



Provost and Vice President for Academic Affairs

May 27, 2010

Dr. Linda M. Noble
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble and Awards Selection Committee:

It is my great pleasure to nominate Dr. Sabine Smith, Associate Professor of German at Kennesaw State University (KSU), for the 2011 Excellence in Teaching Award. Dr. Smith is an outstanding teacher, combining scholarly teaching, a deep dedication to mentoring, and a commitment to the scholarship of teaching and learning.

When Dr. Smith started at KSU in 1999, our German Studies program did not exist. Through a combination of innovative teaching, organization of innovative co-curricular programs, and her personal dedication, has tripled since 1999. During much of that period of growth, Dr. Smith was our only full-time German faculty member, which means that the growth is largely attributable to her effectiveness as a teacher. Obviously, if a student had a bad experience in a beginning level German class, they would be unlikely to continue since German is not a required language.

As you will note in her narrative and documentation, Dr. Smith has developed a number of innovative techniques to not only assist her students in learning the German language, but also to gain a deeper appreciation of German culture. In order to accomplish this she uses film, service learning, and innovative assignments to increase both an understanding of culture and the importance of foreign language education in a global society. As is evidenced by the comments in Dr. Smith's documentation, not only do students respond highly positively to the assignments, faculty colleagues also note their innovative nature and success.

Dr. Smith is also active in disseminating her innovative approaches through professional publications and presentations. Her research addresses the development and implementation of study abroad programs and the use of service learning in advancing foreign language education.

Dr. Smith is a role model for teaching excellence. Her outstanding teaching was recognized at the campus level in 2009 when her colleagues selected her as the KSU Foundation Distinguished Teaching Award recipient.

Sincerely,

Lendley C. Black
Provost and Vice President for Academic Affairs

Sabine H. Smith, Ph.D.
Associate Professor of German
Department of Foreign Languages
Kennesaw State University

ACADEMIC DEGREES:

1. Ph.D. in German, with a Designated Emphasis in Feminist Theory and Research, Department of German, University of California at Davis (1996).
2. M.A. in American Studies, with Minors in German and Spanish Studies, Johannes-Gutenberg Universität, Mainz, Germany (1989).

RECENT ACADEMIC APPOINTMENTS :

1. Associate Professor of German, Fall 2004 - present. Supervision of all aspects of the KSU German Studies program. Approval of KSU German Studies Major 2007-2009.
2. Assistant Professor of German, 8/99-6/04. Supervision of all aspects of the KSU German Studies program. Approval of KSU Minor in German Studies 1999-2000.

TEACHING EXPERIENCE & CURRICULUM DEVELOPMENT, KSU:

1. GRMN 1001: Introduction to German Language and Culture I
2. GRMN 1002: Introduction to German Language and Culture II
3. GRMN 2001: Intermediate German Language and Culture I
4. GRMN 2002: Intermediate German Language and Culture II
5. GRMN 3300: Introduction to Literature
6. GRMN 3302: Practical Conversation
7. GRMN 3303: Grammar and Composition
8. GRMN 3304: Literature and Culture and Institutions I
9. GRMN 3305: Literature and Culture and Institutions II
10. GRMN 3311: Survey of German Culture and Institutions II (now GRMN 3304-3005)
11. GRMN 3398: Internship in German Studies
12. GRMN 4400: Directed Study, i.e.: "Advanced Proficiency in German Language and Culture" (Sum 2003, Spr 2003, F 2002, F 2001); "Teaching German at the High School Level" (Sum 2001), "History as Memory" (F 2001), "German Culture 1945-present" (Spr 1999), "Designing a German Resources Center online" (Sum 1998), and "Readings in Contemporary German Literature"(Spr 1998, F 1998).
13. GRMN 4402: Contemporary Culture
14. GRMN 4404: Commercial German
15. GRMN 4434: Topics in Language, Literature, and Culture, i.e. "Berlin im Film" (F 2009)
16. GRMN 4490: Special Topics in German, i.e. "The Fatherland Goes Hollywood: Survey of German Film" (Spr 2003, Spr 2001), "Modern German Culture" (F 2000).
17. FL 2209: World Languages and Cultures. Delivery in diverse formats: first-year cohort (CLASS), intensive summer course, and Honor's class.
18. SA 4490: Study Abroad Special Topics, e.g. Retracing Anne Frank's Footsteps: A German Studies Perspective (Sum 2006, Sum 2007); Contextualizing the Holocaust: A German Studies Perspective (Sum 2008, Sum 2009, Sum 2010)

EXPERIENTIAL TEACHING: CO-CURRICULAR LEARNING, KSU:

1. Coordinator of service-learning curricula for German and Intercultural Competence, facilitated by KSU undergraduates at Big Shanty Elementary, 8/05-present; Kennesaw Charter, 9/09-present; KSU Summer Language Week (7/09).
2. Faculty supervisor of international opportunities for students of German and German nationals (via ICE.menlo.org, CDS/InWent; ISEP; KSU) (1999-present)

3. Coordinator of thematically focused, semester-long film series ("German-Turkish Films," "The Berlin Wall in German Cinema," "Berlin im Film," "Literature im Film") w/ monthly film screenings and discussion, KSU AY 2008-present.
4. Coordinator of German author's lecture tour (Angela Kreuz) to five GA institutions of German Studies programs w/ 150+ attendees; KSU 10/09.
5. KSU Adult Learner Program, Faculty sponsor of Positive Parenting Seminars for faculty, staff, and students KSU (3/08, 3/09, 10/09).
6. KSU German Culture week: annual, week-long celebration with lectures, workshops, and events (1999-present)

PUBLICATIONS:

1. Hoyt, Kristin, and Sabine H. Smith. "Keeping Them In While Getting Them Out" *FLAG Journal* 1:1 (Fall 2009). 15-22. (peer-reviewed, refereed online publication).
2. Smith, Sabine H. "Der Teppichporsche im Zigarettroman." *Das Fenster* 103:12 (Aug 2008). 10 (invited, non-refereed publication).
3. Smith, Sabine H. "Wenn Perfektionismus zum totalen 'Burn-Out' führt." *Das Fenster* 103:12 (Aug 2008). 14 (invited, non-refereed publication).
4. Smith, Sabine H., Hugh Hunt, and Catherine Lewis. "Following in Anne Frank's Footsteps: An Interdisciplinary Study Abroad Program." *The International Journal of the Humanities* 5:9 (Fall 2007). 61-68. (peer-reviewed, refereed online publication).
5. Smith, Sabine H. *Sexual Violence in German Culture: Rereading and Rewriting the Tradition*. Studien zum Theater, Film, Fernsehen 26. Frankfurt: Peter Lang, 1998.
6. Smith, Sabine H. "'I would have hoped for a different discussion...': An Interview with Helke Sander." *Triangulated Visions: Women in Recent German Cinema*. Ed. Ingeborg Major O'Sickey and Ingeborg von Zadow. New York: SUNY P, 1998.

Submitted and under review:

1. Robbins, Sarah, Sabine H. Smith, and Federica Santini, eds. *Bridging Cultures: International Women Faculty Transforming the U.S. Academy*. (prospectus and full manuscript submitted to various presses since 12/09).
2. Smith, Sabine H. "Staking the Ground for the 'Third Place': Fostering Intercultural Competence in Foreign Language Students at an American University" (abstract was accepted 6/09; full manuscript submitted 9/09).

RECENT WORKSHOPS AND PRESENTATIONS: AY 2008-2010

1. Peer-reviewed¹ presentation: "Service learning: Undergraduates teaching in community-based K-12 programs," w/ co-presenter Dr. Angelika Krämer (Michigan State University); Convention of the American Council on the Teaching of Foreign Languages Annual Convention (ACTFL), San Diego, CA 11/09.
2. Peer-reviewed presentation: "German For Professional Purposes: The Course Requirement 'World Languages and Cultures'"; ACTFL, San Diego, CA 11/09.
3. Peer-reviewed presentation: "Foreign Language Service-Learning as a Context for Fostering Intercultural Competence," w/ co-presenters Dr. Kristin Hoyt and Ms. Susan Crooks; ACTFL, San Diego, CA 11/09.
4. Invited presentation to faculty: "Binnendifferenzierung / Integration von verschiedenen Leistungsstufen in einen Klassenverband," German School of Atlanta annual seminar for teaching faculty, Atlanta (4/09).
5. Co-Curator of bi-lingual exhibit „*Karikatur* of Power: World War II Through Political Cartoons," w/ Dr. Catherine Lewis and undergraduate students in HIST 4428 and GRMN 3305, KSU (3/09).
6. Peer-reviewed presentation: "Assessing Undergraduate Learning Outcomes in a Community-Based Outreach Program," ACTFL, Orlando, FL 11/08.

