

Outcomes by theme (not by level)

From DDGC 2023 Days 1–3

“4.2” = Saturday, First session, 2nd group

“8.3” = Sunday, Second session, 3rd group

These outcomes are choose-your-own-adventure, and can—in most cases—be adjusted for all levels of a curriculum.

Unlearning, Dismantling and Recreating

2.1 Dignifying student values and perspectives through reflection and self-expression.

2.1 Unlearning beliefs and expectations about language and cultural education

Challenging cultural expectations through fictions, non-fictions, and lived experience.

2.1 Addressing the participation of German-speaking countries in colonial legacies and other forms of labor-and-culture exploitation.

2.1 Connecting to the local - how settler colonialism informs local experience

Engaging in creative media and language production to address global issues and crises.

3.1 Undoing the effects of monolingualism, Anglocentrism, and linguistic nativism

8.X Unlearning the “global” and relearning the “planetary” in humanities (J. Noyes)

Joy, Presence, Experience, Wellness, Unwellness, Being

5.1 Enjoy German

2.3 Explore how to deal emotionally with the feeling of negativity that frequently seems to surround these justice matters, and to find resources to build kinship and stamina in their midst.

4.3 SLO: Define what it means to have a satisfied mind and define sanity for yourself

5.3 Untimeliness: Be able to identify whether you feel in line with the historical moment

6.3 Show up as you want to

2.1 students and instructors feel well (e.g., empowered, respected, connected, safe) and willing to engage with their learning throughout the program

emotionally/reflectively, in community with others, and continue to develop their understanding of self in the world. (Beate)

3.1 “Enjoy using German—with confidence”

7.2 Teach yourself how to meander, dawdle, be idle, wander queerly—and what these practices can do for your mind and spirit that straight lines cannot

Critical self-reflection and becoming

5.1 Challenge students to interrogate and articulate their own identities and ways of being in the world

5.1 learn about our own language; own culture, ideologies, etc.

5.3 “Students will identify the broad applicability of skills, knowledge, and processes gained and practiced during the PhD to work inside and outside the academy; create concrete documentations of their own skills and reflect on their areas of strength and their values”

1.2 “Coming out” come (C. Scott 2023): Students will feel empowered through their language learning to risk their received identities, to come into themselves, to understand the threats of various forms of oppression to their learning, but also to recognize the iterative nature of coming and re-coming out to ourselves and into ourselves—in communities and over time.

7.3 Learn how to treat yourself with gentleness and respect, rather than harshness and fault-finding, in your learning process.

8.3 Making your own plan for how to do college multilingually, despite institutional monolingualism, linguistic discrimination, accentism, prescriptivism, and other obstacles

Relations

- 5.1 Making friends, forming community, feelings of belonging
- 5.1 Make friends and nourish friendships
- 5.3 Be in good relation / standing with communities that matter to them
- 5.1 Students develop their empathy and acceptance of difference; being a better listener as well as speaker (both are language skills!)
- 4.3 PO: Develop mutual aid networks—that are unlike the exclusive “old boys’ networks” of the Ivies and that extend meaningfully into community beyond the university.
- 5.2 **Social-emotional-interpersonal skills** - Students will exhibit patience, flexibility, open-mindedness and empathy towards their fellow learners so that they are able to learn in, alongside, and from a class commune-ity.
- 5.2 Feel part of a community, participated in community building
- 8.X Find ways to make your Major/Minor a community-building Major/Minor

Understanding the Social World

- 2.3 Can identify raciolinguistic barriers and regimes of translation appropriateness that serve and (re)centre the white listening/reading subject and the so-called native speaker.
- 2.3 (Introductory graduate course): “Approaches to German Studies”: Recognize and begin to understand the white supremacist structures upholding our discipline and the ways in which these get disrupted in our field, while reflecting on some initial ways you can unlearn and perhaps disrupt them from your own positionality (which includes sitting with the discomfort of it all).
- 5.2 Make connections between local, regional and international cultures through exploring

- self, community, and national variances even within those settings themselves
- 5.2 Students will learn to investigate cultures and communities they are studying in terms of class, race, ableism, regional hierarchy and religion.
- 6.1 ‘Evaluate social and ethical implications of studying race, gender, and ethnicity;’ ‘Demonstrate critical self-reflection and critique of their social positions and identities.’

