General Education Annual Course Assessment Form

Course Number/Title: Ling 122 English as a World Language  
GE Area: V

Results reported for AY 2013-2014  
# of sections: 5  
# of instructors: 3

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Department Chair: Swathi M. Vanniarajan  
College: Humanities & 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 shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the US.

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

   **The results of the assessment of this course on SLO #1:** Students watched two videos “An English Speaking World,” part of the television series, “The Story of English” and “Cross-Talk” a short video consisting of three English-language speech events in England. While the first video provides a comprehensive view of the history of English, its spread World-wide, and its status as a global language, the second one demonstrates how contrasts in the ways in which English is used in two cultures can lead to serious problems in cross-cultural communication. Students were asked to write two reflective papers summarizing the content and critically evaluating the role of English and attitudes towards it in different parts of the world and in different societies. Out of 134, the total number of students who took the class in both semesters, findings indicated that approximately 58% of the students mastered LO 1 at a high level (average of B + or better on assessment activities), 38% at an average level (average of C or better but below B+) and 4% at a marginal level (C- or below).

   **Lessons learned from the assessment:** An analysis of the two essays written by students indicated that students are good at writing descriptive/narrative parts of the assignments. However, they seem to lack in ability to convert their critical insights into analytic-synthetic writing (in discussions, they were good but were not able to put them together in a cogent way in writing). The instructors will focus on improving these skills in students in the subsequent classes.
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?

Chair’s comments: Yes, all of the sections of the course well aligned with the area Goals, SLOs, Content, Support & Assessment and no action is necessary. However, instructors have indicated that students will be given short lessons on how to take notes during class discussions and how to make use of these notes while writing reflective essays.

(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 question is not applicable as the enrollment cap for the class is 28. Students did indeed give individual and group oral presentations.