¹ Peer-reviewed: usage here for blind review of proposal; acceptance of proposal for oral presentation at professional conference

7. Peer-reviewed presentation: 8th International Research Conference on Service-Learning and Community Engagement: "Service-Learning in Foreign Languages: Developing Students' Intercultural Competence," (Co-Presentation of Poster/Session) New Orleans 10/08.
8. Peer-reviewed workshop: 6th International Conference on Holocaust Education: "Teaching the Concept of Racism: Contextualizing Nazi Propaganda Films," International School for Holocaust Studies at Yad Vashem, Jerusalem, Israel 7/08.

RECENT HONORS AND AWARDS:

1. KSU Distinguished Teaching Award (\$ 13,000), Fall 2009; HSS Distinguished Teaching Award (\$ 200), Spring 2009.
2. Travel grant "Contextualizing Nazi Propaganda Films," Yad Vashem and KSU HSS (\$3,000), Spring 2008.
3. Grant: "Maymester Study Abroad Program," w/ Drs. C. Lewis and H. Hunt; QEP-HSS AY 07-08 (\$ 5,000).
4. PA on series of mini-grants „KSU-Big Shanty After-School Program,“ w/ Drs. Luc Guglielmi and Kristin Hoyt (approx. \$20,000) (AY 2006-2010).
5. Finalist, HSS Distinguished Service Award, KSU, Spring 2006; Community Based Learning Award, KSU Dean of Undergraduate Studies, Fall 2005.

RECENT PROFESSIONAL SERVICE:

1. Translations:
 - a. Grant proposal "Transatlantic Program" for Atlanta-based PushPush Theater ; KSU 1/10.
 - b. Poem "Die Kerze, die ich für dich entzündet habe" by Nelly Sachs – w/ Dr. Laurence Sherr (KSU) for composition "Flame Language" (2007); world premiere of "Flame Language" 9/2008; lyrics and instructions for musical score "EIMI" w/ Dr. Laurence Sherr (2007).
 - c. "Polo Ralph Lauren International Culture Audit" (transl. English-German; questionnaire for diversity assessment) (07/07).
2. Reviews:
 - a. *Kennesaw Tower* (KSU Undergraduate Journal, double-blind, peer-reviewed); reviewer of 11 research articles in German (AY 2008-present)
 - b. 8th International Research Conference on Service-Learning and Community Engagement, reviewer of three presentation proposals for annual convention in New Orleans 10/08.
3. Selected Committee Membership:
 - a. College of Humanities and Social Sciences: Intercultural Competence Team, Chair (AY 2009); Planning Task Force Ph.D. in International Conflict Management, member (AY 2008, 2009); Tenure and Promotion Task Force and Review Committee, member (AY 2004, 2005, 2006); Task Force for Promotion and Tenure Guidelines, member (AY 2002).
 - b. KSU: Honors and Awards committee, member (AY 2009); Academic search committees, member: Director of KSU CETL, (AY 2008); KSU Study Abroad Coordinator OISP (7/08). KSU CETL Faculty Learning Community, Chair: "Following in Anne Frank's Footsteps." (AY 2007); "Foreign Languages in the After-School Program" (AY 2007). Affiliate Faculty member, KSU Gender and Women's Studies Program, KSU (AY 2006); Chair of Budget committee, spring 2007. Coordinator and Site Director, Study Abroad program "Retracing Anne Frank's Footsteps/Contextualizing the Holocaust," Maymester w/ annually varied itinerary; 11/05-present.
 - c. Off-Campus: German School of Atlanta, Board member (1999-present); First Vice-President, Foreign Language Association of Georgia, FLAG, 3/05- 3/07.

Sabine H. Smith: Narrative FY 2011 Regents' Teaching Excellence Awards

In compliance with the guidelines issued by the Board of Regents, I respectfully submit this narrative in my bid to be considered for the 2011 Regents' Teaching Excellence Award. In what follows, I provide a reflective statement that includes my teaching and learning philosophy, and strategies and objectives for teaching, supervising and mentoring students and peers. I summarize my **core beliefs** as they apply in a variety of contexts, including **discipline-specific** and **interdisciplinary environments**; within **the learner-centered classroom** and in **co-curricular learning experiences**; in fostering **local and international connections**; as principles that under gird my **reflective practice of teaching**, my productive involvement in **the scholarship of teaching and learning**, and, last but not least, **student success** during and after enrollment at KSU. A set of documents that provides evidence of the tenets of my belief and practice as an educator-learner of foreign languages and cultures:

Reflective statement:

Core beliefs: My identity as teacher, mentor, and supervisor has evolved from important intersections in my personal and professional life. Having grown up in Europe, I have personally valued foreign language and culture study as a "ticket" to experiential learning and global citizenship. Both academic coursework and co-curricular education taught me not only about the "other," but also about myself; about the value of language and culture in grounding the individual; and about the opportunities we are afforded when choosing to grow from our roots to experience the "foreign" and to continually re-negotiate our linguistic and cultural identities. My life-long interest in studying my own and other cultures has led me to pursue a career in German Studies in the KSU Department of Foreign Languages (DFL) where I facilitate and seek to exemplify experiential learning and civic engagement in local and international contexts.

Professional charge, challenges, and changes: I was hired to grow the undergraduate enrollment and build the KSU German section -- at a time when increasingly more feeder schools discontinued German programs at the high school levels, and German programs at the post-secondary level were struggling to survive in view of internal and external challenges to the discipline. Given the charge, my response was two-fold: First, I initiated the disciplinary shift from German to German Studies -- in recognition of the profession's growing call for integrating language and culture studies in curricula that supplement the traditional focus on literature with interdisciplinary perspectives.¹ Secondly, in drawing on Ernest Boyer's work, I spearheaded the integration of academic coursework and co-curricular, community-based learning for students and faculty in German Studies, so that practitioners and learners would have opportunities of applying their linguistic and cultural skills outside the classroom to the benefit of local and international stakeholders.²

Under my leadership, the KSU German Studies program has expanded significantly: Student enrollment has grown consistently and exceeds significantly university-wide and national averages: with a total averaged increase of + 191.9% in KSU German Studies (Fall 1998-Spring 2010), enrollment figures compare well to KSU-wide growth in student numbers of + 70.5% (please see documentation for comparable figures in German Studies). Arguably, rising student enrollment reflects growing interest in the KSU German Studies program. Students share regularly how they appreciate the personable and constructive learning environment and the diversity of learning opportunities (please refer to sample testimonials below). The formal review and approval of the curriculum, first for the German Studies Minor (in 1999-2000) and, most recently, for the German Studies Major (2007-2009), provide also evidence of quality curriculum design and institutional support for the program. I have developed and piloted twenty courses offered to date (please see CV). I coordinate currently a team of seven instructors and am proud to foster among the German Studies

¹ Bernhard, Elizabeth, and Russell Berman. "From German 1 to German Studies 001: A Chronicle of Curricular Reform." *Die Unterrichtspraxis/Teaching German* Vol. 32, No. 1 (Spring, 1999), pp. 22-31. Denham, Scott, Irene Kakandes, and Jonathan Petropoulos, eds. *A User's Guide To German Cultural Studies*. Ann Arbor: U of Michigan P, 1997.

² Boyer, Ernest. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass, 1990.

faculty a sincere commitment to the program, effective engagement with students and colleagues, and productive involvement in curricular and co-curricular initiatives, professional service, and scholarship.

