

Cover Sheet: Request 13542

GER 3225 German Text Translation and Generation I

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Willard R Hasty hasty@ufl.edu
Created	1/25/2019 5:25:03 PM
Updated	4/10/2019 9:18:14 AM
Description of request	Undergraduate course proposal; starting date Fall 2019

Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	Suggestions and relevant documents have been sent by email.	1/26/2019
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		2/11/2019
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves, with the following: 1) please clarify, under Course Objectives, which are met by GER 3225, which are met by GER3226, and which are met by both.	3/17/2019
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		3/19/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/19/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/19/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13542

Info

Request: GER 3225 German Text Translation and Generation I
Description of request: Undergraduate course proposal; starting date Fall 2019
Submitter: Willard R Hasty hasty@ufl.edu
Created: 4/10/2019 8:50:21 AM
Form version: 9

Responses

Recommended Prefix GER
Course Level 3
Number 225
Category of Instruction Intermediate
Lab Code None
Course Title German Text Translation and Generation I
Transcript Title GermanTextTransGenI
Degree Type Baccalaureate

Delivery Method(s) Online
Co-Listing No
Co-Listing Explanation n/a
Effective Term Fall
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description Develops writing comprehension and production skills by translating (into English) and generating (by identifying, transposing, and elaborating on their grammatical structures) German texts with various topics (historical, scientific, medical, artistic, etc.), with focus on identifying and juxtaposing structures of main clauses.

Prerequisites GER 2200 or GER 2225 or permission of instructor.

Co-requisites none

Rationale and Placement in Curriculum The proposed GER 3225/GER 3226 course sequence will consolidate, via exercises in text translation (into English) and (German text) generation, the language and grammar skills obtained at beginning and intermediate levels and provide alternative upper-division options (to current courses in the German curriculum on reading and writing German texts respectively) by focusing on translating, reading, and writing skills in a single integrated course sequence.

In 3225 the focus will be on identifying and varying the syntactic positions of the grammatical elements of main clauses. Students will identify, render (into English), and (re-)arrange/juxtapose subject, direct object, and indirect object noun phrases; simple and complex predicates; and adverbial modifiers pertaining to time, manner, and place (corresponding to the CEFR proficiency levels as extending from B1 to B2 –the CEFR descriptors are included below).

In 3226 the focus will be on identifying and varying the syntactic positions of different kinds of subordinate clauses in relation to main clauses. Students will identify, render (into English), and (re-)arrange/juxtapose to the main clause different kinds of subordinate clauses in which, for example, noun phrases are elaborated in some way (e.g. in the form of relative clauses); complex predicates are elaborated (e.g. in “um...zu” or “in order to” clauses); and adverbial modifiers are elaborated temporally, causally, and spatially externally to the main clause but in main-clause dependent ways (corresponding to the CEFR proficiency levels as extending from B2 to C1 –the CEFR descriptors are

included below).

This course sequence will serve both students seeking a minor or major in LLC involving German, as well as a general education population emerging from the intermediate German level who might be interested in the sequence's focus on developing German translating and text generating skills for career or research related purposes.

Course Objectives In GER 3225 students analyze, identify, and employ German grammatical elements in exercises involving text translation and generation at the level of the main clause.

In GER 3226 students analyze, identify, and employ German grammatical elements in exercises involving text translation and generation at the level of complex sentences involving multiple clauses.

The entire course sequence enables students to analyze, identify, and employ grammatical structures both clause-internally (as limited possible relationships of grammatical elements in a main clause) and clause-externally (in terms of the limited possible temporal, spatial, causal, and other relationships among main clauses and subordinate ones.)

Further Information:

In this course sequence, students analyze the grammatical structures of German as these comprise sentences and longer passages, identify the specific characteristics of these different grammatical structures, and apply them both by translating them into English as well as using them in the generation of alternative sentences and short texts. These two different activities in applying German grammar are mutually reinforcing, based on the assumption that both necessitate and reinforce correct analysis and definition.

The sentences and texts with which students work range in difficulty corresponding approximately to the B1 to C1 levels for reading and writing respectively of Common European Framework of Reference for Languages. Further below is more detailed information on the respective descriptors of these proficiency levels so that internationally recognized benchmarks for the progression the GER 3225-GER 3226 course sequence are provided. As outlined in the section above, GER 3225 covers text comprehension and generation mainly at the level of "simple connected texts" (citing from the B1 descriptors below), while GER 3226 extends to text comprehension and generation at the level of "a wide range of demanding, longer clauses" (citing from the C1 descriptors below).

