General Education Annual Course Assessment Form

Course Number/Title: TA10 Theatre Appreciation  GE Area: C1

Results reported for AY 2017-18  # of sections: 6  # of instructors: 4

Course Coordinator: Dr. Kathie Kratochvil  E-mail: kathie.kratochvil@sjsu.edu

Department Chair: Elisha Miranda  College: Humanities & The Arts

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?

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?

Students in all sections of TA10 are required to view one or two live theatrical performances and write a performance analysis of those performances. Though the required performances are based on our theatrical season selection for the school year. The analysis is assessed for correctness, clarity and conciseness utilizing rubrics. Each student is given personal feedback on the performance analysis through Canvas. Rubrics are located on Canvas as well, and students have access to the rubrics before beginning the performance analysis.

Additionally, students in all sections respond to a variety of course materials in writing. This writing takes the form of on-line blogs for two instructors, and weekly journal writing for one instructor. Students respond to both visual materials (film, artworks, live theatre, internet presentations) and written materials (readings). Students are required to reflect on and analyze materials and respond clearly and effectively in writing. Responses are monitored weekly for each individual student, and feedback is given on Canvas.
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.)

No modifications are planned.

Individual instructors reported a high degree of success on the play analysis assignment.

We have discovered that utilizing the rubric tool on Canvas, supplemented with strong samples of quality performance analyses has strengthened student writing. We have continued this successful practice of modeling theater analysis and professional theater reviews for many years. Students also write short one-act plays that allow them to apply principles of dramatic structure and theory.

On-going journal and blog writing (response to prompts) also allows for weekly writing by students. We have noticed over the course of the semester that the more blogging and journaling the students partake in, the stronger their writing becomes over the semester. This coupled with instructor/TA feedback on weekly writing allows students to progress in their writing abilities.

Part 2: To be completed by the department chair (with input from course coordinator as appropriate):

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?

TA 10 was formerly taught by graduate students and/or literature faculty. In an effort to attract more majors from this pool of students we have brought in more industry professional expanding the course to include designer and performance faculty who bring in a passion for the field and experience with the industry. In addition, we now required four hours of hands on experience in set building, costuming and lighting so students gain a greater appreciation for the art and craft behind theatre making.

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 SLOs for writing.

Papers are graded with comments on Canvas. Class participation is assessed through group playwriting projects which they present in class. Participation is assessed through group discussion. We would like to work towards lowering class enrollment size.