

TEACHING OF GERMAN, BA

for the degree of Bachelor of Arts Major in the Teaching of German

Undergraduate degree programs in Germanic Languages & Literatures:

- Germanic Studies, BALAS (<http://catalog.illinois.edu/undergraduate/las/germanic-studies-balas/>)
- Teaching of German, BA (p. 1)
- Scandinavian Studies Concentration within German Studies BALAS (<http://catalog.illinois.edu/undergraduate/las/germanic-studies-balas/scandinavian-studies/>)

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In order to remain in good standing in this program and be recommended for teacher licensure, candidates are required to maintain a cumulative grade-point average of 2.5 (A= 4.0).

Departmental distinction: Students should consult their advisers by the second semester of the junior year for information pertaining to seminar honors work and honors awards in the department.

The total of 47 hours may be reduced by as much as 16 hours through prerequisite credit for work equivalent to GER 101-GER 104 taken in secondary school.

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Minimum required major and supporting course work: Normally equates to 80 hours. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree.

Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (<https://studentcode.illinois.edu/article3/part8/3-801/>) (§ 3-801) and in the Academic Catalog (<http://catalog.illinois.edu/general-information/degree-general-education-requirements/>).

General Education Requirements

Follows the campus General Education (Gen Ed) requirements (<https://courses.illinois.edu/gened/DEFAULT/DEFAULT/>). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Code	Title	Hours
	Composition I	4-6
	Advanced Composition	3
	Humanities & the Arts (6 hours)	6
	Natural Sciences & Technology (6 hours)	6
	Social & Behavioral Sciences (6 hours)	6

fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences

Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)	0-20
fulfilled by GER 101, GER 102, GER 103, GER 104	

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Code	Title	Hours
Core German Courses		
GER 101	Beginning German I	4
GER 102	Beginning German II	4
GER 103	Intermediate German I	4
GER 104	Intermediate German II	4
GER 211	Conversation and Writing I	3
GER 212	Conversation and Writing II	3
GER 331	Intro to German Literature	3
GER 332	German Literature and Culture	3
GER 401	Global Issues in German	3
GER 420	German Cultural History	4
GER 465	German Linguistics	3
Select one of the following:		3
GER 470	Middle Ages to Baroque	
GER 471	Enlightenment to Romanticism	
GER 472	Realism to Expressionism	
GER 473	1920s to Today	

Two German courses as electives 6

Code	Title	Hours
Core Professional Education Courses		
EDPR 442	Educational Practice in Secondary Education	12
EPOL 201	Foundations of Education	3
EPSY 201	Educational Psychology	3
FLTE 471	Introduction to Second Language Teaching	4
FLTE 475	Learning to Teach World Language	4
FLTE 478	Secondary World Language Teaching (In the fall semester, students enroll for 3 hours with instruction occurring in the first 10 weeks. In the spring semester, students enroll for 1 hour with instruction occurring in the first 4 weeks.)	4

SPED 405	General Educator's Role in Special Education	3
Total Hours		80

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Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. See the corresponding section on the Degree and General Education Requirements page (<http://catalog.illinois.edu/general-information/degree-general-education-requirements/>).

First Year

First Semester	Hours	Second Semester	Hours
Free elective course		1 General Education Course	3
Composition I or General Education course		4 General Education course or Composition I	3
GER 101		4 GER 102	4
General Education Course		3 General Education Course	3
General Education Course		3 Free elective course	3
		15	16

Second Year

First Semester	Hours	Second Semester	Hours
GER 103		4 GER 104	4
EPOL 201		3 GER 211	3
EPSY 201		3 GER 331	3
General Education Course (choose a NST course with QR designation)		3 German elective course	3
Free elective course		2 Free elective course	3
		15	16

Third Year

First Semester	Hours	Second Semester	Hours
GER 212		3 GER 420	4
GER 332		3 GER 465	3
GER 401		3 FLTE 471	4
General Education Course (choose a NST course with QR designation)		3 GER 400-level course from list	3

German elective course	3	
Total Hours	15	14

Fourth Year

First Semester	Hours	Second Semester	Hours
FLTE 475		4 EDPR 442	12
FLTE 478		3 FLTE 478	1
SPED 405		3	
General Education Course		3	
Free elective course		3	
		16	13

Total Hours 120

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- Teacher Candidates* will be able to** demonstrate her/his understanding of SLA theories and methodologies through the instructional activities and materials that she/he designs to support all students' learning and skill building in the three modes of communication.
- Using Bloom's taxonomy and knowledge of current events and popular culture in Germany, Austria, and Switzerland, **Teacher Candidates will be able to** foster evaluation skills in German second language learners through reading newspapers, magazines, or blog posts discussing politics, movies, television, and sports.
- Using their knowledge of German linguistics and the sounds of German, **Teacher Candidates will be able to** model accurate and authentic pronunciation for their learners during instruction.
- Teacher Candidates will be able to** demonstrate her/his understanding of and skills in designing multiple methods of assessment that monitor learner progress in the three modes of communication, promote learner efficacy, and guide decision-making of the learner and teacher.

*BAT students = Teacher Candidates

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Department of Germanic Languages & Literatures (<https://www.germanic.illinois.edu>)

Germanic Languages & Literatures faculty (<https://germanic.illinois.edu/directory/faculty/>)

German advising (<https://germanic.illinois.edu/academics/german/undergraduate-programs/undergraduate-advisor/>) and Foreign Language Teacher advising (<https://flte.illinois.edu/academics/program-overview/>)

Overview of College Admissions & Requirements: Liberal Arts & Sciences (<http://catalog.illinois.edu/schools/las/academic-units/>)

College of Liberal Arts and Sciences website (<https://las.illinois.edu/>)