

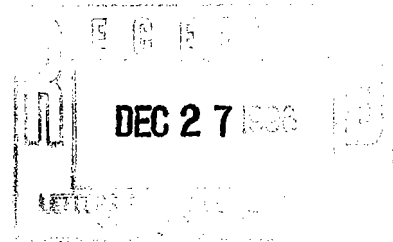
UNIVERSITY OF WISCONSIN-MADISON
DEPARTMENT OF GERMAN

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MADISON, WISCONSIN 53706
TELEPHONE (608) 262-2192

December 26, 1996

Phillip R. Certain
Dean of Letters and Sciences
102 South Hall
Campus



Dear Phil,

The Department of German welcomes the opportunity to provide an assessment plan for review by the Academic Planning Council. Although the self-evaluation of our programs is an ongoing activity, we consider this assessment exercise as a valuable supplement of our own evaluation process.

The Department of German prides itself on having one of finest programs in this country. We must have done many things right over the last three decades, since our department has been consistently ranked among the top ten departments. In its latest survey of 1992, the Gourman Report ranked our undergraduate program second (after Yale and before Princeton) and our graduate program third (after Yale and Princeton). These high ratings certainly reflect the quality of our faculty, the breadth and depth of our programs, but also our own high standards of quality control in the educational process.

The request coincides with the current activities of two standing committees of the German Department. For the past several years, the Graduate and Undergraduate Program Committees have been reviewing aspects of the graduate program at both the M.A. and Ph.D. levels and facets of the undergraduate program, including the major. In the fall of 1995, the Graduate Program Committee undertook its first year-long major review of the graduate program in ten years, offering its final report to the department in the spring of 1996. The Undergraduate Program Committee is currently involved in a thorough assessment of our language instruction program. The assessment plan for the graduate program is ready and can be implemented at the end of this academic year;

while the undergraduate assessment plan still needs development, especially for the major.

On September 26, 1996, I called a special departmental meeting in order to discuss our approach to the assessment plan. After a lengthy discussion, we decided to instruct our two standing committees for our undergraduate and graduate programs to come up with a proposal for an assessment and with guidelines how to implement the plan. We also felt that this assessment exercise would be an excellent preparation for the next internal review of our department in 1998. Both committees set aside their other program discussions and concentrated on this task. They reported to me and I include their proposals as an appendix to this letter.

I hope that these outlines of our assessment plan satisfy your expectation.

With best wishes for the New Year!

Yours truly,

A handwritten signature in cursive script, appearing to read "Klaus".

Klaus L. Berghahn, Chair

UNIVERSITY OF WISCONSIN-MADISON
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Plan for Assessment
of the
Graduate Program
December 1996

The Department of German proposes the following plan for the assessment of our graduate program. We follow the four recommended steps in the following sections of our plan:

- I. Establishment of clear educational goals
- II. Development of instruments or methods to measure success in achieving goals
- III. Plan to use assessment results
- IV. Timetable for periodic review

I. Educational goals in graduate program

The Department of German considers the acquisition of the following professional skills vital to the completion of a graduate degree in German:

- 1) acquisition of knowledge or coverage of field -- including a) extensive knowledge of texts and facts appropriate to the field, b) understanding of basic theoretical and methodological models, c) a grasp of historical developments
- 2) ability to conduct independent, original research -- including training in bibliography (how to search for materials; how to construct bibliographies), critical survey of existing scholarship (Forschungsbericht), critical scholarly work with original sources and materials, formulating research questions, logic of argumentation
- 3) scholarly writing skills -- including reviews of existing scholarship, abstracts, proposals, research papers
- 4) teaching skills -- including foreign language and area of scholarly specialization
- 5) native or near-native fluency in German

Ways to work toward accomplishments in the above areas in our Ph.D. program include coursework and independent study in the major field, examinations, minor fields, supervised teaching, and involvement in the intellectual life of the department.

