General Education Annual Course Assessment Form

Course Number/Title: Hist 50: Historical Process: Understanding Historical Reasoning  GE Area: A3

Results reported for AY 2014-2015  # of sections: 3 in S15  # of instructors: 2 in S15

Instructor/Course Coordinator: Allison Katsev/Patricia Evridge Hill  E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill  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 SLO(s) were assessed for the course during the AY?
   SLO 1: Students should be able to locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation

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

   The students' final major writing assignment was to write and revise a 2,000- to 2,500-word research paper on one of three possible assigned topics (portrayals of women in advertising in the 1920s; the origins of fundamentalism; or critiques of progress). For this paper, they were required to find and utilize a minimum of 5 scholarly articles or books. They had to include an annotated bibliography and properly formatted footnotes in their paper.

   The results of the assessment were that 21% wrote excellent papers, 52% wrote good papers, 24% wrote satisfactory papers, and 3% wrote unsatisfactory papers. The vast majority of the students were able to identify appropriate sources, and connect the information and interpretations in those sources to the student's thesis. The best papers were able to move back and forth between various sources, integrating them into a coherent argument that supported their thesis. The majority of students more often organized their argument by going source-by-source, so that the overall effect was more of a literature review. An unsatisfactory paper was missing the key elements of this assignment (footnotes, bibliography, required length).

(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.)
This semester, I plan to work more with models of paragraphs that properly integrate various sources and give the students small exercises in building arguments from multiple sources.

**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 (SLOs), Content, Support, and Assessment? Yes.

(5) This course was capped at 25 students.
General Education Annual Course Assessment Form

Course Number/Title: History 50
GE Area: A3

Results reported for AY2014-2015
# of sections: 3 in S15
# of instructors: 2 in S15

Instructor/Course Coordinator: Eric Narveson/Patricia Evridge Hill
Email: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill
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 SLO(s) were assessed for the course during the AY?

SLO 1: Students should be able to locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.

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

I assessed SLO 1 through three short essay papers: One on researching a popular conspiracy theory, another on the Shakespeare Authorship Question, and a third on the question of who shot first at the Battle of Lexington.

The first essay was given to the students early in the semester, asking them to inform, or teach, the instructor about a popular conspiracy theory, quote or cite the problems with this theory. Citation methods were varied depending upon what system is used by the individual major. Most used a form of internal citation with bibliography.

The second essay is a response to a question of regarding which view they have of the Shakespeare Authorship issue. This required additional research beyond the video shown in class that prompted the assignment.

The third essay is a response to a classroom lesson regarding internal criticism of primary sources, witnesses, at the Battle of Lexington. A question was posed to them asking who they thought shot first. This required additional research and citation to answer the question.

As an average, 4 students submitted “excellent” essays, 15 did “good” work, 4 wrote “average essays. In a class of 25 students, this constituted 92% demonstrated mastery of the objective.
(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.)

The essays might be rearranged in the order they are presented during the semester, with
Lexington essay first, and the conspiracy assignment last. This would create an order of difficulty of
the tasks. The Lexington essay asks a specific question, the Shakespeare essay allows a choice of
positions to be taken, and the Conspiracy essay allows the most flexibility, but more extensive
research. A review of the most common citation systems will help those who are undeclared
majors, and/or have not been trained on citation methods.

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 (SLOs),
Content, Support, and Assessment? Yes.

(5) This class was capped at 25 students.