Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: B.A. German Studies	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: Languages, Literatures & Cultures	College/School: Arts & Sciences
Date (Month/Year): June 2020	Primary Assessment Contact: Evelyn Meyer, PhD; evelyn.meyer@slu.edu

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected? Note: Please include any rubrics as part of the submitted plan documents.	1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Graduates will be able to communicate in **spoken German** at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL	GR 2010: intermediate German: Language & Culture – introduced GR 3010: Communicating in German: The Media / GR 3020: Communicating in German: Contemporary Issues – introduced & developed GR 3210: German Cultural History – introduced & developed GR 4010/4250/4750 (Language Skill courses at 4xxx-level) – developed & reinforced GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level) – developed & reinforced GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level) – developed & reinforced GR 4960: German Senior Capstone Project -	GR 2010: Oral Proficiency Interview (assessed at ACTFL intermediate-Low proficiency) GR 3010/3020: Oral Presentation (assessed at ACTFL Intermediate-Low/Mid proficiency) GR 4010/4250/4750: Oral Presentation (assessed at ACTFL Intermediate-Mid proficiency) GR 4960: Oral Proficiency Interview (assessed at ACTFL Intermediate-High proficiency)	1. It has been the practice of the German faculty to first assess each artifact of student learning individually using the appropriate assessment rubric. Then we get together as a group at the end of each semester and discuss the assessment done for each student—both the oral proficiency interview, oral presentation and the written paper—and we discuss each student and agree on an overall assessment per student in each of the categories on our assessment rubrics. If we assessed students differently, we discuss why and work out an overall assessment for each student. This practice worked well, when we only did assessment at the entry point into

		achieved	the major (GR 2010) and at the exit point (GR 4960). Now that we have developed a Program-Level Assessment Plan that includes assessment checkpoints at all levels throughout the curriculum, this may not be feasible, especially for the entire German faculty to attend oral presentations in courses that they are not teaching. We will maintain the current practice of individual then group assessment in GR 2010 and 4960 and in the interim assessment artifacts (in the 3xxx and 4xxx level courses) have the course instructor do the assessment. When assessment is done on written work, we could include other German faculty in the assessment process in the same manner as we do for GR 2010 and GR 4960.
			2. We developed our rubrics based on ACTFL proficiency levels for each LOG (in some cases created one for written and spoken proficiency when needed) and determined the expected proficiency level for each course/artifact used for assessment and our rubrics reflect the appropriate proficiency level that does not meet/meets/exceeds expectations for each course as the students proficiency in German increases. This is why in the artifacts, I specify at which ACTFL proficiency standard the student's work is assessed at. The rubrics for each assessment artifact used are attached at the end of the document.
2	Graduates will be able to	GR 2010: intermediate German: Language &	GR 2010: Cultural Exploration Paper	See above.

	communicate in **written German** at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	Culture – introduced GR 3010: Communicating in German: The Media / GR 3020: Communicating in German: Contemporary Issues – introduced & developed GR 3210: German Cultural History – introduced & developed GR 4010/4250/4750 (Language Skill courses at 4xxx-level) – developed & reinforced GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level) – developed & reinforced GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level) – developed & reinforced GR 4960: German Senior Capstone Project - achieved	(assessed at ACTFL intermediate-Low proficiency) GR 3210: Cultural Paper (assessed at ACTFL Intermediate-Low/Mid proficiency) GR 4010/4250/4750: Student selects 2 written assignments from course and resubmits them for assessment (assessed at ACTFL Intermediate-Mid proficiency) GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level): written paper (assessed at ACTFL Intermediate-Mid proficiency) GR 4960: Written Capstone Project (assessed at ACTFL Intermediate-High proficiency)	
3	Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.	GR 2010: intermediate German: Language & Culture – introduced GR 3010: Communicating in German: The Media / GR 3020: Communicating in German: Contemporary Issues – introduced & developed GR 3210: German Cultural History – introduced & developed GR 4010/4250/4750 (Language Skill courses at 4xxx-level) – developed & reinforced GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level) – developed & reinforced GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level) – developed & reinforced GR 4960: German Senior Capstone Project - achieved	GR 2010: Cultural Exploration Paper (assessed at ACTFL Intermediate-Low proficiency) GR 3010/3020: Oral Presentation (assessed at ACTFL Intermediate-Low/Mid proficiency) GR 3210: Cultural Paper (assessed at ACTFL Intermediate-Low/Mid proficiency) GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level): written paper (assessed at ACTFL Intermediate-Mid proficiency) GR 4960: Oral Presentation of Capstone Project (assessed at ACTFL Intermediate-High proficiency)	See above.
4	Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.	GR 2010: intermediate German: Language & Culture – introduced	GR 2010: Cultural Exploration Paper (assessed at ACTFL Intermediate-Low	See above.

#		Learning Outcome	Courses	Assessment	Notes
			GR 3010: Communicating in German: The Media / GR 3020: Communicating in German: Contemporary Issues - introduced & developed GR 3210: German Cultural History – developed GR 4010/4250/4750 (Language Skill courses at 4xxx-level) – developed & reinforced GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level) – developed & reinforced GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level) – developed & reinforced GR 4960: German Senior Capstone Project - achieved	proficiency) GR 3010/3020: Oral Presentation (assessed at ACTFL Intermediate-Low/Mid proficiency) GR 3210: Cultural Paper (assessed at ACTFL Intermediate-Low/Mid proficiency) GR 4010/4250/4750: Final Research Paper (assessed at ACTFL Intermediate-Mid proficiency) GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level): Oral Cultural Presentation (assessed at ACTFL Intermediate-Mid proficiency) GR 4960: Oral Presentation of Capstone Project & Written Capstone Project (assessed at ACTFL Intermediate-High proficiency)	
5		Graduates will be able to apply the German language to make connections with other disciplines/fields of study.	GR 3010: Communicating in German: The Media / GR 3020: Communicating in German: Contemporary Issues – introduced GR 3210: German Cultural History – developed GR 4010/4250/4750 (Language Skill courses at 4xxx-level) – developed & reinforced GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level) – developed & reinforced GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level) – developed & reinforced GR 4960: German Senior Capstone Project - achieved	GR 4010/4250/4750: Final Research Paper (assessed at ACTFL Intermediate-Mid proficiency) GR 4960: Oral Presentation of Capstone Project & Written Capstone Project (assessed at ACTFL Intermediate-High proficiency)	See above.
6		Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects.	GR 3010: Communicating in German: The Media / GR 3020: Communicating in German: Contemporary Issues – Introduced GR 3210: German Cultural History –	GR 4960: Written Capstone Project (assessed at ACTFL Intermediate-High proficiency)	See above.

		introduced & developed		
		GR 4010/4250/4750 (Language Skill courses at 4xxx-level) – developed & reinforced		
		GR 4500/4550/4600/4650 (Medieval Course at 4xxx-level) – developed & reinforced		
		GR 4150/4200/4350/4700 (Modern/contemporary Course at 4xxx-level) – developed & reinforced		
		GR 4960: German Senior Capstone Project - achieved		

