

German Phonetics 350

All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.

<p>In this column, list the Wisconsin Content Standards that are included in this course. The Standards for each content area are found in the Wisconsin Content Standards document.</p>	<p>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</p>
<p>2. Interpretive communication including:</p> <ul style="list-style-type: none"> • Knowledge of roots and affixes, word family analysis etymology, and sociocultural requirements applied to variety of text formats. • Processes for learning to read and listen with understanding. 	<ul style="list-style-type: none"> • Concepts like morpheme, allophone, phoneme, grapheme, cognates and language families are introduced and tested in written tests throughout the semester and in final exam.
<p>3. Presentational communication including:</p> <ul style="list-style-type: none"> • Demonstration of grammatical accuracy in oral expression. • Demonstration of accurate pronunciation in oral expression and sufficient knowledge to help students improve their pronunciation. 	<ul style="list-style-type: none"> • Students learn to differentiate between phonemes and are tested in quizzes and final exam with written and oral transcription of German. • In every class session students read out loud first individual phonemes, then words and gradually progressing to larger units like words and entire paragraphs. This is done on a one to one basis and in small groups. At the end of the semester students' pronunciation is tested by reading a paragraph of their choice. They must especially master sounds that are non-existent in the English language like the unlauded vowels, the "R", the "ch" and long and short vowels.
<p>8. Language comparisons including:</p> <ul style="list-style-type: none"> • Second language analysis (vocabulary, sound systems, and structures) with comparisons and contrast to English. • Second language acquisition theory and research, including implications for the language classroom. 	<ul style="list-style-type: none"> • Students demonstrate in class how to use the articulatory organs in such a way as is necessary to produce a German and not an English sound; e.g. they change the position of the tongue from concave to convex. Oral quizzes and final exam test students' success. • Students read lessons 1, 2 and 3 of textbook and demonstrate knowledge of this and of teacher's lecture on the subject in written test.

<p>12. Basic understanding of linguistics and second language acquisition, including:</p> <ul style="list-style-type: none">• Demonstrate an understanding of various linguistic elements (phonology, morphology, syntax, semantics, register, and pragmatics) and their interaction with social, cultural, and psychological factors.• Demonstrate an understanding of both first and second language development and their interrelationship (including language interference and strategies for error correction tailored to the learner).	<ul style="list-style-type: none">• In each chapter students are given a large variety of words in the target language for pronunciation practice. As time permits some of these interrelationships are discussed and then tested in quizzes and final exam.• Every chapter contrasts the pronunciation of a particular sound in the German language to that in English and gives detailed instructions to the student on how to correctly pronounce the new sound. Oral quizzes and final exam with transcription of German assess the students' success.
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