

German 01:470:358 "Expressionism, Dada, Surrealism"

Methods of assessment

The standard Core Curriculum rubrics will be used to assess the Arts and Humanities goals AH o and AH p:

AH o. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

AH p. Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.

- Course and core goals will be assessed on the basis of student's fulfillment of course requirements (discussion blog entries, group presentation, midterm exam, and 3 essays) – for more details please see the syllabus and assignments below.
- Extensive written comments, including specific suggestions for improving critical reading and writing skills will be given to students after each written assignment, and these should help them understand their progress toward core goals. If a student needs help in learning how to formulate a thesis statement, how to structure an argument, or how to incorporate her/his material into a critical analysis, the instructor will provide constructive feedback designed to help the student understand how to improve her/his work with respect to this goal. The instructor also will be available to meet with students on an individual basis to discuss their progress throughout the semester. In a final paper workshop at the end of the semester each student (given that the size of the class allows this) will present his/her thesis and also submit a ½ page abstract to the instructor.
- Self-reflection, self-assessment, and critical thinking are stimulated by critically and independently responding to at least one discussion post for each primary reading. Students give (to other students) and receive (from other students) regular feedback on the quality of their work.

- Assessment for the discussion blog entries on the basis of the rubrics copied below (see Assignment #2). Assessment for the written work (response essays and final paper, see Assignment #1) will be undertaken on the basis of the SAS Core Curriculum Generic Rubrics copied below.

Sample assignment #1: Response Essays and Final Essay

- Essay assignments test students' ability to identify and assess critically the specific literary and artistic traditions of modernism and the avant-garde – mainly from the European tradition but with a comparative outlook on the American neo-avant-garde at the end of the semester. They will learn to understand in what way a particular formal or aesthetic concept relates to the social, political and cultural contexts of its time. For each essay, students are asked to formulate their own thesis statement and to support it by using evidence from the assigned readings.
- These essays will require that students substantiate their claims systematically by citing and engaging with specific passages from the relevant texts, or by describing a particular artwork. Students will learn to develop arguments that are clearly structured, that provide evidence for their claims, and that engage with nuances of the issues at stake. In doing so, these assignments are designed to test:
 - general writing and communication skills, including students' ability to organize and communicate complex ideas effectively;
 - the ability to employ critically the terminology and various theoretical approaches (drawn from gender studies, psychoanalysis, and history) to modernist and vanguard artworks; and
 - students' skills in synthesizing information from various sources. For instance, students might be asked to apply Freudian psychoanalytic theory, Georg Simmel's concept of distraction, or Walter Benjamin's reflection on dwelling to their analysis of a specific text or image. They will also be encouraged to compare different modalities of what could be regarded as vanguard with each other and extrapolate their ideological underpinning, i.e. in regard to Italian futurism. The underlying red thread through the various concepts, theories, and aesthetic principle will be the experience of crisis and destruction (in

regard to language, the subject, and society) and the figures of revolution and renewal, which affect in one way or the other any manifestation of a modernist or vanguard work of art.

Examples of essay prompts:

- Format: 5 pages for each response essay, 10-12pp. for the final essay, typed and double-spaced, Times or Times New Roman font (12 point), 1" margins, submitted as MS word documents or docx. Please title your file beginning with your last name, then first name, e.g. [DoeJaneExam1].
- Focusing on one of the texts that we have examined in class since the due date for the last paper assignment, address the following:
 - Explain Freud's notion of "dreams" in its relevance for modernist or vanguard aesthetic form. Apply Freud's dream interpretation to individual poems and paintings and explain how in what way this new consideration of the unconscious affects literary or artistic form and contents.
 - Identify and discuss the cinematic devices of framing, montage, and close up in the film *The Cabinet of Doctor Caligary* and compare these cinematic devices with the way in which a literary narrative uses them.
 - In a comparative analysis, determine the differences in the depiction of "crisis" in Edvard Munch's Expressionist painting *The Scream*, in Hugo Ball's sound poems, and in John Heartfield's use of photomontage.
 - Indicate briefly but succinctly how the formal and thematic features of a text, an image or a film relate it to one or more other works that we have considered. Consider and explain both similarities and differences.
- The topic for the final essay will be chosen and formulated by the student but under close supervision of the instructor: The final paper should (a) expand one of the three response essays by expanding textual evidence, citation, outside sources, etc.; (b) engage in at least one close reading of a selected passage in a film or literary text.
- The final essay should be the students' own work—it is not permitted to make use of discussion board posts from other students. If enrollment numbers permits there will be a final term paper workshop at the one sessions of

this class in which students present their final paper topic and receive feedback from peers and the instructor. Prior to this workshop students are required to submit a half-page outline of the paper, which will either be discussed in class or commented by the instructor (depending on enrollment numbers).

