

Form E-1-A for Boston College Departments/Programs

German Studies: Literature Core, 2024

[GERM1066: The Quest for Justice: Kafka and Kleist (Freudenburg) – not currently offered]

Gained deeper insight into the ways in which Western cultures, especially German-speaking ones, have framed and challenged different mechanisms of self-understanding, be it through the concept of justice, modernity, madness, etc.

Engaged in critical inquiry and reflected meaningfully on alternative ways of looking at the world through literature, together with their peers and course instructor

Been introduced to (or further developed) the disciplinary practices of literary study, including close reading, textual analysis, critical thought, and the practice of writing

Been afforded the opportunity to identify the linguistic and formal satisfactions of literary art, especially of German-language literature since 1800

Specific learning outcomes for Arts Core courses taught in the German Studies program have been developed in consultation with the individual instructors and department faculty as well as with the Center for Teaching Excellence and Core office staff. While specific learning outcomes do



**2) Where are these learning outcomes published? Be specific.**

Learning outcomes for German Studies Literature Core, Arts Core, and EDJ courses are published on course syllabi, which are distributed to students, posted to each course's Canvas site, and included in the university's syllabus database for access by members of the Boston College community. Further, general learning outcomes for German Studies Literature Core courses are published on our department website (ESGS / About / Learning Outcomes) [here](#).

**3) Other than GPA, what data/evidence is used to determine whether (o)2 phuenes hanve nche ee**

the first three questions was 5, and the final question had a median of 4 and a mode of both 5 and 4.)

We also aim to meet with Jess Greene during the upcoming academic year to discuss other ways we can assess student progress and improve our own courses and assessments.

#### **4) Who interprets the evidence? What is the process?**

Instructors interpret course-level assignments to evaluate whether students are on track to achieve course learning outcomes. Representative samples of student work are maintained in the instructors' files. Randomized examples of the large-scale, capstone-like final projects (from GERM1701 and SOCY1710, and UNAS1721 and HIST1728) have been submitted to the Office of the Core for evaluation, along with instructor comments. Course evaluations, furthermore, are interpreted both by the instructor and the department chair, and survey results are shared and interpreted by program faculty. In the case of these particular surveys of Core courses, data are also shared with the Core Program officers. Recommendations for changes in curriculum or assignments are made in consultation with department colleagues on a two-year cycle (the cycle on which these courses are typically given) at departmental meetings.

#### **5) What changes have been made as a result of using the data/evidence?**

After our new Literature Core course was launched in Spring 2016 and Fall 2017 (GERM2221/FREN3315/ENGL2210), the instructor redesigned the course with Prof. Stephen Pfohl of the Sociology Department in order to offer an Enduring Questions seminar as part of Core Renewal. That new course, GERM1701, has been offered in Spring 2019 and Spring 2024, nsd2 (p)-26 ( 2)1 qu (ti)s (n)16 (s)1o.9 (g)40 Tw ( )Tj0.03 Tc 8.0

As a result of prior assignments and surveys, however, learning outcomes for each Core course offered have been articulated more concretely and precisely, and assessments better scaffolded to prepare and guide