General Education Annual Course Assessment Form

Course Number/Title ______ ENGL 21 ____________ GE Area ____________ C2______________

Results reported for AY ____2016-2017____ # of sections ___1____ # of instructors_______1___

Course Coordinator: ___Noelle Brada-Williams_______ E-mail: ____________________________

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 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 2: students will be able to respond to such works by writing both research-based critical analyses and personal responses—students will write analytical/response statements based on reading, with at least one of the assignments ALSO incorporating critical and/or reference materials derived from library research.

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

How Achieved:

For personal responses, students wrote several reader responses on all of the works read over the course of the semester that were informed by close reading and class discussions of meanings of the works, social commentary, literary elements, and genre elements. Students submitted the final reader response at the end of the semester with the additional requirement of making connections between the current reading and other readings done over the course of the semester, with a focus on any of the items listed above.
For research-based critical analyses, students wrote a formal essay that included research, that critically analyzed an element in a text that had been read and discussed, or that analyzed and synthesized other critical responses to a text that had been read and discussed. In both choices, students had to include sources appropriate to their essay and offer their perspective (their argument) with support from the text being examined.

How Assessed:
Personal responses were assessed for their depth of thought in analyzing any of the elements discussed all semester in the text they were currently reading, and in making nuanced connections to other work(s) read over the course of the semester. Responses for assessment purposes were tallied with the rubric below.
Critical analyses that included research were assessed for their depth of analysis in engaging the text they currently read, other materials related to the text (critical analyses of texts or analyses of genre elements), and in supporting their analyses with appropriate excerpts from the texts. Responses for assessment purposes were tallied with the rubric below.
Data:  
Reader Response: Effective 5. Satisfactory 5. Needs Improving 1, Unsatisfactory 0  
Critical Analysis: Effective 7, Satisfactory 5, Needs Improving 2, Unsatisfactory 2  

(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 have no plans for modification at this time.

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?

(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.