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

   Each semester when the German faculty gets together to talk about assessment findings. We take a look at our curriculum, the assessment tools, and artifacts, and discuss if students are achieving the LOGs in general and the goals in our courses. Each time we find things to improve on, be that for specific assignments, bigger pieces in course content, our assessment practices and the artifacts used. Because of these conversations in the past two years, we have revised prerequisites for our courses at the 3xxx and 4xxx level courses (approved by the CAS Undergraduate curriculum committee, April 2019); we are in the process of redesigning the content of the GR 3010 and 3020 courses (the new content will be taught starting AY 2020-21); and we are adjusting the content covered in GR 1010, 1020, 2010 to allow students more time to develop the skills and especially to give the development of intercultural competence skills, the investigation of the target culture from a variety of cultural perspectives, and making meaningful connections more time. Creating the curriculum map and identifying where LOGs are introduced, developed, reinforced and mastery is achievable helped us make changes in the kinds of assessment artifacts we are using. In one instance, we noticed that we had included something in the GR 2010 assessment up until last AY that simply was not possible to expect students to accomplish at that level and it was the one assessment area where in the past we did not meet our benchmark. We have now taken that out at the 2010 level and are introducing it in 3xxx level courses and doing some preliminary assessment checks with that at that level, but are now assessing it only at the 4xxx level, where students can be expected to use and apply that particular skill set of in depth cultural exploration and connections to other disciplines tied to their foreign language study. The curriculum map was also helpful in deciding on meaningful assessment tools that fit the curriculum for that course and to use a variety of assignments to make sure that all LOGs are developed and assessed through multiple tools.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

   Our conversations are ongoing to see if our choices and changes work, and when they don't we create another assignment and/or revise the assessment tool. This also has the added benefit to keep the curriculum fresh and changing and improving, both overall, but also in each course level while also allowing each instructor the freedom to bring her/his unique pedagogical talent to bear. Primarily these conversations happen during the end of the semester assessment meetings, but they also happen spontaneously throughout the semester and academic year when we talk pedagogy, brainstorm ideas to

improve the education we provide for our students.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is <u>not recommended</u> to try to assess every outcome every year.)

- In a language major, all 6 Learning Outcomes Goals are intricately connected and can and will be assessed in a variety of combinations throughout the curriculum, but at an appropriate proficiency level for that course.
- All students enrolled in the courses we do assessment in are being assessed, regardless of whether they are a major, minor or just there to fill electives in their overall education requirements.
- In GR 2010, usually offered each semester, students will be assessed at the intermediate low proficiency level and with LOG 1, 2, 3 and 4 using two artifacts that are part of the course. This has the advantage that we have assessment records for those students who declare a major or minor relatively late into their education, and we are prepared for that time when assessment of minors becomes a requirement at SLU.
- In the 3xxx-level courses (GR 3010/3020/3210), students will be assessed at the intermediate low/mid proficiency level. As of AY2020-21, we will offer GR 3010 in one semester and GR 3020 in the other, GR 3210 is offered once per year. LOG 1, 2 and 4 are assessed for speaking proficiency with one artifact in either GR 3010 or 3020, LOG 1, 2, and 4 are assessed for written proficiency with one artifact in GR 3210. Pending on which semester GR 3210 is taught, we will do assessment in GR 3010/3020 in the other semester, whichever course happens to be offered that semester.
- In the 4xxx-level courses, except for GR 4960, students will be assessed at the intermediate mid proficiency level. LOG 1, 2, 4 and 5 will be assessed each time a student takes one of the 4xxx language skill courses: GR 4010/4250/4750 using three separate artifacts and assessing both speaking and written proficiency (a language skills course is offered approximately every three semesters); LOGs 2 and 3 will be assessed each time a student takes one of the 4xxx medieval courses: GR 4500/4550/4600/4650 assessing written proficiency using one artifact (a medieval course is offered approximately every three semesters); LOG 4 will be assessed each time a student takes one of the 4xxx modern/contemporary courses: GR 4150/4200/4350/4700 assessing speaking proficiency using one artifact (a modern/contemporary course is offered approximately every three semesters).
  - As there is no set sequence of when a student takes each of the 4xxx level courses required in the major, and there are several courses to choose from in each elective category, a student may e.g. take the medieval elective course immediately after completing one of the 3xxx level courses and therefore may or may not meet the expected proficiency level fully, but show a combination of features from two proficiency levels. We see this frequently in our assessment conversations that students are between two proficiency levels, i.e. showing strong tendencies of mastering skills from the next level, but not having fully reached that level. This characteristic of showing skills from more than one proficiency level is a natural characteristic of language learning. It accounts for the fact that we do not always make the benchmark of 80%, esp. when assessment is done with students for whom this is the first 4xxx level course, as reaching the next proficiency level is a slow process, and students progress at their own pace, some being stagnant for a while and then suddenly making the leap to the next level, whereas for other students it's a more consistent progression.
- As German majors often study abroad and take courses in the areas of electives at the 4xxx-level (language skills, medieval, and modern/contemporary), it is possible that we cannot assess a student on every LOG ourselves, as we don't control how courses are taught at our study abroad sites. On the other hand, if a student takes more than one course in one of the elective areas, s/he would be assessed more than once on that LOG. Because students can potentially complete required coursework in which we want to assess specific LOGs while abroad, we will assess all 6 LOGs in GR 4960: German Senior Capstone Course to make sure students achieve all LOGs. Assessment of GR 4960 is done each semester a student takes this course, which may be in

one semester only, in both semesters or in no semester in a given year, pending where students are in their undergraduate education.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Dr. Evelyn Meyer took the initiative to begin revising the entire assessment plan in AY 2018-19, including the development of new rubrics and the Learning Outcome Goals for the German major. Faculty in the German Program, Drs. Sydney Norton (non-tenure-track faculty), Evelyn Wisbey (adjunct faculty) and myself (tenured faculty), met approximately every two to three weeks throughout the Fall Semester 2018 to revise the Assessment Rubrics for the GR 4960 and for GR 2010 courses, (GR 2010 is the first course that counts towards a major or minor and therefore serves as a nice starting point for assessing our majors, even if there are students in the course who only complete the CAS BA Foreign Language requirement and do not plan to continue on with language study) to make them fit our program and our assessment assignments, and to help clarify to ourselves where the differences in skills and proficiency levels are that we are assessing. We also discussed at length in a way we hadn't before, what it is we can reasonably expect our students to do in German at the various levels. The revision of the rubrics was given priority, so that we could use them for the AY 2018-19 assessment cycle, as this was the first year of a new 4-year assessment cycle. The Learning Outcome Goals, the curriculum mapping, and the Assessment Plan were developed and revised in Spring 2019 with Dr. Evelyn Meyer developing them and then discussing them with Dr. Evelyn Wisbey, who significantly enhanced them all. During Fall 2019, the German faculty met several times with Kathleen Thatcher, then SLU's assessment coordinator, to seek input on our assessment plan. Ms. Thatcher told us that we had moved in a very positive direction with our assessment plan revisions, but that in program level assessment it is not enough to only assess students at the entry and exit points and that we needed to do pre-checks at different points throughout the curriculum and develop a curriculum map in which we indicate where each LOG is introduced, developed, reinforced and expected to be mastered and then select appropriate assessment tools. Dr. Evelyn Meyer drafted the curriculum map, suggested assessment tools and revised the rubrics and shared them with the German faculty. Dr. Evelyn Wisbey gave meaningful feedback on all of this and we began rolling out the new German program level assessment plan by doing assessment in GR 2010, 4010 (Language skills course) in the Fall 2019 and in GR 2010 and 4930 (Modern/contemporary course) in the Spring 2020. Assessment in 3xxx-level courses will be rolled out during AY 2020-21. The content of these courses will be significantly revised, and GR 3210 is a new course. That is why we did not do assessment in these courses this year.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

LOG 1: Graduates will be able to communicate in spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

Proficiency Level Assessed: Intermediate Low
Assessment Artifact: Oral Proficiency Interview
(Interview not conducted by Course Instructor, but by another member of the German faculty)

