Course Syllabus, Fall 2015  
GER 1101 Introduction to German I, 3 SH  
MWF 9:30-10:20, Retan 109

Instructor: Dr. Bradley Holtman, G05B Belknap Hall, tel. 570-662-4596, e-mail bholtman@mansfield.edu. Tutors may be available as well at the Learning Center in South Hall (or TutorTrac: link from MU home page).

Office Hours: Mon & Wed 2:30-4:00, Th 1:30-3:30 or by appointment. I am usually available at other times than the office hours listed, but you need to set up the meeting with me in advance.

Check your MU e-mail account frequently. Along with other professors, I can get information to you outside of class in this way. If you miss something because you didn’t look at your MU account for 3 days ... sorry!

In case of questionable weather, be sure to check your MU e-mail and/or call my phone to find a possible cancellation message from me. If there is no message by 7:30 a.m., you can assume we have class. I will also post course cancellations on the MU website for that purpose.

Catalog description of course: For beginning students and those with less than two years of high school German who wish to review their knowledge starting from the very beginning. Students will learn the most basic communicative skills and will be able to greet people, give personal information, and otherwise form simple sentences and ask questions. Skills are all taught from a cultural emphasis and include pronunciation and speaking, listening comprehension, reading, writing proper structures. Online language laboratory and other exercises are required weekly. Credits: 3 cr. Prerequisites: none. Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1 or 2. (If Option 1, at least 2 semesters of the same language are required)

Holtman’s Home Page: [http://coursework.mansfield.edu/bholtman/index.htm](http://coursework.mansfield.edu/bholtman/index.htm)

1101 Resource Page: [http://coursework.mansfield.edu/bholtman/1101/index1101.htm](http://coursework.mansfield.edu/bholtman/1101/index1101.htm) Note that this is where to go for all course information and supplementary materials. We will not use D2L as the home base for this course, although we may use some components of it.

Auf geht’s! Website: [http://www.aufgehts.com](http://www.aufgehts.com) Go here for technical problems with the computer software and also for information about setting up your computer to type foreign characters: ä ö ü Ä Ö Ù Ùé

You will need a computer to do your interactive software assignments. If you do not have a printer or it breaks down, you can “print” your assignments to a PDF file. This can then be taken to a lab with a printer. Please do NOT e-mail it to me; I need the hard copy. This video will show you how to make PDFs as well as learn to use the interactive software with Auf geht’s! [http://vimeo.com/72843610](http://vimeo.com/72843610)

The interactive software until now came on a CD which contained the installer. Now, the delivery of the software is via download. If you have purchased the textbook, you will have a code to use to download it.

Textbooks:


- Kahlen, Lisa. *Interactive German Grammar Made Easy*. McGraw-Hill, 2005. ISBN 0071460985. (This, or another basic grammar reference that you prefer, is recommended only, not required; it supplements *Auf geht’s!* explanations. Also check the 1101 Resource Page referenced above for extra materials I supply as well as many online aids for studying grammar and vocabulary topics.)

- Other supplementary texts to be distributed in class or assigned on the Internet.
Overview of Course:

Aims and outcomes of the course: Introductory German starts from the very beginning; no previous knowledge is assumed. Auf geht's! is an exciting and fairly recent German series that puts very much emphasis on intercultural knowledge development right alongside language skills. Vocabulary is practiced extensively. As with natural language learning, sentence structure (aka ‘grammar’) is learned in situations as needed in order to complete communicative tasks. By the end of the semester, you should be able to understand and be understood in a variety of basic situations. You will begin to appreciate many cultural differences between your own country and the German-speaking countries. You will have a good ‘feel’ for how things look in those lands, how people do things, highlights of German geography and many other insights you’ve probably never had before. And you’ll be able to express a good amount of it in German! No, you won’t be fluent; that takes time. But you will be confident with what you know (especially if you also take 1102 and even more) to survive in a German-speaking environment. By the end of 1101, you will probably be at the Novice Mid level on the ACTFL proficiency scale (see outcomes below). For an overview of the proficiency scale, see [http://actflproficiencyguidelines2012.org/](http://actflproficiencyguidelines2012.org/); you can download detailed info as a PDF from that page if you are interested. After two semesters of German (i.e., after 1102), you will probably able attain Novice High; some motivated folks might even reach into Intermediate Low. It all depends on how much practice you put in along the way.

