General Education Annual Course Assessment Form

Course Number/Title: Linguistics 22: Language Across the Lifespan  GE Area: Area E
Results reported for AY: 2016-2017  # of sections: 1  # of instructors: 1
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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 4: Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

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

A. 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. The assignment is also designed to highlight how physiological, social/cultural, and psychological factors that impacted their learning are tied to the time in their lives when students were learning their second language. Overall, students performed well on this assignment since it simply requires self-reflection.

B. Library Visit: The library visit is tied to a small research project that students complete and is designed to familiarize them with the resources available at the library and to introduce them to a particular subject librarian so they can learn about the support available to students for their research.

C. In-class Surveys: Students complete various surveys in class to encourage them to reflect on language learning and learning in general. Among these, the two most significant surveys are a survey of learning styles and another about learning strategies. Through the learning styles survey, students become more familiar with their preferred means of processing information, which can help them figure out how to study better and also how to better process information in classes where the mode of presentation does not align with their preferred learning style. The learning strategies survey taps into the specific practices students use to learn a second
language and heightens their awareness of the practices they use while also providing them with a range of other behaviors that they can consider using in their other studies. These surveys guide students in better understanding how they can facilitate their development within the university environment.

D. Reflective Paper: The final paper is a variation of the linguistic autobiography, but now students are required to connect their specific learning experiences to theories we have explored throughout the semester. Successful completion of this assignment should allow students to see how their learning is impacted by their particular stage of development. While many students were able to make successful connections between their particular experiences and theories of language learning, many other still struggle. To help students make stronger theoretical connections, students will need guidelines for working through their particular experience and time in class for discussion with other students to help them clarify their analyses.

(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.)

Ongoing in-class discussions along with reflective guides to assist students in thinking through their particular experiences will be used to enhance students success with GELO 4.

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 in the whole academic 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.