

GER 354: German Gender Studies

Generously shared with colleagues by Professor Susan Anderson

Critical Thinking

Students will develop the skills and habits of mind necessary for the comprehensive exploration of issues, ideas, artifacts, and events in the evaluation and formulation of opinions and conclusions. Critical thinking requires students to question critically, think logically and reason effectively in the context of discipline-specific methodologies.

Course will engage students in developing at least half of the following:

1. Explanation of issues, assumptions, or hypotheses.
2. Using relevant and credible evidence, information, or hypotheses to describe, investigate or analyze a situation, or draw a conclusion.
3. Facility with methods of reasoning appropriate to the discipline (such as inductive, deductive, scientific, or esthetic reasoning, or statistical inference).
4. Modeling: capturing the essentials of a situation in language or symbolism suitable for deriving conclusions about it.
5. Influence of context and assumptions.
6. Logical conclusions and related outcomes (implications and consequences).

Which criterion? (must address 3 of 6)	Please describe how this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please provide specific examples of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)
1,2	Comments on Canvas show hypotheses about assignments or explanations of main ideas. Questions on quizzes ask for explanations of or logical conclusions drawn from texts and films. To help students succeed: Read assigned texts and view assigned films. Film viewing includes completing a worksheet to be used as basis for discussion in class.
2,3,4,6	Presentations to class and final paper show students can use aesthetic/interpretive and deductive reasoning, textual/cinematic evidence. The final paper shows that they can describe, analyze, and draw informed, logical conclusions from a comparison of two texts, films, or text and film and that they can articulate implications of their conclusion. To help students succeed: Conduct research on presentation and paper topics and connect topic to secondary and theoretical material and issues addressed in class. For the final paper, students first submit an abstract to help them develop their argument and evidence.
5	In-classroom discussions of the ways gender shapes the representation of revolutionary characters in literature, film, and art; in student presentations and the final paper.

	To help students succeed: Readings on the stories and films that focus on gender as well as theoretical essays on feminist approaches to film and scholarly sources for the paper and presentations.
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Written Communication

Through iterative experiences across the curriculum, students will develop the capacity to develop and express ideas in writing, to work in different genres and styles, work with different writing technologies, and mix texts, data, and images to effectively communicate to different audiences.

Course will engage students in developing at least half of the following:

1. Context of and purpose for writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).
2. Content development.
3. Genre and disciplinary conventions: formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.
4. Sources and evidence.
5. Control of syntax and mechanics.

Which criterion? (must address 3 of 5)	Please describe <i>how</i> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please <i>provide specific examples</i> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)
1,2,3	<p>Through Canvas comments, powerpoint presentations, and final papers students will show their understanding of the different purposes and readerships of these tasks. The Canvas assignments require no research and are more informal while the presentation slides and final paper require research. The final paper should correspond to expectations for academic research papers.</p> <p>To help students succeed: Read assigned texts and view assigned films or artwork and photographs. Complete worksheets on films and art/photography. Use online resource for MLA style.</p>
4,5	<p>Both the presentation slides and the research paper require a list of sources cited, including sources for images. Students submit their slides to the instructor the evening before the presentation for feedback and revise accordingly, including revising syntax and mechanics. The final paper should con-form to standards of academic research papers, including for style and grammar.</p> <p>To help students succeed: Students submit an abstract for the final paper and receive feedback before writing the paper. Students conduct research for presentations and papers and consult with instructor about appropriate sources. Students are encouraged to discuss abstract and feedback with instructor. Students are advised to proofread paper for sense, logic, sources, syntax, and grammar.</p>