

Outcome:	Damon Rarick	My Class: GER 101		
Humanities Knowledge (link to full rubric)	Rubric Element	Specific Course Outcome	Student work used to assess achievement of the outcome (Assessment)	How will this course provide content to address student outcomes? (Student practice)
Full coverage: address <u>any</u> <u>five</u> elements.	Identifies facts, vocabulary, definitions, terms, concepts, people	Students will be able to use new vocabulary, terms, definitions and concepts related to German and the German-speaking world at an appropriate linguistic level.	Written homework assignments; group work; embedded questions in Sakai, in-class and online quizzes / exams on German vocabulary, grammatical/lexical identification (peer work).	In-class lessons and online materials (video PPTs, PDFs, review sheets); information gap activities; use of linguistically appropriate authentic texts; individual and group work with textbook, workbook, grammar and glossary; situational role-play to practice ar scaffolding to reinforce new structures; reg homework assignments.
Partial coverage: address <u>any</u> <u>three</u> elements.	Recognizes concepts or tools relevant for application to a task	Students will have a understanding of linguistic categories specific to the German language (e.g., verbal inflection/tense, word order, phonology, compound noun formation, etc.) that are relevant to the task of processing and reacting to linguistic input at an appropriate linguistic level. Students will also recognize the significance of cultural differences (in the German-speaking world and United States) as they relate to global society.	Written homework assignments; group work; video skits and audio submissions; embedded questions in Sakai; in-class and online quizzes in different contexts; applications of concept to related, but different frameworks.	Primarily via course materials (textbook, workbook, glossary, and grammar sheets), along with lessons on communicative strategies (identifying cues, turn taking, ask for clarification, processing text, etc.) and linguistic development (vocabulary range, grammatical accuracy, phonological control orthographic control, sociolinguistic appropriateness and pragmatic ways of initiating, sustaining, and ending conversation).
	Asks questions or frames hypotheses relevant to the task	Students will be able to construct linguistically appropriate meaning from oral, aural, written, and visual sources to generate hypotheses about the meaning of unfamiliar vocabulary or linguistic elements and/or glean cultural information and cues in a nuanced manner.	Written homework assignments; group work; embedded questions in Sakai; in-class and online quizzes in different contexts.	Exposure to comprehensible input at slight higher linguistic levels to activate intuitive understanding of new structures; use of modified texts to focus on meaning rather than form; meaningful interaction in the target language to provide opportunities for natural use of interrogatives.
	Collects information relevant to address the task – e.g. data; literature sources	Students will be collect authentic information on a variety of subjects for use in presentations and reports.	Cultural reports using economic, demographic and other statistical information; Task-based role-play using authentic information (i.e. purchasing train tickets and negotiating travel time / price restrictions; furnishing an apartment on a budget using pricing information from a number of stores; purchasing supplies for camping trip; promoting a German city with a well-researched brochure, etc.).	Sample products, reports, and videos collected from previous generations of students; Guided assignments with “checkpoints” to provide learners with opportunities to practice prior independent work; specific questions and prompts generated by the instructor and/or the class.
	Analyzes: Applies concepts to address the task			

<p>Analyzes: <u>Deconstructs</u> An argument by indicating claims and/or evidence and <u>synthesizes</u> evidence from multiple sources</p>			
<p>Analyzes: <u>Evaluates</u> support for claims and <u>justifies</u> conclusions</p>			
<p>Innovates: <u>Demonstrates</u> innovative and creative thinking with regard to an idea, claim, question, form, or performance</p>	<p>Students will be able to create and express their own ideas in their second language without resorting to direct translation or use of their first language. Students will create a video or longer skit demonstrating an innovative application of concepts learned during the semester.</p>	<p>Student-produced video skits that creatively demonstrate what they have learned during the semester. Students may choose any format to bring together learned elements in a novel way (as a video, crime story, elevator pitch, game show, etc.). Students may rehearse prior to filming or performing but may not use notes during the final project presentation (or filming).</p>	<p>Course- and homework assigned to individuals and groups throughout the semester, along with dedicated skit preparation sessions with the instructor.</p>