- Pointers for a successful response paper: see the attached document.

Assessment Rubric for Response Essays: The degree of student achievement of Core goals will be reported using the CRC assessment reporting form.

ASSESSMENT RUBRICS

Goal AH o - Student is able to: Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	<p>Clearly and correctly identifies philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production central to the course.</p> <p>Engages in sophisticated critical analysis of same indicating a deep understanding of the key elements and the ability to identify strengths and weaknesses in the arguments and/or theories.</p> <p>Elements and implications of the issues and analyses are effectively, accurately, and persuasively presented.</p>	<p>Clearly and correctly identifies philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production relevant to the course.</p> <p>Develops critical analysis of same that effectively presents the relevant arguments and/or theories.</p> <p>The discussion is fluent and correct; any errors are incidental, not affecting the presentation or argument significantly.</p>	<p>Identifies philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production of some relevance to the course.</p> <p>Attempts analysis of at least one philosophical or other theoretical issue although the presentation of the relevant arguments and/or theories is not always clear or convincing. Nonetheless, indicates effort to draw critical conclusions that are essentially on the mark.</p> <p>Factual and/or theoretical errors</p>	<p>Fails to identify philosophical or other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production beyond a cursory mention or identifies ones not related to the course.</p> <p>Fails to analyze or critique the philosophical or theoretical issue or to identify elements of a critique; makes unsubstantiated assertions or substitutes opinion for analysis.</p> <p>Significant factual and/or theoretical</p>

			detract from the presentation.	errors; presentation is confused, inaccurate, and/or seriously underdeveloped.
--	--	--	--------------------------------	--

Goal AH p – Student is able to: Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	<p>Analyzes both major and minor elements of works of art or literature in a discussion relevant to the focus of the course.</p> <p>Provides a sophisticated critical analysis and assessment of the relationship between the work(s) and specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course. For example, where pertinent, provides a sophisticated analysis of the relationship between the work and personal and professional</p>	<p>Identifies and effectively describes the major elements of one or more works of art or literature, relevant to the course.</p> <p>Provides some analyzes of the relationship between the work(s) and specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course. For example, where pertinent, demonstrates a solid grasp of the relationship between the work and personal and professional</p>	<p>Identifies key elements of at least one work of art or literature that is relevant to the course.</p> <p>Attempts to provide some analyzes of the relationship between the work(s) and specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course, but the discussion is not fully developed and/or contains some errors of description, fact, or interpretation that weaken the analysis. For example, makes only minor (or flawed) attempts to</p>	<p>Fails to clearly identify elements of at least one work of art or literature relevant to the course.</p> <p>Does not place the work(s) in a context of specific histories, values, languages, cultures, and/or technologies as appropriate to the course. Errors of description, fact or interpretation are significant. For example, fails to identify relationships between the work and personal and professional histories; identifiable trends, movements and/or events to which the artists/authors</p>

	<p>histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time.</p> <p>Analysis is effectively, accurately, and persuasively presented. Strengths and weaknesses of varying accounts are identified and evaluated.</p>	<p>histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time.</p> <p>Analysis is generally effectively, accurately, and persuasively presented, with some minor errors and/or oversights. Strengths and weaknesses of varying accounts are identified.</p>	<p>identify relationships between the work and personal and professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time.</p> <p>Analysis is weak with significant errors in facts, interpretations, or reasoning. Does not identify strengths and weaknesses of contending accounts.</p>	<p>respond(ed); and varying interpretations of the work by different audiences over time, or does so incorrectly.</p> <p>Analysis is absent. Relies on opinion or makes unsubstantiated assertions. Contains significant errors in facts, interpretations, or reasoning. Shows little awareness of strengths and weaknesses of contending accounts.</p>
--	---	---	--	---

Goal AH p – Student is able to: Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	<p>Analyzes both major and minor elements of works of art or literature in a discussion relevant to the focus of the course.</p> <p>Provides a sophisticated critical analysis and</p>	<p>Identifies and effectively describes the major elements of one or more works of art or literature, relevant to the course.</p> <p>Provides some analyzes of the relationship between</p>	<p>Identifies key elements of at least one work of art or literature that is relevant to the course.</p> <p>Attempts to provide some analyzes of the relationship between the work(s) and</p>	<p>Fails to clearly identify elements of at least one work of art or literature relevant to the course.</p> <p>Does not place the work(s) in a context of specific histories, values,</p>