B1

Threshold or intermediate

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Can deal with most situations likely to arise while travelling in an area where the language is spoken.

Can produce simple connected text on topics that are familiar or of personal interest.

Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2

Vantage or upper intermediate

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1

Effective operational proficiency or advanced

Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.

Can express ideas fluently and spontaneously without much obvious searching for expressions.

Can use language flexibly and effectively for social, academic and professional purposes.

Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Course Textbook(s) and/or Other Assigned Reading Richard Allen Korb. German for Reading Knowledge. 7th edition. Boston: Heinle, 2014.

Weekly Schedule of Topics *GRK=Richard Allen Korb. German for Reading Knowledge. 7th edition. Boston: Heinle, 2014.

Below is a possible breakdown of a fall term:

Week 1-Module 1 (8/20-9/1)

Study: Glossary for German for Reading Knowledge, Chapter 1.

Study: Vocabulary Flashcards for GRK, Chapter 1.

Read and study GRK, pp.1-9; Review the GRK Grammar PowerPoint for Chapter 1.

Assessment: Translate Practice Sentences,GRK, p.10.

Assessment: Leitfragen zum Text "Aller Anfang ist schwer,"

Upload translation of "Im Kontext und im Wörterbuch," GRK, p. 11, and "Aller Anfang ist schwer,"GRK, pp.12-13.

Assessment: Complete assigned text generation exercises based on "Aller Anfang ist schwer."

Week 2-Module 2 (9/2-9/8)

Study: Glossary for GRK, Chapter 2.

Study: Vocabulary Flashcards for GRK, Chapter 2.

Read and study GRK, pp.14-20; Review the GRK Grammar PowerPoint for Chapter 2.

Assessment: Translate Practice Sentences,GRK, pp.21-22.

Assessment: Leitfragen zum Text (Preparation for the text) "Johann Sebastian Bach: Seine Musik und seine Familie," GRK, pp.23-24.

Upload translations of "Im Kontext und im Wörterbuch," GRK, p. 22," and Johann Sebastian Bach: Seine Musik und seine Familie,"GRK, pp.23-24.

Assessment: Complete assigned text generation exercises based on "Johann Sebastian Bach: Seine Musik und seine Familie."

Week 3-Module 3 (9/9-9/15)

Study: Glossary for GRK, Chapter 3.

Study: Vocabulary Flashcards for GRK, Chapter 3.

Read and study GRK, pp.25-32; Review the GRK Grammar PowerPoint for Chapter 3 .

Assessment: Translate Practice Sentences,GRK, pp. 33-34.

Assessment: Leitfragen zum Text (Preparation for the text) "Leben des Galilei: Ein Theaterstück in fünfzehn Bildern von Bertolt Brecht,"GRK, pp.35-36.

Upload translations of "Im Kontext und im Wörterbuch," GRK, p. 34," and "Leben des Galilei: Ein Theaterstück in fünfzehn Bildern von Bertolt Brecht," GRK, pp.35-36.

Assessment: Complete assigned text generation exercises based on "Leben des Galilei: Ein Theaterstück in fünfzehn Bildern von Bertolt Brecht."

Week 4-Module 4 (9/16-9/22)

Study: Glossary for GRK, Chapter 4.

Study: Vocabulary Flashcards for GRK, Chapter 4.

Read and study GRK, pp.37-42; Review the GRK Grammar PowerPoint for Chapter 4.

Assessment: Translate Practice Sentences,GRK, pp.43-44.

Assessment: Leitfragen zum Text (Preparation for the text) "Kurze Geschichte der deutschen Hochschulen," GRK, p.46.

Upload translation of "Im Kontext und im Wörterbuch," GRK, p. 45, and "Kurze Geschichte der deutschen Hochschulen,"GRK, p.46.

Assessment: Complete assigned text generation exercises based on "Kurze Geschichte der deutschen Hochschulen."

Week 5-Module 5 (9/23-9/29)

Study: Glossary for GRK, Chapter 5.

Study: Vocabulary Flashcards for GRK, Chapter 5.

Read and study GRK, pp.47-54; Review the GRK Grammar PowerPoint for Chapter 5.

Assessment: Translate Practice Sentences,GRK, pp.55-56.

Assessment: Leitfragen zum Text (Preparation for the text) "Erzbistum Magdeburg," GRK, pp.57-58.

Upload translation of "Im Kontext und im Wörterbuch,"GRK, p.56, and "Erzbistum Magdeburg," GRK, pp.57-58.

