General Education Annual Course Assessment Form

Course Number/Title: KIN 68, Visual Representations of Sport & Culture  
GE Area: C1

Results reported for AY 2017-2018  
# of sections: 2  
# of instructors: 1

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Department Chair: Matthew Masucci  
College: CHaHS

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?

Fall 2017 – GELO 2: Arts courses will enable students to respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).

Spring 2018 – GELO 3: Arts courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

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

Student achievement of GELOs 2 and 3 was assessed using two writing assignments: film critiques and a final paper. In both assignments, students were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of a sports film. It was important for students to make a claim about the larger social meanings represented in the film by utilizing the “tools” covered in class, as well as discuss the technical aspects of the film that supported the larger claims. Students attempted to tie whatever issues they raised with larger social issues outside of sport, and described how these issues or representations have or have not affected American society and culture. Criteria for evaluation of both papers included: (1) content, (2) organization/structure, (3) integration of relevant theory and class materials, (4) writing clarity, and (5) originality.

GELO#2: 1 section, 35 students total. Data show that 80% of students scored 87% or higher, 100% of students scored 73% or higher. These scores show that all students are meeting or exceeding GELO 2.

Achievement of this GELO was evaluated from data collected from the “Film Critique” assignment. Students submitted two film critiques during the semester, each 2 pages (typed, double spaced) with a minimum of 2 academic references and 1 popular source. Critiques were required from the full-length feature films screened in class. Each critique had particular requirements based both on the content of the film as well as class readings and discussion.

GELO#3: 1 section, 41 students. Data show that 73% of students scored 87% or higher; 100% of students scored 73% or higher. These scores show that all students are meeting or exceeding GELO 3.

Achievement of this GELO was evaluated with the “Final Paper” assignment. Students read theoretical essays and book chapters that outlined the ways film has been used as an important artistic expression, focusing on the technical elements such as lighting, music, and plot. The final paper provided an opportunity to integrate
the larger themes of the class in a written evaluation of a contemporary sports film NOT screened during the semester. Students were required to cite at least five primary sources (i.e., academic journal articles). The instructor approved paper topics. The recommended length of the paper was 4-6 double spaced pages.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

The instructor will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the assignments are very relevant and provide good measures of student achievement of the GELOs. Minor modifications will be made to paper outlines to provide greater clarity to students on desired organization. The course coordinator has created a Canvas instructor course shell to archive and share resources with future faculty members who are assigned to teach the course. Sample papers will be discussed in class in future semesters to help students understand how to create critical media research papers.

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? If they are not, what actions are planned?

Yes, all sections of the course are tightly aligned with the Area C1 Goals, GELOs, Content, Support, and Assessment. Only one instructor has taught KIN 68; thus, coordination between sections has not been an issue.

(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.

This C1 course does not have a stated enrollment limit; however, the Kinesiology Department has set the enrollment cap at 40 students. The two film critiques and final paper require a total of 8-10 pages, which exceeds the 1500 word writing requirement for area C1. Students upload documents to turnitin.com and receive feedback from the instructor. Students are also encouraged to use campus resources including the Writing Center, Peer Connections, media services, and library services.