General Education Annual Course Assessment Form

Course Number/Title  E10: Great Works of Literature GE Area  C2: Letters

Results reported for AY 2015-2016 # of sections 1 # of instructors 1

Course Coordinator: Katherine Harris E-mail: katherine.harris@sjsu.edu

Department Chair: Shannon Miller College: Humanities and 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 SLO(s) were assessed for the course during the AY?**

   **GELO 1**: Students will recognize how significant works illuminate enduring human concerns—students will read, examine, and study a representative variety of important texts in World Literature, with a focus on recurrent themes such as war and peace, self and other, love, quest for meaning, etc.

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

   Specific Assignment: brief description of guidelines/requirements etc.

   All class activities (reading, lectures, discussions, presentations, writing, research, and exams) in the course address this and other GELOs as described in the syllabus. The instructor lecture on themes in all of the works we read; we discuss themes and connections to contemporary (to the work) and current concerns; students do group presentations that explore themes that reflect concerns in the works and that show connections to other works we read and that consider whether the themes present in the works are still relevant today; students write reader responses on all of the works (both in and out of class) that discuss themes, connections among works, connections to issues of the works’ contemporary society, and connections to issues in our society.

   *The accompanying assignment was as follows:*

   Students wrote a reader response to *The Strange Case of Dr. Jekyll and Mr. Hyde* that asked them to discuss how the text illuminates an enduring human concern that uses specific references to and/or excerpts from the text as evidence of their analysis.

   **Prompt**: We’ve discussed several works over the semester, noting themes and how the works reflect contemporary issues/problems/concerns, and how the works illuminate enduring
issues/problems/concerns. We’ve made connections among several works and noted concerns that continually show up in several works.

You’ve written several reader responses on thematic elements, themes, connections among works, and how the works reflect contemporary concerns and concerns over time. Now you have an opportunity to choose a specific concern that The Strange Case of Dr. Jekyll and Mr. Hyde illuminates both in Stevenson’s time and society and in ours.

Think about any of the themes we’ve discussed in class and one that you think is most significant in the text that still resonates today.

**Directions:** Write a reader response that discusses how *The Strange Case of Dr. Jekyll and Mr. Hyde* illuminates an enduring human concern.

Be detailed in your response, connecting the text to some contemporary issue Stevenson’s culture/society was dealing with and connect it to some contemporary issue our culture/society is dealing with today. Use specific references or excerpts from the text in your response.

**How assignment was scored**

Rubric for Assessment of Reader Response, English 10, GELO 1, Spring 2016

4  Defines and offers reader a complete understanding of the issue/problem/concern examined and can tie it appropriately to the text, using specific references and/or excerpts.

3  Defines and offers reader a general understanding of the issue/problem/concern examined and can tie it appropriately to the text, using specific references and/or excerpts.

2  Produces and limited understanding of the issue/problem/concern so that the reader may have some trouble tying it appropriately to the text.

1  Misunderstands or misrepresents some aspect of the issue/problem/concern examined and/or makes so little reference to the text that it is difficult for reader to tie the theme and text together.

0  Does not clearly define an issue/problem/concern, nor refer accurately to the text.

**Quantitative data/analysis: grades/percentages/scale of high-low**

The results from the E10 section was typical:

<table>
<thead>
<tr>
<th>Score</th>
<th># of students</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NA</td>
<td>3 (3 students did not do the assignment.)</td>
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</tbody>
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**Qualitative Analysis:**
To quote Prof. Williams: “At this point in the semester (more than halfway through), students have had continued practice analyzing themes in several works. They’ve situated the works to their society/culture and analyzed how the works reflect contemporary issues/concerns. They’ve made connections among works to discover shared themes that reflect similar issues and discussed the enduring nature of these issues/concerns.

As a result, most students are able to identify and discuss concerns in a general way and tie them to some specific part(s) in the texts. Fewer students are capable of doing this at a sophisticated level of understanding that ties the concerns to several specific part(s) in the texts. A nearly equal number of students still struggle with identifying themes in a text and seeing how they reflect concerns contemporary to the text or that exist today or over time. These students can show they’ve read the text, but are struggling to get more than a superficial understanding of the text.

Overall, most of the students have become adept at identifying themes and their reflections of concerns, identifying connections among texts, and identifying enduring human concerns that the texts illuminate. The repeated class discussions and reader responses they’ve written show their engagement and understanding of the texts, which has improved dramatically since the beginning of the semester. They often make connections among texts we’re reading and other texts they read on their own without being prompted, and often enthusiastically. Many of the students seem to seek connections between the works we read and other texts, images, films, and personal experiences they encounter on their own—it’s as if they expect a text to communicate something meaningful about life (theirs and others) rather than simply expecting to read a good narrative. Even the students who are struggling to make connections seem to be genuinely trying to see connections and themes.

Lesson(s) Learned:
The coordinator notes that the quantitative and qualitative data above are consistent with previous patterns. Class size (as well as classroom space for the size of the class) remains a major issue.

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.)

   No major changes anticipated. Coordinator recommends a lower cap of 35 instead of 40 students.

PART 2

To be completed by the department chair:

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

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 SLOs for writing.
Oral Presentations

The Department encourages instructors of the course to incorporate oral presentations to enhance student learning. However, a class cap of 40 poses a major obstacle to the effective use of oral presentations.

Writing

Students receive frequent and thorough feedback on their writing during the course as the content materials of E10 (Great Works of Literature) are mastered by way of personal as well as analytical and expository written assignments. Instructors teaching E10 often conduct essay-writing and library research workshops as components of their classes; the writing center has also been used as a means to help students improve their writing skills.