

Undergraduate Academic Assessment Plan 2012 2013

Department of Linguistics

College of Liberal Arts & Sciences

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Mission Statement

The mission of the Linguistics Department at the University of Florida is to engage in multidisciplinary approaches to discover the complexity of language, its biological and social basis, and its interconnections with human life; to pursue systematic investigation of language through internationally-recognized research by faculty and students and through effective and engaging teaching at all levels; and to apply the knowledge gained in coursework and research to promote cultural and linguistic sustainability through documentation of (endangered) languages of the world, to improve language pedagogy/teaching around the world, and to educate the next generation.

This mission statement is in line with the mission of the College of Liberal Arts and Sciences and that of the University of Florida, focusing on teaching, discovery, and application of the results of research to benefit the greater good.

Student Learning Outcomes (SLOs)

Content knowledge:

1. Identify, describe and explain the concepts related to phonetics and phonology (sounds and sound systems).
2. Examine and explain the concepts related to morphology and syntax (word and sentence structures).

Critical Thinking:

3. Analyze linguistic data by applying concepts and knowledge from phonetics and phonology.
4. Analyze linguistic data by applying concepts and knowledge from morphology and syntax.

Communication:

5. Articulate research results clearly and effectively in an accepted style of presentation.

Curriculum Map

Curriculum Map for: Linguistics

College: Liberal Arts & Sciences

Key: Introuced

Reinforced

Assessed

Courses SLOs	LIN3010	LIN3201	LIN3460
Content Knowledge			
#1 phonetics and phonology	I;R	R; A: language project	
#2 morphology and syntax	I;R		R; A: exams, language project
Critical Thinking			
#3 phonetics and phonology	I;R	R; A: language project	
#4 morphology and syntax	I;R		R; A: exams, language project
Communication			
#5 Articulate research results clearly and effectively	I;R	R; A: language project	R; A: language project

Assessment Cycle

Since the critical courses (LIN3201 and LIN3460) are taught every semester, all six SLOs will be assessed annually.

Assessment Cycle Chart

Assessment Cycle for: Linguistics

College: Liberal Arts & Sciences

Analysis and Interpretation:

May-August

Improvement Actions:

Completed by September 1

Dissemination:

Completed by October 1

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		√	√	√	√	√	√
#2		√	√	√	√	√	√
Critical Thinking							
#3		√	√	√	√	√	√
#4		√	√	√	√	√	√
Communication							
#5		√	√	√	√	√	√

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify, describe and explain the concepts related to phonetics and phonology (sounds and sound systems).	Language project	Rubric
Examine and explain the concepts related to morphology and syntax (word and sentence structures).	Exams; Language project	Rubric
Analyze linguistic data by applying concepts and knowledge from phonetics and phonology.	Language project	Rubric
Analyze linguistic data by applying concepts and knowledge from morphology and syntax.	Exams; Language project	Rubric
Articulate research results clearly and effectively in an accepted style of presentation.	Language project	Rubric

Assessment method

Aside from LIN3010 (Introduction to Linguistics), the courses LIN3201 (Sounds of Human Language) and LIN3460 (Structure of Human Language) are the only two that are required for the Linguistics major. SLO assessment is therefore based on students' performance in these last two courses. Our targeted outcome is that all Linguistics majors obtain an SLO grade of C or better on critical assignments in these courses, graded according to department rubric (see below). These SLO grades are letter grades, and are not based on a point score. These SLO grades are also not equivalent to the course grades that the student received. LIN3201 and LIN3460 are commonly also taken by students who are not or not yet registered as a Linguistics major. In order to restrict the SLOs to linguistics majors, SLO assessment in each academic year is based on performance in LIN3201 and LIN3460 of those students who graduate with a linguistics major in that particular academic year. For instance, the SLO data for 2010-2011 are based on the LIN3201 and LIN3460 SLO data of students who graduated in 2010-2011, even though the student may have taken these courses in a previous year.

In addition to the direct measures described here, we will also take indirect measures to assess the effectiveness of our program. These indirect measures are: the number of linguistics majors, the number of majors graduating with honors, and the number of majors participating in the University Scholars Program.

Rubric for grading LIN 3201

The Assignment

In the final two weeks of class, a native speaker of a language that no one in the class has studied will join the class so that students can practice “field methods” on the language. Students will interact with the speaker to determine the sound system (phones and phonemes) of his/her language, and will write up the results. The write-up will include: Acknowledgement and Background information, a Phonetic chart of phones, Statement of suspicious pairs, Presentation of evidence of phonemic analysis, Statement of the phonemes, Charts of the Phonemes, (Optionally, observations on suprasegmentals and canonical form), Comments on unresolved issues.

Grading Criteria

A: The data transcribed accurately and in detail, represented with the correct use of phonetic symbols. All data is analyzed thoroughly, demonstrating full understanding of the principles of phonemic analysis and drawing conclusions consistent with the data. The presentation of results is organized, clear and thorough, providing the appropriate evidence for each analytical conclusion. The writing is free of errors in mechanics, grammar and spelling, and correctly uses both phonetic and phonemic terminology.