A. Interpersonal Communication

	Intermediate High Exceeds expectation	Intermediate Mid Exceeds expectation	Intermediate Low Meets expectations	Novice High Does not meet expectations
Communicative Task	□ Student also shows mastery of **intermediate mid skills** □ Present tense well □ Past tense inconsistent □ Talks in generalities, not details □ Often a series of simple sentences	□ Student also shows mastery of **intermediate low skills** □ Simple face-to-face conversations □ Asks simple questions □ Responds to simple questions □ Simple descriptions	□ Student also shows mastery of **novice high skills** □ Simple conversation, reactive □ Occasionally initiates □ Describes in a simple way	□ Creates with language
Context Content Areas	□ Student also shows mastery of **intermediate mid skills** □ Performs in limited formal settings □ Topics: personal activities and immediate surroundings, some ability about areas of general interest	□ Student also shows mastery of **intermediate low skills** □ Operates in informal settings □ Topics: self, family members, leisure activities and immediate surroundings	□ Student also shows mastery of **novice high skills** □ Functions in **informal situations minimally**	□ Interacts spontaneously
Accuracy	□ Student also shows mastery of **intermediate mid skills** □ **Usually understood by NS <u>un</u>accustomed to** dealing with NNS □ Sentence level discourse **with some connector**s	□ Student also shows mastery of **intermediate low skills** □ **Understood by NS accustomed to** dealing with NNS □ **Sentence level discourse**	□ Student also shows mastery of **novice high skills** □ Repetition, **understood by sympathetic listeners** □ Word level discourse with **some attempt at sentences**	□ **Comprehensible to NS** accustomed to dealing with NNS □ **Word or list level discourse**

COMMENTS:

B. Intercultural Competence-Speaking:
- *The student will be able to show intercultural competence **primarily** by using **the linguistic markers for formality, politeness and questions** correctly, such as Sie vs. du, forms of linguistic politeness specific to German, and can formulate questions correctly (both in formal and informal settings)*
- *The student will be able to show intercultural competence by using the language to some extent to explain and reflect on the relationship between the practices and perspectives of the cultures studied. (ACTFL Proficiency Guidelines 2012-Speaking)*

	Intermediate High Exceeds expectation	Intermediate Mid Exceeds expectation	Intermediate Low Meets expectations	Novice High Does not meet expectations
Communicative Task & Accuracy	☐ Recognizes the distinction between Sie vs. du & **consistently uses** these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & **consistently responds** appropriately. **AND/OR** ☐ Recognizes polite expressions and **consistently responds** appropriately. ☐ Recognizes polite expression and **consistently initiates** them appropriately him/herself.	☐ Recognizes the distinction between Sie vs. du & **often uses** these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & **often responds** appropriately. **AND/OR** ☐ Recognizes polite expressions and **often responds** appropriately. ☐ Recognizes polite expression and **often initiates** them appropriately.	☐ Recognizes the distinction between Sie vs. du & **occasionally uses** these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & **sometimes responds** appropriately. **AND/OR** ☐ Recognizes polite expressions and **sometimes responds** appropriately. ☐ Recognizes polite expression and **sometimes initiates** them appropriately.	☐ May use **some memorized gestures and formulaic expressions** (e.g. Sie vs. du, expressions of politeness, greetings)

OVERALL COMMENTS ON STUDENT'S OPI:

RUBRIC REVISED DECEMBER 2019

LOG 2: Graduates will be able to communicate in written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

LOG 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.

LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.

Proficiency Level Assessed: Intermediate Low
Assessment Artifact: Cultural Exploration Composition

A. Presentational Communication: LOG 2 & 3

CRITERIA	Exceeds Expectations Intermediate Mid proficiency	Meets Expectations Intermediate Low proficiency	Does Not Meet Expectations Novice High proficiency
Composition Mechanics Requirements: In German & at least 450 words	☐ Composition is **significantly more** than 500 words.	☐ Composition is **at least** 450 words long.	☐ Composition is **less than** 450 words.
Language Function LOG 2 Language tasks the writer is able to handle in a consistent manner	☐ **Handles successfully uncomplicated writing tasks** in areas of chosen topic. ☐ Narrates and describes in present tense with none to few errors.	☐ **Creates with language** by **combining and recombining known elements** ☐ Is able to express personal meaning in a basic way. ☐ Narrates and describes in present tense though there may be errors.	☐ **Has no real functional ability**.
Text Type LOG 2 follows standard academic writing conventions; quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse. ☐ Paper **follows** standard academic writing conventions	☐ Uses **simple sentences** and **some strings** of sentences. ☐ Paper **follows** standard academic writing conventions **to a good degree**	☐ Uses **some simple sentences** and **memorized phrases**. ☐ Paper **does not follow** standard academic writing conventions
Language Control LOG 2 Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ There are **few or minimal** spelling, grammar, or syntax errors **per page** in **those areas a student with intermediate low proficiency can control**.	☐ There are **more than just a minimal number** of spelling, grammar, or syntax errors **per page** in **those areas a student with intermediate low proficiency can control**.	☐ There are **numerous** spelling, grammar, or syntax **errors throughout the essay** in those areas a student with intermediate low proficiency can be expected to control.
Comprehensibility LOG 3 Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	☐ Is **generally understood** by those **unaccustomed** to the writing of non-natives, although **interference from another language may be evident and gaps in comprehension may occur**.	☐ Is **generally understood** by those **accustomed** to the writing of non-natives, **although additional effort may be required**.	☐ Is **understood with occasional difficult**y by those **accustomed** to the writing of non-natives, although **additional effort may be required**.

| Impact LOG 3
Clarity, organization (introduction, body and conclusion), and depth of paper | ☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion
☐ Argument in paper illustrates **originality and rich details**. | ☐ Paper written **in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereo**f
☐ Paper features **some** detail in arguments. | ☐ Paper may be **either unclear or unorganized,** e.g. is poorly organized overall, or **introduction and conclusion may be missing**
☐ Paper features **little or no** detail. |

B. Intercultural Competence – Cultural Composition LOG 4

CRITERIA	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Cultural Knowledge & self-awareness LOG 4 (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices ; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ **Makes distinctions** between own and target culture ☐ Demonstrates a **strong understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ Draws **more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Response **includes** personal viewpoints and interpretations ☐ Viewpoints and interpretations are supported **with appropriate examples**	☐ **Describes differences** between own and target culture ☐ Demonstrates **adequate understandin**g of the complexity of the target culture by showing **awareness** of cultural practices and institutions ☐ **Begins to draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Response **includes some** personal viewpoints and interpretations ☐ Viewpoints and interpretations are supported **with some examples**	☐ **Describes few or no differences** between own and target culture ☐ Demonstrates **little or inadequate understanding** of the complexity of the target culture by **minimally or not showing** awareness of cultural practices and institutions ☐ **Does not draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Response **is missing** personal viewpoints and interpretations ☐ If viewpoints and interpretations are included, **they are unsupported**.

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

LOG 1: Graduates will be able to communicate in spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

LOG 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.

LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.

Proficiency Level Assessed: Intermediate Low/Mid
Assessment Artifact: Oral Presentation

A. Presentational Communication: LOG 1 & 3

CRITERIA	Exceeds Expectations Intermediate High Proficiency Level	Meets Expectations - High Intermediate Mid Proficiency Level	Meets Expectations Intermediate Low Proficiency Level	Does Not Meet Expectations Novice High Proficiency Level
Language Function LOG 1 Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	☐ **Handles successfully all uncomplicated tasks** in areas of chosen topic with some detail, with **recognizable attempts at some complicated tasks.** ☐ Narrates and describes **consistently in present tense and one or more major time frames**.	☐ **Handles successfully uncomplicated tasks** in areas of chosen topic with some detail. ☐ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	☐ **Creates with language only by combining and recombining known elements** ☐ Is able to **express personal meaning only in a basic way**. ☐ Narrates and describes **comfortably only in present tense** and limited use of other time frames.	☐ **Has no real functional ability**
Text Type LOG 1 Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	☐ Uses **connected sentences** with **complex sentences** (dependent clauses) **and a higher degree of paragraph-like discourse** than at intermediate mid level.	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse.	☐ Only uses **simple sentences** and **some strings** of sentences	☐ Uses **some simple sentences** and **memorized phrases**.
Language Control LOG 1 Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, solid present tense, good use of past tense though not always correct ☐ Demonstrates **significant quality of Intermediate-level language**. ☐ Accuracy and/or fluency decreases when **attempting to handle topics at the advanced level or as language becomes more complex.**	☐ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, a variety of grammatical structures. ☐ Demonstrates **significant quality of Intermediate-mid level language**. ☐ Accuracy and/or fluency decrease when **attempting to handle topics at the intermediate high level or as language becomes more complex.**	☐ Is **most accurate** when producing **simple sentences in present time**. ☐ Pronunciation, vocabulary, and syntax are strongly influenced by the native language. ☐ Accuracy decreases as **language becomes more complex**.	☐ Is **most accurate** with **memorized language, including phrases**. ☐ Accuracy decreases when **creating and trying to express personal meaning.**

