

Linguistics Major Assessment Report

For AY 2017-18

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to the Director of Assessment, Dr. Melissa Jordine (mjordine@csufresno.edu). (Reports can be sent to Dr. Jordine via campus mail to mailstop SS 21). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

1. What learning outcome(s) did you assess this year? List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report.

We assessed the following learning outcomes for one undergraduate course and one graduate course in the 2017-2018 academic year.

SLO: Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data. (Objective A3)

Ling 143 Syntax

SLO: Ability to carry out independent empirical, experimental, or theoretical research. (Goal 3)

Objective: Produce a research paper which includes a literature review, appropriate methodology, data, interpretation of data, and a discussion of theoretical implications.

Ling 265 Graduate Seminar in Language Acquisition

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”

Ling 143 Syntax, Fall 2017

The SLO assessed relates to Student Learning Outcomes Objective A3 – **Demonstrate**

knowledge of sentence patterns (syntax) and how to analyze syntactic data.

The final paper was used to assess this learning outcome. The SLO assessed relates to Objective A3 from the Ling 143 Syllabus, Fall 2017:

Students will be able to apply tools of syntactic analysis to analyze linguistic data from a variety of languages.

We expect at least 75% of the students in the course to be successful in achieving the learning objective.

Final paper guidelines:

Syntax Papers (50 points)

Due on the last day of instruction

You are required to write a 10-15 page paper on the morphology and syntax of a language other than English. If you are not a native speaker of English, you are strongly encouraged to work on your native language. The research for the paper can also be done by work with a language consultant, or by consulting a reference grammar on the language of your choice. The only language off limits is English!

INSTRUCTIONS:

Don't include a title page. On the first page of the paper, at the very top, give the title of the paper, centered; underneath the title, give your name, centered.

Example:

The Syntax of Chukchansi Yokuts
Brian Agbayani

If you use published or web resources, follow the citation method and format in the reference section according to the style sheet below.

http://www.linguisticsociety.org/files/style-sheet_0.pdf

Your paper should have 3 sections, with each section heading centered: General, Morphology, Syntax.

For each section, address the following issues (for clarity, do so in the order indicated):

General

1. Where is this language spoken, and by how many people?
2. Which language family does this language belong to? Name at least one other related language.

Morphology

1. a. Does the language mark case (nominative, accusative, genitive, etc.) on nouns?
b. If so, give at least two examples, with English gloss and translation.
2. a. What does this language mark on verbs? Person/number/gender of

subject? Aspect/tense?

- b. Give at least two examples, with English gloss and translation.
3. Cite at least one morphological aspect of the language (if any) that clearly differs from English, with an example (with English gloss and translation).

Syntax

1. a. What is the basic word order of sentences in the language? (SVO, SOV, VSO)?
b. Give at least two examples to illustrate, with English gloss and translation.
2. a. Where do embedded clauses appear relative to the main verb (before or after)?
b. Give at least two examples to illustrate, with English gloss and translation.
3. a. What is the word order within NPs (noun phrases)?
b. Give at least two examples to illustrate, with English gloss and translation.
4. a. Where are relative clauses placed with respect to the head noun in NP?
b. Give at least two examples, with English gloss and translation.
5. a. What is the word order in PPs (pre- or postpositional phrases)?
b. Give at least two examples to illustrate, with English gloss and translation.
6. a. How does this language ask yes-no questions?
b. Give at least two examples, with English gloss and translation.
7. a. How does this language ask wh-questions?
b. Give at least two examples, with English gloss and translation.
8. Cite one other syntactic aspect of this language (if any) that clearly differs from English.

Example of how to set up syntactic data in your paper using the example (in IPA or Romanization), an interlinear gloss (with morphemes indicated), and English translation:

(1) Hanako-ga hon-o kat-ta
Hanako-Nom book-Acc buy-past
'Hanako bought a book'

Make sure that example numbers appear in this format: (1)

Make sure that the morphemes in the interlinear gloss align with the morpheme pieces in the example.

Put single quotes around the English translation.

It's a good idea to show me a draft of your paper well before the due date to make sure that your formatting is generally on the right track. Also, if you have any questions/concerns about proper citation/quotation, by all means show me what you have and I can help you with the proper method so you don't do something illegal.

