

Student Learning Outcomes

GERMAN

LANGUAGE

Students will demonstrate an ability to operate in German, i.e, communicate orally and in writing, demonstrate an awareness of appropriateness of communication with respect to situation and register, and be able to write a cogent essay according to appropriate disciplinary standards.

Assessment: Oral presentations in a sampling of upper-division courses will be filmed or a faculty committee will witness and review live presentations every 3 years. Speaking ability will be assessed according to a departmental rubric for oral proficiency. Written assignments from German 103 and a sampling of other upper-division linguistics, literature, and cultures courses will be reviewed every 3 years and evaluated with respect to a departmental rubric for a writing proficiency standard.

CULTURE

Students will demonstrate knowledge of cultural concepts and artifacts within a historical context, be able to draw comparisons to other cultures, and demonstrate an awareness of cultural issues.

Assessment: Final exams or papers from a sampling of upper-division culture courses will be reviewed every 3 years and assessed for cultural competence in accordance with a departmental rubric.

LITERATURE

Students will demonstrate: analytic, interpretive, and critical thinking skills; knowledge of research protocols (e.g., proper citation); understanding of the specificity of the literary object as well as its historical cultural context; and a general familiarity with literary history.

Assessment: Papers and assignments from a sampling of other upper-division literature courses will be reviewed every 3 years to assess subject competence in accordance with a departmental rubric.

LINGUISTICS

Students will demonstrate an ability to objectively analyze language as a phenomenon as well as an ability to deal with language data using social science methodology.

Assessment: Final work from a sampling of upper-division linguistics courses will be reviewed every 3 years and assessed for competence in the subject area in accordance with a departmental rubric.

CULTURE	Exceeds Expectations	Meets Expectations	Below Expectations	Seriously Deficient
<i>Knowledge of cultural concepts</i>	Demonstrates nuanced understanding of cultural concepts. Can present a cogent and provocative definition of key terms.	Demonstrates a very good understanding of cultural concepts. Can present a cogent definition of key terms.	Demonstrates fair understanding of cultural concepts. Cannot adequately define terms.	Demonstrates misunderstandings, incomplete or incorrect knowledge of cultural concepts.
<i>Ability to analyze cultural artifacts in historical context</i>	Uses excellent knowledge of historical context to define and explain artifacts and texts.	Uses good knowledge of historical context to define and explain artifacts and texts.	Does not fully understand relationship of historical context to cultural artifacts and texts.	Cannot or incorrectly relates artifacts to historical context.
<i>Comparisons to other cultures/ Awareness of cultural issues</i>	Uses excellent knowledge of other cultures or other periods of same culture to aid understanding and sharpen focus. Demonstrates insight and nuance in discussion of cultural issues.	Uses good knowledge of other cultures or other periods of same culture to demonstrate understanding. Demonstrates excellent understanding of cultural issues.	Relies on stereotypes or over-generalizations in discussion of cultural comparisons. Over-generalizes and lacks precision in discussion of cultural issues	Cannot or incorrectly makes comparisons to other cultures. Demonstrates lack of understanding of cultural issues.

LITERATURE	Exceeds Expectations	Meets Expectations	Below Expectations	Seriously Deficient
<i>Analytic Skills</i>	Demonstrates subtlety, sensitivity and nuance in close reading; marshals appropriate textual evidence in support of original argument.	Demonstrates the ability to engage in close reading of literary text, situate, cite, and analyze specific examples.	Demonstrates limited ability to conduct close reading; has difficulty citing relevant textual evidence.	Analyses are overly vague and general with insufficient textual support.
<i>Critical Thinking/Creativity</i>	Demonstrates ability to formulate complex questions with some amount of theoretical sophistication.	Demonstrates the ability to formulate questions and use analysis to construct an argument and take issues with received ideas.	Demonstrates limited ability to formulate questions and use analysis to construct an argument. Falls back on received ideas.	Questions posed are obvious and clichéd; cannot construct an argument to support analysis.
<i>Knowledge of Research Protocols</i>	Demonstrates knowledge of academic styles and evidence of significant research effort.	Sources are cited in recognizable format.	Sources are cited in inconsistent manner.	Work lacks documentation or documentation is incomplete.
<i>Literary Object</i>	Demonstrates a sensitivity to literary conventions, such as poetic form, genre, rhetoric, voice, mode of dissemination. Analyses show complexity of thought in grappling with specificity of literary object.	Demonstrates awareness of literary conventions, such as poetic form, genre, rhetoric, voice, mode of dissemination. Understanding of contingencies of interpretation.	Demonstrates limited awareness of literary conventions. Interpretations lack flexibility or subtlety.	Work lacks attention to literary conventions. The literary object is treated without attention to its status as literature.
<i>Historical/Cultural Context</i>	Demonstrates nuanced and complex understanding of the relationship between literature and historical culture. Is able to problematize historical contingency in literature.	Demonstrates an understanding of the text in context of and in dialogue with the historical period.	Demonstrates limited understanding of the text in context of and in dialogue with the historical period.	Demonstrates little to no sense of the relationship between literary text and historical context.
<i>Literary History</i>	Demonstrates a sophisticated understanding of the development of literary forms, movements, and traditions.	Demonstrates an understanding of the development of literary forms, movements, and traditions.	Demonstrates a limited understanding of the development of literary forms, movements, and traditions.	Demonstrates little to no understanding of the development of literary forms, movements, and traditions.