CRITERIA	Exceeds Expectations Intermediate High Proficiency Level	Meets Expectations - High Intermediate Mid Proficiency Level	Meets Expectations Intermediate Low Proficiency Level	Does Not Meet Expectations Novice High Proficiency Level
Text Type LOG 3 follows standard academic presentation conventions	☐ Presentation **follows** standard academic conventions, including **referencing sources in presentation and listing them.**	☐ Presentation **follows** standard academic conventions, **including listing sources.**	☐ Presentation **follows** standard academic conventions, but lists **no sources.**	☐ Presentation **follows** standard academic conventions **to a good degree,** but lists **no sources.**
Impact LOG 3 Clarity, organization, and depth of presentation	☐ Presents **in a clear and organized manner with some recognizable logical transitions**. ☐ Presentation features **good detail & good visuals,** and demonstrates **some originality.**	☐ Presents **in a clear and organized manner**. ☐ Presentation features **good detail & good visuals,** and **may** demonstrate **some originality.**	☐ Presents **mostly or not** in a clear and organized manner. ☐ Presentation **may** feature **some detail & appropriate visuals**.	☐ Presentation **may be either unclear or unorganized**, ☐ Presentation **features little or no detail. Visuals may be lacking** or missing entirely.
Comprehensibility LOG 3 Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	☐ Is **generally understood** by those **unaccustomed** to the speaking of non-natives, although **interference from another language may be evident and gaps in comprehension may still occur**.	☐ Is **generally understood** by those **unaccustomed** to the speaking of non-natives, although **interference from another language is evident and gaps in comprehension occur**.	☐ Is **generally understood** by those **accustomed** to the speaking of non-natives, **although additional effort may be required**.	☐ Is **understood with occasional difficult**y by those **accustomed** to the speaking of non-natives, although **additional effort may be required**.

B. Intercultural Competence – Oral Presentation LOG 4

CRITERIA	Exceeds Expectations Intermediate High Proficiency Level	Meets Expectations - High Intermediate Mid Proficiency Level	Meets Expectations Intermediate Low Proficiency Level	Does Not Meet Expectations Novice High Proficiency Level
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices ; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ **Makes distinctions** between own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Describes differences** between own and target culture **and includes some distinctions** between own and target culture ☐ Demonstrates **adequate understanding** of the complexity of the target culture **by showing awareness** of cultural practices and institutions ☐ **Draws constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Only describes differences** between own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐ **May begins to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture	☐ **Describes few or no differences** between own and target culture ☐ Demonstrates **little or inadequate understanding** of the complexity of the target culture **by minimally or not showing awareness** of cultural practices and institutions ☐ **Does not draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture

Comments:

GR 3210

LOG 2: Graduates will be able to communicate in written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

LOG 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.

LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.

Proficiency Level Assessed: Intermediate Low/Mid
Assessment Artifact: Cultural Paper

A. Presentational Communication: LOG 2 & 3

CRITERIA	Exceeds Expectations Intermediate High Proficiency Level	Meets Expectations - High Intermediate Mid Proficiency Level	Meets Expectations Intermediate Low Proficiency Level	Does Not Meet Expectations Novice High Proficiency Level
Language Function LOG 2 Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	□ **Handles successfully all uncomplicated writing tasks** in areas of chosen topic with some detail, with **recognizable attempts at some complicated tasks.** □ Narrates and describes **consistently in present tense and one or more major time frames**.	□ **Handles successfully uncomplicated writing tasks** in areas of chosen topic with some detail. □ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	□ **Creates with language only by combining and recombining known elements** □ Is able to **express personal meaning only in a basic way**. □ Narrates and describes **comfortably only in present tense** and limited use of other time frames.	□ **Has no real functional ability**
Text Type LOG 2 Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	□ Uses **connected sentences** with **complex sentences** (dependent clauses) **and a higher degree of paragraph-like discourse** than at intermediate mid level.	□ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse.	□ Only uses **simple sentences** and **some strings** of sentences	□ Uses **some simple sentences** and **memorized phrases**.
Language Control LOG 2 Grammatical accuracy, appropriate vocabulary, degree of fluency	□ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, solid present tense, good use of past tense though not always correct □ Demonstrates **significant quality of Intermediate-level language**. □ Accuracy and/or fluency decreases when **attempting to handle topics at the advanced level or as language becomes more complex.**	□ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, a variety of grammatical structures. □ Demonstrates **significant quality of Intermediate-mid level language**. □ Accuracy and/or fluency decrease when **attempting to handle topics at the intermediate high level or as language becomes more complex.**	□ Is **most accurate** when producing **simple sentences in present time**. □ Pronunciation, vocabulary, and syntax are strongly influenced by the native language. □ Accuracy decreases as **language becomes more complex**.	□ Is **most accurate** with **memorized language, including phrases**. □ Accuracy decreases when **creating and trying to express personal meaning.**

CRITERIA	Exceeds Expectations Intermediate High Proficiency Level	Meets Expectations - High Intermediate Mid Proficiency Level	Meets Expectations Intermediate Low Proficiency Level	Does Not Meet Expectations Novice High Proficiency Level
Text Type LOG 3 follows standard academic presentation conventions	☐ Paper **follows** standard academic writing conventions, including **referencing sources in presentation and listing them.**	☐ Presentation **follows** standard academic writing conventions, **including listing sources.**	☐ Presentation **follows** standard academic writing conventions, but lists **no sources.**	☐ Presentation **follows** standard academic writing conventions **to a good degree,** but lists **no sources.**
Impact LOG 3 Clarity, organization, and depth of presentation	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion. There are **some recognizable logical transitions.** ☐ Argument in paper illustrates **good detail** and demonstrate **some originality**	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion ☐ Argument in paper illustrates **good detail** and **may** demonstrate **some originality**	☐ Paper written **mostly or not in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereo**f ☐ Paper features **some** detail in arguments.	☐ Paper **may be either unclear or unorganized**, ☐ Paper **features little or no detail** in arguments.
Comprehensibility LOG 3 Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	☐ Is **generally understood** by those **unaccustomed** to the writing of non-natives, although **interference from another language may be evident and gaps in comprehension may still occur.**	☐ Is **generally understood** by those **unaccustomed** to the writing of non-natives, although **interference from another language is evident and gaps in comprehension occur**.	☐ Is **generally understood** by those **accustomed** to the writing of non-natives, **although additional effort may be required**.	☐ Is **understood with occasional difficult**y by those **accustomed** to the writing of non-natives, although **additional effort may be required**.

