2012. ISBN: 978-0-300-16603-3

Highly Recommended Texts:
A comprehensive, hard-cover German-English/English-German dictionary.
A German grammar review text

VIII.   Special Resource Requirements

None.

However, students enrolled in this course should possess the following technology skills:

- The ability to use word processing software
- The ability to use the IUP e-mail system (I-mail)
- The ability to attach files to an e-mail message
- The ability to use presentational software
- The ability to access information on the Internet
- The ability to copy and paste images
- The ability to use the IUP library web pages to find information on assigned topics

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Sample Writing Assignment: Short Biography

Write a short biography on a well-known person from a German-speaking country.

Pay close attention to the following instructions:

1. Choose a person and discuss your choice with the instructor. The person may be alive or dead. After the instructor approves your choice, find relevant information on the person. You must use at least four different sources, two of which need to be in electronic format.

2. Read your sources carefully. If you come across conflicting information, contact the instructor to help you determine which information to use. It is not necessary to create an exhaustive biography, but every major event in that person's life should be mentioned.

3. Read your notes and determine what information to include in your biography, how to organize it, and how to best present it.

4. Write the biography, check for completeness of the information as well as how your paper reads. Change any content, style, or structural issues necessary to ensure an informative and enjoyable reading experience.

5. Make sure to use a variety of sentence structures, and do not merely string simple declarative sentences together. The biography needs to read like a polished narrative, not like a list of more or less disconnected pieces of information

6. The paper should be at least 3 pages, typed, double-spaced, in Times New Roman 12-point font (no cursive fonts) with 1-inch margins all around. Provide the required bibliographical information in the text when quoting a source or paraphrasing parts of it. Include a list of sources at the end of the paper.

7. Pay special attention to:

   - Verb forms and tenses
   - Capitalization and punctuation rules
   - Sentence structure and word order
   - Typographical errors

8. You may use a paper dictionary, our textbook, as well as any handouts provided and notes from class. The following three online dictionaries may also be used: www.wordreference.com, www.leo.org, and www.dict.cc .

9. Do not use translation websites!

General Grading Rubric

	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Task Completion	Task completed Content appropriate Ideas well-developed and organized	Task completed Content appropriate Ideas adequately developed and organized	Partial completion of task Content mostly appropriate Ideas underdeveloped	Minimal completion of task Content mostly inappropriate or inadequate
Level of discourse	Variety of sentence structures and cohesive devices	Limited variety of sentence structures and cohesive devices	Use of complete sentences, yet with repetitive structures Few cohesive devices	Presence of sentence fragments No cohesive devices
Comprehensibility by a reader who is used to reading texts by non-native writers	Text is readily comprehensible, requiring no interpretation on the part of the reader.	Text is comprehensible, requiring minimal interpretation on the part of the reader.	Text is comprehensible but requires frequent interpretation on the part of the reader.	Text is minimally comprehensible.
Grammar	Accurate use of language structures presently being studied	Accurate use of language structures presently being studied, 75% of the time	Accurate use of language structures presently being studied, at least 50% of the time	Accurate use of language structures presently being studied, less than 50% of the time
Vocabulary	Rich, varied, and accurate use of vocabulary pertinent to the material studied	Adequate and accurate use of vocabulary pertinent to the material studied	Somewhat adequate or inaccurate use of vocabulary	Inadequate or inaccurate use of vocabulary
Originality	Demonstrates considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Demonstrates some originality and inventiveness. The content and ideas are presented in an interesting but not unique way.	Demonstrates an attempt at originality and inventiveness, but ideas or arguments are similar to those of at least 30% of classmates.	Rehashes other people's ideas and shows very little attempt at original thought.

Rubric based on PALS (Performance Assessment for Language Students)

Rubric formula: (Total points x 52)/24 + 48 = _____ % Grade: _____

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For which 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 designed for German minors. The current offerings in the Undergraduate Catalog do not include an intermediate German composition and grammar course. This course will provide students with the writing proficiency skills needed to successfully participate in 200- and 300- level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary write at the Intermediate proficiency levels as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course, taught in German, will fill a void that has existed for many years. This course is modeled after SPAN 230 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

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 not require changes in the content of existing courses or requirements for a program. No catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course.

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).

No, this course has not been offered before.

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

No, this is not 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).

Yes, the following institutions offer this or similar courses:

East Stroudsburg University: FLGR 214 German III

http://www4.esu.edu/academics/catalog/undergraduate/modern-languages.cfm#o6400

Texas A&M University : GERM 310: German Composition
http://writingcenter.tamu.edu/course/germ-310-german-composition/

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.

The course outcomes for GRMN 230 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency and remain aligned with field-specific course content. They also reflect currently accepted best practices in the teaching of foreign languages

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department or team taught within the 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.

B4 Will seats in this course be made available to students in the School of Continuing Education?

This course will not be made available to students in the School of Continuing Education.

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.

Current faculty resources are adequate. No additional faculty will be needed to teach this course. This course will replace one of several GRMN 481 courses that had been offered to German students between 2006 and 2013 to fulfill their minor requirements before new course proposals were developed and approved. This course will count as one preparation and three 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: A smart classroom with a computer, a document camera, and a VCR/DVD player is required. All classrooms regularly assigned to German faculty already have this equipment.

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 once a year. It is not restricted to seasonal semesters.

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

One section 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?

25 students can be accommodated in this class which requires extensive use of the target language during every class session.

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:

The Association of Departments of Foreign Languages (ADFL) recommends the following:
ADFL Guidelines and Policy Statements

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.
Taken from: 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)

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. [Taken from: 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.

N/A

This document is not part of the proposal.

Upon approval by the CHSS Curriculum Committee, this proposal for GRMN 230 is to be sent to the UWUCC. (GRMN 230 is not being proposed as an LS course, nor as an Honors course, nor is it part of any education major.)