Interdisciplinary work and student benefit: Beyond my leadership role in the KSU German Studies section, I have expanded my skills repertoire by branching out into interdisciplinary work, both in the DFL and beyond. For example: In the aftermath of 09/11/2001, I developed and was honored by the approval of the interdisciplinary survey course, FL 2209 “World Languages and Cultures,” as a required course for all FL Majors in the DFL. I teach the course regularly and in varied formats. In an entirely novel approach for a course in the DFL curriculum, the class introduces students to the diversity of languages and cultures over time and space and fosters students’ professional dispositions and attainment of intercultural competence (please see the documentation section for further discussion of FL 2209 and revised strategies for content delivery and skill building based on student feedback and learning outcomes).

To enrich students’ educational experience, I have also sustained productive interdisciplinary collaborations *outside the DFL*: a particularly effective initiative has been the Maymester study abroad program “Contextualizing the Holocaust” that I have coordinated as site director and for which I teach a class annually. As the only native speaker of German, I have facilitated program planning and delivery with colleagues and students from History, Philosophy, Nursing, Communication, and German Studies since fall 2005. In accommodating varied student and faculty interest, I have adjusted the itinerary and site visits every year in time-intensive pre-trip preparation; as a result, our team has travelled to four different countries with accommodations in nine cities. To date, I have guided approximately ninety students and seven faculty peers; three students participated twice to take advantage of alternative trip opportunities, and three students, including one graduate student, selected our program as their capstone experience; six German Studies students secured competitive scholarships to help off-set program cost (please refer to the documentation for further evidence of successful interdisciplinary collaboration with respect to student learning, team/tandem-taught classes, and scholarship production).

The learner-centered classroom: While my role as “learning facilitator” is predictably synonymous with allowing the student-centered classroom to flourish, student buy-in and ownership in the learning process is carefully planned and strategically integrated, following a backward-design approach in a standards-based curriculum.³

My most effective assignments and activities accommodate diverse learning styles, and the syllabi afford students collective and individual choices. For example, students in FL 2209 value that they collectively decide whether they will have an in-class or take-home exam, and they may complete online assessments either individually or in groups.

In any course I teach, students have the option of supplementing their coursework with a portfolio and oral presentation on an experiential learning opportunity, and the resulting grade for their service-learning work replaces their lowest test score or oral presentation.

In challenging students in a competitive way (team-based and goal-oriented approaches) and in facilitating performance opportunities (via exhibitions of their work in a public space or presentations of their work to a live audience), I observe eager participation, sustained commitment to completing the task, and enhanced levels of self-confidence when engaging with the target language and culture. Such applied and hands-on activities can span the range from playing “Pictionary” with German vocabulary in a first-semester class to online blogging for peer review and process writing in other courses. Please refer to the documentation section for specific examples.

Co-curricular initiatives in the local community: Extant scholarship verifies that student learning outcomes are significantly enhanced when students expand upon in-class instruction during out-of-class time. In fostering students’ skill transfer, I provide opportunities of service learning and internships in the local community. While these co-curricular learning experiences are optional and serve a self-selecting student

³ Weimer, Maryellen. *Learner-Centered Teaching: Five Key Changes to Practice*. San Francisco: Jossey-Bass, 2002. American Council on the Teaching of Foreign Languages (ACTFL). *Standards for Foreign Language Learning in the 21st Century* 3rd ed. Lawrence, KS: American Council on the Teaching of Foreign Languages (ACTFL), 2007.

body, the positive feedback from participants has encouraged me to pursue a number of initiatives (see documentation).

The most prominent example is the student-driven after-school program at local elementary schools, an applied learning experience in which I supervise undergraduates who share course-related skills and content knowledge with children in grades 3-5. More than 130 KSU undergraduate students have signed up since the program was launched in fall 2005, and several students have served multiple times. KSU students have thus taught well above 1,100 children in schools that otherwise would not have had the opportunity of offering language and culture instruction. The successful program has spawned sustained partnerships with these public schools. I have successfully crafted a comprehensive research agenda in which I collaborate with colleagues in the DFL and student research assistants to verify student learning in a mixed-methods approach. Initial findings on the merits of the program for undergraduate learners were presented at several conferences and published in a peer-reviewed article (please see my CV).

In linking coursework to personal, professional, or civic goals, some students view their academic progress as more meaningful when it serves an applied purpose. For example: when writing a term paper with the ultimate goal of submitting it to the peer-reviewed undergraduate journal *Kennesaw Tower*, numerous of my German Studies students have accepted more readily the idea of re-writing a draft several times to produce papers of publishable quality; a number of students have expanded their research-based service-learning projects into presentations that they delivered at professional and undergraduate conferences; exemplary documentation of their work, ranging from resource websites to portfolios, has benefitted subsequent students who then emulated and even improved upon the models.

To be sure, much individual coaching and supervisory activity enters into facilitating these co-curricular initiatives. The recognition extended by providers, faculty peers, and students provides validation of my successful mentoring.

Intersections between KSU work and the global and international community: Since 1999, I have organized KSU German Culture Week annually in early October to commemorate German-American Friendship Day (October 6th) and raise awareness of German language and culture among an average audience of two hundred participants. The week-long sequence of events brings German guest speakers, films, and special exhibitions to Campus, and KSU faculty and students attend and contribute. For example: Faculty members share about their research interests and service projects, and upper-level German Studies students present on coursework to attendees who are mostly novice learners.

Furthermore, I coordinate regular weekly, monthly, and seasonal events throughout the academic year both on Campus and in the community. Since fall 2008, I have coordinated monthly film screenings and discussions to illustrate academic course content via examples from German cinematography. The series has become popular among students and has helped hone my expertise in teaching German film in a variety of classes.

My successful bid of bringing the acclaimed German authors Peter Schneider and Angela Kreuz to KSU has contributed to enriching the community. Several mini-grants funded their lectures, workshop, and teach-ins. Students and faculty commented favorably on reading and meeting foreign-born authors in class and extra-curricular encounters. Angela Kreuz' week-long lecture tour to five feeder programs in fall 2009 drew an audience of over 150 learners of German. I have taught, presented, and written on her work, and her visit represented a particularly effective opportunity of introducing practitioners and learners in the area to the author's work.

Supported by grant funding from both KSU and the prestigious International School for Holocaust at Yad Vashem in Israel, Jerusalem, I took my teaching to the international arena in 2008. Versions of the invited workshop on Nazi propaganda, were piloted at KSU and benefited afterwards audiences of high school students and local public school teachers at summer institutes in 2008 and 2009.

Reflective practice of teaching: In seeking to sustain excellence in teaching while maintaining and managing the enrollment increase and curriculum growth, I review my performance via several assessment strategies: I invite peers into my classroom and solicit their feedback; I observe junior and adjunct faculty in German Studies once a semester and provide commentary via a detailed assessment rubric; I enroll in

discipline-specific and pedagogical training opportunities and have participated in numerous interdisciplinary faculty learning communities sponsored by the KSU Center for Excellence in Teaching and Learning (CETL); to review and sharpen my skills, I team-teach the annual Maymester program and have tandem-taught with colleagues in the first-year program cohort; in my classes, I conduct routinely an anonymous mid-term student survey called "Stop, Start, Continue," and I discuss students' concerns and requests for change (please refer to the documentation for specific examples of instructional revisions).

The Scholarship of Teaching and Learning (SoTL): Clearly, my teaching informs my scholarship and professional service commitments -- and, in turn, my scholarship and service interests have productively enhanced my teaching, mentoring, and supervisory activities. I have presented and published on the scope and significance of the student-driven after-school program at local elementary schools and the thematically-focused Maymester study abroad experience: two peer-reviewed articles, a series of mini-grants, and numerous conference presentations have been the most tangible SoTL products thus far.

