General Education Annual Course Assessment Form

Course Number/Title  ENGLISH 10: Great Works of Literature  GE Area  C2: Letters

Results reported for AY 2016-2017  # of sections  1  # of instructors  1

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Department Chair:  Noelle Brada-Williams  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?

GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses

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

Specific Assignments: brief description of guidelines/requirements etc.

Students wrote an argumentative research paper based on a theme they picked from Mahbod Seraji’s Rooftops of Tehran - a novel that opens the doors to the fascinating world of Iran and provides a revealing glimpse into the life and customs of a country on the verge of revolution. Students used the novel as a primary source in their research and chose themes such as arranged marriage, mourning practices, self-immolation, and SAVAK among others, to write their critical analyses.

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

Students were asked to use at least four other sources for their paper (See attached assignment). Three reader responses to the novel and a review of the author’s visit to class were also assigned as homework. In the reader response, students were asked to record analysis, thoughts, opinions, and
personal reactions to the text. They were asked not to simply summarize the plot but show some in-depth thought and interaction with the text.

**How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted).**

The reader responses were for credit/no credit. The final draft of the research paper was graded as an essay-type writing assignment and scored according to departmental guidelines:

Essay-type writing assignments are scored according to departmental guidelines:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

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

- **A (includes A, A-)**: 13
- **B (includes B+, B, B-)**: 21
- **C (includes C+, C, C-)**: 3
- **F**: 1

**Qualitative analysis:**
Most students understood that the research paper was a lengthy project divided into several steps and accounted for 20% of their grade. They worked hard to develop a thesis and went for a library orientation where the librarian helped them find resources for their paper. They were able to identify and analyze topics, develop arguments, and find supporting evidence to back up their claims. Some students had a hard time finding solid support for their arguments and their papers were weak. A couple of students failed to complete their tasks adequately. This research paper helped them identify a topic in the novel that they felt passionate about and gave them an opportunity to explore that topic in greater detail. They learned to create an outline and an annotated bibliography and signed up for an individual conference with me to discuss the project in more detail. They also attended a peer workshop to give feedback to their classmates and later did a presentation in class, so everyone could appreciate their effort and learn about their research.

(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 (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?

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.

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. The use of graduate assistants, resources permitting, would likely enhance the achievement of the writing-related GELO.