**MA Linguistics**

**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Linguistics Degree MA

Assessment Coordinator: Dr. Chris Golston

1. Please list the learning outcomes you assessed this year.

**Goal 3: Produce a research paper which demonstrate ability to carry out independent empirical, experimental, or theoretical research.**

Objective 3.1 Critically review relevant literature theoretically and empirically.

Objective 3.2 Utilize appropriate methodology to collect data, interpret the data, and discuss theoretical implications.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

The term project assignment in Ling 248 Sociolinguistics (Fall 2020) was used to assess the learning outcomes in Goal 3.

Description of the assignment: This assignment was broken down into seven sub-assignments (see Appendix for Ling 248 syllabus) with deadlines throughout the semester:

1. Project Topics: Each student will submit a sociolinguistic research question (phrased as a question and answerable with a semester project).
2. Topics & Annotated Bibliographies: Each student will submit a sociolinguistic research question (can be the same one submitted before) and an annotated bibliography with at least six relevant sources (briefly summarizing each source in terms of its relevance to the project).
3. Human Subjects Research Tutorial: In preparation for conducting human subjects research, students will complete a Human Subjects Research Tutorial.
4. Study Designs / Data Collection Plans: Each student will submit their final sociolinguistic research question, a description of their planned sociolinguistic experiment addressing the research question, and an overview of the proposed data gathering and statistical analyses.
5. Projects Presentations: Each student will use Google Slides to create a PowerPoint-style presentation (with 10-12 slides) summarizing their term project (including background, methodology, results, discussion, etc.) and share the slide presentation with the professor via Google Slides.
6. Discussion of Presentations: The professor will embed each student’s Google Slides presentation into a discussion board on Canvas. Each student will view a minimum of five classmates’ presentations and ask substantive questions about / make substantive comments on each one. Each student will also respond to questions and comments on their own presentation (but if there are more than five questions and comments, responding to five will be sufficient).
7. Project Papers: The final paper should follow the format of the journal articles we’ve been reading throughout the semester and should take into account all feedback received, including peer responses from the Project Presentation Discussion Board.

Grading criteria/rubric: The assignment (including each sub-assignment) was graded based on the instructor’s expertise and years of experience of the subject area of sociolinguistics.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

There were 14 students in this class and 80% (12 out of 14) were deemed proficient, which just meets our benchmark of 80%.

1. What changes, if any, do you recommend based on the assessment data?

We found that the term project assignment assessed the learning outcomes very well, clearly addressing the learning outcome Goal 3, “producing a research paper which demonstrate ability to carry out independent empirical, experimental, or theoretical research”. The breaking down of the assignment into small manageable sub-assignments throughout the semester is effective in helping students formulate a strong research project, develop a critical review of the relevant literature, and come up with an appropriate empirical design for data collection and analyses to answer the research question.

Recommended changes: Improvement could be made in creating and use explicit grading criteria in writing for each sub-assignment, so students understand the expected outcomes clearly.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during AY 2021-22?

We’ll be looking at the MA theses produced that academic year. We plan to assess the following student learning outcome in ay 2021-22:

**Goal 3: Produce a research paper which demonstrate ability to carry out independent empirical, experimental, or theoretical research.**

Objective 3.1 Critically review relevant literature theoretically and empirically.

Objective 3.2 Utilize appropriate methodology to collect data, interpret the data, and discuss theoretical implications.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

The most recent program review (2015) made the following recommendations in curriculum development for the MA program and the department has made efforts to address each of them.

* 1. “The development of new graduate courses in research methods, language structures for teachers, a survey of applied linguistics, a morphology course, and a semantics course in the future.”
* Dr. John Boyle has developed and offered an undergraduate Morphology course every other semester since 2017.
* The department conducted a search for a linguist specializing in TESLO/SLAT (Second Language Acquisition and Teaching) and applied linguistics in 2016-2017. We successfully hired Dr. Jaydene Elvin who started here in fall 2017. Dr. Elvin has contributed to the development of graduate course in research methods and will be offering the graduate research methods class in Fall 2018. She is our TESOL program coordinator and oversees internship opportunities and service learning for TESOL students in the MA and BA programs.
* The department also hired John Lyon, a tenure-track faculty member who specializes in semantics. He developed a new Semantics undergraduate course in Fall 2018, and this course was converted into a regular course as Ling 156 and added to a core course for linguistics undergraduate majors as a main program change. Unfortunately, due to many reasons Dr. Lyon decided to leave the department for a professorship in Canada in Fall 2020. But Ling 156 remains a core course for linguistics majors and is offered regularly.
  1. “making the TESOL option more general and applying it to teaching subsequent languages other than English”
* Our core and required courses for the TESOL option are offering students theoretical and practical training to teach subsequent languages other than English. We submitted a curriculum change proposal and was approved by the university curriculum committee to change the TESL option to TESOL/SLAT to reflect the broader scope of curriculum.
  1. “Culminating Experiences and Student Direction”
* The department faculty have agreed to develop the Project option for the students in the TESOL option. We have included internship opportunities in the TESOL program through Fresno Adult School, San Joaquin Memorial High School, and Agriland Farming Company, and incorporated these experiences into the curricula for Ling 141, Ling 171, Ling 241 and Ling 244. Ling 241 have been converted into a service-learning course. We will work on developing ways in which these experiences can be incorporated into the students’ culminating experience.

Appendix: Ling 248 Sociolinguistics syllabus (Fall 2020)

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