General Education Annual Course Assessment Form

Course Number/Title:_CHIN25B Intermediate Chinese_  GE Area ______________ C2________________

Results reported for AY __2013-14________ # 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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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?

SLO 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?

Samples were taken from the weekly writing exercises of the last 4 weeks of the semester.

83.3% (20 out of 24) students met or exceeded the standard.

(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.)

In spring 2014, a larger number than usual of heritage learners enrolled in CHIN25B. These students immigrated with their families to the US when they were young (3 to 8 years of age). Their spoken Chinese remained fluent, but their writing skills lagged behind. At the beginning of the semester most of these students could not write a single long sentence without glaring errors. They could not handle the more rigorous readings and writing assignments in the Advanced Chinese class, and after placement test, were put in the Intermediate Chinese class.

To address the needs of these students, the instructor increased the practice of reading and writing by introducing formal and written expressions and increasing students’ media literacy. This is accomplished by providing exposure to texts written in the style of newspaper, magazines, and Internet news articles. For every lesson (11 in total), students needed to write on board impromptu short compositions, which were subjected to group editing and the instructor’s correction. Students also turned in weekly essays on given topics, feedbacks are given at
the following class meeting.

The faculty teaching CHIN25A and B will continue to use these writing exercises when there is a significant number of students who need more emphasis on writing than speaking.

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?