Ling 265 Graduate Seminar in Language Acquisition, Fall 2017

The SLO assessed relates to SLO Goal 3 and Objective:

Goal 3: Ability to carry out independent empirical, experimental, or theoretical research;

Objective: Produce a research paper which includes a literature review, appropriate methodology, data, interpretation of data, and a discussion of theoretical implications.

The final research project paper was used to assess this learning outcome. The SLO assessed relates to Goal 3 and Objective from the Ling 265 Syllabus, Fall 2017:

Students should be able to:

- 1) Understand and describe the nature and the process of first and second language acquisition from linguistic, psychological and social perspectives.
- 2) Compare and contrast different theories of language acquisition.
- 3) Understand and apply the basic methods in first and second language research.
- 4) Develop skills for critical reading of some of the primary literature on language acquisition, including:
 - describing where articles fit in the general literature
 - summarizing major data for a paper
 - summarizing the major arguments of a paper
 - evaluating the data and arguments presented

We expect at least 75% of the students in the course to be successful in achieving the learning objective.

Assignments: The student learning outcomes were assessed through the final research project paper.

Research project: Research projects provides students with an opportunity to apply their knowledge of the theories and the methods of data analysis to explore their interested topics in language acquisition in details. This project should address a very specific question in child (L1) and/or adult L2 acquisition, and include an analysis of the real language acquisition data. A study can be based on any language or combination of languages.

The research project includes the following components:

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|------------------------|--------|-------------|
| - Project proposal | 1 × 50 | = 50 points |
| - Project presentation | 1 × 30 | = 30 points |
| - Final term paper | 1 × 80 | = 80 points |

Each student is expected to:

1. Write a research proposal [50 points]: Submit a written outline of your project (double-spaced, 8-10 pages) that addresses issues such as follows:
 - What research questions are you going to investigate?
 - What is the rationale for such a project? In other words, why is this topic interesting?
 - What has been done on this topic (literature review*)?
 - What kinds of data (e.g. audio-taped spontaneous data, corpus data, written materials, data from an experiment, elicitations, etc.)?
 - How are you planning to collect?

- How are you going to analyze the data?
- What are the responsibilities of each member of the group (if it is a group project)?
- Bibliography/References*

*The literature review requires you to search, read, and critically review all important relevant research publications on the chosen topic to produce a comprehensive coherent review.

*The required bibliographic style is APA.

*You can make an appointment and seek help with academic writing at the [Graduate Writing Studio](#). The [Purdue Online Writing Lab](#) is also a good source for academic writing.

2. Make an in-class presentation of the project [30 points]. Your presentation will be graded on the content (depth and width of study of the relevant topic) and the clarity of presentation.

3. Write the final project term paper [100 points]: Based on the results of your research, write a paper of about 15-20 pages (double-spaced). Quality is more important than quantity. Use Times New Roman, 12-point font size. Detailed grading rubric will be provided during the semester. Students should organize your paper to include the following sections:

- Introduction, stating the project goals or questions to be investigated;
- Brief literature review and rationale;
- The method of data collection;
- The results of your data analysis;
- Discussion;
- Conclusion;
- Footnotes or Endnotes (if any);
- Bibliography (References).
- Appendix: Experimental materials (e.g. stimuli, procedure, questionnaires), Data samples (e.g. a sample of recording, data transcript, subject consent form)

The final paper must be submitted through *Assignment turn-ins* via Blackboard in pdf format for plagiarism detection before or by the due date.

3. What did you discover from the data? Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

Ling 143 Syntax

A total of 25 students took this course in Fall 2017. 24 students completed the final paper. The final paper was worth 50 points (out of 300 points for the class). 8 students earned full credit 50 points, 10 students earned scores ranging from 40 to 45 points, 5 students earned a score of 35, and 1 student earned a score of 25. 1 student did not complete the paper. All students except 2 met the standard to varying degrees (8 fully met, 10 met it above average, 5 were average). The assessment results from the final paper suggest that the majority of the students (92%) achieved the learning outcome, i.e. demonstrated knowledge of sentence patterns (syntax) and how to analyze syntactic data.

The use of a detailed set of guidelines was effective in ensuring that the students knew what the learning expectations were and how to meet them within the context of the paper.