Assessment: Complete assigned text generation exercises based on "Erzbistum Magdeburg."

Week 6-Module 6 (9/30-10/6)

Study: Glossary for GRK, Chapter 6.

Study: Vocabulary Flashcards for GRK, Chapter 6.

Read and study GRK, pp.63-68; Review the GRK Grammar PowerPoint for Chapter 6.

Assessment: Translate Practice Sentences, GRK, pp.69-70.

Assessment: Leitfragen zum Text (Preparation for the text) "Digitaliter Da Vinci," GRK, p. 71.

Upload translation of "Im Kontext und im Wörterbuch," GRK, p.70, and "Digitaliter Da Vinci," GRK, p.71.

Assessment: Complete assigned text generation exercises based on "Digitaliter Da Vinci."

Week 7-Module 7 (10/7-10/13)

Study: Glossary for GRK, Chapter 7.

Study: Vocabulary Flashcards for GRK, Chapter 7.

Read and study GRK, pp.72-78; Review the GRK Grammar PowerPoint for Chapter 7.

Assessment: Translate Practice Sentences, GRK, pp.78-80.

Assessment: Leitfragen zum Text (Preparation for the text) "Die Anfänge Bertolt Brechts," GRK, pp.81-82.

Upload translation of "Im Kontext und im Wörterbuch," GRK, p.80, and "Die Anfänge Bertolt Brechts," GRK, pp.81-82.

Assessment: Complete assigned text generation exercises based on "Die Anfänge Bertolt Brechts,"

Week 8-Module 8 (10/14-10/20)

Study: Glossary for GRK, Chapter 8.

Study: Vocabulary Flashcards for GRK, Chapter 8 site.

Read and study GRK, pp. 83-91; Review the GRK Grammar PowerPoint for Chapter 8.

Assessment: Translate Practice Sentences, GRK, pp.91-93.

Assessment: Leitfragen zum Text (Preparation for the text) "Der Kritiker und Aufklärer Kant," GRK, pp.94.

Upload translation of "Im Kontext und im Wörterbuch," GRK, p.93, and "Der Kritiker und Aufklärer Kant," GRK, p.94.

Assessment: Complete assigned text generation exercises based on "Der Kritiker und Aufklärer Kant."

Week 9-Module 9 (10/21-10/27)

Study: Glossary for GRK, Chapter 9.

Study: Vocabulary Flashcard for GRK, Chapter 9.

Read and study GRK, pp.95-101; Review the GRK Grammar PowerPoint for Chapter 9.

Assessment: Translate Practice Sentences, GRK, pp.102-3.

Assessment: Leitfragen zum Text (Preparation for the text) "Dioramenmaler: Der nicht so gut bekannte Schinkel," GRK, pp.104-5.

Upload translation of "Im Kontext und im Wörterbuch," GRK, p.104, and "Dioramenmaler: Der nicht so gut bekannte Schinkel," GRK, pp. 104-5.

Meet with your instructor at the arranged time in Conferences.

Assessment: Complete assigned text generation exercises based on "Dioramenmaler: Der nicht so gut bekannte Schinkel."

Week 10-Module 10 (10/28-11/3)

Study: Glossary for GRK, Chapter 10.

Study: Vocabulary Flashcards for GRK, Chapter 10.

Read and study GRK, pp.106-9; Review the GRK Grammar PowerPoint for Chapter 10.

Assessment: Translate Practice Sentences, GRK, pp.110-11.

Assessment: Leitfragen zum Text (Preparation for the text) "Der Bär: Stadtsymbol und Naturphänomen," GRK, pp.112-13.

Upload translation of "Im Kontext und im Wörterbuch," GRK, p.112, and "Der Bär: Stadtsymbol und Naturphänomen," pp.112-13.

Assessment: Complete assigned text generation exercises based on "Der Bär: Stadtsymbol und Naturphänomen."

Week 11-Module 11 (11/4-11/10)

Study: Glossary for GRK, Chapter 11.

Study: Vocabulary Flashcards for GRK, Chapter 11.
Read and study GRK, pp.117-125; Review the GRK Grammar PowerPoint for Chapter 11.
Assessment: Translate Practice Sentences,GRK, pp.125-127.
Assessment: Leitfragen zum Text (Preparation for the text) "HIV und TB -- Zwei Gesichter einer Epidemie," GRK, pp.128-29.
Upload translation of "Im Kontext und im Wörterbuch," GRK, p.127, and "HIV und TB -- Zwei Gesichter einer Epidemie,"GRK, pp.128-29.
Assessment: Complete assigned text generation exercises based on "HIV und TB -- Zwei Gesichter einer Epidemie."

