Assessment Date: Spring 2014

Faculty Name(s): 

1. Course Name and Number: 

INT 116 English Discourse Analysis

2. All Course SLOs from the Course Outline of Record:

1. Demonstrate the ability to identify, analyze and produce effective English discourse including language discourse structure, register, prosodic features, gendered discourse, cohesion, politeness strategies and genre variation.

2. Demonstrate the ability to identify and produce semantically and syntactically appropriate effective interactive English discourse from an interpreting perspective.

3. Assess the linguistic abilities of interlocutors, setting and situational context and demonstrate the ability to adjust discourse accordingly.

3. Specific Course SLO(s) assessed as part of this project: 

1, 2, 3

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

1. Attendance and participation in class discussion 20% (SLO #1, #2, #3)
2. Completion of homework and classwork 25% (SLO#1, 2, 3)
   - readings and written assignments
   - collection of language samples
   - weekly journals

   Student journals: students research discourse samples in spoken English, record and analyze the sample for presence of specific discourse features covered in class. Journals are submitted bi-weekly throughout the semester. Journal content is discussed in class to clarify, further identify and demonstrate understanding of the discourse feature(s).

3. Participation in class activities and presentations, individual and group, as assigned (SLOs #1 and #2)
4. On time completion of midterm and final exams with a passing score 30% (SLO #1, 2, 3)

Midterm exam: students are required to produce and submit as part of the midterm exam, a 2-minute video of themselves using 5 discourse features and incorporate them accurately in non-scripted spoken English text.

5. discourse analysis final project 25% (SLO#1 & 2)

Written assignments
written tests
written analysis of text analysis of different genre
discussion of language variation

Weekly journals of language sample analysis (SLO #1 and #2)
Concept Mapping (SLO#2)
Text Analysis (SLO#1, 2, 3)
Small group and dyadic presentations (SLO#1,2)
Asynchronous discussions online in BlackBoard and via VoiceThread (SLO#1, 2, 3)

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

See in previous box: items #2 & 4, journals and midterm exam.
Rubric for final project (attached)
Students evaluate course at the completion of the semester.

6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):

Student assessment of course evaluations summarized and provided to instructor via interview with Deaf Studies Faculty and Dean. Student exam grades totaled and data collected for cumulative scores where the majority of students scored incorrectly on the same question, for revision of test questions and instructional methods on these items. Data recorded per student for exams, participation, projects and journals submitted toward points/percentages toward final grade.
7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Discussion with program coordinator regarding updating of SLOs and assessment methods. Individual discussions regarding concerns for student progress as needed.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Test questions revised each semester, teaching methodologies updated after attendance at industry conference for interpreter educators and faculty trainings, collection of data annually to measure student progress on exams and final projects. Portions of instruction adapted to in-class activities (Ex: concept mapping), and increased student centered learning methodologies.

9. Results of implemented changes, if available at this time:

Maintain current student learning plan, curriculum and assessment methods.

Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc