General Education Annual Course Assessment Form

Course Number/Title: English 20
GE Area: C2

Results reported for AY: 2016/2017
# of sections: 2
# of instructors: 1 (Ed Sams)

Course Coordinator: Noelle Brada-Williams
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Department Chair: Noelle Brada-Williams
College: Humanities & the 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 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?

Two 1000-word essays were assigned: one a personal essay, the other a research-based essay requiring three documented sources. (To prepare for the research-based essay, there was a participation exercise in which students worked in groups to quote, cite, and document a work cited entry for a possible primary or secondary source of information for the written assignment.)

Personal Essay

OBJECTIVE: Students will be able to plan, organize and develop a coherent essay in a timed classroom environment.

DIRECTIONS: In 1000 words develop a personal essay explaining your interest in comic strips, comic book, and/or graphic novels. Use specific examples and colorful concrete details. Feel free to write informally in the first person; however, grammar, punctuation, and spelling will be taken into consideration in determining your grade.

GRADE: 10% of the course grade

Book Review

OBJECTIVE: Students will be able to summarize, analyze, evaluate, and document a graphic novel.

DIRECTIONS: In 1000 words develop a book review of an approved graphic novel. Include a plot summary, discussion of theme through graphic art, and an evaluation of strengths and weaknesses. Quote portions of the novel to support your point of view. Use MLA guidelines to provide parenthetical citations and work citations at the end to document your findings. The Works Cited Page should contain at least three (3) sources.
The guidelines for evaluating the book review and how it relates to the learning objective #2:

Exceeds expectations:
A= well-documented, organized essay with a persuasive point of view and correct usage

Meets expectations:
B= documented, complete essay with a supported point of view and minor errors

Expectations met at a marginal level:
C= incorrectly documented, complete essay with a clear point of view and some errors

Expectations not met:
D= unorganized essay with missing documentation and/or ten (10) serious grammatical errors

F= an essay without documentation

θ= evidence of plagiarism

Fall 2016:
For the personal essay, 30% exceeded expectations on the learning objective (10/33), 33% met expectations (11/33), 36% met expectations at a marginal level (12/33).

For the research-based essay, there were again 30% who exceeded expectations on the learning objective (10/33), and 30% who met expectations (10/33). Seven of 33 students (21%) met expectations at a marginal level and 6 out of the 33 or (18%) failed to meet expectations.

Spring 2017:
This semester had a slightly higher success rate in attaining the learning objectives with some level of competency.
For the personal essay there were 13/41 who exceeded expectations (32%), 18/41 (44%) met expectations and 10/41 (24%) who met them at a more marginal level.
For the research-based essay, approximately 21% exceeded expectations in attaining the learning objective, 31% met expectations, 36% met the SLO at a more marginal level, and 13% failed to meet expectations.

(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.)
We will continue to reinforce the teaching of research methods in English 20 and will develop rubrics to better separate out distinct learning objectives from the overall grades for assignments.

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, the course is in alignment.