Student Learning Outcomes (SLOs) for GER 1101

After completing GER 1101, students will function in the Novice proficiency range as defined by ACTFL (American Council on the Teaching of Foreign Languages). Most students will at least be in Novice Mid, and some may reach Novice High. The following outcomes are consistent with Novice Mid. Sample assessments of each outcome are shown in parentheses after each one. (Key to assessments: 1. Final exam 2. Quizzes & tests 3. Composition assignments 4. Class activities (informal and/or peer assessment) 5. Homework assignments)

1. Speaking: Students will demonstrate the ability to talk primarily about topics that directly affect their lives. They will use basic vocabulary that has been learned well, but will not necessarily speak in full sentences or with correct structure. Topics they can handle will include family, describing people, weather, hobbies and interest, school. (1,4,5)

2. Listening: Students will demonstrate comprehension of key words and cognates, of formulaic expressions when contextualized and predictable, and of words and phrases from simple questions, statements, and high-frequency commands. (1,2,4,5)

3. Reading: Students will understand short texts that use basic vocabulary already familiar to them. They will recognize key words and cognates as well as formulaic phrases that are contextualized. They will develop reading strategies that help them understand textual information by use of context clues. (1,2,4,5)

4. Writing: Students will produce fairly accurate written language from memory with a modest number of words and phrases in context, especially when writing on well-practiced, familiar topics. (2,3,5)

5. Cultural knowledge: Students will demonstrate familiarity with various facets of everyday life in German-speaking countries. They will gain facility in examining their own cultural background and beliefs in more objective terms, based on their cross-cultural experiences in the course. (1,2,3,4,5)

See the sections below about General Education (p. 7 ff.) for specific learning objectives and desired outcomes for the General Education program, including methods of assessment. These are the outcomes we explained in our application for Gen Ed status, along with some of the ways in which you will assessed. Language courses are holistic and frequently address many objectives at the same time, in the same activity. For instance, we can practice numbers by looking at a German or Swiss phone book, which also affords us plenty of cultural information about German names, conventions for writing phone numbers and how many digits they typically have, and short dialogues that model correct phone answering behavior, wrong numbers, etc., all using the German phone book.
Language learning is all about **performance**; you cannot remain passive and have it “applied” to you. It is an **active, skill-building process**. Therefore, virtually any activity you do in preparation for class and then during class time is an informal assessment of your progress. You will be asked to demonstrate various language skills through testing situations, group oral work, individual oral presentations, and targeted written tasks that are each designed to help you measure your progress. Regular compositions, for example, (see items marked with * in the schedule on a later page of this document) will help provide you evidence that your writing is developing. Through short oral interviews and other class interactions, you will see that your speaking skills are progressing. Reading, vocabulary, and grammar skills, along with cultural knowledge, are all demonstrated in assignments, quizzes, and tests, not to mention daily class activities with your instructor and your group partners. You will also be asked to reflect on your own performance on a weekly basis. This helps to remind you of what is necessary to learn German in a classroom setting rather than being immersed in it in, say, Germany or Austria.

**Course Materials:** The Auf geht’s! Lernbuch contains only part of the texts and exercises we will use in the course. Each unit consists of an overall topic divided into four Themen, or topics. You will learn vocabulary and sentence structures appropriate to dealing with the situations in the various Themen. Before working with the Lernbuch assignments, you will first practice new cultural information, vocabulary and grammar by using the Interactive Software (IA). This is designed to be colorful, clear and above all stimulating to use. Yes, you will actually have FUN doing your homework! The IA module is meant to be done primarily on your own, outside of class. It is a crucial component, since you get the necessary individual practice from it to function well in the Lernbuch and class activities based on the IA material. On our course resource website, I will supplement the IA and the Lernbuch with additional word games, exercises, flashcards and reference tools. There is not too much reason to feel as though you don’t get enough practice in this course! We may make use of some of the Desire2Learn tools as well, although we will not use D2L as the basis of our course.

