

Applied Linguistics Master of Arts

Expanded Statement of Institutional Purpose

Institutional Mission Reference

The M.A. in Applied Linguistics Program prepares students to pursue advanced graduate study. It provides advanced professional education for those preparing to teach in colleges, adult education programs, businesses, and private schools. It supports the University's mission to serve an ethnically diverse student body and to provide advanced professional education for the Hampton Roads area and the Commonwealth.

Institutional Goal(s) Supported

The Applied Linguistics MA Program supports the University goals of (1) quality graduate academic programs, (b) quality teaching, (c) discovery of new knowledge, (d) community service, and (e) international leadership

Intended Educational (Student) Outcomes, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results

Intended Outcome 1

Students must demonstrate mastery of the basic vocabulary, methodology, and theoretical foundations of linguistics, particularly in phonology, syntax, and studies of the social and semantic contexts of language use.

Method for Assessing Outcome 1 and Criterion for Success: Students must pass an oral examination on all courses at the end of the program to the satisfaction of three faculty members.

Summary of Assessment Data Collected for Outcome 1: Of the past 10 students attempting the oral examination, 9 have demonstrated mastery and one has failed to.

Alternate Method for Assessing Outcome 1 and Criterion for Success: Beginning in the spring of 2004, students will also submit a portfolio of their work in the graduate program.

Alternate Method for Assessing Outcome 1 and Criterion for Success: Satisfactory knowledge of grammar for those who teach in the practicum as reported by the supervisor and cooperating teacher and as self-reported by students.

Summary of Assessment Data Collected, Alternate Method for Outcome 1: In the past year, all student teachers have demonstrated the ability to apply theoretical concepts to classroom situations both by teaching and by developing new materials.

Use of Assessment Results from Intended Outcome 1 to Improve Academic Program: The oral examination and the practicum continue to be satisfactory assessment tools.

Intended Outcome 2

TESOL emphasis students must demonstrate the ability to teach English to speakers of other languages using a variety of methods, including the communicative approach.

Method for Assessing Outcome 2 and Criterion for Success: Master teachers and supervisors provide written reports of the ability of TESOL emphasis students to teach English to speakers of other languages.

Summary of Assessment Data Collected for Outcome 2: Reports from the supervisor and cooperating teachers indicate that all students successfully fulfilled the standards for the practicum.

Alternate Method for Assessing Outcome 2 and Criterion for Success: A 10-20 minute video of the student teacher's classroom teaching is evaluated by the supervisor and TESOL faculty.

Summary of Assessment Data Collected, Alternate Method for Outcome 2: The 10-20 minute video of the student teacher's classroom teaching were evaluated by the supervisor, two faculty members and the teaching peer group, and students were given CD's of their teaching to add to their teaching portfolios.

Alternate Method for Assessing Outcome 2 and Criterion for Success: Students must submit a teaching portfolio.

Summary of Assessment Data Collected, Alternate Method for Outcome 2: The portfolio is evaluated by both the practicum supervisor and one faculty member.

Use of Assessment Results from Intended Outcome 2 to Improve Academic Program: The new use of videos has not only been a good assessment tool, but has provided the teachers with additional information that can be sent to potential employers.

Intended Outcome 3

Students will demonstrate the ability to collect and interpret linguistic data.

Method for Assessing Outcome 3 and Criterion for Success: Students in ENGL 540, 550, 673 and 678 will successfully collect, organize and interpret data in their class papers.

Summary of Assessment Data Collected for Outcome 3: In the past two years, the majority of students have demonstrated the ability to collect, organize and interpret linguistic data.

Alternate Method for Assessing Outcome 3 and Criterion for Success: In the oral examination, students will describe their own research and that of others in the field.

Summary of Assessment Data Collected, Alternate Method for Outcome 3: The majority of students in the program were able to demonstrate that they could collect and interpret data.

Use of Assessment Results from Intended Outcome 3 to Improve Academic Program: On the basis of class term papers, several students were encouraged to send abstracts to professional conferences and two students successfully presented academic papers at a regional linguistics conference (the Southeastern Conference on Linguistics) at Georgetown University.

Intended Outcome 4

Students will understand how language use affects and reflects society.

Method for Assessing Outcome 4 and Criterion for Success: Satisfactory answers in the final oral comprehensive exam as judged by three faculty members.

Summary of Assessment Data Collected for Outcome 4: Nine of ten students examined showed mastery of subject.

Alternate Method for Assessing Outcome 4 and Criterion for Success: Satisfactory term papers, midterm exams, and oral presentations in ENGL 544 (History of the English Language), 550 (American English), 577 (Language, Gender and Power), 673 (Discourse Analysis), and 678 (Sociolinguistics).

Summary of Assessment Data Collected, Alternate Method for Outcome 4: Term papers from these courses reflect various levels of mastery of subject matter, as shown by the course grades.

Alternate Method for Assessing Outcome 4 and Criterion for Success: Proposed portfolios

Summary of Assessment Data Collected, Alternate Method for Outcome 4: When students are required to present portfolios, these data will be a useful to course grades.

Use of Assessment Results from Intended Outcome 4 to Improve Academic Program: The portfolios will improve assessment in this area.

Intended Outcome 5

Students will demonstrate the ability to write well in English.

Method for Assessing Outcome 5 and Criterion for Success: Term papers in all classes must receive a grade of B or above. Essay portfolios in ENGL 577 (Language, Gender and Power) and 677 (Language and Communication Across Cultures) must receive a rating of B or higher.

Summary of Assessment Data Collected for Outcome 5: A sample of grades revealed that 93% of term papers in ENGL 544 received a grade of B or higher. In ENGL 677, 94% of the essay portfolios receive a grade of B or higher.

Alternate Method for Assessing Outcome 5 and Criterion for Success: Teaching portfolios for ENGL 675 (Practicum in TESOL) should receive a grade of B or higher.

Summary of Assessment Data Collected, Alternate Method for Outcome 5: All teaching portfolios in 2002-3 received grades of B or higher.

Intended Outcome 6

Students will be able to understand the implications of different types of language variation such as register, historical change and geographical and social dialects.

Method for Assessing Outcome 6 and Criterion for Success: Satisfactory term papers, midterm exams, and oral presentations in ENGL 544 (History of the English Language), 550 (American English), 577 (Language, Gender and Power), 673 (Discourse Analysis), and 678 (Sociolinguistics) as reflected in course grades of B or higher.

Summary of Assessment Data Collected for Outcome 6: Most of the graduate students enrolled in these courses received course grades of B or higher.

Alternate Method for Assessing Outcome 6 and Criterion for Success: Students demonstrate mastery during the final oral examination.

Summary of Assessment Data Collected, Alternate Method for Outcome 6: In the past 10 oral exams, 9 have demonstrated mastery.

Use of Assessment Results from Intended Outcome 6 to Improve Academic Program: Most of the assessment to date has been on the basis of grades and oral exams. The portfolio will add another measure of assessment.