General Education Annual Course Assessment Form

Course Number/Title  CHIN25A  GE Area  C2

Results reported for AY  Fall 14  # of sections  1  # of instructors  1

Course Coordinator:  Yao Yao  E-mail:  yao.yao@sjsu.edu

Department Chair:  Damian Bacich  College:  Humanities and 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 SLO(s) were assessed for the course during the AY?

SLO3: Letters courses will enable students to write clearly and effectively.

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

75% of the class met learning objective 3. The assessment is based on the translation (from English to Chinese) questions embedded in two tests and the final exam. The students who did not meet SLO3 failed to write clearly and effectively for many different reasons. The instructor, however, identified one common factor from this assessment: Students trusted blindly the small online Chinese-English dictionaries, which they used on cell phone when they studied. These dictionaries often offer one neat definition for each word, ‘戏剧’ is ‘play’, without making it clear to the users that the word only means a dramatic composition; it cannot be used for the other meanings of ‘play’. When a student writes in Chinese: “to drama piano”, the error is usually caused by an online dictionary. The instructor felt this type of errors in students’ writings is far more wide-spread today than two, three years ago.

(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 pitfall of small dictionaries will be brought to the attention to all Intermediate Chinese students in the future. More adequate dictionaries and other reference works will be included in the green sheet and will be introduced at the beginning of each semester.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):
Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections are aligned.

- Damian Bacich, Chair, Department of World Languages and Literatures

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 SLOs for writing.
General Education Annual Course Assessment Form

Course Number/Title  _CHIN25B________________________ GE Area _________________ C2_____________

Results reported for AY  __spring 15____  # of sections  __1____  # of instructors  __1____

Course Coordinator:  ______ Yao Yao________________ E-mail:  __yao.yao@sjsu.edu________________

Department Chair:  ______ Damian Bacich______________ College:  ____ Humanities and 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 SLO(s) were assessed for the course during the AY?

SLO1:  Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

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

95% of the class (19 out of 20 students) met learning objective 1. The assessment is based on students’ oral presentation scheduled at the end of the semester. Each student talked about a book or film of his/her choice. Each student was given 10 minutes, but most exceeded this time limit. The chosen topics ranged from a historical novel to a medical study of stem cells. Not all books or films are ‘master pieces’ in the traditional sense, but the presenters are generally successful in illuminating, with their second year level Chinese, the significance of their topics.

(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.)

No modifications are planned.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all 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 SLOs for writing.