# General Education Annual Course Assessment Form

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Biology 101</th>
<th>GE Area</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results reported for AY</td>
<td>2016-2017</td>
<td># of sections</td>
<td>8</td>
</tr>
<tr>
<td># of instructors</td>
<td>3</td>
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**Course Coordinator:** Elizabeth McGee  
E-mail: elizabeth.mcgee@sjsu.edu

**Department Chair:** Jeff Honda  
College: Science

**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?

   SLO2: Students will be able to distinguish science from pseudo-science.

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

   In Elizabeth McGee’s four sections of Bio 101, students read the book *The First Human* which describes the efforts and antics of different scientists in their quest to find ancient human fossils. Students also read a chapter from the book *Voodoo Science* in which the author describes different forms of voodoo science, including pathological science (seeing what you want or expect to see), junk science (intentionally trying to mislead the public with what could be so) and pseudoscience (essentially non-science, e.g., astrology). After reading the chapter in *Voodoo Science*, students wrote an essay in response to the following prompt: What was the issue over *A. ramidus* that led Henry Gee to refer to “voodoo paleontology” in *The First Human*? What type of “voodoo” science is at work here, based on your reading of the chapter “It’s Not News, It’s Entertainment” and the scientific method?

   A *Voodoo Science* Assignment was also used to assess SLO 2 in Akshi Goyal’s section of Bio 101.

   In Leslee Parr’s three sections of Bio 101, SLO 2 was assessed with the Panspermia Opinion Paper which includes readings from the *Voodoo Science* Assignment.

   Of the **272 students** assessed in AY 2016-2017, **43%** mastered GELO 2; **36%** achieved a satisfactory understanding of GELO2; **11%** achieved a marginal understanding of GELO2; **10%** failed to understand 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.)

   No modifications are planned for this year.
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.

Presently, this issue not applicable to our courses in Biological Sciences. Of the above areas listed, we have courses in Area R, S, and Z. None of these courses have sections over the 40 maximum students as mandated by University policy and are receiving adequate feedback. Area R may require more student demand in the future, however, we envision adding more sections rather than making larger sections. Area Z is capped at 25 students: our syllabi should demonstrate that students are meeting GE SLOs for writing as assignments are clearly documented.