**Listening practice:** You will also gain a lot of exposure to many different native speakers of German from audio materials in each chapter. These will not only help you understand spoken German at a normal rate of speech, but also give you valuable “insider’s” information about the way German speakers live, German history, the varied facets of German culture and the contributions of German thinkers to virtually all fields of human endeavor. Many of the speakers also give their opinions about Americans and American culture at various points along the way. We will constantly discuss similarities and differences among American, German, Swiss and Austrian cultures, as well as a few others! Give the audio clips lots of attention and listen to them many times each. Your ear will get tuned in and starting catching more and more.

**Continue your German study:** Start planning now to continue in German. Certainly you’ll want to take at least 1102 to assure the most basic survival competence, but see if you can plan even more into your schedule for following semesters. Students who take 2201 and then 2202 find especially in 2202 that things begin to fall into place and that German becomes more and more enjoyable as their abilities--and confidence--continue to increase. After the intermediate sequence, a **Minor in German is within grasp** for students who have another few semesters on campus. All you need is three upper-level courses beyond 2202. Since current staffing precludes offering such courses at MU, you will definitely want to consider the possibility of **studying in Jena** at the Friedrich-Schiller-Universität, on MU’s exchange program. (It is possible to take both German courses and courses in your major, some of which might even be taught in English.) We can also arrange study abroad for you at any ISEP institution in a German-speaking country. See Dr. Holtman for info on the Jena program or Dr. Monique Oyallon (e-mail moyallon@mansfield.edu) for more information about study abroad in general. A minor in German is an excellent addition to your record for future employment opportunities, not to mention for your general cultivation and the coolness factor it gives you.

MU has also entered a **colloquium of German programs** across the PASSHE system so that you can take courses from Millersville or Bloomsburg, for instance. They are offered via interactive TV, totally online, or a hybrid of these. The colloquium courses are another way to get upper-level courses in German besides study abroad.

You will become a different person! There’s a proverb common in many cultures that says, “You are as many persons as languages you speak.” With your German study, you will have a tool that will serve you in personal communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have
trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will come to understand that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions. In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today's interconnected world, we must all be aware that we are part of the whole human community and not just our own back yard. The question is not if, but when we will have contact with people from all over the world—and much of this contact is almost certain to occur in your future work environment, if current trends continue.

Why German? Well, it's just awesome to speak German, OK? But aside from that, there are many reasons. German is spoken natively by over 100 million people and as a second language by millions more. It is the most widely spoken language on the European continent. It is a key language in the business world and is also vital for travel and other human interactions in central and eastern Europe and in many other countries. Germany is the #1 export nation worldwide and has innumerable business ties with U.S. firms. It is currently the leading economic power in Europe and a founding and stable member of the European Union. German is also a fantastic research language for anyone hoping to complete graduate study someday. One of every ten books published in the world is in German, including a huge body of scholarly journals and books from a culture that produced some of the finest minds in the sciences, philosophy, music, literature and other humanities—you name it. Combined with your ability in English, German will thus open many, many doors. And German speakers are some of the greatest travelers in the world, so you are very likely to meet one someday—even if for some bizarre reason you never go to a German-speaking country! But that is a very large “if” in today’s world of easy access to travel and study possibilities (including programs through MU). Live your dreams! If you want to do it, you can—and will!

