General Education Annual Course Assessment Form

Course Number/Title _______ENGL78_________________ GE Area __________C2_____________________

Results reported for AY ____2016-17_________ # 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 GELO(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.** There were two essay assignments that were designed to address GELO 2 for a total of 2,000 words from each student.

Both assignments asked students to respond to one of Shakespeare’s plays by considering something specific --a character or a theme--and analyzing how that character or theme functions or is communicated in the play. Students were required to reference both Shakespeare and contemporary film versions of the plays, and to provide proper MLA documentation.

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

Students had to respond to the text by choosing a character or scene that interested them. They were asked to elaborate on how that character or theme functioned in Shakespeare’s plays. They then had to evaluate how that character or theme was approached in an updated film version of the play. They had to include their references in correct MLA format. In order to meet or exceed this GELO, students demonstrated that they could write clearly and correctly, present their observations and analysis in a clear and organized manner, and document their work.

**How assignment was scored (rubric? Breakdown of grade assigned to show how this particular GELO was targeted).**
Students were scored holistically based on the depth of their understanding of Shakespeare and their ability to evaluate the updated productions. Excellent papers would be clearly and carefully written, and show a deep awareness of the character or theme’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 GELO; 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/percentages scale of high-low Of 20 students, 11 (55%) exceeded the GELO, 6 (30%) met the objective, and three did not attempt the assignments.

Qualitative analysis: By the standards set up for this course, the students are successfully meeting the objectives for GELO 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.)

The research component of the GELO could be improved. Next year, I will modify my assignments to include one that more directly addresses research.

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?