

Chronology of curriculum reform in the German Studies Department at Emory University, 2007-present

Fall 2007:

- Initial discussions about the need for curricular reform that will link language and content at all curricular levels
- Mini-workshop on issues to consider when aligning content and language
- Initial brainstorming about content areas that should be included in undergraduate curriculum
- Initial drafting of departmental vision statement
- Establishment of curricular sub-committees to focus on respective levels of the curriculum (e.g., first-year sub-committee; second-year sub-committee). Each sub-committee consists of 4 faculty members.

Spring 2008:

- Initial framing of revised Level 1 German course (101-102); decision to focus on the theme of self-identity (*Wer ich bin: Das Selbstkonzept*)
 - o Division of self-identity theme into six sub-themes (student, hobbyist, family member, consumer, traveler, citizen) and alignment of language foci with thematic areas
 - o Initial discussion of assessment events for first-year German
 - o Selection of texts to deliver themes and corresponding language
 - o Initial drafting of unit goals and plans for each sub-theme
- Initial discussions about possible directions for Level 2 and 3 German in light of thematic focus of Level 1 German

Summer 2008:

- Finalization of unit plans, lesson plans, assessment events for Level 1 German

Fall 2008:

- Half-day workshop for all faculty on textual sequencing according to genre-based principles
- Follow-up workshop for all faculty on previously presented topology of genres
- Unanimous departmental approval of mission statement
- Presentation of first-year course at start-of-semester departmental retreat
- Piloting of Level 1 course “Wer ich bin: Das Selbstkonzept” in all four sections of German 101
 - o weekly meetings of all 101 instructors to monitor implementation of course;
 - o discussion of mid-semester student questionnaire of course
- Continuing discussions about direction of Level 2 and 3 German in light of genre-based trajectory
 - o Initial agreement on topical framing / focus of level for Level 2 and 3 German (Level 2: Topography of German Identity; Level 3: *Süße Pein*: Cultural portrayals of love & hate)

Spring 2009:

- Piloting of Level 1 course “Wer ich bin: Das Selbstkonzept” in all four sections of German 102;
 - o weekly meetings of all 102 instructors to monitor implementation of course
 - o discussion and analysis of student questionnaires
 - o Course enhancements planned for summer 2009
- Initial text selection and thematic configuration of Level 2 and 3 courses
 - o Level 2 course to follow a reverse chronological approach and focus in its examination of German cultural history and German national identity
 - o Level 3 course to begin in mid-19th century with an examination of paradigmatic texts for examining cultural portrayals of love & hate and then move to seminal works from the Middle Ages before following a chronological approach
- End-of-year faculty meeting:
 - o Presentation of completed Level 1 course
 - o Decision to implement hybrid versions of Level 2 and 3 courses in light of limited time over the summer to develop either course fully
 - o Discussion of upper-level courses, possible configurations, and progression

Summer 2009:

- Enhancement of Level 1 course based on teacher and student feedback
- Initial work on developing second- and third-year courses
- Implementation of Level 2 course in Vienna summer program

Fall 2009:

- Start-of-semester faculty meeting
 - o Discussion of plans for Level 2 and 3 courses
 - o Discussion of upper-level course offerings and possible trajectory
- Implementation of slightly revised Level 1 course
- Implementation of hybrid versions of Level 2 and 3 courses that begin addressing issues of curricular integration but that have not fully included the targeted language foci
 - o Weekly meetings of Level 2 instructors; topic of national identity reconsidered
- Discussion in Level 3 sub-committee about progression and trajectory in upper-level courses:
 - o Decision to think of upper-level courses in terms of three levels (courses numbered 300-321 = Level 3; courses numbered 322-399 = Level 4; and courses numbered 400 and above = Level 5)
 - o Initial discussions of language learning trajectory, language learning goals, and language assessment events across these three levels

- Further refinement of language learning focus and assessment events for Level 3 course, *Süße Pein*

Spring 2010:

- Continued implementation of hybrid version of Level 2 course
 - Weekly meetings with instructors to monitor implementation;
 - Discussions about reconfiguring thematic focus to elicit more personal narrativity in primary and student texts
- Continued monitoring of Level 1 course

Summer 2010:

- Revision of Level 2 course around the topic of *Erwachsenwerden* (“coming of age”) to foreground narrative focus of this level
 - Division of maturation theme into six sub-themes (family, nature, travel, education, war, love) and alignment of language foci with thematic areas
 - Coordination of assessment events
 - Selection of texts to deliver themes and corresponding language
 - Drafting of unit goals and plans for each sub-theme

Fall 2010:

- Piloting of new Level 2 course on *Erwachsenwerden* in both sections of German 201
 - weekly meetings of 201 instructors to monitor implementation of course
- Continued implementation of hybrid Level 3 course on *Süße Pein*

Spring 2011:

- Start-of-semester faculty meeting
 - Presentation of new Level 2 course on *Erwachsenwerden*
 - Discussion of upper-level course offerings and language learning trajectory
 - Discussion of curricular integration of Business German
- Migration of Level 1 materials to Blackboard site
- Continued piloting new Level 2 course on *Erwachsenwerden* in both sections of German 202
 - weekly meetings of 202 instructors to monitor implementation of course
- Piloting of new Level 3 course on *Süße Pein* in GER 302
 - weekly meetings of Level 3 sub-committee to refine language foci and assessment events in coordination with textual and thematic focus
- End-of-semester faculty meeting
 - Review of current state of curriculum – recommendations for summer revisions of Level 2 and 3 courses
 - Update on shared Blackboard site for all curricular materials

- Discussion of current language foci in upper-level courses with tentative plans for refinement of those foci for fall 2011 semester
- Continued discussion of appropriate level for Business German – to be continued in 2011-12 academic year

Summer 2011:

- Revision of Level 2 and 3 courses
- Migration of instructional materials for Level 2 course to Blackboard

Fall 2011:

- Implementation of revised versions of Level 2 and 3 courses
- Specification of language learning foci for Level 3 course and refinement of writing tasks to reflect these foci
- Further discussion of language learning trajectory in upper-level courses, particularly Level 5

Spring 2012:

- Continued refinement and development of writing tasks for Level 3 to reflect more clearly specified language foci
- Further specification and refinement of learning outcomes for all 5 levels
- Collection of end-of-year writing performances from Levels 1-5
- Initial collection of texts from Levels 1-4 for creation of curriculum-dependent placement exam – exam to be piloted/normed in spring and summer 2013
- Development of Level 1 course for Vienna summer program
- Submission of jointly written article about the curriculum to *Die Unterrichtspraxis*

Summer 2012:

- Implementation of new Level 1 course in Vienna
- Initial discussion to revise Level 3 course in Vienna to correspond to new Level 3 course in Atlanta
- Notification of the article's acceptance for publication in 2013 issue of *Die Unterrichtspraxis*