Experience of Learning

- 5.1 Learn about your own learning and how you learn: what are YOUR best strategies for learning and for working with a foreign language?
- 5.1 understand joy and joylessness in learning processes
- 5.1 name a kind of learning that seems too small to even mention, bring it to consciousness, and express it to others
- 5.2 **Learning Strategies** - students will develop and actively draw on a repertoire of learning strategies to creatively express their desired meaning with their interlocutors
- 5.1 (first year): how to be a college student; often first years, should perhaps be more than just German focused; other things that students can learn in our courses
- 5.2 Students believe they learned something, including reaching their own learning goals set at the beginning of the semester
- 5.2 Self-reflect on their learning experience
- 5.2 Articulate the skills they built on, improved, learnt new, as well as future goals
- 5.3 Students will identify the broad range of arenas in which ‘teaching’ takes place and have the capacity to respond to others in those arenas with care and innovation” (my program has an outcome that “students will know how to be professional language teachers”)

- 5.2 Outcome: did the students think they learned something? Did they accomplish some of the goals that they set at the beginning of the semester? Students at various levels may provide different responses
- 5.3 Be able to engage in both an instructor and a learner capacity with that learning arena known as the classroom as it articulates across multiple settings that be defined as the university classroom or as other institutional (and perhaps non-institutional) contexts).
- 2.1 Students should study abroad, which should be institutionally supported, and also reflect on their own position within world systems, language, and culture through that study abroad experience.

Language Awareness, Access, Practice

- 5.1 Students recognize themselves as a valid part of the target-language community and can articulate their belonging
- 5.2 Students will develop the ability to pursue information relevant to their own interests, identities, and experiences on cultural practices, products, and perspectives using the target language as a medium
- 5.2 **Speech Communities** - Students will recognize and summarize aspects of language variation that they have encountered, including dialects, regiolects, idiolects, register, domain, and other forms of language used in different times, places, and by different groups of people.
- 2.3 (2nd semester German): Embracing the many ways in which people throughout the world speak German and the various accents they have. Acknowledging that their German pronunciation is a good German pronunciation. Understanding of the ways in which perpetuating a “proper” German accent can undergird white supremacy and social/class structures.
- 5.2 Acquire the necessary vocabulary and structures to discuss themes in contemporary society meaningful to you and to German-speaking communities (e.g. sustainability and climate change, identity and belonging, minoritized cultures, family and social structures, working through problematic histories)
- 5.2 **Learning in Community:** Learning Outcome: Students appreciate the shared knowledge and skills of the German-speaking community on campus and build friendships with other German learners. Assessment: collaborative projects; course reflection
- 5.2 **Language Learning:** Learning Outcome: Acquire the necessary vocabulary and structures to discuss themes in contemporary society meaningful to you and to German-speaking communities (e.g. sustainability and climate change, identity and belonging, minoritized cultures, family and social structures, working through problematic histories)
- 5.2 Students will take risk in their language use, focusing on communication rather than “correct use of language”
- 5.2 Awareness of their own language proficiency in relation to their goals/desired proficiency
- “Students will identify elements of different genres and different-sized units of discourse; reflect on the norms and institutions of writing in their discipline; analyze them in detail; apply the analyses to their own written work and writing style”

Extending, Advancing, Becoming in Language

- 5.2 Students move away from the structured readings and interactions with authentic texts to more independent work
 - 5.2 Students can reflect on and articulate their own positionalities as students in a (North American) academic institution, in relation to German-language-learning and German-speaking cultures.
 - 5.2 Students can use the language creatively in order to interact with the community outside of the classroom - e.g. through music, theater, community service, etc.
 - 5.2 Students are able to dive into and discuss topics of their own interest, positioning themselves within the multilingual environment they are in.
 - 5.2 To develop and articulate one's identity and competence(s) as a bi- /multilingual person.
 - 5.2 Students can critically interrogate notions of "Germanness," "German language," and "German culture"
- Vertiefung, Verfestigung, Verbreiterung,
Vorbereitung auf Verfeinerung oder
Spezialisierung

Argumentation

- 5.2 Describe an issue to be able to state their own opinion and summarize the opinions of others. This allows students to see how their opinion positions among others in the classroom, campus and community levels.
- 5.2 Compare differences in expectations and histories on a topic to summarize pros/cons in a structured way of a debated issue on campus (for us plastic straws on campus and in our city)
- 5.2 Ability to tolerate ambiguity, negotiate between multiple perspectives, and engage with differences with respect and curiosity.
- 5.2 **Metacognition** - Students will reflect on their learning experiences to date, assess the progress they have made, explain the

abilities or knowledge from the past they want to revisit or strengthen and articulate their language goals going forward.

