General Education Annual Course Assessment Form

Course Number/Title _____HUM 10______________  GE Area __________GELO 1____________

Results reported for AY __2017-18____   # of sections __4_____  # of instructors _2_______

Course Coordinator: ___TOVA COOPER________________ E-mail: __TOVA.COOPER@SJSU.EDU________

Department Chair: __DR. RILEY____________  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:

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?

Since GELO 2 requires that students respond to significant works by writing both research-based critical analysis and personal responses—and because no single assignment in this course achieved that particular combination of goals—I have used two different, major paper assignments to assess GELO 2.

Total sections: 4
Cooper: Fall 2017, 1 section, Spring 2018, 2 sections
Hsu: Fall 2017, 1 section

Assessment 1
Autoethnography Assignment Grades (for all 4 sections)
A: 44
B: 25
C: 8
C- or below: 2

For the autoethnography, students were asked to write a 600-800 word educational authoethnography in which they situated their personal educational history in the context of four educational autoethnographies that they studied before writing this personal essay. Students were evaluated in terms of how they narrated their educational history while simultaneously analyzing how their educational autobiography relates to cultural, political, economic, or social issues also addressed by the authors of other educational autoethnographies studied in the course.
When considered for how they achieved the goals set out in GELO 2:

- Students who received an A both represented their personal experience as representative of an argument about education more broadly and related their experience to one of the course texts that they studied as examples of educational autoethnography.
- Students who received a B shared their personal experience, and sought to situate it in terms of larger issues represented by the course texts; however, their essays lacked evidence of strong organization, proofreading, and rich analysis of personal experience in terms larger cultural, political, economic, or social issues.
- Students who received a C successfully shared their personal experiences but did not develop an analytical argument about how this personal experience represented a larger cultural, political, economic, or social issue.
- Students who received a C- or below either did not meet the minimum word count for the assignment; turned in essays that were rife with grammar and punctuation errors; or failed to turn in the assignment altogether.

Assessment 2
Research Paper
A: 28
B: 29
C: 11
C- or below: 10

Students in these same four sections were also asked to write a research-based critical analysis responding to significant works studied in the course. The assignment was to write a paper between 800 and 1,250 words, which responded to a theme addressed in the course, cited at least one course text, and analyzed their topic by drawing on two outside scholarly sources. The assignment required students to complete the project in stages with different due dates; the stages included writing a thesis, an abstract, a working draft, and a final draft.

Students who received an A: These students analyzed a topic related to the course; developed an arguable, complex, and specific thesis; appropriated analyzed and cited course texts and outside sources to develop their argument; and completed all stages of the research paper in a timely manner.
Students who received a B: These students introduced a strong thesis claim and developed with reference to outside sources; however, either all of their sources were not “scholarly” or they failed to examine how these sources were relevant to the development of their thesis claim.
Students who received a C: These students either failed to develop an arguable, complex, and specific thesis, or failed to develop it adequately through argument, evidence, and analysis. In many cases, these students fell behind in completing the different stages of the assignment and therefore did not benefit from instructor feedback.
Students who received a C- or less: These students either did not complete any or all of the required elements of the assignment; failed to analyze or cite outside sources adequately; or suffered from having a descriptive rather than an argumentative thesis claim. Poor class attendance and timeliness in turning in stages of the research paper were often factors affecting the final grades received by these students.

(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.

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.