Liberal Arts Essentials Assessment Plan

Course: German 112: Beginning German II

Writing Unit: no

Instructor(s): Wehage

Methods: Examination question assessment and course evaluation form

LAE Category: The Global Society a. Communicating in the World

Goal 3: Muskingum students will acquire multiple and integrative approaches to lifelong learning.

Learning Objective 1: Students will demonstrate the ability to engage effectively in the lifelong learning skills of acquiring, evaluating, synthesizing, and applying knowledge.

Departmental Perspective 3: Students will demonstrate the durable ability to evaluate their cultural dispositions and those of others within a comparative context.

Student work examined

List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

1. Students will answer a question on an exam about what they would say or do in a situation involving a cultural context in the culture of study.

   Requiring an answer in the form of a short essay, the question draws from class material and asks students to write a paragraph, of a specified length such as five to seven sentences, describing a culturally-appropriate reaction to or interpretation of a situation.

   A question might be worded like this:

   Two exchange students from the US are about to order dinner in a restaurant in France along with a French acquaintance. In order to avoid misunderstandings about the nature of the meal and what they will be charged for it, and in order to meet the expectations of appropriate behavior in the eyes of their French companion and the restaurant staff, what do the diners need to know and do?

2. To ensure multiple streams of data, further evidence will be gathered in the course evaluation form given during the final week of class.
B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

A rubric will measure student performance of our learning objective. The rubric assesses two outcomes: “” and “ability to apply cultural knowledge in experiential settings” on a scale of 1 to 4, 1 being “not proficient” and 4 being “advanced.” Language on the rubric specifies degrees of performance.

A. Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

see attached
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to acquire knowledge about cultural practices and beliefs of another culture</strong></td>
<td>Presents accurate information that reasonably pertains to the topic; answers all parts of the question.</td>
<td>Presents accurate information that reasonably pertains to the question; answers most of the question.</td>
<td>Presents information that is nearly totally accurate but has either one major error in factual information or multiple minor errors in factual information.</td>
<td>Presents information that contains multiple major errors in factual information; fails to answer most of the question.</td>
</tr>
<tr>
<td><strong>Ability to apply cultural knowledge in experiential settings</strong></td>
<td>Consistently demonstrates ability to apply cultural knowledge to real-life situations by effectively analyzing and/or evaluating the situation in order to act out or describe a culturally-appropriate response</td>
<td>Frequently demonstrates ability to apply cultural knowledge to real-life situations by effectively analyzing and/or evaluating the situation in order to describe or act out a reasonably culturally-appropriate response</td>
<td>Demonstrates limited ability to apply cultural knowledge to real-life situations by analyzing and/or evaluating the situation and is sometimes able to describe or act out a culturally-appropriate response</td>
<td>Demonstrates little ability to apply cultural knowledge to real-life situations and is rarely able to describe or act out a culturally-appropriate response</td>
</tr>
</tbody>
</table>


**Self-Assessment Rubric for Goal 3 of the LAE**

**Goal 3:** Muskingum Students will acquire multiple and integrative approaches to lifelong learning.

**Departmental Perspective 3:** A student will demonstrate the durable ability to evaluate their cultural dispositions and those of others within a comparative context and to apply their knowledge in experiential settings.

This course is supposed to answer the above goal and learning objective. Please rate yourself on the rubric below to help us determine how well this course is addressing its goals.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involvement in the learning process</strong></td>
<td>I completed all assignments and paid attention during class activities</td>
<td>I completed most assignments and usually paid attention during class activities</td>
<td>I completed some assignments and al 3I was frequently unable to be present and/or pay attention in class.</td>
<td>I did not complete many of the assignments. Or, I missed a lot of classes and/or had a lot of difficulty paying attention in class.</td>
</tr>
<tr>
<td><strong>LAE Goal 3, Learning Objective 3</strong></td>
<td>I was always able to acquire and learn to apply knowledge of culturally-appropriate interpretations and behaviors in response to commonly-encountered situations in the target culture</td>
<td>I was usually able to acquire and learn to apply knowledge of culturally-appropriate interpretations and behaviors in response to commonly-encountered situations in the target culture</td>
<td>I was sometimes able to acquire and/or learn to apply knowledge of culturally-appropriate interpretations and behaviors in response to commonly-encountered situations in the target culture</td>
<td>I did not do well at all on this part of the test and was rarely able to describe an appropriate interpretation and response to a commonly-encountered situation in the target culture</td>
</tr>
<tr>
<td>Progress and long-term dispositions</td>
<td>I believe that my understanding of another culture improved substantially over the semester, and that I am well-prepared to apply my knowledge of another culture when and if similar cross-cultural understanding skills are required of me later in life.</td>
<td>I believe that my knowledge of another culture improved somewhat over the semester and that I am prepared to apply this knowledge of another culture when and if similar cross-cultural understanding skills are required of me later in life.</td>
<td>I believe that my knowledge of another culture stayed about the same over the semester or improved slightly, and that I will sometimes be able to apply this knowledge of another culture when and if similar cross-cultural understanding skills are required of me later in life.</td>
<td>I believe that my knowledge of another culture got worse over the semester and doubt my future ability to apply knowledge of another culture when and if similar cross-cultural understanding skills are required of me later in life.</td>
</tr>
</tbody>
</table>