- 5.3 Outcome: engage in enough depth in a particular area or nexus of areas (beyond survey knowledge) to feel (and impart to others) excitement about why this area/topic matters.
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- "Students will explore a wide range of historical epochs and their cultural productions, including grappling with voices and populations who have been systematically excluded from or erased in those cultural productions"?
- Can be for either Adv. Undergrad or Grad, as is relatively generic (with intention):
"Students will conceptualize a thesis based on the texts discussed in class to create actionable argument-development for their final project (can be in a media or textual format)"

Assessments and Assignments

- 5.2 Speaking Assessment: a longer conversation at the end of the semester based on a portfolio project that showcases each student's best work. Students choose from a list of 12-15 topics relevant to the course and create artifacts for their portfolio (the aim is 10 artifacts). Using these artifacts, the final exam / last speaking assessment of the semester is conducted.
- 2.2 Students will choose three things they want to learn next, based on their recent learning experiences. They will explain why, for example a context where they were missing the language to express (output) a meaning they wanted to or understand language they

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- encountered (input), and what they did in that moment to react to the situation.
- 5.1 have students write down their expectations at the beginning of the semester (what do I want to learn, what am I good at/need help with) and then have them do the same at the end, then compare and comment/analyze that
- 5.1 Have students write a short blurb about another student. What have you learned about one of your classmates based on your interactions with them in this class?
- 5.1 (From Maggie Rosenau): Contemplate an issue concerning current German culture about which you knew little or nothing coming into this course. You can also unpack a quote from a reading or video from this class that impacted you, and that you will take with you after this class has ended. Give an assessment (your reaction) to that issue that has impressed (either positively or negatively) about Germany and the culture of its people. Describe your reaction to that issue. How can what you have learned be applied toward developing a more open view in discovering and accepting information about cultures outside of your own? Focus on demonstrating how you have developed a deeper sense of open-mindedness.
- 5.1 Centers first year/first gen/ undergrad students, inspired by the “where do you know from” exercise from Eugenia Zuroski in combination with the Identitätsdiagramm activity from Magda Tarnawaska Senel in Diversity & Decolonization in German Studies: Students recognize/identify and describe how their various identities are a resource for and contribute to collective knowledge making in the classroom
- 5.1 <https://maifeminism.com/where-do-you-know-from-an-exercise-in-placing-ourselves-together-in-the-classroom/>
- “Where do you know from” workshop:
https://www.youtube.com/watch?v=tvioMFs4GYs&ab_channel=UniversityofMarylandDepartmentofEnglish
- 5.2 Answer the question: What does it feel like to be in the middle of a journey? What does becoming feel like?
- 5.2 Develop a self-care Sinnespfad (Amanda Sheffer)
- 6.3 Develop space for silence, solitude and introversion, space to notice themselves: anti-assessment
- 5.3 Develop collaborative notetaking plan via Perusal
- 6.1 Assignments that incorporate wellness (from Amanda Sheffer and Monica Mulholland): take a walk around the block and describe sounds, perceptions, feelings that you encounter (in German)
- 6.1 Assigning YouTube Yoga videos in German as “alternatives” to more traditional homework (Cynthia Porter)
- 5.1 2nd and 3rd semester, from Chantelle: „In kleinen Gruppen (max. 4 Studierende) werden Sie einen Aspekt der kulturellen, politischen, oder wirtschaftlichen Standortbestimmung deutschsprachiger Kulturen erforschen und in der Form einer Digital Story im Unterricht präsentieren.
- 5.1 Wählen Sie **ein Thema aus den deutschsprachigen Kulturen**, das wir dieses Semester besprochen haben (Tabelle siehe unten) und eine **Perspektive** aus der rechten Spalte der Tabelle. Das wird der Fokus Ihres Projekts.”
- 5.1 From Britt: Can be submitted in writing or as audio file or video clip. What things are going well for you? What parts of the course are you feeling confident about? Why? How do you work on German between classes? Describe your process. What strategies are you using to help learn the course material? What seems to work well? What changes might you want to make?

What aspects of the course are going less well for you? Why? What could you do to address these challenges?
What do you want to do differently in the next Einheit?
What do you like best about the course and/or your work in the course so far?
What do you like least? Why?
How do you feel you are doing in the course overall so far? Why? What grade would you give yourself for your work on this Einheit? Why?

5.1 Juliane S.: First-trimester German course thinkings of me (Juliane S.) and my colleagues in this regard:
<https://www.carleton.edu/german/critical-german-studies/news/beginning-language-complex-topics-german-101/> and here the syllabus with it (esp. assignments section) <https://germ101schickercarleton.weebly.com/assignments.html> -> we are still through-thinking all of this, but this is our “screenshot in time”

8.3 See study abroad outcomes and assessments here.

Bad outcomes that we don't want

- 1.3 Producing “native” speakers
- 3.2 “Students will demonstrate the ability to write correctly, employing appropriate conventions of grammar, usage, and mechanics.”
- 3.2 The promise of students attaining “global citizenship”
- 5.3 “Drive-by approach to teaching” (C. Porter, 2023)
- 8.X Exhaustion without replenishment; anxiety at the amount of things we can do together