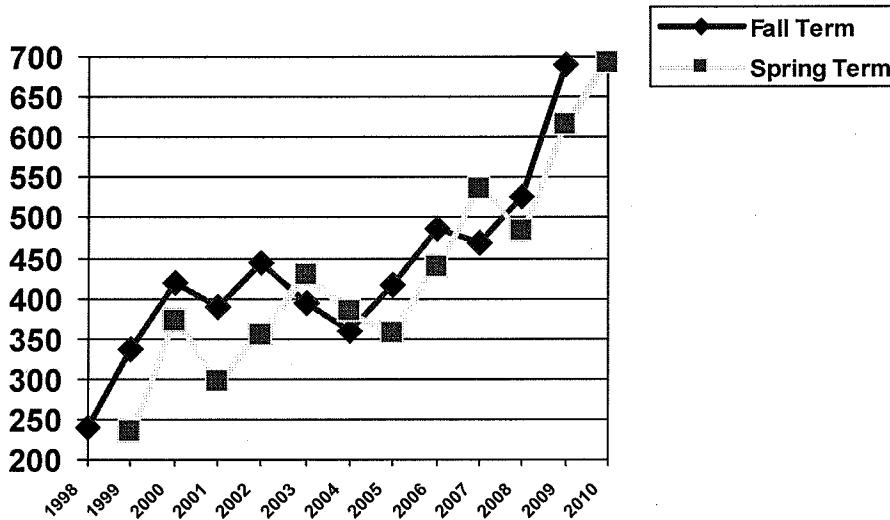
Several additional SoTL projects are in preparation or at the stage of nearing completion. Among them is the co-edited anthology *Bridging Cultures: International Women Faculty Transforming the U.S. Academy*. The manuscript is completed and currently under review. It features my contributions in a single-authored chapter and in the co-authored introduction and epilogue. For the essay collection *Interculturality and Education*, my contribution, an invited book chapter on the merits of FL 2209 is also currently under review (please refer to my CV for additional information).

Student Success during and after enrollment at KSU: My professional goal is to prepare graduates who are proficient in language and knowledgeable about culture. However, I want them to be not just "fluent fools," but productive citizens in local and global contexts. Thus, the ultimate measure of an effective educator's work is possibly the student's success itself. The objectives for development of students' knowledge, skills, and dispositions are identified in syllabi and are also reflected in articulated assignments and assessments. In addition, students' successful placement and performance in academic and professional contexts outside KSU, including internships, service-learning, and work/study abroad experiences provides evidence. Positive feedback received from students, faculty peers, and community members is heartening and suggests that KSU German Studies students are advancing toward attainment of identified student learning outcomes. When students exhibit not only content knowledge of the language and culture they study, but complete a productive sojourn in an immersion environment that they experience as "foreign," they have made significant progress in approaching the goal of intercultural competence as global citizens.

Documentation: Sabine Smith

I. Professional charge, challenges, and changes:

I.1. KSU German Studies Undergraduate enrollment in credit hours (Fall 1998-Spring 2010)



<u>Credit hrs /per term:</u>	<u>Credit hrs/per term:</u>	<u>Change in %:</u>
336 (Fall 1999)	690 (Fall 2009)	+ 105.4 %
234 (Spring 1999)	693 (Spring 2010)	+ 196.2%

KSU German Studies enrollment trends indicate significant growth and sustained student interest in a consistently upward trend. The overall increase shown above is significant and compares favorably with figures nationwide: The Modern Language Association (MLA) reports for the years 2002-2006 a national enrollment growth for German of + 3.5%.⁴ For the same time period, the KSU German Studies program increased an average of + 16.6 % (with + 23.7% for S'02-S'06 and + 9.4% for F'02-F'06). From fall 1998 until fall 2006, I was the only full-time faculty member in German Studies and oversaw all aspects of the curriculum. Arguably, these figures point to a solid foundation on which I grew the German Studies Minor (approved 1999-2000) and the recently approved German Studies Major (approvals 2007-2009).

I.2. KSU German Studies coursework to advance students' knowledge, skills, and dispositions

I. 2.a. GRMN 4434 "Berlin in Film": Sample assignment

[Given that fall 2009 marked the 20th anniversary of the fall of the Berlin wall, I focused the course specifically on the representation of Berlin in German cinema and tailored the learning outcomes to a particularly diverse group of students. Students in upper level courses still exhibit significant affective filters as learners include native or heritage speakers (of near-fluent speaking abilities) and far less experienced learners; to lower threshold anxieties, and to level the learning environment with academically robust research projects that do not solely hinge on linguistic proficiency, I designed the progressive research project detailed below. The first assignment (oral presentation to peer audience in English) is unconventional, but has generated excellent performances by students]

GRMN 4434: Berlin in German Cinema – Berlin in Film Research Project (450 Punkte)

Pick a topic that is relevant within the context of this course and of interest to you – either personally, professionally, or academically... And: that you think would be of interest to an audience of GRMN 1001 students as well. This is the time to enthuse beginning learners of German about language and culture, and fun and interesting research projects!

1. Oral Presentation in English (100 P.):

⁴ *MLA Press Release* (13 Nov, 2007). http://www.mla.org/pdf/release11207_ma_feb_update.pdf

On Oct. 1, during KSU German Culture Week, you deliver: (1) a brief summary of your project in an oral presentation in English and (very little) German (approx. 10 min); supported by a PowerPoint presentation and not more than a 5 minute film clip; with a number of key words and captions in German and English; with an explanation of why you chose this topic; and (2) You'll receive full credit, if your presentation
[further details provided in handout; omitted here]

2. Written Term Paper (250 P.): *[Please note the stacking of grade points and progressive writing approach]*

For guidelines for this 5-8-page research-based term paper in German, see separate handout ..., but mark the following due dates and assignments: (1) 10/20/09 – 1-2 page outline (in German) due w/ thematic focus and evidence; separately, a bibliography of five scholarly sources in standard citation format (50 pts.); (2) 11/17/09 – First draft (5 pages, incl. bibliography) – peer review session and critique; Q & A and problem solving (100 pts.); (3) 12/01/09 – Second and final draft (5-8 pages, incl. bibliography) (100 pts.)

3. Oral Presentation in German (100 P.)

On Dec 8, as part of the final exam, all students present their research findings to the class **in German** in a 10-15-minute presentation*[further details provided in handout; omitted here]*

2.b. Students' responses to question "How was the research project conducive to your learning?"

"It helped tremendously to pick a topic early, and to present it in English; I hate speaking in front of the class, but to do it with a powerpoint and to have all of us do it for the GRMN 1001 group, it made it a lot less scary. Once I had picked a film and knew the general subject for my paper, I felt I could actually tackle the huge task of writing a paper in German, which I had never done. Dr. Smith helped make it less scary..."

---*Tim, KSU alumnus*

"During my first course with Dr. Smith, I was surprised to discover her desire to celebrate each student's various accomplishments while coaxing them to dig just a bit deeper to find a higher level of effort. I know my experience was no different than my classmates'. That first eight page paper, written in German, appeared to be an insurmountable task. The due date for the first draft found me timidly entering the classroom with only four pages. I was expecting chastisement but was greeted instead with encouragement, understanding and celebration for the pages I **had** produced. Was I let off the hook for the remaining pages? No, the assignment was clear! Eight pages, but I left encouraged and bolstered with the knowledge that by the final draft due date I could produce the required eight pages.... Those long papers written in German are still somewhat daunting, but with Dr. Smith's guidance, I have now completed a few of them and each has been easier and better written than the last. That is one of Dr. Smith's greatest gifts, the ability to praise and encourage her student's small steps while leading them to greater knowledge and bigger accomplishments." --

- *Dianna, KSU German Studies student*

II. Interdisciplinary work and student benefit:

II.1. FL 2209 "World Languages and Cultures" *[I developed this unprecedented and innovative course, and continue to revise segments; see section on reflective teaching practice for examples].*

II. 1.a. Excerpts from FL 2209 syllabus, spring 2010:

"FL 2209 takes a **three-pronged approach** to introducing students to world languages and cultures.

1. The languages and cultures of the world: introduces students to the world's diversity of languages in past or present use; reading assignments explore the history and distribution of world languages and cultures, systems of classification, as well as explanations of language change over space and time. Students reflect upon the readings via interactive GAView Vista postings.

2. Manifestations of foreign languages and cultures in our world: examines the challenges posed by the world's linguistic and cultural diversity. Readings discuss the roles of foreign language education and policy making in pursuit of overcoming linguistic and cultural barriers; students enhance their awareness of the diversity and multiplicity of languages and cultures extant in the U.S., Georgia, Atlanta, and at KSU.