Additional targets essential to the achievement of educational goals in the graduate program:

- 1) high quality of incoming students
- 2) adequate financial support

II. Instruments and methods for assessment

The Department of German plans to use the following methods to assess the success of the graduate program in achieving the educational goals listed in section I.

- 1) exit interviewing of students earning a Ph.D. degree
- 2) periodic review of the written examinations taken at the M.A. level
- 3) periodic review of a selection of Ph.D. dissertations
- 4) ongoing assessment of the graduate program by the Graduate Program Committee
- 5) comparison of financial support offered by the UW-Madison with comparable institutions granting Ph.D. degrees in German.
- 6) with the help of the Graduate School, periodic review of the GRE scores and undergraduate GPAs of the applicants for graduate work in German compared with the university average.

III. Productive use of assessment results

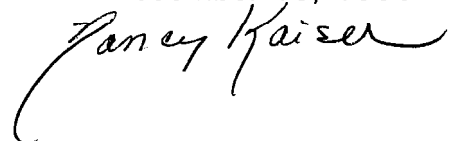
It is expected that the results of the assessment methods listed above will be reviewed by the Graduate Program Committee and that the results of this critical review will be presented to the Department and discussed at a Departmental meeting. In addition, the Graduate Program Committee will continue its work of recommending necessary changes in the graduate program to the Department.

IV. Suggested timetable for implementation

The methods under II should be implemented according to the following timetable:

- 1) exit interviews on a continuing basis
- 2) periodic reviews of MA examinations every 5 years
- 3) periodic review of selected Ph.D. dissertations every 5 years
- 4) assessment of graduate program on an ongoing basis
- 5) comparison of financial support every 5 years
- 6) comparative review of pool of applicants every five years

prepared by Professor Nancy Kaiser
Chair of the Graduate Program Committee
December 18, 1996



Dec. 18, 1996

Department of German: Assessment of the Undergraduate Major

The L&S document on Assessment Information (Sept 21, 1996) lays out three goals (p. 4) for review of undergraduate majors and we will respond to those points in turn (I-III). Note that the steps described below reflect part of our own normal, ongoing review of our programs. We stress that these goal statements form part of a constant, evolutionary process and we fully expect them to be revised and sharpened over time, as well as adjusted to fit new and changes circumstances.

I. Departments are asked to provide “a clear statement of educational objectives”.

A. Goal statements for lower division courses (attached)

The Undergraduate Program Committee is preparing detailed goal statements for our lower division language courses (101–226). These courses make up just over 69% of our total departmental enrollments this semester and feed our upper division and, ultimately, our graduate courses.

These goals are intended to give TAs, students and faculty, as well as SOAR advisers and others in the University, as well as high school teachers and students, a clear overview of both the structure of our lower division program and concrete information on any given lower division course.

The goals expressed represent a minimum. For example, the reading guidelines for German 204 indicate that six to eight short stories might be read. Presently, the 204 syllabus includes ten short stories.

B. Tracking students

On a closely related matter, changing student populations and levels of preparation make it useful for us to survey students to find out where the enrollments in a given class come from. We are undertaking such a survey for our 5th semester conversation/composition class currently. The results of this survey (and others to be built into our end-of-semester evaluations) will allow us to integrate students coming into our program from outside (most often from high schools).

C. Assessment of the major

As we complete assessment of our 101-226 sequence, we are turning our focus to a complete and thorough evaluation of the structure and goals of our undergraduate majors in German literature, culture, and linguistics/philology.

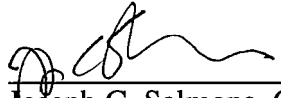
II. Departments are asked to develop “means of assessment for evaluation of the results of the program in each undergraduate major”.

In addition to the various and longstanding assessment tools we have employed on the undergraduate level (departmental records of GPAs, mandatory student evaluations kept on

file, regularly published sets of student papers, and so forth), we are adding two additional pieces of “capstone evaluation”:

- written surveys, to be conducted in 610, 611, 650, 683
- exit interviewing, to be conducted annually

III. Departments are expected to “establish committees to review the results of the tests”. Our Undergrad Program Committee will do this.



