

Curricular Reform in Action: A Report from the Departmental Trenches

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Outline of presentation

- A Chair's perspective on curricular reform (Peter Höyng)
- A process for curricular integration (Hiram Maxim)
- Revised first-year German (Marianne Lancaster)
- Continuing the reform into upper-level instruction (Hiram Maxim)
- Q & A



A Chair's Perspective on Curricular Reform

- Awareness of institutional setting
- Acknowledgement of need for change
- Establishment of departmental consensus regarding plan of action
- Creation of a narrative for different constituents



A Process for Curricular Integration

1. Discussion and approval of theoretical framework for curricular integration
2. Establishment of timeline for reform and assignment of departmental roles
3. Development of materials
 - Ongoing discussion and enhancement of framework, process, materials, roles, timeline



1. Framework for Curricular Integration

- Why curricular integration?
 - Addresses problematic “two-tiered” departmental structure
 - Acknowledges centrality of meaning making for language learning
 - Supports learners’ long-term and non-linear language development toward advancedness
 - Creates departmental identity and fosters departmental collaboration
 - Reaffirms centrality of FL education for humanistic education
- How to integrate language and content? → Through texts/genres!
 - The carriers of content,
 - Vehicles for instruction,
 - Models of contextualized language use,
 - Basis for cultural inquiry.



How to Sequence Texts to Support Language Development

(Coffin, 2006)

1. “Recording genres”: Recounting, reporting, and narrating chronological events (e.g., autobiographical recount, historical recount)
2. “Explaining genres”: Presenting and explaining factors and consequences of non-chronological events (e.g., factorial explanation, consequential explanation)
3. “Arguing genres”: Taking a stance and arguing an issue (e.g., exposition, discussion, challenge)

How to Map Content onto Text-oriented Sequencing

1. Identify content areas whose primary textual representations exemplify the type of discursive activity targeted for a specific level
2. Identify texts to deliver that content
3. Identify predominant language features in those texts to emphasize in instruction
4. Select particular textual genres to model language use and to serve as basis for textual reproduction



2. Departmental Timeline & Duties

- Formation of level-specific sub-committees
- Dept Meetings/Workshops on curricular reform
- Revision of year-long courses
- Piloting of revised courses
- Enhancement of revised courses

Begun spring 2008 ...



Emory German Studies

- First year
 - *Wer ich bin*: Exploring self-identity in the German-speaking world through different roles that young adults assume in society (e.g., student, hobbyist, consumer, traveler, family member, citizen) → Recounting the immediate world
- Second year
 - *Erwachsenwerden*: Personal stories of coming of age through the ages in the German-speaking world (e.g., the role that nature, love, war, family, education, travel have on coming of age) → Recounting and explaining events in time and place
- Third year
 - *Süße Pein*: An examination of the tensions and dichotomies inherent in the literary portrayal of love at different points in German-language cultural production (e.g., courtly love, motherly love, unrequited love, spiritual love) → Explaining events and issues
- Fourth year
 - The exploration of major cultural and existential questions in the German-speaking world (e.g., notions of space, intimacy, Romanticism, terrorism, modernism) → Giving evidence to support and argue an issue



Overview of First-year German: *Wer ich bin*

- Six thematic units focusing on societal roles that affect one's identity formation (student, hobbyist, family member, consumer, traveler, citizen)
- Materials & course components
 - Course syllabus
 - Detailed assignment sheets ("*Kursplan*") and statement of unit goals for each unit
 - *DEUTSCH NA KLAR*, 5th edition – grammar explanations, exercises, online quizzes
 - Supplemental reader and text-specific worksheets
 - Theme-based semantic fields ("*Wortfeld*")
 - Two-draft writing assignments after each unit
 - 50-minute tests after each unit
 - Mid-term and final speaking events



Unit 2 of First-year German: *Hobbyist/in*

- Talking about oneself as someone who has interests and pursuits beyond the classroom
 - Freizeitaktivitäten
 - Wandern
 - Sportliche Interessen
 - Fußball, Sportfan, Vereine
 - Politische Interessen
 - Globale Probleme
 - Berufliche Interessen
 - Jobben, Einkaufen, Berufe
- Grammar
 - Dative case
 - Prepositions
 - Subordinating conjunctions
 - Modal verbs



One Day in *Hobbyist/in* Unit: *Jobben und Einkaufen*

Im Forum	Anknüpfen an Vorstunde: Abendliche Interessen <u>Besprechen</u> der Vorbereitung: Verkehrsmittel	Was machen Sie? Wohin gehen Sie? (Vorbereitet in HA) Wie kommen Sie dahin? Welche Verkehrsmittel gibt es? Welche nehmen Sie?
Partnergespräch	Minidialog	A. Heute abend möchte ich _____gehen. B. Wie kommst du dahin? A. Ich nehme + Akk./ fahre mit+ Dativ.
Forum	Überleitung: Das kostet alles Geld	Wie bekommen junge Leute Geld?
Fragen zuerst zum Text, dann an die Studenten, dann in Partnerarbeit	Text "Schwitzen fürs Image" lautlesen und besprechen in Abschnitten. (Tafelanschrieb: Dativformen, wenn nötig)	Was gefällt den Schülern im Text? Was ist ihnen wichtig? (Dativ Pronomen) Gefällt Ihnen auch teure Kleidung? Welche Kleidung steht Ihnen?
Forum	Schwitzen AB u. Schreibaufgabe: E-mail an Wiener StudentIn	



Continuing the Reform into Upper-level Instruction

- Second-year German: *Erwachsenwerden*
 - Discursive focus: (Re)constructing and explaining sequences of events in time
 - Revisit themes from 101-102 from different perspective (family, education, travel)
 - Introduce new themes to anticipate next levels (love, war, nature)
- Third-year German: *Süße Pein*
 - Discursive focus: Recounting and explaining factors and consequences of cultural/literary phenomena
 - From plot summary to character analysis to textual analysis
 - Expand exploration of theme “love” introduced in 202
- Fourth-year German
 - Discursive focus: Explaining and arguing cultural issues
 - Investigate public discussions of culturally significant themes



Work remaining

- Implementation of 3rd and 4th year courses
- Assessment of learner outcomes
- Development of curriculum-dependent placement exam
- Integration of study abroad programs into curriculum



Thank you

Additional information and materials
available at

[http://userwww.service.emory.edu/~hmaxim/
projects.html](http://userwww.service.emory.edu/~hmaxim/projects.html)

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