

GermanStudies_Minor

GERMA

ASSESSMENT REPORT

ACADEMIC YEAR 2017 – 2018

I. LOGISTICS & PROGRAM LEARNING OUTCOMES

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).
Susanne Hoelscher (shhoelscher@usfca.edu)
2. Were any changes made to the program mission statement since the last assessment cycle in October 2017?
No
3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017?
No

The PLOs for the German Studies Minor are:

1. Communicate in German at the novice-high to intermediate-low level based on the *ACTFL Proficiency Guidelines 2012*, or at the A.2 to B.1 level of the *Common European Framework of Reference for Languages*.
 2. Comprehend day-to-day oral discourse produced by native speakers of German.
 3. Explain major historical, intellectual, and artistic movements which have influenced German-speaking cultures in the 20th and 21st centuries.
 4. Analyze the main ideas of various cultural phenomena in German speaking countries, such as literature, art, music, film and popular media.
 5. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity within German countries and communities.
4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?
4. Analyze the main ideas of various cultural phenomena in German speaking countries, such as literature, art, music, film and popular media.

II. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

Students' ability to critical analyze various cultural phenomena discussed in the upper division literature and culture courses (GERM 320, GERM 350) was evaluated based on a Midterm and a Final Exam, for which the attached rubric was used. The exams consist of prompts to which students respond with short essays. The prompts for AY 2017-18 are included in the "Additional Materials" section.

III. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

Students' achievements were measured by their performance on the exams in the two literature and culture courses the program offers regularly (GERM 320 and 350). It has to be noted that for some students these courses were substituted by culture courses centered on German speaking countries, which were taught in other programs. Some of these were taken at USF, others during a semester abroad that students completed with the "FUBEST" program at the Freie Universität Berlin. For those courses, performance could not be evaluated.

The results from GERM 320 and GERM 350 are summarized in the tables below. It is expected that students graduating with the German Minor would at least achieve 80% on any exam, which the majority did. When analyzing the specific points on the rubric, it became obvious that students generally did not have problems with focusing on the prompt (#1) or with structure, syntax, and spelling (#5). The most difficult areas for students have been #3 (You *analyzed* the texts/films and *synthesized* theoretical concepts with the contents of literary works) and #4 (Your references to background information we discussed in class were relevant and succinct). These results are not surprising since the skills measured here relate to higher levels of cognitive functioning according to Bloom's Taxonomy (apply, analyze, evaluate). It is also noteworthy that fewer students performed in the 90-100% range in the Final than in the Midterm; this is most likely due to the fact, that the prompts in the Final are more challenging in terms of critical analysis and synthesis of course materials.

Since this particular PLO has not been assessed before, longer term trends cannot be considered at this time.

Midterm Exam Results Summary

Percentage Achieved on Exam	Percentage of Students
90-100%	66%
80-89%	17%
70-79%	17%
60-69%	
Under 60%	

Final Exam Results Summary

Percentage Achieved on Exam	Percentage of Students (Number of Students)
90-100%	33%
80-89%	50%
70-79%	17%
60-69%	
Under 60%	

IV. CLOSING THE LOOP

Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Overall, the results of assessing PLO #4 are very positive, and this reflects the generally high quality of the work and achievements of students who complete the German Minor. The relatively small number of students who graduated in AY 2017-18 with a German Minor (8) makes statistically significant findings difficult, but it also allows the two instructors, who teach in the program, to pay close attention to each student and monitor their progress throughout their studies at USF. In our opinion, this contributes to the

high success rate of our students in significant ways. Considering the above-mentioned areas of relative weakness, further emphasis on and practice of critical analysis and academic research should be implemented in the courses discussed.

Longer-term planning for the program is difficult as long as the program does not have a full-time faculty with expertise in the field of German Studies, who would be able to invest themselves fully based on job and income security. As it is, the program has been maintained by two adjunct faculty, and while there have been significant successes in terms of student recruitment and retention, their time and engagement are limited by the need to work at different institutions.

What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Professor Meritt's feedback on last year's report as well as suggestions for this year's report have been extremely helpful, particularly in regard to focusing on specific results and evaluating the outcomes of specific criteria. Thank you.

ADDITIONAL MATERIALS

I. Midterm and Final Exam Prompts

GERM 320 Midterm (choose two prompts to respond to):

Prompt 1(choose two works, different from those you are addressing in your second essay):

*Illustrate the **function of specific narrative structures, stylistic means, and/or cinematographic devices** in two of the major works we have discussed. How do they help to illustrate themes and convey messages or meaning? What effect do they have on the reader or viewer? Focus on a few specific features and compare/contrast these; refer to some secondary sources to broaden your analysis.*

Prompt 2 (choose two works, different from those you are addressing in your second essay):

*Compare and contrast how different **themes** are developed and represented in two of the major works we have discussed. How are they illustrated through the characters and their actions and relationships? What messages are conveyed to the readers or audiences? How are formal and stylistic features used to support these messages? Focus on one or two specific themes and compare/contrast these; refer to some secondary sources to broaden your analysis.*

Prompt 3 (choose two works, different from those you are addressing in your second essay):

*Analyze the significance of the **depiction of spaces** in two works and compare and contrast these. How are buildings and environments described? What mood is evoked through these descriptions? How might they influence the impression of a work and its characters on its reader/viewer? Focus on a few specific examples and compare/contrast these; refer to some secondary literature to broaden your analysis.*

GERM 320 Final (choose two prompts to respond to):

Please note: For each prompt, you need to focus on the work given plus one other work (film or book) we have discussed in class. Please refer to different works in each response.

