Program-Level Assessment Plan



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	Assessme	ent Methods
	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.).	 Artifacts of Student Learning (What) 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? 	 Evaluation Process (How) 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.

		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

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.

GR 2010:

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

OVERALL COMMENTS ON STUDENT'S OPI:

GR 2010:

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

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 difficulty by those accustomed to the writing of non-natives, although additional effort may be required.

A. Presentational Communication: LOG 2 & 3

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

B. Intercultural Competence – Cultural Composition LOG 4

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

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

COMMENTS:

GR 3010 or GR 3020

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

B. Intercultural Competence – Oral Presentation LOG 4

Comments:

RUBRIC Created June 2020

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 thereof 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 difficulty by those accustomed to the writing of non-natives, although additional effort may be required.

B. Cultural Competence LOG 4

CRITERIA	Exceeds Expectations	Meets Expectations - High	Meets Expectations	Does Not Meet Expectations
	Intermediate High Proficiency Level	Intermediate Mid Proficiency Level	Intermediate Low Proficiency Level	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 that 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:

RUBRIC Created June 2020

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

CRITERIA	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
	(Exceeds Expectation upon completion of German major) Advanced Low Proficiency level	(Desired Expectation upon completion of German major) Intermediate High Proficiency Level	Intermediate Mid Proficiency Level	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 interference 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 complex.

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

Presentational Communication—				
CRITERIA	Exceeds Expectations (Exceeds Expectation upon completion	Exceeds Expectations (Desired Expectation upon completion of	Meets Expectations	Does Not Meet Expectations
	of German major)	German major)		
	Advanced Low Proficiency level	Intermediate High Proficiency Level	Intermediate Mid Proficiency Level	Intermediate Low Proficiency Level
Language Function	Handles successfully some	Handles successfully	Handles successfully	Creates with language only
Language tasks the writer is able	complicated writing tasks in	uncomplicated writing tasks	uncomplicated writing tasks	by combining and
to handle in a consistent	areas of chosen topic with	in areas of chosen topic with	in areas of chosen topic with	recombining known
manner	good detail.	some detail with recognizable	some detail	elements
manner	□ Narrates and describes in all	attempts at some	Narrates and describes in	Is able to express personal
	major time frames, but not	complicated writing tasks.	present tense and one or	meaning only in a basic way.
	always consistently.	\Box Narrates and describes	more major time frames,	□ Narrates and describes
	always consistently.	consistently in present tense	although not consistently .	comfortably only in present
			annough not consistently.	tense and limited use of
		and one or more major time		other time frames.
		frames.		
Text Type	Uses connected sentences,	Uses connected sentences	Uses mostly connected	Only uses simple sentences
quantity and organization of	frequently at paragraph	with complex sentences	sentences with some complex	and some strings of
language discourse	length, and some extended	(dependent clauses) and a	sentences (dependent	sentences.
	discourse.	higher degree of paragraph-	clauses) and some paragraph-	
		like discourse than at	like discourse.	
		intermediate mid level.		
Language Control	Generally able to write	Demonstrates significant	Demonstrates significant	Writing, vocabulary and
Grammatical accuracy,	accurately & fluently at the	quantity and quality of	quantity and quality of	syntax are strongly
appropriate vocabulary, degree	advanced level, e.g. some use	intermediate high-level	intermediate high-level	influenced by the native
of fluency	of subjunctive and passive	language, e.g. broad	language, e.g. more extensive	language.
	voice, but some linguistic	vocabulary, solid present	vocabulary, use of variety of	Demonstrates limited
	difficulty may occur as more	tense, good use of past tense	grammatical structures.	quantity and lower quality
	complex tasks are attempted.	though not always correct,	Accuracy and/or fluency	of intermediate high-level
		and a variety of other	decrease when attempting to	language.
		grammatical structures.	handle topics at the	□ Accuracy of writing
		□ Accuracy and/or fluency	intermediate high level or as	decreases as language
		decrease when attempting to	writing becomes more	becomes more complex.
		handle topics at the advanced	complex.	
		level or as writing becomes		
		more complex.		
		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 Expectations	Meets Expectations	Does Not Meet Expectations
	(Exceeds Expectation upon completion	(Desired Expectation upon completion of		
	of German major)	German major)		
	Advanced Low Proficiency level	Intermediate High Proficiency Level	Intermediate Mid Proficiency Level	Intermediate Low Proficiency Level
Text Type	Paper follows standard	Paper follows standard	Paper follows standard	Paper follows standard
follows standard academic	academic writing conventions,	academic writing conventions.	academic writing conventions.	academic writing
writing conventions	including in the bibliography.			conventions to a good
				degree.
Impact	Paper written in a clear and	Paper written in a clear and	Paper written in a clear and	Paper written mostly or not
Clarity, organization	organized manner with	organized manner e.g. a clear	organized manner e.g. a	in a clear and organized
(introduction, body and	logical transitions	introduction, body and	clear introduction, body and	manner, e.g. may have an
conclusion), and depth of paper	□ Argument in paper illustrates	conclusion. There are some	conclusion	introduction, body and
<i></i>	originality and rich details.	recognizable logical	□ Argument in paper illustrates	conclusion, or parts thereof
	o ,	transitions.	good detail and may	Paper features some detail in
		□ Argument in paper illustrates	demonstrate some	arguments.
		good detail and demonstrate	originality.	J. J
		some originality.		
Comprehensibility	□ Is easily understood by those	□ Is generally understood by	□ Is generally understood by	□ Is generally understood by
Who can understand this	unaccustomed to the writing	those unaccustomed to the	those unaccustomed to the	those accustomed to the
person's writing: sympathetic	of non-natives, although	writing of non-natives,	writing of non-natives,	writing of non-natives,
interlocutors or a native speaker	minimal interference from	although interference from	although interference from	although additional effort
unaccustomed to the writing of	another language may occur	another language may be	another language is evident	may be required.
non-natives?		evident and gaps in	and gaps in comprehension	
		comprehension may still	occur.	
		occur.		