B. Cultural Competence LOG 4

CRITERIA	Exceeds Expectations Intermediate High Proficiency Level	Meets Expectations - High Intermediate Mid Proficiency Level	Meets Expectations Intermediate Low Proficiency Level	Does Not Meet Expectations Novice High Proficiency Level
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices ; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ Demonstrates **adequate understanding** of the complexity of the target culture **by showing awareness** of cultural practices and institutions ☐ **Draws constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐ **May begins to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture	☐ Demonstrates **little or inadequate understanding** of the complexity of the target culture **by minimally or not showing awareness** of cultural practices and institutions ☐ **Does not draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture

Comments:

GR 4xxx Language Skills Courses (GR 4010, GR 4250, GR 4750)
LOG 1: Graduates will be able to communicate in spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

Proficiency Level Assessed: Intermediate Mid
Assessment Artifact: Oral Presentation

A. Presentational Communication—Oral Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	☐ **Handles successfully some complicated tasks** in areas of chosen topic with good detail. ☐ Narrates and describes **consistently in all major time frames.**	☐ **Handles successfully all uncomplicated tasks** in areas of chosen topic with some detail, with **recognizable attempts at some complicated tasks.** ☐ Narrates and describes **consistently in present tense and one or more major time frames**.	☐ **Handles successfully uncomplicated tasks** in areas of chosen topic with some detail. ☐ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	☐ **Creates with language only by combining and recombining known elements** ☐ Is able to **express personal meaning only in a basic way**. ☐ Narrates and describes **comfortably only in present tense** and limited use of other time frames.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	☐ Uses **connected sentences**, frequently at **paragraph length**, and **some extended discourse.**	☐ Uses **connected sentences** with **complex sentences** (dependent clauses) **and a higher degree of paragraph-like discourse** than at intermediate mid level.	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse.	☐ Only uses **simple sentences** and **some strings** of sentences
Impact Clarity, organization, and depth of presentation	☐ Presents **in a clear and organized manner with logical transitions**. ☐ Presentation **illustrates originality and rich details.**	☐ Presents **in a clear and organized manner with some recognizable logical transitions**. ☐ Presentation features **good detail & good visuals,** and demonstrates **some originality.**	☐ Presents **in a clear and organized manner**. ☐ Presentation features **good detail & good visuals,** and **may** demonstrate **some originality.**	☐ Presents **mostly or not** in a clear and organized manner. ☐ Presentation **may** feature **some detail & appropriate visuals**.

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Comprehensibility Who can understand this person's language? Only sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking of non-natives understand this speaker?	☐ Is easily **understood by those unaccustomed** to the speaking of non-natives, although minimal i**nterference from another language** may occur.	☐ Is generally **understood by those unaccustomed** to the speaking of non-natives, although **interference from another language may be evident and gaps in comprehension may still occur**.	☐ Is generally **understood by those unaccustomed** to the speaking of non-natives, although **interference from another language is evident and gaps in comprehension occur**.	☐ Is generally **understood** by those **accustomed** to interacting with non-natives, although **additional effort may be required**.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ **Consistently & correctly** demonstrates high quantity and quality of **intermediate-level language** and **some features of advance level language**, e.g. consistently using past tense, and some use of subjunctive or passive. ☐ **Generally** able to speak **accurately and fluently**, but **some linguistic difficulty** may occur as **more complex tasks are attempted**.	☐ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, solid present tense, good use of past tense though not always correct ☐ Demonstrates **significant quality of Intermediate-level language**. ☐ Accuracy and/or fluency decreases when **attempting to handle topics at the advanced level or as language becomes more complex.**	☐ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, a variety of grammatical structures. ☐ Demonstrates **significant quality of Intermediate-mid level language**. ☐ Accuracy and/or fluency decrease when **attempting to handle topics at the intermediate high level or as language becomes more complex.**	☐ Is **most accurate** when producing **simple sentences in present time**. ☐ Pronunciation, vocabulary, and syntax are strongly influenced by the native language. ☐ Accuracy decreases as **language becomes more comple**x.

Comments:

GR 4xxx Language Skills Courses (GR 4010, GR 4250, GR 4750) and Medieval Courses (GR 4500, GR 4550, GR 4600, GR 4650)
LOG 2: Graduates will be able to communicate in written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

Proficiency Level Assessed: Intermediate Mid
Assessment Artifact GR 4xxx Language Skills Courses (GR 4010, GR 4250, GR 4750): Student self-selects one or two writing assignments from semester and resubmits them at end of semester
Assessment Artifact GR 4xxx Medieval Course (GR 4500, GR 4550, GR 4600, GR 4650): Written Paper

Presentational Communication—Written Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Language Function Language tasks the writer is able to handle in a consistent manner	□ **Handles successfully some complicated writing tasks** in areas of chosen topic with good detail. □ Narrates and describes **in all major time frames, but not always consistently**.	□ **Handles successfully uncomplicated writing tasks** in areas of chosen topic with some detail with **recognizable attempts at some complicated writing tasks.** □ Narrates and describes **consistently in present tense and one or more major time frames**.	□ **Handles successfully uncomplicated writing tasks** in areas of chosen topic with some detail □ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	□ **Creates with language only** by **combining and recombining known elements** □ Is able to **express personal meaning only in a basic way**. □ Narrates and describes **comfortably only in present tense** and limited use of other time frames.
Text Type quantity and organization of language discourse	□ Uses **connected sentences**, frequently at **paragraph length**, and **some extended discourse.**	□ Uses **connected sentences** with **complex sentences** (dependent clauses) **and a higher degree of paragraph-like discourse** than at intermediate mid level.	□ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse.	□ **Only** uses **simple sentences** and **some strings** of sentences.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	□ Generally able to write **accurately & fluently at the advanced level**, e.g. some use of subjunctive and passive voice, but **some linguistic difficulty** may occur as **more complex tasks are attempted**.	□ Demonstrates **significant quantity and quality of intermediate high-level language**, e.g. **broad vocabulary, solid present tense, good use of past tense though not always correct, and a variety of other grammatical structures.** □ Accuracy and/or fluency decrease when **attempting to handle topics at the advanced level or as writing becomes more complex**.	□ Demonstrates **significant quantity and quality of intermediate high-level language, e.g. more extensive vocabulary, use of variety of grammatical structures.** □ Accuracy and/or fluency decrease when **attempting to handle topics at the intermediate high level or as writing becomes more complex.**	□ Writing, vocabulary and syntax **are strongly influenced by the native language**. □ **Demonstrates limited quantity and lower quality of intermediate high-level language**. □ Accuracy of writing decreases as **language becomes more complex**.

GR 4xxx Medieval Courses (GR 4500, GR 4550, GR 4600, GR 4650)
LOG 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.

Proficiency Level Assessed: Intermediate Mid
Assessment Artifact GR 4xxx Medieval Course (GR 4500, GR 4550, GR 4600, GR 4650): Written Paper

A. Presentational Communication—Written Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Text Type follows standard academic writing conventions	☐ Paper **follows** standard academic writing conventions, including in the bibliography.	☐ Paper **follows** standard academic writing conventions.	☐ Paper **follows** standard academic writing conventions.	☐ Paper **follows** standard academic writing conventions **to a good degree.**
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	☐ Paper written **in a clear and organized manner with logical transitions** ☐ Argument in paper **illustrates originality and rich details.**	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion. There are **some recognizable logical transitions.** ☐ Argument in paper illustrates **good detail** and demonstrate **some originality**.	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion ☐ Argument in paper illustrates **good detail** and **may** demonstrate **some originality**.	☐ Paper written **mostly or not in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereo**f ☐ Paper features **some** detail in arguments.
Comprehensibility Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	☐ Is easily **understood by those unaccustomed** to the writing of non-natives, although minimal **interference from another language** may occur	☐ Is **generally understood** by those **unaccustomed** to the writing of non-natives, although **interference from another language may be evident and gaps in comprehension may still occur**.	☐ Is **generally understood** by those **unaccustomed** to the writing of non-natives, although **interference from another language is evident and gaps in comprehension occur**.	☐ Is **generally understood** by those **accustomed** to the writing of non-natives, **although additional effort may be required**.