Ling 265 Graduate Seminar in Language Acquisition

Seven out of the total of 8 students in the seminar submitted the final research paper at the end of the semester. One student took an Incomplete. The final papers were submitted via assignment submission in Blackboard. The papers ranged from 13 to 38 pages in length and covered a wide range of specific topics on the first, second, and bilingual acquisition in a variety of languages including, e.g. vocabulary acquisition in second language, acquisition of sentence final particles, morphosyntactic development, influence of first and second language on motion event encoding, and early phonological development.

All of the research papers fully addressed Student Learning Outcome Goal 3 “Ability to carry out independent empirical, experimental, or theoretical research.” and Objective “Produce a research paper which includes a literature review, appropriate methodology, data, interpretation of data, and a discussion of theoretical implications” (see research project description and requirements in answers to Question #2).

4. What changes did you make as a result of the data? Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

Ling 143 Syntax

We found that the use of a detailed set of guidelines was effective in ensuring that the students knew what the learning expectations were and how to meet them within the context of the paper.

Improvement could be made in the following areas in terms of assessment:

- (1) Include more activities involving the analysis of data from a variety of languages to frequently keep track of student learning in this area. This is to give students more exposure to syntactic patterns that differ from English and to help them understand how they are analyzed.
- (2) Include a short component in the class on field methods/working with a language consultant to help students understand the process of data collection with a native speaker.
- (3) Better reinforce proper citation methods for primary literature resources. Require a rough draft submission for credit prior to the final submission date to identify and correct ahead of time any improper citation/absence of attribution to primary sources where needed.

Ling 265 Graduate Seminar in Language acquisition

Improvement could be made in the following areas:

- (1) Short data analysis exercises will be assigned during the semester to familiarize students with large language acquisition corpora (e.g. the CHILDES database, Talkbank) and the use of the analytical tool (e.g. the CLAN program). This will train the students to improve data analysis skills and practice using data to address important theoretical issues. This way, students will have the opportunity to develop an original research project based on incremental work of data analyses and theoretical discussions throughout the semester.
- (2) Set aside one or two class sessions to discuss potential research topics that students plan to work on around the middle of the semester. This will help students locate a good research topic and get early feedback on both theory and methodology on research topics that they are interested in.
- (3) Include RCR (Responsible Conduct of Research) training during the semester as language acquisition research projects involve human subjects and especially children. Also include introduction and practice of basic research tools during the semester, e.g. EndNote, SPSS, as students have shown great difficulty in writing literature review, correctly formulating bibliography, and statistical analyses.

This will be implemented in the Fall 2018 Ling 265 seminar to improve performance on Student Learning Outcome Goal 3.

5. What assessment activities will you be conducting in the 2017-2018 AY? List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.

We plan to assess the following outcomes and courses in 2019 – 2020.

Ling 141 TESOL

Learning outcomes B9: Describe current best practices for teaching a second language.

Exams will be used to assess this learning outcome.

Ling 241 Graduate Seminar in TESOL

Goal 4: Ability to carry out curriculum preparation in TESL.

ESL Drama Activity Lesson Plans will be used to assess this learning outcome.

6. What progress have you made on items from your last program review action plan? Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

BA and MA program action plan

The most recent program review (2015) made the following recommendations in curriculum development 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 last year and this course was offered again in Spring 2018.
 - The department conducted a search for a linguist specializing in TESL 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 a graduate course in research methods and will be offering the graduate research methods class in Fall 2018. She is also overseeing two internship opportunities 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 is teaching a new Semantics undergraduate course in Fall 2018, and will offer a graduate Seminar in Semantics in Spring 2019.
- (2) “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 are discussing to change the TESOL option to TESOL/SLAT (Second Language Acquisition and Teaching) to reflect the broader scope of curriculum.
- (3) “Culminating Experiences and Student Direction”
 - The department faculty expressed interest in getting more information about the Project option for the students in the TESOL option. We have included internship opportunities in the TESOL program through Fresno Adult School and San Joaquin Memorial High School, and incorporated these experiences into the curriculum for Ling 141, Ling 241 and Ling 244. We will look into developing a service learning course in TESOL as well. We will work on developing ways in which these experiences can be incorporated into the students’ culminating experience.

Additional Guidelines: If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.