General Education Annual Course Assessment Form

Course Number/Title _______ENGL78_____________ GE Area ___________C2_____________________

Results reported for AY ____2015‐16________   # of sections ___1____   # of instructors __1___________

Course Coordinator: _____Adrienne Eastwood_______   E‐mail: __Adrienne.Eastwood@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, 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?
   It is difficult—if not impossible—to teach a course on Shakespeare without discussing how the works continue to be relevant. Indeed, the lectures and discussions throughout the course often touch on the universal nature of some of Shakespeare’s themes. As the syllabus will show, I organize the class around specific plays and their “updated versions”; essays are directed at encouraging students to evaluate how our contemporaries interpret Shakespeare’s characters and themes.

Specific Assignments: brief description of guidelines/requirements etc. For assessment purposes this year, I focused on one essay assignment that asked students to evaluate the movie O by Tim Blake Nelson as it compared to Shakespeare’s Othello.

Exactly what students had to demonstrate on assignment to show achievement of the SLO

Students had to select a main character from Shakespeare’s play (e.g., Othello, Desdemona, Emilia, Iago) and compare that character with the updated version in Nelson’s modern re-telling of the story. They had to describe why that character is important in Shakespeare’s play, and then evaluate how the updated version handled that character. Students were advised: “This essay should take shape around your understanding of a particular character’s representation in Shakespeare’s play, and the way in which the combination of actor and director influence or revise that character’s development in the play.”

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted.)
I grade students on the depth of their knowledge of Shakespeare and their ability to evaluate the updated productions. Excellent papers would show a deep awareness of the character’s function in the play and an informed application of that knowledge to the film. I graded holistically: students who received 88% or higher exceeded the SLO; those who scored between 75% and 85% met the objective; and those who scored below 75% failed to meet the objective.

**Quantitative data/analysis: grades/percentagesSCALE of high-low** Of 42 students total in the class, 12 students exceeded SLO1 (28%), 16 students met SLO1 (38%), and 14 students failed to meet the objective (33%).

**Qualitative analysis:**

In my view, a 33% failure rate is rather high for this goal. However, every class is different, and this particular group of students struggled greatly with the material. Because the assignment was graded holistically, this number also reflects those students who failed to apply themselves in the class at all during the semester. Of the 42 students in this class, 21 (50%) received Ds or Fs as a final grade. This is very high for a GE course in general, and highly unusual for ENGL 78.

(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.)

Because I believe that this class was an anomaly, I do not feel that modifications are necessary at this time. Should this high failure rate become a pattern, I will modify the assignment.

**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

(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.