General Education Annual Course Assessment Form

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

Results reported for AY: 2014-15  # of sections: 6  # of instructors: 3

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Department Chair: 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?

# 2: Students will be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

Two assignments have a direct bearing on the SLO # 2. Three instructors - Sharmin Khan, B. Kumaravadivelu and Ken VanBik - taught two sections each. Two instructors used both whereas one instructor used the first only. The assignments are:

(a) A reflective response to the video ‘The story of English’ (500-750 words)
(b) A reflective response to the video ‘Cross-Talk’ (500-750 words).

‘The story of English’ provides a comprehensive view of the history and extent of the spread of English into a lingua franca that is currently used in some way in the majority of countries around the world. ‘Cross –Talk’ consists of three English-language speech events demonstrating how contrasts in the ways in which English is used in the two cultures can lead to serious problems in cross-cultural communication. The assignments are designed in such a way that the students have to draw information not only from the videos but also from other readings done up to the time of the assignments. In addition, they are required to critically reflect on the connection between the content of the videos and the linguistic and cultural practices that related to other relevant historical contexts.

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

The table below presents details on how students fared in the assignments:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total # of students assessed</th>
<th>Grade A</th>
<th>Grade A-</th>
<th>Grade B+</th>
<th>Grade B</th>
<th>Grade Below B</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘The story of English’</td>
<td>155</td>
<td>28 (18%)</td>
<td>46 (30%)</td>
<td>33 (21%)</td>
<td>26 (17%)</td>
<td>22 (14%)</td>
</tr>
<tr>
<td>‘Cross-Talk’</td>
<td>105*</td>
<td>47 (45%)</td>
<td>23 (22%)</td>
<td>12 (11%)</td>
<td>7 (7%)</td>
<td>16 (15%)</td>
</tr>
</tbody>
</table>

*One instructor used only one assignment (“The Story of English” for assessing SLO # 2).

The results showed that most of the students reached an appreciable level of understanding of the internal and external pressures working on linguistic/cultural changes. They were also able to relate the linguistic/cultural developments to the formation of their own linguistic/cultural identity. Thus, the desired learning outcome in relation to SLO # 2 seems to have been achieved.

Lessons learned:

We learned that most of the students who came from families of not-so-distant immigration were able not only to understand the linguistic/cultural issues but also were successful in making the connections between what they read/discussed and their own family/personal life. However, students who were not able to easily relate to their immigrant life needed some extra help from the instructors.

3. **What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?**

We think that there is no need for any substantial curricular or methodological changes. However, we may need to expand the concept of identity so that learners can also reflect on sub-cultural factors such as gender, class, age, etc.

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 sections of the course continue to be well aligned with the area Goals, SLOs, Content, Support and Assessment.

5. If this course is to be offered with large enrollment, the instructor will be provided with readers to evaluate student writings. At this time, this course has a cap of 25 students and so instructors are able to give individual attention to students and their writings.