B: The data generally accurate and detailed, but has some minor faults in transcription. Most data is analyzed thoroughly, demonstrating an understanding of the principles of phonemic analysis and their application to the data. The presentation of the results is organized and clear, and generally uses correct terminology and appropriate evidence, with few errors in the mechanics, grammar and spelling.

C: The work meets the requirements of the assignment in containing all the required sections. However, the student shows difficulty with one or two of the following: the data contains serious inaccuracies or lack of detail; the transcription shows mistakes in the use of phonetic symbols; the data is not analyzed completely; the analysis shows some misunderstandings or misapplications of phonemic analysis; the terminology of phonetics and phonemics is used incorrectly, vaguely, or imprecisely; the writing contains numerous grammatical errors; the presentation is not clearly organized.

D: The project is a serious attempt to fulfill the requirements of the assignment, but falls short in more than two of the following ways: the work lacks a section of the assignment; the data contains serious inaccuracies or lack of detail; the transcription shows mistakes in

the use of phonetic symbols; the data is not analyzed completely; the analysis shows some misunderstandings or misapplications of phonemic analysis; the terminology of phonetics and phonemics is used incorrectly, vaguely, or imprecisely; the writing contains numerous grammatical errors; the presentation is not clearly organized.

F: The project shows serious faults in most of the following ways: the data is incorrectly transcribed or incomplete, the system of phonetic transcription is not followed, the work shows a lack of understanding of phonemic analysis and fails to apply it to data. The results are poorly organized and demonstrate no connection between the presentation of data and the conclusions drawn from it, and the mechanics of writing shows serious problems of grammaticality, spelling, and usage.

Rubric grading for LIN 3460

The assignments

The assignment for LIN 3460 consists of two parts: a number of exams (typically three or four) to be determined by the instructor, and individual assignments related to a semester-long language project. The language project requires students to identify a language of interest and to document selected morphological and syntactic information about this language. Throughout the semester, they will be asked to describe basic properties of the language as related to concepts being discussed in class. Project-language assignments require linguistically accurate description of basic phenomena, clear presentation of unfamiliar linguistic data, and terminologically appropriate discussion. Specifics depend upon the particular assignment in question.

Grading Criteria

The goals of the assignment are to evaluate i) the students' understanding of the concepts, ii) their analytical skills, and iii) their ability to present research results. The exams address goals i) and ii). The exam grades will be averaged and this will constitute 80% of the ISA grade. Grading of exams will be based on the following criteria:

A: Student demonstrates excellent understanding of the concepts and analytical skills are above average. Student shows no difficulty with the material and understands some of the finer points.

B: Student demonstrates good understanding of concepts and/or analytical skills are adequate for the course. Student has solid control of the basic material.

C: Student demonstrates some understanding of concepts and/or analytical skills are only just adequate for the course.

D: Student demonstrates significant misunderstanding of concepts and/or analytical skills are insufficient for the level of the course.

F: Student demonstrates inadequate understanding of the concepts and/or analytical skills are not acceptable for even more basic courses.

The remaining 20% of the ISA grade will be determined by the language project assignments according to the following criteria:

A: The data in the assignment illustrate the phenomenon of interest and they are presented clearly, in a format that would be fully accessible to other linguists. The examples are typed, glossed using recognized standards, and accurately translated. The writing is free of errors in mechanics, grammar and spelling, and correctly uses morphological and syntactic terminology.

B: The data mostly represent the phenomenon of interest and they are presented in a clear format that would be understandable to other linguists. The examples are typed and mostly glossed using recognized standards or sensible abbreviations. They are accurately translated. The writing is organized and clear and generally uses correct morphological and syntactic terminology. There are few errors in the mechanics, grammar, and spelling.

C: The work meets the requirements of the assignment in containing all the required material; however, the assignment shows difficulty in two of the following three areas. i) The data only partially represent the phenomenon of interest. ii) Data are not clearly presented and outside familiarity with the language is required to understand them. The examples may not be typed, glossed fully, or accurately translated. iii) The writing is not organized or missing. Terminology is not always used appropriately. There are errors in mechanics, grammar, and spelling.

D: The assignment is a serious attempt to answer the questions, but falls short in all three of the following ways: i) The data do not represent the phenomenon of interest. ii) Data are not presented clearly. Examples are missing or not clearly presented. They may not be understandable without good familiarity with the language. The examples may lack glossing or translation. iii) The writing is minimal or unorganized and terminology is not accurately used. There are significant errors in mechanics, grammar, and spelling.

F: The work is inadequate in all areas. Data are either missing or presented in such a way that they are not understandable. The writing is unorganized or missing and shows poor understanding of any concepts used. The mechanics show serious problems of grammar and spelling.

Assessment Oversight

Every summer, the Linguistics undergraduate coordinator will compile the SLO data for those students graduating in the academic year ending that summer. Results will be presented at a Linguistics faculty meeting. Potential problems, solutions and implementation of changes will be discussed during that meeting.

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