General Education Annual Course Assessment Form

Course Number/Title COMM 45 Media & Culture  GE Area A3

Results reported for AY 2016-17  # of sections 8  # of instructors 2

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Department Chair: Deanna Fassett  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GE Learning Outcome 3: Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one’s ideas.
GE Learning Outcome 4: Identify and critically evaluate the assumptions in and the context of an argument.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Students seem to be picking up the material well by first doing the informal assignment, receiving their peer feedback and instructor feedback and then following-up on the formal assignment. Students expressed relief that they may choose the topic for each essay as long as they follow the general writing parameters/prompts and the strict writing requirements of the essays. They write what they know, what they want to know, and what they learn in their research. The blog assignment, the journal assignment, and the final forum essay are all effective writing assignments because students have the authorial freedom to write what they want to write about, what they are passionate about, and when they do this, they have license to expand their knowledge and relay what they’ve learned to their readers and listeners. Authors choose what they want to write about. Editors do give them the structure, as instructors do, but author students learn best by writing what they want to write about. They will then share and teach their subjects/topics to others.

Students reported that they learned rhetoric from the Rhetorical Act textbook, and they learned argument from the Reading Pop Culture textbook. They learned critical thinking, writing, and speaking building blocks from the former text, and diverse interpretations and translations of popular culture, of how media and culture interact, from the latter text. Students enjoyed the RPC essays. They said they experience what the authors are saying, and they were interesting and relatable. They say they did not expect to read about the topics presented in a required collegiate course textbook.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)
More oral presentation assignments earlier in the semester. Grammar sheet with common grammatical errors. More work/attention on grammar. Share engaging writing styles with the class. Encourage students more strongly to make use of writing tutors in the COMM Center and the SJSU Writing Center.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.