Hints for effective study

Skill-building: Any language, including your native tongue, is a learned skill—like typing, playing an instrument, painting or shooting freethrows. How well you actually PERFORM is what counts, in addition to understanding theoretically how it's done. Lots of actual practice is needed to accomplish this, just as with the piano, hitting a baseball, and other skills. Both classroom and practice outside class are thus crucial. Plan to spend at least one hour per day doing memorizing and practice work. This may sound like a lot, but you can break it up into small chunks throughout the day. In fact, that is even preferable to one marathon study session. The material you prepare, memorize and practice BEFORE class will be used in practical applications IN class. Class time is for your questions and extra explanation of material as well as development of oral and listening skills & cultural knowledge. Build daily study time into your schedule. A fun way to practice your German is to have a study group that meets at regular times. Be sure to use the Auf geht’s! web site as well as mine for additional practice.

Make a good effort. Hand in assignments on time and well done. It is not only insulting to me to be handed a sloppy, partially finished and otherwise poorly done paper, but—more importantly—you gain nothing from it. Trust me on this, you are not doing assignments to please me! You are doing them in order to learn German language and culture skills. Use your book, your CD-ROM and other resources to find answers to questions you might have. Don't give up and write any old thing down just to get the assignment done; you have learned nothing that way. In this and all of your classes, you must confront and grapple with the material until you have mastered it. Even if this seems unlikely at first, keep it. Millions have managed to do it before you, and you will succeed also—if you give it and yourself a fair try. If all else fails, be sure to come and see me during office hours (or make an appointment to come at a different time), or drop me a quick e-mail message. I will respond as quickly as possible.

Speak! Many people complain that after years of language study they still can't speak. This can only partially or not at all be blamed on the teacher! If you don't actively practice speaking and understanding spoken German, you will not be able to do it to any effective degree. After all, can you play a Mozart sonata on the piano just by knowing where all the notes are on the keyboard? That's of course necessary, but it's only the first step toward actual performance. Speaking a language is very similar—it requires lots of practice, practice, practice. Fortunately, your CD-ROM for the course gives you mucho guidance and opportunities for active practice. Use it every day, and be
sure to review periodically. It is also good to say each written exercise you do several times orally. You will quickly begin to associate the spoken language with the written word this way and at the same time train your ears for listening comprehension. You know what they say: Use it or lose it. Skills must be maintained, or they get rusty.

Use me as another resource. I'm here to help you! Make an honest effort to find answers yourself first, of course. The ability to find information, read reference works and directions, and generally put two and two together will serve you well in your career and life. But if you are stuck, come to see me or send an e-mail. You are welcome in my office, even just to chat. Also ask more advanced students or native speakers to assist you.

Meet the MU students from Germany: Jonas Heuchemer and Florian Molder (MU/FSU exchange), Sabrina Hillmer, and Eric Harms. They would be happy to speak even a little German with you and get to know you. And they can tell you how much fun it would be to study at their university, the Friedrich-Schiller-Universität, in Jena (exchange), or another university! MU’s exchange program is a great experience that can be one of the most exciting things that has ever happened to you.

Keep up. Don’t let yourself get behind, or it’s murder to catch up again. On the other hand, if you stick to a regular study pattern, you will learn German and tons besides! And the discipline you need to do that will carry over into many aspects of your studies and life.

You should be aware that **GOOGLE TRANSLATE IS TABOO**! You may be tempted to use this or one of the various translating engines out there to do your compositions and other writing for this class. While this is perfectly OK for a phrase here and there, it is **NOT ACCEPTABLE to write your compositions in English**, for instance, and **then ‘translate’ them via the online website**. This constitute **academic dishonesty**; you are not handing in your own work, and therefore you are misrepresenting yourself in a dishonest manner. (Furthermore, the results are often ludicrously bad.) Assignments completed in this manner are subject to disciplinary actions specified by MU’s academic integrity policy. (See the top links at http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/.) Besides, the whole point of learning German (or any other subject, for that matter) is so that you can actually USE it, so you should want to be producing your own work anyway. If someone else (or a computer somewhere) does it for you, chances are you won’t remember much of it for your own skill building. It will be clear to me whether you have produced something at your current ability level or whether you’re suddenly using vocabulary and grammar structures way beyond your experience. Just do your own work after making an honest effort, using what you know at that point. Sure, you will make mistakes along the way, but that’s how you learn best.

