General Education Annual Course Assessment Form

Course Number/Title Ling 22: Language Across the Lifespan   GE Area E – Human Understanding & Development

Results reported for AY 2011-2012    # of sections 2    # of instructors 2

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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 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: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

   SLO 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) For SLO 3, students performed weekly conversation exchanges with a second language learner of English and wrote up their analysis of the factors that were contributing to the learner’s success or difficulty. This assignment required students to reach out to members of the larger community and engage with a speaker of a language other than their own first language. Students learned about language learning while also gaining an understanding of what it is like to be a language learner and an immigrant living in a new community. Mean student grades on this assignment ranged from 67-82, with the lower average resulting from students not turning in their write-ups. Grades on assignments turned in by students ranged from 75-100, with most students scoring in the A/B range.

   (b) For SLO 4, students wrote a linguistic autobiography in which they reflected on their own second language learning experience and also wrote a reflective essay at the end of the course, which required them to revisit the themes they addressed in their autobiography and reevaluate them in light of what they now knew about language learning. The aim was for students to recognize where they fell developmentally in terms of language learning and the advantages and challenges of learning at different phases of the lifespan. The mean score on these assignments were 86.1 and 84.2 respectively, with most students scoring in the A/B
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 above assignments were provided during Spring and Fall 2011 and will continue in the coming year. Among the items added to assist students were the following: In-class planning and discussions sessions that provided students with the opportunity to identify specific details from their life to illustrate their language development over the lifespan, and which also allowed for input from other students and the instructor; readings and analyses of sample papers from previous semesters. Also, since many students struggled to find a conversation partner and to complete all of the conversation logs, more formal relationships could be established with off campus organizations. Even though Studies in American Language (SAL) visited the class early in the semester, some students still had problems securing a partner. In many cases, however, this was because the student simply waited too long to try to find a partner. Perhaps, the instructor could require students to have a partner one week before the assignment begins.

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?

Students in the two sections of this course were given almost the same pedagogical treatment. Also, all of the Assignments were relevant, similar, and were geared toward the area goals and objectives. There was very little variation between the two sections and so no additional actions are necessary.