LINGUISTICS	Exceeds Expectation	Meets Expectations	Below Expectations	Seriously Deficient
<i>Analytical skills</i>	Demonstrates a nuanced understanding of the relationship between competence, performance and human linguistic mechanisms	Asks appropriate questions of linguistic performances; is able to discern patterns and logically decipher forms, structures and functions	Does not supersede basic memorization of facts; unable to bring appropriate questions to the observation and analysis of linguistic performances	Is unable to ask questions of linguistic data and/or does not supersede prima facie discourse about these (i.e. does not adopt a linguistic posture vis-à-vis language)
<i>Ability to comprehend and use data</i>	Able to go beyond simple comparison and draw useful, insightful inferences pertinent to the study of language as a human phenomenon	Able to accurately compile, compare and draw inferences from authentic language data; able to apply these data to language use and description	Does not question data or draw useful inferences from these; fails to notice patterns and is unable to elucidate patterns from sample data	Does not discern patterns in sample authentic data and is unable to comment on patterns that are pointed out in reference to these; is unable to describe or explain data
<i>Ability to interpret data and apply/use appropriate research tools (was “knowledge of research protocols”)</i>	Masters pertinent linguistic terminology and is able to use this in the description and explanation of competences and performances in French and other languages (esp. respective L1); analyses in line with social science formats and demonstrate stylistic and rhetorical creativity	Able to manipulate appropriate linguistic terminology to describe and explain language competences and performances; able to present (written and/or orally) data in a format compatible with the social sciences	Does not use linguistic terminology or uses this inappropriately; is not able to describe and explain pertinent language data in terms of competence and/or performance; does not present analyses in a format acceptable in the social sciences	Does not use linguistic terminology in the discussion of language data and is unable to describe, let alone explain, these; presentation of data shows no discernable mastery of appropriate form, rhetoric and style

ORAL EXPRESSION	Exceeds Expectations	Meets Expectations—The average native speaker could understand	Below Expectations—The average native speaker could understand with accommodation.	Seriously Deficient—The average native speaker could not understand.
<i>Vocabulary</i>	Uses extremely varied vocabulary with fine nuance of meaning.	Uses varied and relatively accurate vocabulary.	Uses limited vocabulary and resorts to vague and general forms of expression. Uses English.	Uses incorrect terms, repetition, cannot make him/herself understood
<i>Grammar</i>	Coordinates tenses and moods, subordinates clauses, demonstrates grammatical sophistication.	Use tense and mood correctly, is able to subordinate clauses.	Makes tense and mood mistakes, avoids subordination. Makes agreement and conjugation errors	Grammatical errors impede comprehension of listener.
<i>Register</i>	Demonstrates sensitivity to register in vocabulary and forms of address.	Demonstrates understanding of register in vocabulary and forms of address.	Does not distinguish between formal and informal language.	Uses inappropriate forms of address and vocabulary.
<i>Pronunciation</i>	Excellent pronunciation with very few errors.	Makes a small number of errors, appropriate for a non-native speaker.	Makes a significant number of errors.	Pronunciation inhibits comprehension.

WRITTEN EXPRESSION	Exceeds Expectations	Meets Expectations	Below Expectations	Seriously Deficient
<i>Vocabulary</i>	Uses extremely varied vocabulary with fine nuance of meaning.	Uses varied and accurate vocabulary.	Uses limited vocabulary, Anglicisms and/or resorts to vague and general forms of expression.	Uses incorrect terms, repetition, cannot make him/herself understood
<i>Grammar</i>	Coordinates tenses and moods, subordinates clauses, demonstrates grammatical sophistication.	Use tense and mood correctly, is able to subordinate clauses.	Makes tense and mood mistakes, avoids subordination. Makes agreement and conjugation mistakes.	Grammatical mistakes impede comprehension of reader.
<i>Register</i>	Demonstrates sensitivity to register in vocabulary and forms of address.	Demonstrates understanding of register in vocabulary and forms of address.	Does not distinguish between formal and informal language.	Uses inappropriate forms of address and vocabulary.
<i>Structure</i>	Paper has clear structure (introduction-discussion-conclusion) and thesis, with supporting argument good use of textual evidence, writing demonstrates awareness of stylistic concerns.	Paper has clear structure (introduction-discussion-conclusion) and thesis, with supporting argument and writing is clear and comprehensible.	Paper lacks clear articulation of thesis, does not adequately support the argument with textual evidence.	Thesis is unclear, argument does not support thesis, use of evidence spotty.
<i>Disciplinary Standards</i>	Demonstrates excellent grasp of disciplinary standards.	Demonstrates very good grasp of disciplinary standards.	Demonstrates poor grasp of disciplinary standards.	Little evidence of awareness of disciplinary standards.