General Education Annual Course Assessment Form

Course Number/Title: Linguistics 22: Language Across the Lifespan       GE Area: Area E
Results reported for AY: 2015-2016       # of sections: 1       # of instructors: 1
Course Coordinator: Scott Phillabaum       E-mail: scott.phillabaum@sjsu.edu
Department Chair: Swathi Vanniarajan       College: Humanities & the 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: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

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

A. Participant observation logs: Throughout the semester, students were required to meet five times with a second language learner of English and then reflect on course concepts in light of what they had observed during their conversations. This assignment requires students to socialize with a speaker of another language and an individual from a cultural background that may be different from their own. By learning about the challenges and struggles of living in a second language/culture environment and of operating in a second language on a daily basis, students become more sympathetic to the lived experiences of individuals from diverse groups. Students consistently find this assignment to be extremely fulfilling, eye-opening, and one that often times encourages students to consider living abroad themselves. All grades for these assignments were in the A and B range.

B. In-class discussion of linguistic autobiography: The first assignment that students complete is an autobiography of their experience learning a second language. After completing the assignment, we have an in-class discussion of those papers and through this discussion, students come to realize that many of their experiences are universal, while others are unique. This discussion helps students to develop interpersonal relationships with the diverse group of individuals in the class, and to become more sympathetic to people whose first language is not English.

(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.)
At present, no modifications are planned for this course.

**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?

Only one section was offered for the entire year.

(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 class has an enrollment cap of 25. Students give oral presentations on language learning experience. This is a freshman class and so the instructor makes every effort to make students speak and participate in the class activities to get rid of their speaking anxiety.