General Education Annual Course Assessment Form

Course Number/Title: CHIN 1A Elementary Chinese
GE Area: C2

Results reported for AY 2015-2016
# of sections: 2
# of instructors: 2

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Department Chair: Damian Bacich
College: H&A

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Writing was assessed through homework, quizzes, translation exercises and the final exam. Altogether, there were 11 homework assignments and 11 unit quizzes. As students become more proficient with the language, they were able to write more about themselves and their classmates. By the end of the semester, they were able to write about a variety of topics such as self-introduction, daily routine, food preference, etc in detail without referring to dictionaries, textbooks or notes. In a typical exam/homework practice, students write sentences, dialogues and then a long paragraph. Throughout the semester, the class worked on accuracy and clarity. Correction, numerical scores and feedback were provided to students.

In addition, students also wrote in English to introduce Chinese culture as well as providing feedback to their classmates’ writings. Students’ works were posted on Canvas course website.

Section 1 Assessment Result: 28 out of 29 students met the GELO.
Section 2 Assessment Result: 27 out of 30 students met the GELO

Students enjoyed both types of writing activities. What the instructors have learned is that it is important to engage students through the use of multimedia tools, such as PPT, discussion forum, and digital story telling.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The instructors plan to encourage students to expand their vocabulary and acquire words and phrases relevant to the course topics but are not included in the textbook.
Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, both sections are aligned.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

The instructors provided feedback regarding oral presentations in person during class practice sessions as well as through the recording tool embedded in Canvas. Oral presentations were conducted in different format: individually, in pairs, and in small groups.

For all the writing activities, the instructors corrected spelling and grammar errors as well as including short notes to clarify the confusion. The instructors also explained grammar and writing to students when returning students’ works.

- Damian Bacich, Chair, World Languages and Literatures