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

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

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

Comments:

Interpretive Communication – Written Mode

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

Comments:

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

RUBRIC REVISED December 2019

GR 4960:

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 dealing</u> with NNS Sentence level discourse with connectors 	 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 connectors 	 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	□ Consistently uses Sie vs. du	Recognizes the distinction	Recognizes the distinction	Recognizes the distinction
Intercultural	appropriately.	between Sie vs. du &	between Sie vs. du & often uses	between Sie vs. du &
Competence	Consistently responds	consistently uses these forms	these forms appropriately.	occasionally uses these forms
	appropriately to formal vs.	appropriately.	Recognizes the distinction	appropriately.
	informal situations.	Recognizes the distinction	between Sie vs. du & often	Recognizes the distinction
	AND	between Sie vs. du &	responds appropriately.	between Sie vs. du & sometimes
	□ Consistently responds	consistently responds	AND/OR	responds appropriately.
	appropriately to polite	appropriately.	Recognizes polite expressions	AND/OR
	expressions.	AND/OR	and often responds	Recognizes polite expressions
	□ Consistently initiates polite	Recognizes polite expressions	appropriately.	and sometimes responds
	expressions appropriately	and consistently responds	Recognizes polite expression and	appropriately.
	him/herself.	appropriately.	often initiates them	Recognizes polite expression and
		Recognizes polite expression	appropriately.	sometimes initiates them
		and consistently initiates them		appropriately.
		appropriately him/herself.		

COMMENTS ON STUDENT'S OPI:

Document updated DECEMBER 2019

GR 4960:

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 us 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 son 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 deta & 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 interference 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 complex.

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

B. Intercultural Competence – Oral Mode LOG 4

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

C. Connections – Oral Mode LOG 5

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

D. Interpersonal Communication – Oral Mode LOG 3

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

GR 4960:

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 us 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 son 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 har 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 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 occur. 	Is generally understood by those accustomed to the writing of non- natives, although additional effort may be required.

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

B. Intercultural Competence – Written Mode LOG 4

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

C. Interpretive Communication – Written Mode LOG 4 & 6

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

D. Connections – Written Mode LOG 4

CRITERIA	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
	Advanced Low	Intermediate High	Intermediate Mid
Sees/Makes connections across	Meaningfully synthesizes and draws	Effectively develops and/or connects	Acknowledges and/or identifies that
disciplines and perspectives	conclusions by combining examples and	examples and facts from language	there are connections between
	facts from language learning with another	learning to another field of study or	language learning to another field o
	field of study or perspective.	perspective	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: <u>evelyn.meyer@slu.edu</u> Phone: (314) 977-7254

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 <i>Proficiency level assessed: intermediate low /</i> <i>mid</i>	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 <i>Proficiency level assessed: intermediate low /</i> <i>mid</i>	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 <i>Proficiency level assessed: intermediate low /</i> <i>mid</i>	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)

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

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	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 <i>Parzival</i> : 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	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 <i>Proficiency level assessed: intermediate mid</i>	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	M (intermediate	M (intermediate	M (intermediate	M (intermediate	M (intermediate	
	high)	high)	high)	high)	high)	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	OPI	Cult. Paper	Cult. Paper	Cult. Paper		
Culture		_	_	_		
Proficiency level assessed: intermediate low						
GR 3010: Communicating in German: The Media	Pre-check:		Pre-check:	Pre-check:		
or GR 3020: Communicating in German:	Oral pres.		Oral pres.	Oral pres.		
contemporary Issues						
Proficiency level assessed: intermediate low/mid						
GR 3210: German Cultural History		Pre-check:	Pre-check:	Pre-check:		
Proficiency level assessed: intermediate low/mid		Cult. Paper	Cult. Paper	Cult. Paper		
Language Skill Course at 4000-Level (student tak	es at least 1):					
GR 4010: Fluency in German	Oral	Student selects		Final research	Final research	
GR 4250: German for Professional Use	presentation	two writing		paper	paper	
GR 4750: The German Press: Creating a Foreign		samples from				
Language Newspaper		semester and				
Proficiency level assessed: intermediate mid		resubmits				
		them				
Medieval Course at 4000-Level (student takes at le	east 1):		1	1		
GR 4500: Courtly Love and Life Portrayed		Written paper	Written paper			
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						
Modern/Contemporary Course at 4000-Level (stu	dent takes at lea	st 1):				
GR 4150: Berlin				Oral cultural		
GR 4200: Modern German Prose and Film				presentation		
GR 4350: German Film						
GR 4700: The Culture of the Weimar Republic						
Proficiency level assessed: intermediate mid						
Capstone		-	1	1		
GR 4960: German Senior Capstone Project	OPI	Written	Oral	Oral	Oral	Written
Proficiency level assessed: intermediate high		capstone paper	presentation of	presentation of	presentation of	capstone paper
			capstone	& written	& written	
Last undated December 2010			project	capstone paper	capstone paper	

Last updated December 2019