

COURSE SLO ASSESSMENT REPORT, SCC

Department: Languages

Course: Italian 101

Semester: Spring 2013

SLO Assessed: Written Communication

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>Written Communication: the ability of the student to express him/herself in writing, responding either to specific questions or a more general prompt.</p>	<p>Compositions: There are two compositions in the course, the first of which occurs at the midterm point and is responds to one of three prompts based on a film viewed in class (the student must recall/interpret aspects of the film); the second composition is a take-home response to a prompt provided by the instructor.</p> <p>Written portions of exams: for the written portion of exams, the student responds to a question using the target grammar – verb tenses and vocabulary – that complements the chapters being tested.</p> <p>For the express purpose of the SLO,</p>	<p>Grading Criteria: A= Highly Proficient B= Proficient C= Competent D= Non-Proficient F= Non-Proficient Success: A,B,C Non-success: D,F</p> <p>Stats:</p> <p>Written communication: A- 17/23 (74%) B- 5/23 C- 0/23 D- 0/23 F- 1/23 (did not complete the course) Success rate: 22/23 (96%) Non-success: 1/23</p>	<p>Students all enter Italian 101 with little or no knowledge of Italian, so their ability to produce writing throughout the semester is a testament to their ability to learn throughout the course. At the onset of the course, students are asked to write approximately 5 sentences describing themselves, while by the end of the semester they are writing 200 words on a given topic. Their ability to successfully complete this task demonstrates the success of the course.</p> <p>This semester, the students were almost all engaged in the class and invested in completing the course in a positive manner. The positive learning environment creates a more collaborative experience for the students, so they are able to seek help from their fellow students and also from the instructor.</p>	<p>Since the success rate was very high (the one unsuccessful student abandoned the class with four weeks left, though he was not a terrible student before that), I plan to continue what I did this semester.</p> <p>My approach this semester to helping students improve their writing was three-fold:</p> <p>1. Homework assignments: I assigned multiple homework assignments (usually assigned on a Wednesday and collected the following week) that were short paragraphs (5 sentences at the beginning up through 10 sentences later in the semester) focused on the vocabulary or grammar concept for a given chapter (for example, the students</p>

	<p>the portion discussed will be the second of the two Compositions, as it demonstrates their overall success at the end of the semester.</p> <p><u>Criteria of Success:</u> <i>Though there exist nuances between writing, listening, reading and speaking, the general criteria for determining a student's level of success follows general guidelines:</i></p> <p>A= Will demonstrate ability to respond effectively applying extensive use of correct vocabulary, idiomatic expressions, grammar, and culture to communicate clearly and respond at level far in excess of expected ability for level studied.</p> <p>B = Will demonstrate ability to respond applying moderate and appropriate vocabulary, grammar, idiomatic expressions,</p>			<p>wrote a self-portrait for the adjectives chapter and described their most recent vacation for the past tense chapter). The students would get their assignments back with indications of errors (but no corrections) and would have the opportunity to re-write their paragraphs to recoup up to half of the points they missed (if they initially earned 40/50, they would be able to earn up to a 45/50 if they had a successful re-write). This gave the students the opportunity to not only ask questions but to also improve their writing.</p> <p>2. In-class writing exercises: I made more use of small groups as the semester went on, and utilized students writing small sketches or responding to more open-ended prompts in groups. The groups would typically be randomly assigned, which afforded the students an opportunity to utilize each other in improving their writing. Very successful!</p> <p>3. Compositions: The</p>
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	<p>and culture with few errors that will not impede instructor's comprehension.</p> <p>C = Will demonstrate ability to respond at adequate level applying limited use of vocabulary, grammar, idiomatic expressions, and culture.</p> <p><u>Non-Proficient</u></p> <p>D=Minimal use of vocabulary, grammar, idiomatic expressions, and culture. Numerous application errors and pronunciation problems making comprehension difficult and/or problematic.</p> <p>F=Fragmented, barely intelligible, student cannot demonstrate success at communicating and comprehending. The student will often use English words, phrases or thoughts without bothering to even attempt to use the Target Language (TL).</p>			<p>compositions are both successful in Italian 101. The first composition, responding to a prompt about a film they watch in class, allows them to use a dictionary in class, which reinforces the concept of using a dictionary in a meaningful way (not looking up every word or using the first definition they see). The second composition expects them to apply the things they have learned throughout the semester at home, which demonstrates their ability to apply what they've learned throughout the semester.</p>
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