General Education Annual Course Assessment Form

Course Number/Title  HUM 10 / Chronicles of Education  GE Area  C2

Results reported for AY  2016-17  # of sections  1  # of instructors  1

Course Coordinator:  Tova Cooper  E-mail: tova.cooper@sjsu.edu

Department Chair:  Shannon Rose Riley  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 1: Recognize how significant works of the human intellect and imagination illuminate enduring human concerns.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
In order to address GELO 1, this course explored two central “enduring human concerns”—theories about childhood and approaches to educating children. To explore these themes, students studied texts representing a wide range of approaches: for example, they read philosophical works (eg. Locke’s Some Thoughts Concerning Education); psychological works (eg. Piaget’s The Origins of Intelligence in Children); literary works (eg. Blake’s Songs of Innocence & Experience); sociological works (eg. Lareau’s Unequal Childhoods: Class, Race, and Family Life); and a wide range of works about multicultural education in the United States (including works about African American, Native American, Latin American, and Asian American education). One measure of the course’s success in teaching GELO 1 was a comparative, research project the students completed. They were given two prompts. The first asked them to apply one of the theories we studied to contemporary educational issues; the second asked them to consider whether historical, educational issues facing multicultural subjects (which we studied) are still relevant for considering the contemporary educational experiences faced by those subjects. Students were asked to write an essay between 1,000 and 1,250 words, which referenced a minimum of 3 scholarly essays or books, as well as one course text and one primary source document. In the process of completing this essay, students were supposed to turn in an abstract, annotated bibliography, sentence outline, working draft, and final draft.

Using a four-tiered rubric for proficiency, 24 number of students were ranked as follows: 8 students responded at an Emerging level, 3 at Developmental, 7 and Accomplished, and 6 at Exemplary.

(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? **YES**

(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. **NA**