Weeks 12 & 13-Module 12 (11/11-11/24)

Study: Glossary for GRK, Chapter 12.
Study: Vocabulary Flashcards for GRK, Chapter 12.
Read and study GRK, pp.130-135; Review the GRK Grammar PowerPoint for Chapter 12.
Assessment: Translate Practice Sentences,GRK, pp.135-37.
Assessment: Leitfragen zum Text (Preparation for the text) "7 000 000 000 Menschen: Weltbevölkerung 2011," GRK, pp.138-39.
Upload translation of "Im Kontext und im Wörterbuch,"GRK, p.137, and "7 000 000 000 Menschen: Weltbevölkerung 2011," pp.138-39.
Assessment: Complete assigned text generation exercises based on "7 000 000 000 Menschen: Weltbevölkerung 2011."

Weeks 14 & 15-Module 13 (11/25-12/4)

Study: Glossary for GRK, Chapter 13.
Study: Vocabulary Flashcards for GRK, Chapter 13.
Read and study GRK, pp.140-44; Review the GRK Grammar PowerPoint for Chapter 13.
Assessment: Translate Practice Sentences,GRK, pp.144-45.
Assessment: Leitfragen zum Text (Preparation for the text) "Gedenkfeier zum 13. August," GRK, pp.147-48.
Upload translation of "Im Kontext und im Wörterbuch,"GRK, p.146, and "Gedenkfeier zum 13. August," GRK, pp.147-48.
"Gedenkfeier zum 13. August,"
Assessment: Complete assigned text generation exercises based on "Gedenkfeier zum 13. August."

Links and Policies Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> .

Class Demeanor

In online meetings students are expected to arrive on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the meeting. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office.

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Resources Available for Students

HEALTH AND WELLNESS

U Matter, We Care: umatter@ufl.edu; 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml> ; 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601

- Library Support: <http://cms.uflib.ufl.edu/ask>

- Teaching Center: Broward Hall; 392-2010 or 392-6420

- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Grading Scheme Assignments

Each week covers one chapter in the course textbook “German for Reading Knowledge” (GRK), correspondingly all the below-mentioned written assignments will be due on a weekly basis using the “Assignment” and “Quiz” tools in Canvas. Vocabulary quizzes will be biweekly and also presented in Canvas.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Types of Assignments and percentages:

Leitfragen 10% - Explanation: Pre-reading questions and activities provided by GRK (uploaded as online assessment).

Practice Sentence translations 15% - Explanation: Warm-up sentences to translate in preparation for the translation of longer passages (uploaded as online assessment).

Longer Passage translations 15% - Explanation: Translations of 2-3 paragraph passages in GRK on a variety of topics (uploaded as online assignment).

Vocabulary quizzes 15% - Explanation: Done via online assessments, using HonorLock in e-learning, and based on vocabulary lists in GRK.

Participation in weekly online Student/Instructor Conferences 20% -- Explanation: I will meet with groups for 30-minute periods on a weekly basis in Conferences (BigBlueButton) -- in groups with numbers of students corresponding to enrollment levels-- to answer questions and address topics pertaining to text generation; please see rubric below used for grading). Assessed according to attached rubric. These graded 30-minute student/instructor sessions are an included part of your weekly schedule in this 3-credit hour course.

Text generation exercises: 25% -- Explanation: Students will use the “German Grammar Cruncher” application to identify and vary the order of elements in main clauses in exercises (uploaded as online assessment) based on the Practice Sentences and the Longer Passage translations.

Grading Scheme

Grading Scale (& GPA equivalent):

A 100-93 (4.0)

A- 92-90 (3.67)

B+ 89-87 (3.33)

B 86-83 (3.0)

B- 82-80 (2.67)

C+ 79-77 (2.33)

C 76-73 (2.0)

C- 72-70 (1.67)

D+ 69-67 (1.33)

D 63-66 (1.0)

D- 62-60 (0.67)

E 59- (0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>;

<http://www.isis.ufl.edu/minusgrades.html>

Instructor(s) Will Hasty

and

To be determined

Rubric for Classroom Discussion

Task Description: (Teacher may explain specific assignment in this space.)						
Criteria	weight	Exemplary (A)	Effective (B)	Minimal (C)	Unsatisfactory (D)	Absent (E)
Level of Engagement	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points	
Preparedness	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge	
Attitude	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior	

Assignment Score _____ + Beyond/Bonus : _____ = Final Score _____

At discretion of instructor.