	<p>assessment of the relationship between the work(s) and specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course. For example, where pertinent, provides a sophisticated analysis of the relationship between the work and personal and professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time.</p> <p>Analysis is effectively, accurately, and persuasively presented. Strengths and weaknesses of varying accounts are identified and evaluated.</p>	<p>the work(s) and specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course. For example, where pertinent, demonstrates a solid grasp of the relationship between the work and personal and professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time.</p> <p>Analysis is generally effectively, accurately, and persuasively presented, with some minor errors and/or oversights. Strengths and weaknesses of varying accounts are identified.</p>	<p>specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course, but the discussion is not fully developed and/or contains some errors of description, fact, or interpretation that weaken the analysis. For example, makes only minor (or flawed) attempts to identify relationships between the work and personal and professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time.</p> <p>Analysis is weak with significant errors in facts, interpretations, or reasoning. Does not identify strengths and weaknesses of contending accounts.</p>	<p>languages, cultures, and/or technologies as appropriate to the course. Errors of description, fact or interpretation are significant. For example, fails to identify relationships between the work and personal and professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); and varying interpretations of the work by different audiences over time, or does so incorrectly.</p> <p>Analysis is absent. Relies on opinion or makes unsubstantiated assertions. Contains significant errors in facts, interpretations, or reasoning. Shows little awareness of strengths and weaknesses of contending accounts.</p>
--	---	---	--	--

WC d goal t - Student is able to: Communicate effectively in modes appropriate to a discipline or area of inquiry.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	<p>Addresses topic(s) at an advanced, professional level; discussion is lucid, well-argued, and effectively presented.</p> <p>Employs relevant discipline-specific format and terminology with precision, accuracy and purpose. Complex or obscure terms and/or concepts are well-defined and appropriate to the level of analysis.</p>	<p>Addresses topic(s) soundly and effectively; discussion is persuasive, though it could be developed further. Minor flaws that do not significantly impede overall effectiveness of presentation.</p> <p>Employs relevant discipline-specific format and terminology effectively. Terms and concepts are generally defined and appropriate to the analysis.</p>	<p>Addresses topic, but discussion is unoriginal and confusing. Numerous and/or significant flaws that impede effectiveness of presentation.</p> <p>Attempts to use discipline-specific format and terminology effectively but does not fully meet professional norms in the area of study.</p>	<p>Does not address topic, or does so in a way that is uninformative, inaccurate, and/or misleading. Presentation is confusing and contains numerous errors.</p> <p>Fails to use (or uses inappropriate) discipline-specific format and terminology; fails to meet professional norms in the area of study.</p>
WC d goal u - Student is able to: Evaluate and critically assess sources and use the conventions of attribution and citation correctly.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)

	<p>Demonstrates a sophisticated ability to access appropriate sources/data and critically assess their authority, reliability, credibility, and/or bias and the credentials of the authors(s) and publisher(s) – electronic or otherwise.</p> <p>Cites a comprehensive range of relevant and appropriate sources, and applies appropriate conventions for attribution and citation accurately.</p>	<p>Demonstrates ability to access appropriate sources/data and critically assess their authority, reliability, credibility, and/or bias and the credentials of the authors(s) and publisher(s) – electronic or otherwise.</p> <p>Cites some relevant sources, though not all clearly connected to the argument. Applies appropriate conventions for attribution and citation, with perhaps a few technical mistakes (misplaces punctuation, etc.)</p>	<p>Demonstrates some ability, with notable gaps, to access appropriate sources/data and critically assess their authority, reliability, credibility, and/or bias and the credentials of the authors(s) and publisher(s) – electronic or otherwise.</p> <p>Cites a limited number of sources, not all relevant. Notable errors in applying appropriate conventions for attribution and citation.</p>	<p>Demonstrates little, or significantly underdeveloped, ability to access appropriate sources/data and critically assess their authority, reliability, credibility, and/or bias and the credentials of the authors(s) and publisher(s) – electronic or otherwise.</p> <p>Sources, if cited at all, are irrelevant to the topic or discipline, and/or inaccurately characterized. Fails to apply appropriate conventions for citation & attribution.*</p>
--	--	---	---	---