General Education Annual Course Assessment Form

Course Number/Title ______SPAN 25A / 25B ________ GE Area ______C2________

Results reported for AY ______2015-2016____ # of sections _____2_____ # of instructors _____2__

Course Coordinator: __Cheyla Samuelson____ E-mail: __cheyla.samuelson@sjsu.edu_______

Department Chair: __Damian Bacich____ College: ___________Humanities and Arts________

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?

GELO 3 was assessed in Spring semester 2016 SPAN 25B. There were a total of 19 students in the class.

For the assessment of GELO 3, the following assignment (translated from Spanish) was evaluated in SPAN 25B, Spring 2016:

A letter to the president.

Write a letter to a president. It can be president of the United States (Barack Obama), or the President of Mexico (Enrique Peña Nieto), or another Spanish-speaking country. Choose a topic you care about to write on. Explain why you are writing, describe the situation, and what you want the President to do about it. Do not forget to include the appropriate greetings in your letter. The letter must have at least 200 words, and be typed, double-spaced. Submit a paper copy and on on canvas.

As is the case in all writing assignments for SPAN 25A and 25B, this writing assignment goes through a process of research, rough draft and final draft that results in the student’s final grade. Students research a topic that concerns them, and then write a letter in Spanish to a president, either the US president or the president of another Spanish speaking country. The first draft is submitted to the instructor, who assigns a preliminary grade and returns the draft with notations indicating where the
student should revise. It is important to note that the instructor does not correct student writing, but rather shows the student where he or she needs to understand and correct their own errors in their writing. (see attached correction key). The grade assigned to the first grade rarely exceeds an 80%, and the students are told to expect a 70% as the norm for the rough draft. This rubric encourages them to improve their final draft for the final grade, which comes from the individual’s improvement over their own first effort. For this reason, students that faithfully follow the process of revision score quite well on their final grade for the assignments. Students are encouraged to consult with the instructor (either in office hours or by email / canvas) as they revise their letter.

One of the most encouraging outcomes for this assignment is the students’ willingness to complete the assignment when they realize that their final grade would reflect the quality of their individual revisions, and not their original baseline ability in Spanish.

Assessment Data and Results

- There were 17 students in the class.
- Final Grades for assignment: “Una carta al presidente” (A letter to the presidente)
  
  A = 11, A- = 1, B+ = 1, B = 3, B- = 1, C= 1, D = 1

In our estimation, students did quite well in achieving the desired outcome for GELO 3 on this assignment.

Analysis

Overall, we are very pleased with the outcomes for GELO 3 in SPAN 25A / SPAN 25B. The process of revision that students engage in means that each student is encouraged and supported in their efforts to improve on their already existing ability to write in Spanish. The assignment evaluated here is designed to take into consideration the sometimes unequal preparation/experience of students in the class, and allow native and non-native speakers of Spanish achieve improvement and success in the class based on their own individual efforts.

- Cumulative grades for all writing assignments in SPAN 25B for Spring 2016 are as follows:
  
  A - 10, A- - 1, B+ = 2, B = 4, D = 1, F = 1

Evaluation:

Because these writing assignments work very well for students, we do not see the need to make any drastic changes in their design at this time. Some possible variations that instructor might try include more peer or in class self-editing for writing assignments.

Part 2: L 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?

We are confident that all the sections of SPAN 25A and 25B are aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment.

- Damian Bacich, Chair, Department of World Languages and Literatures
Spanish 25B  
Symbols for the Correction of Compositions

These symbols will be used by your instructor when correcting/reviewing the first draft of your compositions. Instructors will not actually correct the errors but will use these symbols to help identify the mistakes. You should use your class notes, textbook, and/or a dictionary to revise your compositions. Remember to turn in BOTH copies of the composition for a final grade.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Error</th>
<th>Examples</th>
<th>Corrected form</th>
</tr>
</thead>
<tbody>
<tr>
<td>conc</td>
<td>Subject-verb agreement, Noun-adjective agreement (concordancia)</td>
<td><em>Yo hablamos</em> hombre honesta</td>
<td><em>Yo hablo</em> Hombre honesto</td>
</tr>
<tr>
<td>gen</td>
<td>Gender (género)</td>
<td><em>El mujer</em></td>
<td>La mujer</td>
</tr>
<tr>
<td>lex</td>
<td>Lexical error (wrong word used) (error léxico)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ort</td>
<td>Orthography (spelling), diacritic (ortografía)</td>
<td><em>Viajar, arbol</em></td>
<td>Viajar, árbol</td>
</tr>
<tr>
<td>fv</td>
<td>Verb Form (forma del verbo)</td>
<td><em>Yo pono</em> <em>Yo estoy</em></td>
<td><em>Yo pongo</em> <em>Yo estoy</em></td>
</tr>
<tr>
<td>tv</td>
<td>Verb tense (preterit or imperfect, etc.) (tiempo verbal)</td>
<td><em>Ayer voy al cine</em></td>
<td><em>Ayer fui al cine</em></td>
</tr>
<tr>
<td>cap</td>
<td>Capitalization (either the word should or should not be capitalized)</td>
<td><em>El Español</em></td>
<td>El español</td>
</tr>
<tr>
<td>art</td>
<td>Misuse of definite or indefinite articles or article missing (artículos)</td>
<td><em>Tengo amigo</em></td>
<td>Tengo un amigo</td>
</tr>
<tr>
<td>cf</td>
<td>False cognate (cognado falso)</td>
<td><em>Asistir, atender...</em></td>
<td>Attend, help</td>
</tr>
<tr>
<td>s/e</td>
<td>Misuse of ser/estar</td>
<td><em>Yo soy en Oakland</em></td>
<td><em>Yo estoy en Oakland</em></td>
</tr>
<tr>
<td>p/p</td>
<td>Misuse of “por” or “para”</td>
<td><em>Trabajé para tres años</em></td>
<td><em>Trabajé por tres años</em></td>
</tr>
<tr>
<td>odp</td>
<td>Word order (orden de palabras)</td>
<td><em>Una hermosa mujer</em></td>
<td>Una mujer hermosa</td>
</tr>
<tr>
<td>?</td>
<td>The idea of the sentence is not understood / (No entiendo la frase)</td>
<td></td>
<td></td>
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