But do use web resources. Aside from the **Auf geht's!** site and my course page, check out my general home page, which also lists some super general resources. If you want an excellent list of sites that collect German links, look at [http://coursework.mansfield.edu/bholtman/2201/index2201.htm](http://coursework.mansfield.edu/bholtman/2201/index2201.htm) (scroll down to the two gray columns).

There are some excellent resources online, such as the [**LEO German-English dictionary (dict.leo.org)**](http://dict.leo.org). Also make the Deutsche Welle ([http://www.dw.de](http://www.dw.de)) a regular stop; it has many, many resources for learners of German. You can also read news stories of similar content in English at that site and then in German. Pick your desired language from the top right.

**German really is fun—with a big payoff! You will have much better intercultural skills, including better ability to view your own culture more objectively. Along with this new status as a global citizen, you will have opportunities to communicate, expand your horizons, gain a real competitive edge on the job market, sharpen your thinking skills, and prepare yourself for graduate work or travel. How’s that for a bargain?!**
Timetable (subject to modification during semester):
(Short vocab and culture quizzes will be announced in class. Exact dates will depend on when we finish material.)

<table>
<thead>
<tr>
<th>Date (Oct)</th>
<th>Assignments to prepare for class</th>
<th>Material to be practiced in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24 w1</td>
<td>(Buy <em>Auffehts!</em>) package</td>
<td>TPR, basic greetings, numbers,</td>
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<tr>
<td></td>
<td>UNIT 1 is DOWNLOADABLE at aufehts.com!</td>
<td>alphabet; course intro, keyboard</td>
</tr>
<tr>
<td>Aug 26</td>
<td>IA Orientation; 1.1 #1-2-3; install keyboard</td>
<td>Alphabet, numbers, greetings, more TPR</td>
</tr>
<tr>
<td>Aug 28</td>
<td>IA 1.1 #4-5; LB A(BCDEFGHI)</td>
<td>Review!</td>
</tr>
<tr>
<td>Aug 31 w2</td>
<td>IA 1.1 #6-7 p/o; LB J(K)(L)(M) N* Gr 1.1ab</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 2</td>
<td>IA 1.2 #1-2-3; LB AB(CD)(E)(GH)H Gr 1.1b(2), 1.2</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 4</td>
<td>IA 1.2 #4-6, p/o; LB (J(K)(L)(M) N* Gr 1.3</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 7 w3</td>
<td>LABOR DAY -- NO CLASSES</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 9</td>
<td>IA 1.3 #1-2-3; LB A(B)CD(EFGHI) Gr 1.4 p/o</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 11</td>
<td>IA 1.3 #4-5-6; LB JK(L)(M)</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 14 w4</td>
<td>IA 1.3 #7-8, p.o; LB NO(P) N* Gr 6, p/o</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 16</td>
<td>IA 1.4 #1-2-3; LB ABCDE(F)</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 18</td>
<td>IA 1.4 #4-5-6, p/o; LB GH(I)JK(L)</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 21 w5</td>
<td>Review for test; bring LB to class M* TEST, Lektion 1</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 23</td>
<td>IA 2.1 #1-2; LB (ABC)(DEFG)(H)</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 25</td>
<td>IA 2.1 #3-4, p/o; LB (IJK)(L)(MN) Gr 2.1a,a(2)</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 28 w6</td>
<td>IA 2.2 #1-2; LB ABC(D)EFG</td>
<td>Review!</td>
</tr>
<tr>
<td>Sep 30</td>
<td>IA 2.2 #3-4, p/o; LB (H)(I)</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 2</td>
<td>LB JK</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 5 w7</td>
<td>IA 2.3 #1-2; LB A(B)CD(EFG(H)) E* Gr 2.3ab</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 7</td>
<td>IA 2.3 #3-4, p/o; LB IJK(L)(M) N*</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 9</td>
<td>IA 2.4 #1-2; LB ABCDEF(H)</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 12 w8</td>
<td>IA 2.4 #3-4, p/o; LB IJK(L) M*</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Review for test; bring LB to class TEST, Lektion 2</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 16</td>
<td>IA 3.1 #1-2; LB A(BCDE)(F) Gr 3.1a, 3.3</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 19 w9</td>
<td>FALL HOLIDAY -- NO CLASSES</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 21</td>
<td>IA 3.1 #3-4, p/o; LB (GHI)(JK)(L) M*</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 23</td>
<td>IA 3.2 #1-2; LB A(B)CD(E)(F)G Gr 3.1b, 3.2</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 26 w10</td>
<td>IA 3.2 #3-4, p/o; LB H(I)(J)(K) L*</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 28</td>
<td>IA 3.3 #1-2-3; LB ABC(D)E F</td>
<td>Review!</td>
</tr>
<tr>
<td>Oct 30</td>
<td>IA 3.3 #4-5-6, p/o; LB HIJ(L)</td>
<td>Review!</td>
</tr>
<tr>
<td>Nov 2 w11</td>
<td>IA 3.4 #1-2-3-4; LB ABCDDEF Gr 3.4a</td>
<td>Review!</td>
</tr>
<tr>
<td>Nov 4</td>
<td>IA 3.4 #5-6-7, p/o; LB GH(I)JKL Gr 3.4b, p/o</td>
<td>Review!</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Review for test; bring LB to class TEST, Lektion 3</td>
<td>Review!</td>
</tr>
<tr>
<td>Nov 9 w12</td>
<td>IA 4.1 #1-2; LB AB(C)DEF(G) Gr 4.1</td>
<td>Review!</td>
</tr>
<tr>
<td>Nov 11</td>
<td>IA 4.1 #3-4, p/o; LB H(I)JK(L) M*</td>
<td>Review!</td>
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</tbody>
</table>
All courses taken to fulfill the language option will:

This course counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1. For Option 1, at least 2 semesters of the same language are required.
1. focus on students reaching at least Novice High in listening, speaking, reading and writing in the target language; (Novice High is an unrealistic objective for 1101. However, after taking the required two semesters for Option 1, a good many students should be able to reach the Novice High proficiency level by the end of 1102. It is a goal, but not necessarily an attainable objective for all students in courses that meet only 150 minutes per week.)
2. facilitate students reaching a minimal cultural competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;
3. facilitate students’ experience of another language on its own terms;
4. use the target language as the primary medium of communication, specifically by using authentic materials in the target language, such as literature, news, advertisements, films, and music;

Ideally, courses taken to fulfill the language option will:

5. empower students to view reality from a different conceptual and/or cultural standpoint
6. enable students to understand how a linguistic system shapes values and attitudes

The types of activities and assignments students will complete to demonstrate the relevant desired student learning outcomes:

<table>
<thead>
<tr>
<th>Course component or assessment vehicle</th>
<th>General Education Goals addressed</th>
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</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>pair work, and small-group activities;</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>interactions with course materials (including interactive technologies) addressing the four language skills of reading, writing, listening, and speaking;</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>quizzes and exams;</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>presentations and projects.</td>
<td>1, 2, 4, 5</td>
</tr>
</tbody>
</table>

The instructor may also help students procure pen pals and possibly communicate via Skype or other interactive technologies. Other possibilities include Internet-based information gathering, possibly as a scavenger hunt or with the end product of a presentation to the class or a small group.
Out-of-class language practice is encouraged by means of activities with language clubs and interactions with visiting foreign students. Any such activities will increase the students' skill level and cultural awareness.

This course advances the overall mission of the GE Program:

"The general education program promotes character, scholarship, culture, and service through broad-based study in the liberal arts disciplines. Attributes we seek to foster include an inquiring mind, effective communication, use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, understanding and evaluation of multiple perspectives, ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth."

The course will includes all of the following overall goals of General Education:

a) substantial opportunities for oral and/or written communication,
Students work almost every day in groups on communicative grammar and vocabulary exercises, encouraging the development of spoken production. Regular written assignments assure development of writing skills.

b) encourage active and participatory learning,
The nature of most class sessions is highly interactive, with instructor/class interactions and small group or pair activities predominating rather than lecture.
and c) promote application of general education knowledge, skills, and dispositions to students’ lives outside of and beyond the university experience.