LAST UPDATED DECEMBER 2019

GR 4xxx Modern/Contemporary Course (GR 4150, GR 4200, GR 4350, GR 4700)
LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.

Proficiency Level Assessed: Intermediate Mid
Assessment Artifact: Oral Cultural Presentation

A. Intercultural Competence – Oral Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices ; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ **Analyzes distinctions** between own and target culture, and **draws appropriate conclusions.** ☐ Demonstrates **a strong understanding** of the complexity of the target culture by **providing rich detail** and by showing **deep awareness** of cultural practices and institutions ☐ **Consistently draws detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Makes distinctions** between own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Describes differences** between own and target culture **and includes some distinctions** between own and target culture ☐ Demonstrates **adequate understanding** of the complexity of the target culture **by showing awareness** of cultural practices and institutions ☐ **Draws constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Only describes differences** between own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐ **May begins to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric
COMMENTS:

RUBRIC REVISED December 2019

GR 4xxx Language Skills Courses (GR 4010, GR 4250, GR 4750)
LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.

Proficiency Level Assessed: Intermediate Mid
Assessment Artifact: Final Research Paper

Intercultural Competence – Written Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) Advanced Low Proficiency level	Exceeds Expectations (Desired Expectation upon completion of German major) Intermediate High Proficiency Level	Meets Expectations Intermediate Mid Proficiency Level	Does Not Meet Expectations Intermediate Low Proficiency Level
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ **Analyzes distinctions** between own and target culture, and **draws appropriate conclusions.** ☐ **Consistently draws detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Demonstrates **a strong understanding** of the complexity of the target culture by **providing rich detail** and by showing **deep awareness** of cultural practices and institutions	☐ **Makes distinctions** between own and target culture ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions	☐ **Describes differences** between own and target culture **and includes some distinctions** between own and target culture ☐ **Draws constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Demonstrates **adequate understanding** of the complexity of the target culture **by showing awareness** of cultural practices and institutions	☐ **Only describes differences** between own and target culture ☐ **May begin to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐

Comments:

Interpretive Communication – Written Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Depth of Reflection	☐ Paper **demonstrates more in-depth reflection** on and analysis of cultural practices and institutions ☐ Paper **includes more nuanced** personal viewpoints and interpretations ☐ Viewpoints and interpretations are **consistently** supported **with appropriate examples** ☐ **Strong use and integration of material from academic sources**	☐ Paper **demonstrates an adequate reflection** on and analysis of cultural practices and institutions ☐ Paper **includes adequate** personal viewpoints and interpretations ☐ Viewpoints and interpretations are **usually** supported **with appropriate examples, some from academic sources and/or personal experiences**	☐ Paper **demonstrates only some reflection** on and analysis of cultural practices and institutions ☐ Paper **includes some adequate** personal viewpoints and interpretations ☐ Viewpoints and interpretations are supported **with appropriate examples, primarily from personal experiences, and only rarely from academic sources.** ☐	☐ Paper **demonstrates little reflection** on and **minimal analysis** of cultural practices and institutions ☐ Paper **only includes some** personal viewpoints and interpretations ☐ Viewpoints and interpretations are **only** supported **with some examples** ☐ There is only **limited engagement with research and academic sources**. ☐

Comments:

RUBRIC REVISED December 2019

GR 4xxx Language Skills Courses (GR 4010, GR 4250, GR 4750)
LOG 5: Graduates will be able to apply the German language to make connections with other disciplines/fields of study.

Proficiency Level Assessed: Intermediate Mid
Assessment Artifact: Final Research Paper

Connections – Written Mode

CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion of German major) **Advanced Low Proficiency level**	Exceeds Expectations (Desired Expectation upon completion of German major) **Intermediate High Proficiency Level**	Meets Expectations **Intermediate Mid Proficiency Level**	Does Not Meet Expectations **Intermediate Low Proficiency Level**
Sees/Makes connections across disciplines and perspectives	☐ **Meaningfully synthesizes and draws conclusions by combining examples and facts** from language learning with another field of study or perspective.	☐ **Effectively develops and/or connects examples and facts** from language learning to another field of study or perspective	☐ **Acknowledges and/or identifies** that there are **connections** between language learning to another field of study or perspective, but **does not necessarily develop meaningful examples or connections**.	☐ **Acknowledges and/or identifies** that there are **connections** between language learning to another field of study or perspective, but **does not develop examples or connections**

RUBRIC REVISED December 2019

LOG 1: Graduates will be able to communicate in spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

Proficiency Level Assessed: Intermediate High
Assessment Artifact: Oral Proficiency Interview

A. Interpersonal Communication LOG 1

	Exceeds expectation Advanced Low	Meets expectation Intermediate High	Does not meet expectations Intermediate Mid	Does not meet expectations Intermediate Low
Communicative Task	☐ Student also shows mastery of **intermediate high skills** ☐ Able to narrate in all time frames (Past, present and future) ☐ Talks in details ☐ Frequently uses complex sentences and not just simple sentences ☐ Speaks in paragraph-length discourse	☐ Student also shows mastery of **intermediate mid skills** ☐ Present tense well ☐ Past tense inconsistent ☐ Talks in generalities, not details ☐ Often a series of simple sentences	☐ Student also shows mastery of **intermediate low skills** ☐ Simple face-to-face conversations ☐ Asks simple questions ☐ Responds to simple questions ☐ Simple descriptions	☐ Student also shows mastery of **novice high skills** ☐ Simple conversation, reactive ☐ Occasionally initiates ☐ Describes in a simple way
Context Content Areas	☐ Student also shows mastery of **intermediate high skills** ☐ Performs well in formal settings ☐ Topics: informal and some formal conversations on topics related to school, home, and leisure activities, as well as some topics related to employment, current events, and matters of public and community interest	☐ Student also shows mastery of **intermediate mid skills** ☐ Performs in limited formal settings ☐ Topics: personal activities and immediate surroundings, some ability about areas of general interest	☐ Student also shows mastery of **intermediate low skills** ☐ Operates in informal settings ☐ Topics: self, family members, leisure activities and immediate surroundings	☐ Student also shows mastery of **novice high skills** ☐ Functions in **informal situations minimally**
Accuracy	☐ Student also shows mastery of **intermediate high skills** ☐ **Understood by NS <u>unaccustomed to</u>** dealing with NNS ☐ Sentence level discourse **with connector**s	☐ Student also shows mastery of **intermediate mid skills** ☐ **Usually understood by NS <u>unaccustomed to</u>** dealing with NNS ☐ Sentence level discourse **with some connector**s	☐ Student also shows mastery of **intermediate low skills** ☐ **Understood by NS accustomed to** dealing with NNS ☐ **Sentence level discourse**	☐ Student also shows mastery of **novice high skills** ☐ Repetition, **understood by sympathetic listeners** ☐ Word level discourse with **some attempt at sentences**

Linguistic Intercultural Competence	☐ **Consistently** uses Sie vs. du appropriately. ☐ **Consistently** responds appropriately to formal vs. informal situations. **AND** ☐ **Consistently** responds appropriately to polite expressions. ☐ **Consistently** initiates polite expressions appropriately him/herself.	☐ Recognizes the distinction between Sie vs. du & **consistently uses** these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & **consistently responds** appropriately. **AND/OR** ☐ Recognizes polite expressions and **consistently responds** appropriately. ☐ Recognizes polite expression and **consistently initiates** them appropriately him/herself.	☐ Recognizes the distinction between Sie vs. du & **often uses** these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & **often responds** appropriately. **AND/OR** ☐ Recognizes polite expressions and **often responds** appropriately. ☐ Recognizes polite expression and **often initiates** them appropriately.	☐ Recognizes the distinction between Sie vs. du & **occasionally uses** these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & **sometimes responds** appropriately. **AND/OR** ☐ Recognizes polite expressions and **sometimes responds** appropriately. ☐ Recognizes polite expression and **sometimes initiates** them appropriately.