1. *Analyze the quote below from the novel "Broken Glass Park" and its relevance within its context and as it illustrates a major theme of the novel. Examine how this theme is also reflected in at least one other film or book we have discussed in this course. Refer to secondary sources for further evidence when appropriate.*

"How should he know what I'm thinking. How should he know that the fog I had managed to banish for a little while is back again, filling me from the tips of my toes to the ends of my hair. It's probably about to waft out of my mouth. I shut my lips tight.

*I'll make a last desperate attempt to cast it off. I'll go out with anyone who talks to me right now, and do anything – the dirtier the better. If I piss myself off, it'll make me feel better."
(p.168)*

2. Analyze Hell's development in "The Shadow Boxing Woman" and consider the significance of spaces in which she operates. Compare and contrast your findings with a character's development in at least one other work discussed in this course. Refer to secondary sources for further evidence when appropriate.
3. Analyze the following poem by May Ayim with a focus on the theme of national identity and other forms of identifications. Compare and contrast your findings to at least one other work we have discussed in class and refer to secondary sources for further evidence when appropriate.

GERM 350 Midterm (choose two prompts to respond to):

1. Explore how Nietzsche's critical thoughts on **language, truth, and morality** are developed in his essay "On Truth and Lies in a Non-Moral Sense" and are reflected in the excerpt of "Thus spoke Zarathustra" which we discussed. Also consider formal features and style and their effects on the reader.
2. Discuss Freud's concepts of the unconscious, and the ego, id, and superego as basis for a film analysis of **The Cabinet of Dr. Caligari**; focus on specific characters and/or themes; explain the use of cinematographic means to convey meaning. Consider also Walker's article "In the Grip of an Obsession" for references.
3. Analyze one or two major themes in Wedekind's **Spring's Awakening** and relate them to newly emerging ways of thinking (as expressed for example by Nietzsche, Freud). Consider the significance of formal features and style and use Ham's article "Unlearning the Lesson..." as reference.

GERM 350 Final:

1. Choose **three of these excerpts** and analyze their meaning in the context of the novel. Remember to talk about the ideas that you find expressed, give specific examples for those and be critical, but avoid summaries of the plot. You should also relate these ideas to those expressed in other works we have discussed, including secondary sources (articles) by contemporary scholars. **(3x50 points max.)**
 - A. From Letters to a Young Poet
 "... one day the girl will be here and the woman whose name will no longer signify merely the opposite of masculinity, but something in itself, something which makes us think of no complement or limitation, but only of life and existence, -: the feminine human being." (34)
 - B. From The Immoralist
 "I have liberated myself, but what does it matter? This useless freedom tortures me. It's not – believe me, it's not that I'm tired of my crime if that's what you want to call it; but I must prove to myself that I have not exceeded my rights." (169)
 - C. From The Angel and the Perverts
 "Love, how I hate you, instinct of normality, I who am outside the norm! Ecce homo! Ecce mulier! In whichever direction my love goes, I cannot avoid being an invert. I have often envied the fat nurse who used to flirt with the soldier in the park. I envied the soldier as much as I envied her. No one will love me and accept my love as those two love and accept each other. Each time I think Love, I will hear the answer Vice.
 But why was I born with a heart so precise when my sex is so ambiguous?" (98)
 - D. From Become Who You Are
 "Thus, I am right to cry about myself, that my awakening arrives now too late, since all is in decline. The wrong that was done to me has been done to everyone. What ever it is in me that wants to be freed wants at the same time to free others. If you hinder the growth of a tree, you also kill the fruit. You kill the shade that would have refreshed others.
 Often I count the minutes in frantic fear. How few are still left me! The Agnes Schmidt dies. But I! I too?" (45)
2. Analyze the film Metropolis with a **focus on one** of the following themes:
 - A. The significance of the motto: "The Mediator between Head and Hands must be the Heart"
 - B. The depiction of technology and its influences
 - C. Religious references

*Delineate the messages that are conveyed and how they are expressed in specific scenes **in content and cinematography**. You should also relate these ideas to those expressed in other works we have discussed, including secondary sources (articles) by contemporary scholars (1x50 points max.)*

II. Midterm/Final Exam Rubric (points per essay)

Criteria	Maximum Points	Achieved Points
1. Your response focused on the prompt	15	
2. You demonstrated detailed knowledge and understanding of concepts and sources given in the prompt (specific references, quotes)	20	
3. You <i>analyzed</i> the texts/films and <i>synthesized</i> theoretical concepts with the contents of literary works	20	
4. Your references to background information we discussed in class were relevant and succinct	10	
5. Your response was clearly structured; syntax and spelling were correct	10	
Total	75	