General Education Annual Course Assessment Form

Course Number/Title: Linguistics 22: Language Across the Lifespan

GE Area: Area E

Results reported for AY 2014-2015

# of sections: 2 sections
# of instructors: 1 instructor

Course Coordinator: Dr. Scott Phillabaum
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Department Chair: Dr. Swathi M. 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. (1) What SLO(s) were assessed for the course during the AY?

   SLO #2 Recognize the interrelation of the domains of physiological, social/cultural, and psychological factors on their development across the lifespan.

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

   Students completed three main projects that addressed SLO 2. The first project was a linguistic autobiography that students wrote about their experience learning another language. In this paper, students reflected on specific physiological, socio-cultural, and psychological factors that impacted their second language learning experience. At the end of the semester, students completed a second paper that reflected on the same topic and integrated specific concepts covered throughout the span of the course. The second set of assignments that addressed SLO 2 were the participant observation logs, which required students to complete five hours of conversation outside of class with a second language learner of English. Then, students reflected on the experience of this specific student in terms of concepts discussed in class.

   In Fall 2014, grades on the linguistic autobiography ranged from a low of 61 to a high of 100 with an average score of 84. Grades on the reflective paper ranged from a low of 67 to a high of 100 with an average score of 80. Scores on the participant observation log ranged from a low of 72 to a high of 100 with an average score of 78. In Spring 2015, grades on the linguistic autobiography ranged from a low of 78 to a high of 95 with an average score of 87. Grades on the reflective paper ranged from a low of 72 to a high of 100 with an average score of 82. Scores on the participant observation log ranged from a low of 82 to a high of 100 with an average score of 83.

   (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.)
Based on experiences from previous semesters, a great deal of class discussion was integrated into these three assignments, both prior to and after completion. When students had the opportunity to share their experiences and observations, they were better able to make sense of key concepts from class and also to make connections between those concepts and their own specific language learning experiences. Moreover, when students discussed their participant observation logs with one another, they became better prepared for noticing specific behaviors in their conversation partner during subsequent conversations. We will continue this practice in the coming year as students benefitted significantly from it and also appeared to enjoy it.

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 of the sections continue to be well aligned with the area Goals, SLOs, Content, Support and Assessment. The discussion following the observation logs is an enhancement to the current assessment plan.

(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.

This course is in area E.