General Education Annual Course Assessment Form

Course Number/Title: GERM 25A/25B   GE Area: C2

Results reported for AY: 2015/2016   # of sections: 1   # of instructors: 1

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Department Chair: Damian Bacich   College: Humanities & the Arts

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

In both courses GERM 25A and GERM 25B, all GELOs were assessed.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

The assessment proved that the switch to a new textbook a couple of semesters ago was beneficial to the students. The new textbook (Denk Mal!) has an extensive historical, social, and cultural component, which addresses GELO 1. Thanks to sections on culture, authentic pieces of literature, and many mini-movies addressing social (enduring human) concerns, the cultural competence of the students improved remarkably as measured by diagnostic and summative assessments.

For the first time, students were asked to write an essay in English, in addition to various essays in the German target language. The assignment in English could satisfy GELO 2 (research-based critical analyses), which could not be done in the target language at the intermediate level. The essays in German on the other hand, gave the students the opportunity for “personal responses” (GELO 2). It was a good balance of the demands for a critical expression on an elevated intellectual level based on research versus the emotional, personal reactions that could be expressed in the target language. We plan to continue with this dual-language writing praxis.

The shortcomings of the new textbook became apparent in previous semesters, when GELO 3 was not sufficiently met. While the new instructional materials are strong on the cultural component and very helpful to fulfill GELO 1, there are too few structural and grammatical exercises. The instructor has compensated for this by compiling exercises from various other textbooks and manuals on grammar. These were distributed to the students and thus complemented the textbook. Both the students and the instructor were satisfied with the more balanced and more comprehensive teaching materials and the subsequent results in student learning. We will
continue that practice and encourage future instructors of these courses to continue to gather such additional exercises.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

There will be no modification, because the previous adjustments have proven to be successful. Furthermore, in the academic year 2016/2017, no intermediate German courses (GERM 25A/B) will be offered.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

No changes are planned.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Given the size of the course sections, we are confident that students are receiving thorough feedback.

- Damian Bacich, Chair, Department of World Languages and Literatures