General Education Annual Course Assessment Form

Course Number/Title English 20: The Graphic Novel GE Area C2

Results reported for AY 1 # of sections 1 # of instructors 1

Course Coordinator: Noelle Brada-Williams E-mail: Noelle.Brada-Williams@sjsu.edu

Department Chair: Shannon Miller 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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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: Letters courses will enable students to recognize how significant works illuminate enduring human concerns

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

   These 2 final exam essay questions are examples of how students were assessed on this SLO (in addition to multiple research papers which allowed for a greater variety of topics):

   I. How does war (or other forms of trauma) have a long-term impact on the characters depicted in three texts from English 20?

   II. How do three texts of your choosing utilize the graphic novel genre to depict identity (in the form of race, ethnicity, class, religion, gender, or sexual preference)?

   When dealing with issues such as the holocaust (In Mouse by Art Speigelman) or one of the many texts that tackled issues of identity such as American Born Chinese, or Persepolis (which deals not only with growing up but with living through the Iran-Iraq war), students were all very readily able to see and connect with the enduring human concerns of the maturation process, fear, grief, family bonds, claiming an identity, etc. No one that attended the exam failed the essay section of the final.

   Every essay I read (92% of the class took the final, 2 of the 26 students did not, receiving an F and a WU), showed that the students were easily able to grasp the enduring human concerns presented in the texts. They just had varying abilities to articulate their analyses and to recall key details of the texts:
6/26 students (23%) were able to analyze the texts and their illustration of “enduring human concerns” at a high level, earning A’s and A-’s on the essay portion,

13/26 (50%) students earned a B+, B, or B- on the essay section, and

5/26 (19%) had more difficulty discussing the texts in detail (or the number of texts required by exam) and received something in the C or D (2/26) range.

2/26 (8%) failed to take the assessment (they also did not get credit for the class).

Qualitative analysis:

Perhaps the best opportunity for qualitative assessment of this SLO was during class discussions, particularly when the class discussed the bildungsroman or coming of age stories by Lynda Barry, Gene Yuen Lang, and Alison Bechdel. Many students made very perceptive comments about the depictions of childhood bullying, and feelings of guilt and self doubt. Several made interesting connections between forms of social shaming or internalization across various racial and ethnic experiences as well as between issues of race, sexuality, class, or gender. While this could not be quantified in the same way that an exam taken by all students can be, it revealed a greater degree to which the students were contemplating how the concerns presented in the texts were relevant to their own lives.

One student, for example, surprised me by the way he responded to a text which dealt with race-based bullying. Rather than relate to the text in terms of the racial identity he shared with the author and his main character, and to identify with feelings of victimization that the character felt due to the bullying, the text made the student think back to his own childhood and to reassess ways in which his own engagement in playground insults common during his time in middle school could have negatively affected someone with a different sexual identity than his own. It was nice to see people making connections not only between the texts and their own lived experience, but to the experiences of others.

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

No modifications are currently planned although due to scheduling issues, an instructor other than the course coordinator has been assigned to teach the course in Fall 2016. He is teaching a different reading list but understands the objectives for the class.

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. There was only one section offered of this class in all of 2015-2016.
(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; the evaluation of oral presentations depends on the instructor and may be rated A, B, and C based on content, organization, delivery, and interaction.

**Writing**

Students receive frequent and thorough feedback on their writing during throughout the course. Instructors conduct essay-writing as well as 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.