Joseph C. Salmons, Chair
Undergraduate Committee

German 101 to 226: Basic Description

November 14, 1996

Readings and vocabulary-building:

- 101 Text: *Deutsch - na klar!* 2nd ed.: Einführung, Kapitel 1-7.

Authentic advertizing texts and brief reading selections from the popular press deal with subjects of Familie, Freunde, Alltag, Einkaufen, Freizeit, Sport, usw.

Vocabulary lists are at the end of each Kapitel, as well as sections entitled Wörter im Kontext. Students will also learn how to use a standard-sized bilingual dictionary.

Activities and tests related to readings section, as well as related materials in Workbook, are part of Sprache im Kontext.

- 102 Texts: *Deutsch - na klar!* 2nd ed.: Kapitel 8-14, Übergang.
Short stories as handouts.

Authentic advertizing texts, brief reading selections from the popular press, and additional stories deal with subjects such as Gesundheit, Unterkunft, Reisen, Zukunft, Haushalt, Meinungen, Medien, deutsche Geschichte.

Vocabulary lists are at the end of each Kapitel, as well as sections entitled Wörter im Kontext. Students will also learn how to use a standard-sized bilingual dictionary.

Activities and tests related to readings section, as well as related materials in Workbook, are part of Sprache im Kontext.

Short stories such as "Zugauskunft", "Der Stift", "Wenn die Haifische Menschen wären", "Die Tochter", "Der hellgraue Frühjahrmantel", "Rotkäppchen", and "Die Bremer Stadtmusikanten" may be distributed as handouts.

- 203 Texts: *Kaleidoskop*, 4th ed.: Erster Teil, Themen 1-7.

In *Kaleidoskop*, texts include both cultural readings and literary works (short stories and poems) on the topics Freizeit, Kommunikation, Deutschland, Gleichberechtigung, Musik, and Arbeit. The text offers exercises relating to both content and vocabulary- building.

- 204 Texts: *Kaleidoskop*, 4th ed.: Erster Teil, Themen 8-10.
Aus unserer Zeit, 4th ed.

Also recommended: Paul Kurt Ackermann's edition of *Der Besuch der alten Dame*.

In *Kaleidoskop*, the cultural readings, short stories and poems relate to the topics Multikulturelle Gesellschaft, Partnerschaft, Verkehr, and Umwelt, with supporting exercises on content and vocabulary.

Six or seven stories can be read from *Aus unserer Zeit*, including, for example, "Der Wolf", "Ein altes Blatt", "Das Tor zur Welt", "Der violette Tod", "Renata", "Die Krähe", "In einer dunklen Welt", and "Gespenster". Discussion questions and vocabulary exercises must be provided by the instructor. (If the Dürrenmatt play is used, fewer stories will be read.)

225 Text: a xeroxed course packet of readings and supporting materials (Carla Love):

The packet includes current newspaper and magazine articles as well as other texts on topics of everyday life and current events (for 1995-96: Wohnen, Ausbildung und Beruf, Familie, Reisen und Urlaub, Autos und Fahren, Geld und Einkaufen, Umwelt, Deutsche und Ausländer); vocabulary lists relating to each topic; and vocabulary-building exercises, including translations, fill-ins, and short-answer questions.

Class discussion of the readings and essays on each topic require the use of new vocabulary in context.

Exams consisting of short-answer questions and essay questions relate to the course topics and test vocabulary usage.

226 Text: *Der treffende Ausdruck*, 2nd ed., by Brigitte Turneure:

The readings consist of contemporary short stories and essays, with vocabulary lists for each chapter.

