

Department of Languages, Literatures and Cultures
Illinois State University

Program Learning Objectives and Assessment Plans
(Updated September 2009)

B.A. in Languages, Literatures and Cultures (including Teacher Education)
German

The student will demonstrate:

1. competency in speaking, writing, listening, and reading German;
2. knowledge and critical understanding of the literature, culture, society, and history of the German-speaking countries;
3. application of knowledge and critical understanding of German-speaking literature, culture, society, and history to the individual student's personal and professional plans;
4. In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organization/sources; competency in critical thinking about those theories, methods and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

Assessment Plan for B.A. in German

The B.A. in German provides students with advanced language skills and knowledge of German culture, literature, language, and pedagogy. These skills and knowledge will enable them to be intelligent and responsible citizens of a globalized world and to successfully pursue careers in teaching, business, government, or non-governmental organizations.

A. The specific learning objectives of the B.A. in German, including the Teacher Certification Sequence, are:

1. Competency in speaking, writing, listening, and reading German;
2. Knowledge and critical understanding of the literature, culture, society, and history of the German-speaking countries;
3. Application of knowledge and critical understanding of German-speaking literature, culture, society, and history to the individual student's personal and professional plans;
4. In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organizations/ sources; competency in critical thinking about those theories, methods, and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

B. In for the student to achieve outcomes that are consistent with the program's learning objectives and the departmental, college, and university missions:

1. Each course uses the assessment tools listed in German B.A. Curriculum Maps.
2. The German section asks for career plans and academic goals by means of a questionnaire at the beginning of German study and conducts an interview near the end.
3. The German section periodically assesses the success of the overall program based upon the learning objectives, responses from student evaluations, student feedback, professors' evaluations of courses and overall curriculum, and program review and it regularly makes improvements in the program by modifying the:
 - courses offered by the program
 - courses required for each degree

- frequency with which courses are offered over a period of several years
- general content of courses offered
- extra-curricular activities and study abroad programs (encouraged by social gatherings in various settings including film screenings and discussions, informational meetings, and public events with invited speakers addressing current cultural and political issues as well as career and study abroad opportunities)

3

**German B.A.
Curriculum Map**

	1. competency in speaking, writing, listening, and reading German (as demonstrated by successful completion of an internationally recognized standard German exam administered by the Goethe Institute, or by the successful completion of coursework preparatory to taking that exam).	2. knowledge and critical understanding of the literature, culture, society, and history of the German-speaking countries and of foreign language pedagogy (as demonstrated by successful completion of intermediate and advanced courses in literature and cultural history).	3. Application of knowledge and critical understanding of German-speaking literature, culture, society, history, and foreign-language pedagogy, to the individual student's personal and professional plans (as demonstrated by appropriate coursework, travel and study abroad, participation in group activities, or teacher-guided individual projects, such as mastering elements of business German, applying for internships, or acquiring teaching practice. Since this learning outcome is a matter of personal decision and orientation, it will also be measured by a statement of objectives at the beginning of German study and an interview near the end.)
111-116	A, B, D, F, G, H		
211		A, C, F, G	
213	A, B, E, F, G		A, B, C, E, F, G
217		A, C, E, F, G	
310	A, B, C, E, F, G		A, B, C, E, F, G
311		A, C, E, F, G	
317		A, E, F, G	A, B, C, E, F, G
318		A, C, E, F, G	
322-332		A, C, E, F, G	
385		A, C, E, F, G	A, C, E, F, G

A. Written Exams and Quizzes

- B. Listening Activities**
- C. Papers**
- D. Oral Exams**
- E. Oral Presentations**
- F. Class Participation**
- G. Written Homework**
- H. Computer Assisted Learning Tasks**

CURRICULUM MAP
B.A.
Pedagogy

In regard to the Teacher Education program, we have been working on our assessment plan for our NCATE report and visit in 2011. To ensure that we meet the national standards we have implemented the prerequisite score of Intermediate High in the Oral Proficiency Exam for entrance into LAN 319 and the prerequisite score of Advanced Low in the Oral Proficiency Exam for student teaching. We have also been collecting data for our report.

	In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organizations/ sources; competency in critical thinking about those theories, methods, and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.
319.11	A, B, C, D, E
320.11	D, E, H
321.11	B, D, TP
350.11	A, B, D, E

- A. Exams (Oral and written)**
- B. Papers (research/ analysis of texts)**
- C. Oral Presentations**
- D. Class Participation (including Web Board discussions)**
- E. Written Homework**
- F. Writing assignments such as journals, compositions, reviews and/or reports**
- G. Portfolio**
- TP. Technology Projects (production of videos, web pages, Power Point presentations, evaluation of software, etc.)**