3. Personal prospects within the world: provides students with a survey of career opportunities both at home and abroad in fields that require linguistic skills and cultural competence. Readings and assignments include a self-assessment tool, an introduction to conducting a systematic job or career search, and an overview of typical career paths, employment sectors, and available resources."

II. 1.b. Excerpts from FL 2209 exam prompts: *[Please note the conceptual links with course objectives: personalized prompts foster students' skill transfer from course content to local and global communities]*

- "Imagine a female KSU student of Spanish. After several semesters of study and after having spent the summer in Salamanca, Spain, she enrolls in SPAN 3302 (Conversation) and feels confident that she can "ace" the class. The first day of class represents a wake-up call: She encounters difficulties. Speculate as to the difficulties she might encounter in this hypothetical situation, and include into your response evidence of your knowledge of languages and cultures in the world w/ specific emphasis on questions of language and identity, and language change (a suggestion: the instructor of the class may be a native of Argentina and an older gentleman...)."
- "How will a socio-economically disadvantaged child in Georgia benefit from learning a foreign language and culture? Considering the child's identity and prospects in the world, list at least five specific points to buttress your argument (in bullets is fine). (5x8 pts.) Summarize and formulate a conclusion that puts your reasons into perspective (4.5 pts.)"
- "Some populations, though distant both geographically and culturally, share similar beliefs and practices. How do you explain the phenomenon, for example, that both in Asia and South America, cultural beliefs surrounding the "evil eye," the elephant, or the solar eclipse persist? Give at least three different reasons."

II. 1.c. Student commentary in response to the question "What did you learn in this class?"

"The skills and knowledge obtained in this course create well-rounded individuals and further KSU's prospect of creating global citizens. ... All of these things are beneficial to make me a global citizen and student at Kennesaw State University."--- *Josh, FL 2209 student Spring 2010*

"I felt like it was one of the few courses where international students like me were encouraged to share their international experience.... The Career Path Portfolio project we had assigned in class was probably the most helpful project that any teacher ever assigned to me because it actually helped me make some decisions about my future.... I think this class should be required to take not only in the language oriented majors but also in many others because knowing other cultures broadens our horizons and makes us more open minded and sophisticated." --- *Joana, FL 2209 international student, Spring 2010*

"I really learned a lot in this class – without even noticing it. The creative ways in which you teach the material made me work hard without noticing it.... All the assignments made sense in the end. One built on the other, and I liked that I wasn't just thrown into it. Having to do several assignments of increasing length and complexity made me realize that I could actually do it." --- *FL 2209 student, Fall 2009*

II.2. Maymester "Contextualizing the Holocaust"

II.2.a. Sample assignments for student learning: The reflective journal (20% of course grade)

[During the first two study abroad trips, the student submissions of the trip journal lacked analytical depth and critical reflection; in consultation with my colleagues, I developed the assignment below]

"General Guidelines: ... Ultimately study abroad can assist in developing attitudes and dispositions reflective of global citizenship, which include a heightened level of cognitive and affective self-awareness via guided self-reflection and an enhanced sensitivity to issues of human rights and concerns for the welfare of others. A journal can assist you in focusing the experience and reflecting on its meaning and significance to you and your development as a global citizen.

Reflective Journal – To receive full credit, students submit thirteen entries at a minimum of 250 words per day (reduced word requirement for submissions in German). Entries should **not** be a blow-by-blow account of the day but rather a personal reflection on how you experienced the event(s) and what you learned:

Describe the experience or event – objectively using descriptive language

Interpret the experience or event – explain what you saw and heard, any new insights, your connection you made with what you learned before, your feelings, etc.

Evaluate what was observed – "What is my opinion about what I observed or experienced and why?"

Contextualize- Consider how this experience may be useful to you- in your life/education.

Writing Prompts: You must respond to these specific writing prompts as part of your total reflective journal.

AT LEAST one of your responses must relate to a concentration camp visit. *[In the interest of conciseness here, I reproduce only the prompt titles without complete, detailed guidelines].* (a) **An out-of-control**

experience; (b) From me to you: "Spring Feelings"; (c) Identify a historical event that you have studied as part of this Study Abroad trip; and (d) Write about a public space that we visit. "

II.2.b. Sample journal entry excerpts; evidence of diverse levels reflective analysis and empathy:

"I came to an important realization as I finished writing my final journal entry on May 26th: We must talk to one another, listen to each other, and work through the things that we learn together. Learning is not just the personal accumulation of facts, thoughts, and theories. It is a phenomenon that must be shared if it is to be successful, enriching, and ultimately rewarding." -- *Jessie, Maymester participant*

"I cannot imagine how Anne and the others in the Secret Annex must have felt being stuck inside for 2 years. I feel crazy after being in class for 6 months, I feel like I have to get out of this daily routine or I am going to scream. How could any of the inhabitants of the Secret Annex feel happy in forced sadness?" --- *Laura, Maymester participant*

II.2.c. Peer evaluations: [*Maymester faculty members team-teach all pre-trip and post-trip meetings, and we peer review and grade collaboratively the assignments which students complete*]

"When I became a teaching member of that team I was able to observe first hand Dr. Smith's ability to plan, organize, and orchestrate a study abroad experience. This required exceptional abilities to expand the learning environment from a classroom to diverse learning venues. When such learning experiences go well, it often looks as if it does not require effort. However, as a colleague I was able to observe first hand that the experience goes well because of Dr. Smith's commitment, excellent planning, focused attention to details, and her broad understanding of what makes for an excellent learning environment. Over the past four years, I have enjoyed working with Dr. Smith as a member of that teaching team and have been the beneficiary of being able to participate in a thoughtful and coordinated learning experience in Germany, the Czech Republic, and Poland. She also has demonstrated the ability to facilitate the learning experience to make use of the talents of other co-workers, and STAR student workers. Dr. Smith is a creative and committed teacher, who brings all of her experience and expertise to the teaching/learning experience." --- *Mary Ann Camann, KSU Associate Professor of Nursing.*

"I have team-taught five study abroad classes with her... [B]oth in the classroom at Kennesaw State and on the trips abroad, I have observed the application of a wide array skills that promote critical thinking and, in particular, global and multicultural understanding.... In every regard, considered both theoretically and experientially, Dr. Smith is a master-teacher.... On the study abroad trips, she combines film, group discussion, walking tours, guest lecturers, and journal-keeping in a way that brings the country and culture alive for the students. As a part of her teaching strategy, she encourages her students to appreciate, if not learn, the languages of the countries visited." --- *Dr. Hugh Hunt, KSU Assistant Dean and Associate Professor of Philosophy, Emeritus*

III. The learner-centered classroom:

III.1. GRMN 4402: "Contemporary Culture and Literature: German Nobel Prize Laureates"

[*A newly developed course that focuses on students' active engagement with authentic texts. Since German-Romanian author Herta Müller had been awarded the Nobel Prize for Literature in 2009, I designed the course with a focus on five Nobel Prize Laureates from German-speaking countries*]

III. 1.a. Excerpt from syllabus, Spring 2010:

"All assessments will gauge the student's linguistic and cultural proficiencies. They will include sections on specific vocabulary studied and content knowledge covered in readings and discussions. Oral assessments in group discussions and interviews will gauge the students' spontaneous and non-spontaneous skills and their ability to engage in communicative situations."

III.1.b. Sample assignment [*This innovative and unconventional assessment engaged students in mime activities, charades, non-verbal and verbal reenactments of text excerpts; students benefit from expressing thoughts and emotions with respect to literature in ways that appeal to multiple intelligences*]:

"Mid-term Literature Expression project (150 pts. = 15% of final grade):

Students prepare either alone or in a group the dramatic rendition of a literary text (excerpt). The use of props and costumes is welcomed but cannot replace or substitute for linguistic and cultural content and accuracy. However, creative adaptations of the texts are entirely appropriate (100 pts). A brief written explanation in

German (50 pts.) of a) why they chose the topic and b) why they decided to present the topic in the way they did will be posted online at GAView Vista prior to the day of their performance.”

