General Education Annual Course Assessment Form

Course Number/Title Linguistics 22: Language Across the Lifespan  GE Area: Area E

Results reported for AY 2013-2014  # of sections 1 section # of instructors 1 instructor

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Department Chair: Dr. Swathi Vanniarajan  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 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?

SLO #1 Students will be able to recognize the physiological, social/cultural, and psychological influences on personal well being.

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

For SLO #1, the two main assessments I used (although there were questions on the tests, quizzes and homework that also addressed this SLO) were the linguistic autobiography and the research assignment at the end of the course. This was the Linguistic Autobiography Assignment: “Write a clear, cohesive and coherent discussion of language as it pertains to your life. Consider how wider forces such as socio-cultural forces, psychological forces, and/or physiological forces influence not only your own language learning and language use, but how languages are used in your home.

Here are some suggestions that might help you think about this paper:

● You might write about the languages you know, the languages spoken in your family, your family history as it pertains to various languages, the languages you have studied, etc. Did your grandparents speak more languages than you? Do you know a language but only use it in religious services? Do you speak several languages but only write one? Why? Do your parents speak a language that you and your siblings don’t know in order to prevent you from understanding what they are saying? Do you understand some languages but are unable to speak them? Explain.

● How do you feel about the languages you know? How does it feel to speak various languages?

● How did you learn a second or third language? What was that like? Have you ever taught another language? What was that like?
If you speak various dialects of a language discuss when you use one dialect over another. Give examples. Do people act differently toward you if you are speaking one way versus another way?

Can you speak slang or jargon? Explain how you use your various styles of language and when you use them. How do you feel when you use these styles of language?

In terms of reading and writing English, was it hard for you to learn academic English? Explain.

Finally, have the languages you know influenced your life in a particular way? Explain.”

The research assignment at the end of the course and the final reflection paper at the end of the course were linked to this assignment. The research assignment included an annotated bibliography and either a presentation, written assignment or video to accompany the annotated bibliography.

The grades on the Linguistic Autobiography assignment ranged from 85-100; the grades on the research assignment ranged from 80-100. Student final reflections were within the 85-100 range.

(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.)

Additional support to help alleviate some of the struggles that students faced with the research assignment were implemented in Fall 2012. I arranged for the linguistics librarian to provide an orientation for the students on the library’s linguistics offering. I continued this in Fall 2013. To assist students in the research assignment I will add more sessions on in-class planning, and actual in-class writing of the annotated bibliography. Although I have provided a model of an annotated bibliography to assist students with the form, spending more class time for discussion in class on the stages of the research paper and writing the annotated bibliography will allow for students to share their experiences amongst each other with both the format and what they are learning in their research. Additionally, students sharing their linguistic autobiographies with their peers in the class and sharing their research projects at the end of class adds to their ability to “recognize the physiological, social/cultural, and psychological influences on personal well being.”

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?

There was only one section and it was aligned with the goals, SLOs, content, support, and assessment

(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.

Students do make oral presentations throughout the semester on their assignments, especially on the ones requiring their reflections on language learning.