

GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR: Spring 2010

DEPARTMENT: Foreign Language

COURSE TITLE: Spanish 104

PARTICIPANTS (min. 2): Lourdes Girardi

Only one participant since there is only one instructor for this once a year course.

COURSE-LEVEL SLO(s) ASSESSED THIS SEMESTER:

SLO #1: to demonstrate mastery in written and oral expression in Spanish

SLO #6: to compare and contrast the Spanish language and culture with their own.

METHODS OF ASSESSMENT:

A random selection of students acted out the reading *Drácula y los niños* from the course textbook, *Revistas*. Three students were chosen to enact the reading selection: one acted as the narrator-conscience of the main character, another read the dialogue of the main character and the third performed the third character in the story.

The instructor assessed the students' ability to correctly place the stressed syllable, and apply the appropriate intonation when reading out loud. A full discussion on child upbringing styles followed the representation where the instructor assessed the student's ability to correctly place the stressed syllable, and use the appropriate intonation while speaking.

ANALYSIS OF ASSESSMENT: What do these results tell you about your students' achievements on the targeted SLO(s)?

Students were able to read the dialogue or passages using the correct intonation, even using a "sarcastic" tone when applicable. None incurred in any type of mispronunciation, and the stressed syllable was placed correctly. None of the students was from a Hispanic background.

Since Spanish 104 is a capstone course we would expect students at to have few to no errors in intonation and the ability to stress the correct syllable ("sílabas tónicas") while

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reading. This limited sample of students at this advanced level suggests a mastery of these learning objectives.

PLAN: Indicate if your assessment results reveal a need for course improvement in order to improve student achievement, and what plans your department will make to do so.

The students of this Intermediate II level course read short stories and essays in the target language, watch award winning short films from different countries of the Spanish speaking world, write and perform their own skits, carry impromptu debates on a diversity of topics like political, socio-economic, and personal relations on a regular basis in class. These experiences and related vocabulary are then applied in conjunction with the lesson's grammatical structure in the writing of analytical essays. It is my belief that these in-class activities and out of class assignments contribute to the awareness of these learning outcomes, and have developed these skills to the point of advancing most of the students to a near-native speaker level.

I'll encourage the department- division-administration to continue providing this venue for student to further develop their oral and writing skills in the Spanish language. This type of class might not get full enrollment, but it provides a unique and most needed opportunity to put into real life practice the grammar and vocabulary learned in previous levels. It further develops a global awareness and understanding for a different culture, which is so important in Los Angeles. I'll suggest that we incorporate this type of activities in the other levels.

WHAT COURSE(S) WILL YOU ASSESS IN THE FOLLOWING SEMESTER ? You might re-assess for the same SLO(s) with the implementation of your new plan, and/or for another SLO and/or course.

We will assess the same SLO # 1 and # 5 in Spanish 103 – Intermediate Spanish I (a Fall Semester only offering) in order to complete the spectrum of these SLO's in the Spanish Language Program.

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