Language is intertwined with culture in its many manifestations, allowing us to say that language and culture courses address to one degree or another virtually all of the General Education goals. German courses deal primarily with western culture but involve examination of non-western cultures as well.

The following are goals furthered by language and culture instruction:

• Students will acquire knowledge of western culture and its relationship to non-western cultures.
• Students will acquire knowledge of the foundations and characteristics of educated discourses.
• Students will acquire knowledge of the unity and diversity of humanity.
• Students will acquire knowledge of fine arts and aesthetics.
• Students will acquire knowledge of the intricate complexities of life on the planet.
• Students will acquire knowledge of scientific information as it is applied to personal and social decisions.
• Students will acquire knowledge of the approaches of the liberal arts disciplines.
• Students will exhibit skills in critical and analytical thinking.
• Students will exhibit skills in effective written and oral communication.
• Students will exhibit skills in the use of more than one language.
• Students will exhibit skills in inquiry and research.
• Students will exhibit skills in quantitative reasoning.
• Students will exhibit skills in problem solving.
• Students will develop dispositions to form a coherent, independent philosophy of life.
• Students will develop dispositions to make socially responsible and personally fulfilling life choices.
• Students will develop dispositions to live sustainability.
• Students will develop dispositions to value knowledge and continuing growth.
• Students will develop dispositions to form opinions and modify positions based on evidence.
• Students will develop dispositions to reason ethically and act with integrity.
• Students will develop dispositions to promote social justice and peace.

All courses in Global Perspectives will:
• explain and analyze various components of culture and show how these components interact.
• require students to read texts and engage in writing that totals at least 1500 words.

The course also fulfills criteria that are mentioned as being ideal for a General Education course:
• enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary
• refer to other disciplinary perspectives besides the course’s dominant discipline.

OTHER REQUIRED MU SYLLABUS INFORMATION

Mansfield University Attendance Policy
Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi.

Students Requesting Academic and/or Access Accommodations
Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the Services for Students with Disabilities (SSD)
Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 662-4436) as soon as possible. It is recommended that students contact the SSD Coordinator during the first two weeks of classes in order to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. The Coordinator will arrange to provide your professors with a suitable letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the Coordinator will also clarify appropriate arrangements.

**Academic Integrity**
The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. MU’s Academic Integrity Policy and the Academic Dishonesty Form are available on the Academic Affairs website under “Faculty Resources.”

**Copyright**
The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: [http://mansfield.libguides.com/copyright](http://mansfield.libguides.com/copyright).

**Student Consumer Rights and Responsibilities**
The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended. The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: [http://mansfield.edu/HEA/](http://mansfield.edu/HEA/).

**Title IX and Protection of Minors Legislation: Reporting Obligations**
Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students.

**Title IX Requirements:** In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Dia Carleton (dcarleto@mansfield.edu) serves as Mansfield University’s Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Policy-FINAL-6-2-15.pdf](http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Policy-FINAL-6-2-15.pdf) (Sexual Discrimination and Misconduct Policy); [http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Resources.pdf](http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Resources.pdf) (Title IX Resources), and [http://www.mansfield.edu/hr/title-ix/upload/Sexual-Misconduct-Victims-Bill-of-Rights.pdf](http://www.mansfield.edu/hr/title-ix/upload/Sexual-Misconduct-Victims-Bill-of-Rights.pdf) (Sexual Misconduct Victims’ Bill of Rights).

**Protection of Minors Requirements:** Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to Dia Carleton (dcarleto@mansfield.edu), as designated in the University’s protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University’s Protection of Minors policy is available at [http://www.mansfield.edu/hr/upload/Protection-of-Minors-Policy-12-22-14.pdf](http://www.mansfield.edu/hr/upload/Protection-of-Minors-Policy-12-22-14.pdf).