III.1.c. Sample worksheet to prepare students for Literature Expression project [*The original is only in German; layout and format were altered for this document; both students and I would comment in German*]:
 „Zur Vorbereitung: Nehmen Sie ca. 5-10 Minuten Zeit, um die folgenden Fragen zu beantworten. Diskutieren Sie Ihre Antworten dann in einer kleinen Gruppe mit Ihren Komiliton/innen.“ [*To prepare: take 5-10 minutes, to answer the following questions; discuss then with your peers*].

1. Was haben Sie entschieden? [*what did you decide?*]

Welche Szene oder Passage? [<i>Which part?</i>]	Warum? [<i>Why?</i>]
Welche Figuren in der Geschichte? [<i>Which characters?</i>]	Warum? [<i>Why?</i>]
Welche Kommiliton/innen? [<i>Which peers?</i>]	Warum? [<i>Why?</i>]
Welche Requisiten? [<i>Which props?</i>]	Warum? [<i>Why?</i>]

2. Was machen die Figuren in Ihrer Szene? [*What do the characters do in your scene?*]

Wo sind sie? [<i>Where are they?</i>]	Warum? [<i>Why?</i>]
Welche non-verbale Gesten machen sie? [<i>Which non-verbal gestures do they use?</i>]	Warum? [<i>Why?</i>]
Was sagen sie? [<i>What do they say?</i>]	Warum? [<i>Why?</i>]

III. 1. d. Sample student reactions to Literature Expression project [*excerpts from anonymous mid-term survey and end-term group interview; each bullet equals one student's commentary*]:

- Discussion and acting out of the literature was very helpful after reading the texts alone
- I liked the lit expression project and class discussions b/c they helped me understand the stories more.
- Getting ideas and perspectives from other students also helped; to get a different view of the stories
- In-class reflections over each story was good; acting out felt awkward first, but since we all did it, I got over it;
- The lecture/discussion style was helpful; having more advanced students working with less advanced;
- Using online sources including the use of relevant texts about what we are reading; notes on the boards; lectures were great/easy to understand; easy moving; fancy dancy delicious!
- The fun games; telephone, charades were awesome!

III.1.e. Peer review of GRMN 4434 class March 30, 2010:

“Likely the biggest accomplishment I noted in your teaching this session is your ability to reach a very diverse group of learners.... During the class session itself, I noticed the fine balance you achieve between including yourself in the “community of learners” (at one point you posed the question whether “we understand the words” in a quote) and remaining an authority figure who keeps tight control over the course of the lesson.... You employ different modes of presentation and engagement with material. During class, you mentioned a weekly student blog, you and your students develop PowerPoint presentations and analyze specific websites, students engaged in partner- and group work, and they are working on a research project. It was a pleasure to see your teaching “in action.” Your reputation as an outstanding teacher reaches far beyond your classroom, and you demonstrated your excellence again in this lesson.” --- *Dr. Susanne Kelley, KSU Assistant Professor of German*

IV. Co-curricular initiatives in the local community:

IV. 1. Internships [*3 credit hours for self-selecting students; successful facilitation entails careful preparation during the term prior to internship, thoughtful engagement of both students and providers; individual mentoring and assessment of student work via standards-based documentation.*]

TERM:	# of STUDENTS:	PROVIDER:
Spring 2008	3 KSU students	Big Shanty Elementary (BSE); German After-School Program (ASP); German Cultural Center (GCC);
Fall 2007	7 KSU students	BSE- German School ATL (GSA)
Spring 2007	1 KSU student	BSE - GSA
Spring 2005:	1 KSU student	North Cobb High School (HS)

Fall 2002:	2 KSU students	Ger Church ATL (GCA); Autobahn Automotive
Fall 2001:	2 KSU students	Kennesaw Mountain HS; KSU
Spring 2001:	1 KSU student	Sprayberry HS
Fall 2000:	1 KSU student	GCA
Spring 2000:	3 KSU students	GCA; KSU; International Press Services
AY 2000-2008:	Total of 21 KSU students	

IV.2. Service-learning experience: *[for self-selecting students with option of partial course credit (20% of final grade); minimum requirement of 30 hours, and documentation of work in portfolio and oral presentation; available to all students in KSU German Studies and FL 2009]*

Academic Year:	# of student sign-ups:	Providers:
AY 2009- 2010	38 KSU students	BSE: German After-School Program (ASP); Kennesaw Charter School (KCS): ASP Push-Push Theater (grant translation); KSU (Dr. Sherr; Music) translation project
AY 2008- 2009	36 KSU students	BSE- ASP
AY 2007-2008:	29 KSU students	BSE- ASP
AY 2006- 2007:	21 KSU students	BSE- ASP
AY 2005- 2006:	15 KSU students	BSE- French MLC-ASP
AY 2000-2008:	Total of 139 KSU students	

IV.3. Letter excerpt by internship and service-learning provider:

“These undergraduate students in the German language developed and facilitated standards based lessons. They met weekly with my students in grades three, four and five for sixty minutes. Our students were introduced to the culture and language of Germany. There were also similar classes offered in French from time to time but the German classes were a constant and consistent opportunity. As many as 100 students participated in these clubs each term. They were enthusiastic and looked forward to their “German day”. Many parents have commented positively on the opportunity provided by this partnership. The parents complimented the KSU students for their patience, creativity, and knowledge. The parents recognize the value of knowing about another language and culture. We could not have provided this cultural education without the dedication of Dr. Smith and her students. As educational funding lessens, we need educators like Dr. Smith to partner with public schools.... She provides a service for my students that is immeasurable. I and my school community look forward to a continued partnership with Dr. Smith and KSU.” --- *Ms. Lynne Hutnik, Principal, Big Shanty Elementary School, Kennesaw, GA*

IV. 4. Excerpt from recently student-authored and –designed service-learning resource website:

<http://www.kennesaw.edu/community/servicelearning/>

“Why students volunteer for this programThe most common reason, however, is that they often find it helps them excel in their own language studies. The language classes at Kennesaw State University are centered around two main aspects in any language: written skills and the verbal skills. The volunteers in the program often notice their verbal skills greatly increase over the period of time that they teach with the Learn and Serve Program.” *[I supervise revisions and expansion of website]*

IV. 5. Excerpt from student comments about internship experiences *[digital video recording to promote the program* <http://www.kennesaw.edu/community/servicelearning/Video/MLCASP2008.htm>*]:*

“I found great fun and of great importance to give back to children.” --- *Gary, BSE intern*

“It wasn’t a conventional class; it allowed me to work at my own pace –as long as I kept up with the curriculum... we spoke in German a lot; I never had got to speak in German with anybody; I was never forced, and was thankful for that... I had just as much fun as the kids did.” --- *Joel, BSE intern*

IV.6. Student responses in reflective statements in the portfolio:

“Dr. Smith is in charge of the program, which is a blessing as she urges each and every student to do their best and allows everyone to be creative in their own respect. Under her supervision I have been able to not only gain a better grasp on the German language, but I have also been able to help develop a program for

students to teach children....This freedom in creativity allows for the students to be able to not only see German as a living language, but also to reinforce the German that they have learned in the classroom and put it to test.” --- *Jennifer, BSE-ASP service-learning team coordinator*

“I highly recommend this to everyone - It is a great experience that will look good on a resume no matter what you study or what your interests are. And it's fun!” -- *Sarah, KCS-ASP service-learning team coordinator*

“Not only did I build upon my acquisition of German and further developed teaching skills, but I also became more confident in my competency in the language.” --- *Lana, KSU alumna of German Studies*

IV.7. Peer review:

“I was deeply impressed with the rigorousness of the curriculum and how the program addresses the ACTFL Standards. MLC-ASP gives undergraduate students at KSU the opportunity to design and facilitate lessons in German and French at local elementary schools while using their language skills in a real context and earning service learning credit. The program reinforces the academic content taught in KSU classes through community involvement, offers opportunities for reflection, and assesses the linguistic proficiency of participating students.” --- *Dr. Angelika Kraemer, Center for Language Teaching Advancement, Michigan State University*

