

1. **Proposed Course Title:** [Blank]

2. **Proposed Course Number:** [Blank]

3. **Proposed Course Description:** [Blank]

4. **Proposed Course Prerequisites:** [Blank]

5. **Proposed Course Objectives:** [Blank]

6. **Proposed Course Content:** [Blank]

7. **Proposed Course Instructor:** [Blank]

8. **Proposed Course Dates:** [Blank]

9. **Proposed Course Location:** [Blank]

10. **Proposed Course Status:** [Blank]

11. **Proposed Course Approval:** [Blank]

12. **Proposed Course Review:** [Blank]

13. **Proposed Course Evaluation:** [Blank]

14. **Proposed Course Funding:** [Blank]

15. **Proposed Course Other:** [Blank]

16. **Proposed Course Notes:** [Blank]

17. **Proposed Course Comments:** [Blank]

18. **Proposed Course Signature:** [Blank]

19. **Proposed Course Date:** [Blank]

20. **Proposed Course Page:** [Blank]

21. **Proposed Course Title:** [Blank]

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23. **Proposed Course Description:** [Blank]

24. **Proposed Course Prerequisites:** [Blank]

25. **Proposed Course Objectives:** [Blank]

26. **Proposed Course Content:** [Blank]

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28. **Proposed Course Dates:** [Blank]

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30. **Proposed Course Status:** [Blank]

31. **Proposed Course Approval:** [Blank]

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33. **Proposed Course Evaluation:** [Blank]

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37. **Proposed Course Comments:** [Blank]

38. **Proposed Course Signature:** [Blank]

39. **Proposed Course Date:** [Blank]

40. **Proposed Course Page:** [Blank]

## NEW SYLLABUS OF RECORD

### I. Catalog Description

GRMN 220 Intermediate German Conversation

(3c-01-3cr)

Prerequisites: GRMN 201 or equivalent, or instructor permission.

**Outcome 6: Expected Undergraduate Student Learning Outcomes #1 and 2 *Informed and***

*Informed and*

*Informed and*

10

Discussing current events or issues

D. Initiating and Building Topics

6 hours

Managing a conversation

Describing and discussing academic schedules, university life, study abroad

Discussing current events or issues

**Final Exam** (includes interpretive listening and/or viewing)

2 hours

**Final Oral Interaction:** Students will meet individually with the instructor outside of class time during the final week of classes. This final is an assessment of interactive, interpersonal oral communication.

**IV. Evaluation Methods**

The final grade will be determined as follows:

Participation	25%
Homework	10%
Quizzes	20%

## IX. Bibliography

Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning.”  
*Foreign Language Annals* 39.3 (2006): 359-382.

American Council on the Teaching of Foreign Languages. *Standards for Foreign  
Language Learning: Preparing for the 21st Century*. 2011.

Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>

American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines 2012—  
Speaking, Writing, Listening, and Reading*. Alexandria, VA: The American Council on the Teaching of  
Foreign Languages, 2011.



## Appendix A: Sample Final Oral Interaction

For the Final Oral Interaction, students will receive one of several situation cards related to the content covered in the course. Depending on instructor preference, the student may choose from among three



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Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

# 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 is so.

[The response area contains multiple horizontal lines, all of which are completely blank, indicating that no text was entered.]

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

Humboldt State University: GRMN 250 German Intermediate Conversation

<http://www.humboldt.edu/wlc/german/course-desc.html>

Rutgers University: German 211/212 German Conversation and Culture

[http://german.rutgers.edu/undergraduate/courses/master\\_courses.html](http://german.rutgers.edu/undergraduate/courses/master_courses.html)

Shinneshure University: GER 203 Intermediate German Conversation

[http://www.ship.edu/Academics/Programs/Undergraduate/Minors/German\\_Studies\\_Minor/](http://www.ship.edu/Academics/Programs/Undergraduate/Minors/German_Studies_Minor/)

47 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.



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/programs/resources/guidelines.html>*

**Justification for this new course being a Liberal Studies Elective**

This course is being proposed to meet the criteria for the new Liberal Studies Elective category of *Oral Communication*; this course is analogous to SPAN 220 Intermediate Spanish Conversation, which was approved for this LS category in fall 2013.

Research has shown that studying a foreign language improves communication skills, cognition and



critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to reach potential minors.

The course outcomes for German 220 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

## Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.*

*What are the strategies that your department will use to assure that Lib's course objectives are met?*

*Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic*

*meetings among instructors, etc.*

*In order to assure basic course equivalency, all sections of GRMN 220 will utilize the same*

- Having students research an aspect of a particular topic (i.e., the role of friends and family,



# Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office.