Idaho State University

APPROVED General Education Assessment Plan

Course:	**ANTH 1107**	GERC Decision:	**APPROVED**	Date:	**04/26/2016**
aka Course(s):	**ENGL 1107, LANG 1107**				
Course Title:	Nature of Language				
Objective:	**7**	**Critical Thinking**			
GERC Notes:	*A general note on assessment of this class: whenever it is taught, the instruments resulting from the course should somehow compare among different iterations that are offered.*				
Department:	**Anthropology**			College:	**Arts & Letters**
Submitted by:	Chris Loether				
Dept. Chair:	Paul Trawick				

No changes are to be made above this line.

REVISIONS: by department chair or plan authors.

For Department's use:

1. Use "**Suggesting**" mode from the drop-down button near the right margin in the toolbar above to modify this Google Doc.
   a. If you do not have access permissions, contact gercmail@isu.edu.
2. Fill out the table below.
3. Notify gercmail@isu.edu and your GERC Rep (see GERC Membership List) that this document has been modified.

CHANGES MADE by Dept.?	Yes or No	Revised by: (Name)		**Date:**	
Description of Changes:					
Notify GERC Rep:		GERC Rep's Name:		**Date:**	

For GERC's use:

Need GERC Review?		Substantive changes requiring a new Assessment Plan?			
GERC Rec'd:		Processed by GERC:		GERC Agenda:	
GERC Decision:				Date:	
UCC Proposal Required?		UCC Proposal Submitted:		UCC Prop #	

Assessment Schedule:

Scheduled Rotation		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Report**
Academic Reporting Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Assessment Scheduled							
Outcome(s) Scheduled							
Annual Report Filed							
Outcome(s) Assessed							
Dept. to review & use results?		**By whom?**					
5-Year Report Due							

Assessment Plan for ANTH 1107: Nature of Language

A. Assessment Methods:

Satisfies Objective 7, Critical Thinking, which includes 6 learning outcomes, all of which are relevant to ANTH 1107. The Assessment Committee will examine these on a 3-year rotating basis, with two assessed each year. In the Fall of 2016, outcomes 1 and 2; in Fall of 2017 outcomes 3 and 4; and in Fall of 2018 outcomes 5 and 6.

The following materials will be collected annually for the course for the purpose of assessing each learning outcome:

--syllabus, final exam and other main assignments from the instructor
--completed final exams and/or other main assignments from 40 randomly chosen students from the instructor.

The department committee will assess each learning outcome according to the following procedure:

1) The committee will review course materials—syllabi, final exams, and other main assignments—from the past year to ensure that all sections of the course are adequately teaching, and testing for, the learning outcomes under review.

2) The committee will review the collected samples of student work from the past year and assess them using the appropriate rubric (see the Assessment Rubric). The attached Appendix contains sample questions from exams and essay topics that will be used to assess each learning outcome.

B. What is the method for compiling/tabulating assessment results?

The committee will review the samples of student work using the assessment categories and tabulate the results, i.e., the number of students falling in each category. The categories or rubrics to be used for each form of evaluated work will be Excellent, Good, Satisfactory and Unsatisfactory. Work that falls into each of these outcome categories will be selected randomly from the total pool of all sections of ANTH 1107, with three examples of each chosen. Students in the category of Satisfactory and above will be deemed to have achieved the learning outcome.

C. What is the process for evaluating and interpreting those results?
The committee will meet each fall to discuss the results of the most recent assessment. If the review of student work indicates a problem with students achieving competency in one or more areas, the committee will devise a plan to address the problem.

Appendix: Sample questions for specific Objective 7 learning outcomes from exams

The student should be able to:
1. formulate/frame problems and analyze how others do so.

Consider the following expressions:
Kindly extinguish the illumination upon exiting.
Please turn off the lights on your way out.

The content of the directive is basically the same in both expressions, but the social meanings differ notably. Identify features that highlight the differences between the two directives; then discuss the impression that each is likely to make and under which circumstances each might be appropriate.

2. Recognize and apply appropriate practices for analyzing ambiguous problems;

Complete the next step in hierarchy (based on the vowel inventory of the world's languages) by determining the composition of seven-vowel inventories. Use the following information on the composition of the seven-vowel inventories of three languages, which you should assume are representative of possible seven-vowel inventories,

Burmese: ieɛaɔou

Sundanese: iɨɛaɔuə

Washkuk: iɨeɛaɔu

3. Identify and apply relevant information for problem solving**;**

PART IV. MATCHING II. Match the words in column A with the terms in column B that best describe what type of word formation is used. (5 x 1 = 5%)

column A	column B
_____ 41. focus→ refocus	A. compounding
_____ 42. editor → edit	B. shortening
_____ 43. bureaucrat → technocrat	C. back formation
_____ 44. information → info	D. blending
_____ 45. tweet + ribbon → twibbon	E. analogy
	F. affixation

4. Create, analyze, and evaluate/interpret diverse perspectives and solutions;

Make a judgment about how usual or unusual the following features of standard English are in comparison with other languages discussed in class. Explain your judgment in each case.

a) a 13 vowel system

b) no (phonemically) distinct nasal vowels

c) adjectives preceding head nouns

d) no trial pronoun forms

e) no distinction between inclusive and exclusive pronouns

5. Establish a reasoned framework for drawing conclusions and/or recommending solutions;

Indicate by circling YES or NO whether the following are natural classes in English:

4. [b, d, g] YES / NO
5. [l, ɬ] YES / NO
6. [f, θ, s, ʃ] YES / NO
7. [p, b, m] YES / NO
8. [ə, ʌ, a] YES / NO
9. [o, ɔ] YES / NO
10. [m, n, ŋ] YES / NO

6. Effectively articulate the results of a thinking process.

Western Mono is spoken by about a dozen people in the central Sierra Nevada mountains of California. There are two allomorphs for the object case ending: *-na* and *–aa* Give the rule as to when to use one or the other allomorph. (Note: /ü/ represents the high central vowel; /'/ represents the glottal stop.) (10 points)

Subject form	**Object form**	**English gloss**
Nana	nana-na	"man"
Hüüpi'	hüüpi'-aa	"woman"
Puku	puku-na	"pet, dog"
Kawaayu'	kawaayu'-aa	"horse"
Nobi	nobi-na	"house"
Taduhaan	taduhaan	"language"
Nüümü	nüümü-na	"Indian, person"
Ünü'	ünü'-aa	"whiteman, venereal disease"
Wa'apü	wa'apü-na	"cedar tree"