General Education Annual Course Assessment Form

Course Number/Title __PHIL 009 – Mathematics and Logic for GE_ GE Area __B4__

Results reported for AY ___'17/'18____ # of sections __1________ # of instructors __1________

Course Coordinator: _Noah Friedman-Biglin_ E-mail: _noah.friedman-biglin@sjsu.edu_

Department Chair: _Janet Stemwedel_ College: _H & A_________

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?

This year, we are tasked with assessing GELO 1: “Mathematical Concepts courses should prepare the student to use mathematical methods to solve quantitative problems, including those presented in verbal form”.

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

We teach several methods for addressing quantitative problems in this course. One which we spend more time is that of Venn Diagrams. The students are taught how to graphically represent the relations between different quantities. So, for example, in the second GELO 1 assignment, students are asked to represent the following argument, presented verbally, using Venn Diagrams, and then assess it for validity (i.e. should we believe it?):

(1) All philosophers are absent-minded;
(2) Some philosophers are logicians
Therefore,
(3) Some logicians are absent-minded.

There is substantial difficulty with learning these techniques (average score on first GELO 1 assignment was 47% [7/15]). However, once the students get more practice, and, I hypothesize, because the relationships are made visually, the students typically improve substantially over time (average score on second GELO 1 assignment was 55% [11/20], and average score on the GELO 1 section of the exam was 75% [19/25]).

(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.)

In PHIL 009, the students are presented with several techniques for addressing quantitative problems. Since students typically improve substantially at these tasks as the course progresses – for example, from 47% percent correct answers to 75% correct answers this past year – it is my view that this area of the course is working particularly well. Given this, no modifications to how we address this GELO are planned.

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?

Yes: Janet Stemwedel, Chair Department of Philosophy

(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.

Not relevant.