“Sabine ... has played an active and critical role in the institutional recognition of the importance of service learning—clearing one obstacle toward further development of similar programs. Having set up and directed a program very similar to Sabine’s, I know first-hand how many challenges need to be overcome to make it successful.” --- *Kim Faber, Spanish in the Elementary Schools (SITES), Oberlin College*

V. Intersections between KSU work and the global and international community:

V.1. Collaborations with German Culture Center Atlanta (GCC): [*GCC-KSU collaborations have been ongoing since 1999 and include co-facilitation of experiential learning opportunities, ranging from special events and regular, semester-long film series*]

“More than any other teacher we have worked with, Dr. Smith has made efforts to bring authentic material to her classes, thus exposing her students to far more than mere language learning. ... Dr. Smith brought several members of her class to the GCC club, and their active participation in the discussion enriched the experience for all the participants. Dr. Smith not only draws upon the resources we offer as an institution of German culture, but she has also contributed valuable services to us. In the Autumn of 2009 she was responsible for arranging a guest lecture at our facility by visiting German author Angela Kreuz, thus enabling our members to enjoy and benefit from the literature reading and discussion. In addition, her active interest in our organization which has led her to offer many suggestions and ideas to us has significantly enhanced our ability to accomplish our goals.” ---*Ms. Miriam Bruns, Cultural Program Director, German Cultural Center Atlanta.*

V.2. Lecture tour with German author, fall 2009: [*excerpts from thank-you letter by Angela Kreuz*]

“Dr. Smith designed flyers for promotion, collated text samples, biographical information, and a powerpoint presentation with resources for participants' pre-workshop preparation, and crafted evaluations to subsequently assess each event, and to learn how her colleagues at participating institutions experienced the preparation and facilitation of their event. Dr Smith involved KSU students, staff, and faculty in meeting and hosting me during my visit. For many students, I was the first (German) author with whom they engaged, and they were very appreciative of this opportunity to get to know me and my work which was also a great experience for me. It was a successful tour with a lot of fun and moving moments, and I especially enjoyed the talks with Dr. Smith.... Her personality unifies profound knowledge, great didactic talent as well as progressiveness and creativity, excellent organisational skills and last but not least rare integrity. She is an outstanding professor, most universities in Germany can only dream of.” --- *Angela Kreuz, German author*

V.3. Student response to community connections: “Utilizing her status as a German native as well as her association with multiple German organizations (e.g. German Consulate General in Atlanta, Goethe Institute Atlanta, etc.), programs, and events (e.g. Stammtisch at 5 Seasons Brewery, book readings, film screenings, and concerts) Dr. Smith, continues to expose students to various aspects of the country’s culture and infrastructure.Dr. Smith’s vast access to German resources in and involving the metro Atlanta region has been instrumental for students seeking additional German study or employment.” --- *Lana, KSU alumna of German Studies*

VI. Reflective practice of teaching:

VI.1. Instructional revisions: Examples from FL 2209 and GRMN 2002: *[Instructional revisions were based on student feedback and critical review of students' responses in course assessments]*

Topic and issue:	Instructional revision and changed practice:
FL 2209 syllabus followed a thematic structure (language and identity, structure, origins and classification systems of languages, etc.) based on Crystal's <i>The Cambridge Encyclopedia of Languages</i> . A significant number of students did not like the approach and proposed a geographical structure.	I replaced Crystal's text with Comrie et al.'s <i>The Atlas of Languages</i> and re-structured the course to mimic a "journey" around the globe, discussing topics of language history and structure in connection with place-based language and culture study. The majority of students appreciates this approach.
Students in FL 2209 summarize a textbook chapter topic and discuss/present on it in class (e.g. writing systems in the world). Although these presentations were satisfactory, a significant number lacked interesting details or examples that would communicate the topic's importance or relevance in tangible ways to the rest of the class.	I augmented the assignment by asking presenters to link the research of their topic to the standards-based curriculum of the after-school program (ASP): presenters now suggest three ASP activities that reflect a culture's products, practices, and perspectives (e.g. classical Chinese: ink brush; parchment paper; value of body posture)
GRMN 2002 is the last course in the four-semester sequence introducing students to the basics of German language and culture. The four courses follow very similar syllabi, and all include a composition assignment. In GRMN 2002, a substantive number of students wanted to replace the required composition with another assignment.	For public display during KSU German Culture week, GRMN 2002 students created panels for the exhibition "German Culture 1989-2009." Students crafted informative and creative panels, engaging in more writing and research than they had done with the previous composition assignment, and valuing their work as meaningful.
Oral proficiency assessment is an integral component in all courses. A significant number of students fears the "staged" roleplays or performative "show&tell" assignments. Assessments of individuals and small groups takes time while the rest of the class is rather "inactive."	Separating students into two rows facing each other, pairs engage in two-minute "speed-dating," then shift to a new partner. Students repeat their <i>spiel</i> through the row, gaining confidence. I observe and evaluate each pair in from a side, and the rest of the class is productively engaged.

VI. 2. Students' response to question "Which instructional classroom strategies were most effective?"

"Although her methods and approach would change according to course level and classroom environment, certain constants were always present in the curriculum. ... Specifically, to demonstrate changes in word order or the defining characteristics of each case, Dr. Smith would divide the class into several groups, give them index cards with one word written on each, and asked them to make sentences pertaining to a particular grammar rule. After doing it on their own, each group would display their sentence before the class, by having each member hold one card in front of them. In other words, to exemplify a modification in sentence structure a member of the group would have to move to the appropriate place in the sentence. Many students, including myself, found this to be effective because it helped one visualize the process, context and reasoning behind German grammar.... But, what underscores all of this is Dr. Smith's passion for the subject as well as her acknowledgement of and patience in nurturing that passion in others...." --- Lana, KSU German Studies alumna

"Dr. Smith is continually trying new methods of imparting the course material to her students. She analyzes each step of the learning process and welcomes students' input on the value of each experience. She keeps what works and tweaks what doesn't until each student has a positive learning outcome. --- Dianna, KSU German Studies student

VII. The Scholarship of Teaching and Learning: Excerpts from peer review letters

“In her recent co-authored article “Keeping Them In While Getting Them Out,” Dr. Smith also describes how dispositions and intercultural competence develop in MLC-ASP students....In addition to creating and maintaining an effective outreach program for KSU, Dr. Smith has presented the program and her research findings at numerous conferences and has published the above-mentioned peer-reviewed article with her colleague Kristin Hoyt. It is impressive that Dr. Smith has had papers accepted at three consecutive ACFTL conferences. Dr. Smith is an outstanding scholar, an active participant in the academic community, and a leader in university engagement with the community. She is incredibly dedicated and hard-working, and made important contributions to the field of German Studies.” --- *Dr. Angelika Kraemer, Center for Language Teaching Advancement, Michigan State University*

“I met Sabine at the 2008 annual convention of the American Council of Teachers of Foreign Languages (ACTFL), where she gave a stellar presentation of the Modern Language & Culture After-School-Program (MLC-ASP), a service-learning initiative for students in the KSU Department of Foreign Languages that she founded and has been running.” --- *Kim Faber, Spanish in the Elementary Schools (SITES), Oberlin College*

“Dr. Smith’s research interests are varied; she ... has more recently focused her attentions on cross-cultural competency in foreign language instruction and study abroad. She has presented at numerous conferences, and her research interests guide her instructional activities....She is intellectually curious, well organized, and creative.... She plans ahead, reads widely, is always prepared, and brings warmth and energy to her presentations. ... Dr. Smith maintains uncompromising standards and always pursues academic endeavors of the highest scholarly quality. I am thoroughly impressed by her intellect and her professional and personal integrity.” --- *Dr. Catherine Lewis, KSU Professor of History*

VIII. Student success during and after enrollment at KSU:

VIII.1.a. Study Abroad: Facilitated sojourns 1998-2010

Host Institution	Time:	# of Students - Home Institution
Heidelberg Univ.	1/10-7/10	1 KSU student
Carl Duisberg Society (CDS)	6/01-6/02; 6/07-6/08, 6/09-6/10	3 KSU students
Goethe/AuPair	7/01-7/02	1 KSU student
German Parliament, Berlin	3/03-7/03; 8/04-5/05	1 KSU student (2x)
OSK Bielefeld, Germany	8/00-5/01; 8/02-5/02; 8/03-5/04	5 KSU students (2 withdrew)
Goethe Institute Rothenburg, Germany	11/02	1 KSU student in intensive language/culture course
ICE.Menlo.org: various internship sites in Germany & Switzerland	Summers of 1998;1999; 2000; 2001; 2003; 2004; 2010	10 KSU students; 12-week summer work-study program
International Press Services, Marietta	8/00-5/01; 8/02-5/03	2 students from Germany, via KSU
KSU	8/00-5/01; 8/03-5/04	3 students from OSK Bielefeld, Germany, year-long program
KSU	AY 1999- AY 2009	22 students via CDS, Germany, year-long program
KSU	8/01-12/01	2 students, UNN Newcastle, GB
KSU - Maymester	2006-2010	Total of 89 students from KSU
Total	1998-2010	Total of 141 students

VIII.1. b. Letter excerpt from KSU study abroad student [Student successfully placed in year-long competitively awarded scholarship program of work/study in Germany 06/2009-06/2010].