Intensive practice in building vocabulary is provided

- through discussion and interpretation of the readings, based on questions on the text. Some additional exercises by the instructor to give practice using the new vocabulary in context are necessary.
- through a section on "Redemittel" in each chapter, with supporting exercises and suggestions for discussion.
- through a section on "Das passende Wort" in each chapter with extensive exercises for practice.

Grammar:

101 The course introduces the following structures:

Präsens Indikativ Aktiv
Perfekt Indikativ Aktiv
Imperativ
Substantiv, Pronomen
männlich, weiblich, sächlich
Nominativ, Akkusativ, Dativ
Präposition
Konjunktion
S-V-X.
V-S-X?
V-(S)-X!

102 The course introduces the following structures, as well as reviews those introduced in 101:

Präteritum Indikativ Aktiv
Präsens Konjunktiv II Aktiv
Perfekt Konjunktiv II Aktiv
Präsens Indikativ Passiv
Präteritum Indikativ Passiv
Adjektiv
X-V-S.
daß-S-X-V

203 and 204 The courses introduce the following structures, as well as review those introduced in 101 and 102 (text: *Kaleidoskop, Zweiter Teil*):

Futur Indikativ Aktiv (productive)
Perfekt Indikativ Passiv (receptive)
Plusquamperfekt Indikativ Aktiv (productive)
Genitiv (productive)
Präsens Konjunktiv I Aktiv (receptive)
Perfekt Konjunktiv I Aktiv (receptive)

225 Text: *A Practical Review of German Grammar*, 2nd ed., by Gerda Dippmann.

A systematic and complete grammar review with written homework assignments and quizzes, with special emphasis on modal verbs, relative clauses, subjunctive II, and the passive.

226 Text: Turneure's *Der treffende Ausdruck*.

Each chapter reviews selected elements of German grammar. Special emphasis continues on modal verbs, relative clauses, the passive, and the subjunctive, now adding a focus on indirect speech. There are frequent written homework assignments and quizzes.

Writing: Over the six semester sequence, students practice writing in various genres, using vocabulary and stylistic elements appropriate to the genre. Such types of writing include descriptions of oneself and one's activities, brief notes of communication to others, journals (all beginning in the first semester); narratives, more formal letters (beginning in the second semester); reports, reviews of movies or restaurants, description and analysis of works of art, interpretations of stories, rewriting parts of stories from another point of view or continuing a story (beginning in the second year); summaries of German newspaper and magazine articles, position papers, and persuasive essays (beginning in the third year).

As general guidelines, in each semester students will have from 5 to 8 formal writing assignments, beginning with paragraphs in the first semester and working up to essays of 300-500 words in the sixth semester. Students should have the opportunity to revise their work, correcting grammatical errors, refining vocabulary choices, and improving style. Additional informal writing assignments can also help develop fluency and accuracy by concentrating, for example, on specific points of grammar and vocabulary.

Speaking: The goal of the 101 to 226 sequence is to develop communicative proficiency, with an emphasis on both fluency and accuracy. At all levels the language of communication is German. In the first three semesters, students develop communicative skills through activities such as informal conversation on everyday matters, role playing, skits, discussing readings, and talking about their own experiences; by the fourth semester, individual or group presentations relating to course readings or other topics of interest can be added. By the end of the fourth semester, the speaking ability of students should be such that they can interact with native speakers, function in a variety of social settings, and choose correct grammatical structures with reasonable consistency.

In the fifth semester, in addition to classroom discussions which go into greater depth on topics relating to German culture, more formal possibilities for oral presentations might include, for example, talking in detail about a topic of personal interest and summarizing and analyzing an article from a German magazine or newspaper; in such presentations students become more independent of written texts as they speak and use vocabulary and style which will be accessible to the class. In the sixth semester, group projects are appropriate: small groups of students research and present to the class a topic relating to German culture of interest to them and not otherwise addressed in the course. While students in the first semester might practice speaking briefly on a given topic, by the fifth semester they will be making up to ten-minute presentations; and the group projects in the sixth semester will provide each group with one to two class days for their joint presentation.