COMMENTS ON STUDENT'S OPI:

Document updated DECEMBER 2019

LOG 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.
LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.
LOG 5: Graduates will be able to apply the German language to make connections with other disciplines/fields of study.

Proficiency Level Assessed: Intermediate High
Assessment Artifact: Oral Presentation of Senior Capstone Project

A. Presentational Communication—Oral Mode LOG 3

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does NOT Meet Expectations Intermediate Mid
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	☐ **Handles successfully some complicated tasks** in areas of chosen topic with good detail. ☐ Narrates and describes **consistently in all major time frames**.	☐ **Handles successfully uncomplicated tasks** in areas of chosen topic with some detail. ☐ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	☐ **Creates with language only by combining and recombining known elements** ☐ Is able to **express personal meaning only in a basic way**. ☐ Narrates and describes **comfortably only in present tense** and limited use of other time frames.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	☐ Uses **connected sentences**, frequently at **paragraph length**, and **some extended discourse.**	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse.	☐ Only uses **simple sentences** and **some strings** of sentences.
Impact Clarity, organization, and depth of presentation	☐ Presents **in a clear and organized manner with logical transitions**. ☐ Presentation **illustrates originality and rich details.**	☐ Presents **in a clear and organized manner**. ☐ Presentation features **good detail & good visuals,** and **may** demonstrate **some originality**.	☐ Presents **mostly or not** in a clear and organized manner. ☐ Presentation **may** feature **some detail & appropriate visuals**.
Comprehensibility Who can understand this person's language? Only sympathetic interlocutors used to the language of non- natives? Can a native speaker unaccustomed to the speaking of non-natives understand this speaker?	☐ Is easily **understood by those unaccustomed** to the speaking of non-natives, although minimal i**nterference from another language** may occur.	☐ Is generally **understood by those unaccustomed** to the speaking of non-natives, although **interference from another language may be evident and gaps in comprehension may occur**.	☐ Is generally **understood** by those **accustomed** to interacting with non-natives, although **additional effort may be required**.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ **Consistently & correctly** demonstrates high quantity and quality of **intermediate-level language** and **some features of advance level language**, e.g. consistently using past tense, and some use of subjunctive or passive. ☐ **Generally** able to speak **accurately and fluently**, but **some linguistic difficulty** may	☐ Demonstrates **significant quantity of Intermediate-level language**, e.g. broad vocabulary, a variety of grammatical structures. ☐ Demonstrates **significant quality of Intermediate-level language**. ☐ Accuracy and/or fluency decreases when **attempting to handle topics at the**	☐ Is **most accurate** when producing **simple sentences in present time**. ☐ Pronunciation, vocabulary, and synt are strongly influenced by the native language. ☐ Accuracy decreases as **language becomes more comple**x.

	occur as **more complex tasks are attempted**.	**advanced level or as language becomes more complex.**	

B. Intercultural Competence – Oral Mode LOG 4

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices ; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ **Analyzes distinctions** between own and target culture, and **draws appropriate conclusions.** ☐ Demonstrates **a strong understanding** of the complexity of the target culture by **providing rich detail** and by showing **deep awareness** of cultural practices and institutions ☐ **Consistently draws detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Makes distinctions** between own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Only describes differences** between own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐ **May begin to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture

C. Connections – Oral Mode LOG 5

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Sees/Makes connections across disciplines and perspectives	☐ **Meaningfully synthesizes and draws conclusions by combining examples and facts** from language learning with another field of study or perspective.	☐ **Effectively develops and/or connects examples and facts** from language learning to another field of study or perspective.	☐ **Acknowledges and/or identifies** that there are **connections** between language learning to another field of study or perspective, but **does not necessarily develop meaningful examples or connections**.

D. Interpersonal Communication – Oral Mode LOG 3

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Interaction during Q&A with audience and responding to questions about the presentation	☐ Can give **in depth responses to questions** and **ask for clarification when needed** ☐ Demonstrates **confident use of communicative strategies** such as rephrasing, circumlocution, or examples ☐ Control of intermediate level language **is sufficient to be understood** by those **unaccustomed** to dealing with language learners.	☐ Can **respond appropriately to questions** and **ask for clarification when needed** ☐ **Uses some communicative strategies** such as rephrasing and circumlocution ☐ Control of intermediate level language **is sufficient to be understood** by those **accustomed** to dealing with language learners	☐ Demonstrates **inconsistent ability to respond to questions** and **may or may not ask for clarification** when needed ☐ **Only limited use of communicative strategies** such as rephrasing and circumlocution ☐ Control of intermediate level language is **not always sufficient to be understood** by those **accustomed** to dealing with language learners

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric - *RUBRIC REVISED DECEMBER 2019*

LOG 2: Graduates will be able to communicate in written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.
LOG 4: Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.
LOG 5: Graduates will be able to apply the German language to make connections with other disciplines/fields of study.
LOG 6: Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects

Proficiency Level Assessed: Intermediate High
Assessment Artifact: Written Senior Capstone Project (final version)

A. Presentational Communication—Written Mode LOG 2

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Composition Mechanics Requirements: In German & at least 15 pages of text (excluding bibliography)	☐ Project is significantly longer than 15 pages of text (excluding bibliography)	☐ Project is at least 15 pages of text (excluding bibliography).	☐ Project is less than 15 pages.
Language Function Language tasks the writer is able to handle in a consistent manner	☐ **Handles successfully some complicated writing tasks** in areas of chosen topic with good detail. ☐ Narrates and describes **in all major time frames, but not always consistently**.	☐ **Handles successfully uncomplicated writing tasks** in areas of chosen topic with some detail ☐ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	☐ **Creates with language only** by **combining and recombining known elements** ☐ Is able to **express personal meaning only in a basic way**. ☐ Narrates and describes **comfortably only in present tense** and limited use of other time frames.
Text Type follows standard academic writing conventions; quantity and organization of language discourse	☐ Uses **connected sentences**, frequently at **paragraph length**, and **some extended discourse.** ☐ Paper **follows** standard academic writing conventions, including in the bibliography.	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse. ☐ Paper **follows** standard academic writing conventions.	☐ **Only** uses **simple sentences** and some strings of sentences. ☐ Paper **follows** standard academic writing conventions **to a good degree**
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	☐ Paper written **in a clear and organized manner with logical transitions** ☐ Argument in paper **illustrates originality and rich details.**	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion ☐ Argument in paper illustrates **good detail** and **may** demonstrate **some originality**.	☐ Paper written **mostly or not in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereof** ☐ Paper features **some** detail in arguments.
Comprehensibility Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	☐ Is easily **understood by those unaccustomed** to the writing of non-natives, although minimal i**nterference from another language** may occur	☐ Is **generally understood** by those **unaccustomed** to the writing of non-natives, although **interference from another language may be evident and gaps in comprehension may occur**.	☐ Is **generally understood** by those **accustomed** to the writing of non-natives, **although additional effort may be required**.

| Language Control
Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ Generally able to write accurately & fluently at the advanced level, e.g. some use of subjunctive and passive voice, but some linguistic difficulty may occur as more complex tasks are attempted.	☐ Demonstrates significant quantity and quality of intermediate high-level language, e.g. more extensive vocabulary, use of variety of grammatical structures. ☐ Accuracy and/or fluency decrease when attempting to handle topics at the advanced level or as writing becomes more complex.	☐ Writing, vocabulary and syntax are strongly influenced by the native language. ☐ Demonstrates limited quantity and lower quality of intermediate high-level language. ☐ Accuracy of writing decreases as language becomes more complex.

