General Education Annual Course Assessment Form

Course Number/Title: English 1B: Argument & Analysis  GE Area: C2

Results reported for AY 2015-2016  # of sections 33  # of instructors 22

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Department Chair: Shannon Miller  College: Humanities & 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 #1: Students shall 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?

How achieved: Instructors lectured and held class discussions on literary texts, situating them within current political, cultural, and socio-economic contexts.

How assessed: Students wrote an in-class essay responding to a question that asked them to relate a literary text to contemporary issues, problems, and events.

Scoring Rubric:

<table>
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<th>Assessment Totals</th>
<th>AY 2015-2016</th>
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<tbody>
<tr>
<td>4</td>
<td>33% (n=273)</td>
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<tr>
<td>Defines and offers readers a complete understanding of the issue, concern or problem examined and can tie it appropriately to the text’s language, character, and events.</td>
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<tr>
<td>3</td>
<td>41% (n=340)</td>
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<tr>
<td>Defines and offers readers a general understanding of the issue, concern or problem examined and can tie it appropriately to the text’s language, character, and events.</td>
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<tr>
<td>2</td>
<td>22% (n=180)</td>
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<tr>
<td>Produces only a limited understanding of the issue, concern, or problem examined so that readers may have some trouble tying it appropriately to the text.</td>
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The majority of students (74%) scored a three or four, demonstrating their ability to situate literary texts (poems, short stories, expository articles) within contemporary issues. They were able to reflect on how these texts offered insights on or solutions to contemporary problems. Many of these same students (52%) were also able to discuss how a literary text problematized current views and approaches to contemporary issues.

(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 modifications are planned. A professional development workshop is scheduled for instructors to share lesson plans and best practices. Assessment norming sessions will also continue.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

**YES.** Each semester, the course coordinator reviews all of the syllabi to ensure alignment with the GE course guidelines.

(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 GELOs for writing.

Each essay is required to go through at least one revision under the direction of the primary instructor. For an essay to receive full credit, students must submit all drafts.