“Liebe Frau Smith, I do not feel as though I could properly portray the workmanship and craft that you put into the art of teaching unless I was to personally write you a letter describing how much I appreciate all that you have done.... As I think back upon the first lesson of German 1002 in my freshman year, Spring 2008, I realize more than ever that you, Frau Smith, are the mentor that has steered and guided me through

opportunities that I never dreamt possible. ... It is with great enthusiasm that I say now, without the study of a foreign language and your influences, I would have never been able to be the strong individual that I am today. I have had the amazing opportunity to have you as a teacher, colleague (BSE), and mentor. ... It is because of you and your hard work in the German learning community that I have been able to participate in the 2009-2010 Congress-Bundestag Youth Exchange. I sit here now as a completely different person. The German culture has made me reflect on the decisions that I have made, would have made, and will make in the future. This experience has been nothing short of a great adventure and learning opportunity. Germany is now a home away from home; thank you.” ---*Ashley Eller, KSU German Studies*

VIII.2. Recent Undergraduate (UG) Scholarship:

KSU UG Scholars Symposium: Presentations	2007; 2009; 2010	6 KSU German Studies students
KSU UG Journal <i>Kennesaw Tower</i> [peer-reviewed]	2009; 2010	5 KSU German Studies students
Presentations to KSU DFL Faculty Group: Research based on Honors course and service-learning experiences	2007; 2008; 2010	8 KSU German Studies students
Total:	2007-2010	19 KSU German Studies students

VIII. 2.a. Peer review:

“You successfully guide students in various research endeavors which results in a high production of undergraduate scholarship stemming from your courses. Participation by your students in CETL’s undergraduate research reception and symposium and submissions to the undergraduate journal *The Kennesaw Tower* in 2008 and 2009 make that obvious.... The range of venues in which the students engage with the material and practice their own writing and critical thinking is impressive. “ --- *Dr. Susanne Kelley, KSU Assistant Professor of German*

VIII.3. Student emails:

“Dr. Smith, Thank you again for sponsoring us during the Symposium! You are the most motivating Professor at KSU! Regards, Tiff

PS) Thank you again for caring and getting to know who I am more and more every semester. No one else knows anything about me or what inspires me, it means so much that you are available and that you believe in me.” --- *Tiffany, KSU German Studies student*

“Thank you, Dr. Smith, for giving me this opportunity, and for having taken the time to help me revise my paper. Without you, I wouldn’t have dared to think this possible.” --- *Sandesh, KSU German Studies student*

VIII.4. Student response to question “How would you describe student success?”

“Power points and computer technology were both completely alien to me. Now, thanks to Dr. Smith, I am able to put together beautiful, effective power points to accompany my German papers. Because of my experience in her classroom students often ask me about her classes. My answer, ‘Her classes are never easy, but I promise that you will learn. And I challenge you to find a teacher who cares more about her student’s growth both academically and personally. Her office door is always open and even when she is faced with deadlines of her own she is willing to answer questions and offer help.’Because of Dr. Smith’s knowledge and dedication to the education of her students, I have grown intellectually and gained invaluable confidence in my abilities.” --- *Dianna, KSU German Studies student*

April 26, 2010

Letter of support for the application of Dr. Sabine Smith for the 2011 Regents' Teaching Excellence Award for Faculty

To the Selection Committee

It is my distinct honor to recommend Dr. Sabine Smith to you for recognition as the recipient of the 2011 Regents' Teaching Excellence Award for Faculty. As Chair of the Department of Foreign Languages and Dr. Smith's colleague for the past seven years, I am fully aware of her many accomplishments as a teacher, supervisor, and mentor. Her life's work as a teacher is characterized by the diversity of her interests and expertise and by her commitment to assuring excellence in her students' learning.

As coordinator of the KSU German Studies program in the DFL, Dr. Smith has overall responsibility for all aspects of the language component of the curriculum. A gifted teacher, perfectly bilingual in English and German, she teaches German classes at all levels as well as the DFL signature course required of all majors, "World Languages & Cultures" (FL 2209). Dr. Smith's talents as a teacher extend far beyond the classroom; for she has been a pioneer in developing co-curricular learning (e.g., field experiences) in the DFL, initiating and promoting Learn & Serve opportunities, promoting internships within the German-speaking Atlanta community, and developing study abroad opportunities, both in German and English. She also devotes enormous amounts of her professional and personal time to working with students outside the class room. For example, she initiated and advised the KSU German Club until fall 2006. In fall 2005, she created and co-facilitated the Modern Language & Culture After School Program (MLC-ASP) -- a service-learning experience for ML&C students in French and German who, under Dr. Smith's creative supervision, provide language and culture instruction at several local public schools. She expanded her classroom to the international level in 2005 by co-creating and co-directing an interdisciplinary study abroad/Maymester course, "Contextualizing the Holocaust."

Under Dr. Smith's visionary leadership, the German program has grown and flourished at KSU. Her work has led to increased enrollment of 191%. Building on the minor in German Studies that she created, Dr. Smith provided the principle leadership in the addition of German as a "primary language" within the Modern Language & Culture major. Her work in the area of curriculum design has been recognized by such prestigious institutions as Emory University which invited her to speak to faculty on strategies for program building. She has evaluated faculty teaching performance at the German School of Atlanta, served as an officer in the Georgia Chapter of the American Association of Teachers of German, and been awarded the KSU Community Based Learning Award by the Dean of Undergraduate Studies. In Fall 2000, in collaboration with several colleagues, she established the FLAC policy (Foreign Languages

Across the Curriculum), an academic distinction for students completing a foreign language assignment in a discipline-specific course, a program in which she remains very active.

Dr. Smith skillfully negotiates the administrative paths which assure that her faculty colleagues and her students work together as "partners in a community of learners," a phrase which sums up much of her philosophy of teaching. She is a teacher not bound to classroom instruction alone. She is fully engaged in her profession as an advocate for students. As she has commented in her own writing, her "community-based student projects, augmented by [her] own research and stimulating in-class discussions, have informed and invigorated [her] professional service commitments as advocate of foreign language and culture instruction." These commitments include, at the state level, being elected First Vice President in 2005 of the Foreign Language Association of Georgia. At the local, county level, Dr. Smith has been instrumental in establishing a ground-breaking program in FL instruction at Big Shanty Elementary School. The program is in French, a testament to Dr. Smith's multi-lingual talents. Her evaluations, both from colleagues in the program and from her students, are consistent in their praise of her teaching and mentoring. Dr. Smith regularly engages in the scholarship of teaching through participation in professional development workshops, thus staying on the leading edge of her profession.

Dr. Smith is, in brief, a master teacher -- the ideal to which all dedicated teachers aspire.

Her selection as the recipient of the 2011 Regents' Teaching Excellence Award for Faculty will affirm Dr. Smith's accomplishments as a teacher and reflect honorably on the award.

Sincerely,

A handwritten signature in cursive script, reading "William C. Griffin".

William C. Griffin, Chair