B. Intercultural Competence – Written Mode LOG 4

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices ; not looking for sameness; comfortable with the complexities that new perspectives offer.)	☐ **Analyzes distinctions** between own and target culture, and **draws appropriate conclusions.** ☐ **Consistently draws detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Demonstrates **a strong understanding** of the complexity of the target culture by **providing rich detail** and by showing **deep awareness** of cultural practices and institutions	☐ **Makes distinctions** between own and target culture ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions	☐ **Only describes differences** between own and target culture ☐ **May begin to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions

C. Interpretive Communication – Written Mode LOG 4 & 6

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Depth of Reflection	☐ Paper **demonstrates more in-depth reflection** on and analysis of cultural practices and institutions ☐ Paper **includes more nuanced** personal viewpoints and interpretations ☐ Viewpoints and interpretations are **consistently** supported **with appropriate examples** ☐ **Strong use and integration of material from academic sources**	☐ Paper **demonstrates an adequate reflection** on and analysis of cultural practices and institutions ☐ Paper **includes adequate** personal viewpoints and interpretations ☐ Viewpoints and interpretations are **usually** supported **with appropriate examples, some from academic sources and/or personal experiences**	☐ Paper **demonstrates only some reflection** on and analysis of cultural practices and institutions ☐ Paper **only includes some** personal viewpoints and interpretations ☐ Viewpoints and interpretations are **only** supported **with some example** ☐ There is only **limited engagement with research and academic source**

D. Connections – Written Mode LOG 4

CRITERIA	Exceeds Expectations Advanced Low	Meets Expectations Intermediate High	Does Not Meet Expectations Intermediate Mid
Sees/Makes connections across disciplines and perspectives	☐ **Meaningfully synthesizes and draws conclusions by combining examples and facts** from language learning with another field of study or perspective.	☐ **Effectively develops and/or connects examples and facts** from language learning to another field of study or perspective	☐ **Acknowledges and/or identifies** that there are **connections** between language learning to another field of study or perspective, but **does not necessarily develop meaningful examples or connections**.

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric - *RUBRIC REVISED DECEMBER 2019*

COMMENTS:

CURRICULUM MAP GERMAN MAJOR (B.A.) AT SAINT LOUIS UNIVERSITY WITH LEARNING OUTCOME GOALS ANTICIPATED MASTERY LEVEL

Program name: German Major (B.A.)
Department: Languages Literatures & Cultures
College: Arts & Sciences
Contact person: Evelyn Meyer, Ph.D.
Email: evelyn.meyer@slu.edu
Phone: (314) 977-7254

Codes: I = introduced, D = Developing, reinforced, practiced, M = Mastery performance expected / Mastery at the exit level

Course information:	Learning Outcome Goals					
Course listing / Number / Course name	**LOG 1:** Graduates will be able to communicate in **spoken German** at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	**LOG 2:** Graduates will be able to communicate in **written German** at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	**LOG 3:** Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.	**LOG 4:** Graduates will be able to investigate the target culture from a variety of cross-cultural perspectives.	**LOG 5:** Graduates will be able to apply the German language to make connections with other disciplines/fields of study.	**LOG 6:** Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects.
Core Courses:						
GR 2010: Intermediate German: Language and Culture *Proficiency level assessed: intermediate low*	I (intermediate low)	I (intermediate low)	I (intermediate low)	I intermediate low)	—	—
GR 3010: Communicating in German: The Media *Proficiency level assessed: intermediate low / mid*	I, D (intermediate low/mid)	I, D (intermediate low/mid)	I, D (intermediate low/mid)	I, D (intermediate low/mid)	I (intermediate low/mid)	I (intermediate low/mid)
GR 3020: Communicating in German: Contemporary Issues *Proficiency level assessed: intermediate low / mid*	I, D (intermediate low/mid)	I, D (intermediate low/mid)	I, D (intermediate low/mid)	I, D (intermediate low/mid)	I (intermediate low/mid)	I (intermediate low/mid)
GR 3210: German Cultural History *Proficiency level assessed: intermediate low / mid*	I, D (intermediate low/mid)	D (intermediate low/mid)	I, D (intermediate low/mid)	D (intermediate low/mid)	D (intermediate low/mid)	D (intermediate low/mid)

Language Skill Course at 4000-Level (student takes at least 1):						
GR 4010: Fluency in German GR 4250: German for Professional Use GR 4750: The German Press: Creating a Foreign Language Newspaper *Proficiency level assessed: intermediate mid*	D (intermediate mid)	D (intermediate mid)	D (intermediate mid)	D, [M?] (intermediate mid)	D (intermediate mid)	D (intermediate mid)
Medieval Course at 4000-Level (student takes at least 1):						
GR 4500: Courtly Love and Life Portrayed Through Medieval German Literature GR 4550: History of the German Language GR 4600: Beginning Middle High German GR 4650: Wolfram von Eschenbach's *Parzival*: Gender Race, and Otherness *Proficiency level assessed: intermediate mid*	D (intermediate mid)	D [M?] (intermediate mid)	D, [M?] (intermediate mid)	D (intermediate mid)	D, [M?] (intermediate mid)	D (intermediate mid)
Modern/Contemporary Course at 4000-Level (student takes at least 1):						
GR 4150: Berlin GR 4200: Modern German Prose and Film GR 4350: German Film GR 4700: The Culture of the Weimar Republic *Proficiency level assessed: intermediate mid*	D (intermediate mid)	D (intermediate mid)	D, [M?] (intermediate mid)	D, M (intermediate mid)	D, M (intermediate mid)	D (intermediate mid)
Senior Capstone						
GR 4960: German Senior Capstone Project *Proficiency level assessed: intermediate high*	**M** (intermediate high)	**M** (intermediate high)	**M** (intermediate high)	**M** (intermediate high)	**M** (intermediate high)	**M** (intermediate high)

CURRICULUM MAPPING WITH LEARNING OUTCOME GOALS & ASSESSMENT TOOLS USED

Course information:	Learning Outcome Goals					
Course listing / Number / Course name	LOG 1	LOG 2	LOG 3	LOG 4	LOG 5	LOG 6
Core Courses:						
GR 2010: Intermediate German: Language and Culture *Proficiency level assessed: intermediate low*	OPI	Cult. Paper	Cult. Paper	Cult. Paper		
GR 3010: Communicating in German: The Media or GR 3020: Communicating in German: contemporary Issues *Proficiency level assessed: intermediate low/mid*	Pre-check: Oral pres.		Pre-check: Oral pres.	Pre-check: Oral pres.		
GR 3210: German Cultural History *Proficiency level assessed: intermediate low/mid*		Pre-check: Cult. Paper	Pre-check: Cult. Paper	Pre-check: Cult. Paper		
Language Skill Course at 4000-Level (student takes at least 1):						
GR 4010: Fluency in German GR 4250: German for Professional Use GR 4750: The German Press: Creating a Foreign Language Newspaper *Proficiency level assessed: intermediate mid*	Oral presentation	Student selects two writing samples from semester and resubmits them		Final research paper	Final research paper	
Medieval Course at 4000-Level (student takes at least 1):						
GR 4500: Courtly Love and Life Portrayed Through Medieval German Literature GR 4550: History of the German Language GR 4600: Beginning Middle High German GR 4650: Wolfram von Eschenbach's *Parzival*: Gender Race, and Otherness *Proficiency level assessed: intermediate mid*		Written paper	Written paper			
Modern/Contemporary Course at 4000-Level (student takes at least 1):						
GR 4150: Berlin GR 4200: Modern German Prose and Film GR 4350: German Film GR 4700: The Culture of the Weimar Republic *Proficiency level assessed: intermediate mid*				Oral cultural presentation		
Capstone						
GR 4960: German Senior Capstone Project *Proficiency level assessed: intermediate high*	OPI	Written capstone paper	Oral presentation of capstone project	Oral presentation of & written capstone paper	Oral presentation of & written capstone paper	Written capstone paper

Last updated December 2019