

Chronology of curriculum reform in the German Studies Department at Emory University, 2007-2009

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 first-year 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 second- and third-year German in light of thematic focus of first-year German

Summer 2008:

- Finalization of unit plans, lesson plans, assessment events for first-year 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 first-year 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 second- and third-year German in light of genre-based trajectory
 - o Initial agreement on topical framing / focus of level for second- and third-year German (second year: Topography of German Identity; third year: *Süße Pein*: Cultural portrayals of love & hate)

Spring 2009

- Piloting of first-year 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

- Course enhancements planned for summer 2009
- Initial text selection and thematic configuration of second- and third-year courses
 - Second-year course to follow a reverse chronological approach and focus in its examination of German cultural history and German national identity
 - Third-year 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:
 - Presentation of completed first-year course
 - Decision to implement hybrid versions of second- and third-year courses in light of limited time over the summer to develop either course fully
 - Discussion of upper-level courses, possible configurations, and progression

Summer 2009

- Enhancement of first-year course based on teacher and student feedback
- Initial work on developing second- and third-year courses

Fall 2009

- Start-of-semester faculty meeting
 - Discussion of plans for second- and third-year courses
 - Discussion of upper-level course offerings and possible trajectory
- Implementation of slightly revised first-year course
- Implementation of hybrid versions of second- and third-year courses
 - Weekly meetings of second-year instructors; topic of national identity reconsidered
- Discussion in third-year sub-committee about progression and trajectory in upper-level courses:
 - Decision to think of upper-level courses in terms of three levels (courses numbered 300-321; courses numbered 322-399; and courses numbered 400 and above)
 - 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 third-year course, *Süße Pein*