General Education Annual Course Assessment Form

Course Number/Title  English 117A American Film, Literature and Culture GE Area  S

Results reported for AY:  2013-2014  # of sections:  2  # of instructors:  2

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Department Chair:  Shannon Miller  College: Humanities & the 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 SLO(s) were assessed for the course during the AY?**

SLO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

This SLO was assessed using a research paper and an embedded essay prompt in the midterm exam. The exact wording of this SLO was included on the prompt for the research paper (1); it was also included in a modified form in the midterm essay question (2):

1) The Positive Side of Social Contact: GE guidelines ask you to “describe social actions which have led to greater equality and social justice in the U.S” and to “recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.” How are various individuals as represented in the text(s) able to develop human connections and support for one another despite social barriers or the existence of oppression?

2) To what extent are various people as represented in three texts (from more than one genre) able to develop positive human connections and support for one another despite social barriers or the existence of oppression? Clarify what kinds of oppression people are overcoming through positive social connection (racial, economic, psychological…?) How do connections between people strengthen or aid individuals? Are there any complications in the attempt to connect positively with others?
Students answered these and similar questions by analyzing Carlos Bulosan’s *America is in the Heart* and his description of the Filipino labor movement in the Western U.S. in the 1930’s as well as John Steinbeck’s *The Grapes of Wrath*, particularly through Steinbeck’s characters of Jim Casy and Tom Joad in both their actions and their speeches about the need for and the potential of human equality and social justice.

In the fall semester, only 3 of the 27 students were not able to satisfy this SLO due to either a failure to complete the assignment(s) which assessed this SLO, or a failure to clearly and logically articulate their understanding of this SLO, earning an I, an F, or a C-in the latter case. In the spring semester, only 5 of 56 students similarly failed to either complete assignments or to adequately articulate their understanding of the SLO. In both semesters, student achievement of this SLO hovered around 90%.

**(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.)**

I think all sections of the course are teaching this SLO well, but we could do a better job of using rubrics that attempt to isolate particular SLOs from the overall goals of the class and thus students’ overall success. One long-term problem for GE assessment has been that faculty new to particular courses say that they did not know at the time they took the assignment what their assessment requirement was. The department is attempting to fix this problem by notifying faculty of their GE assessment responsibilities at the time they are offered their teaching schedule for the following term.

**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?**

All of these sections seem to be effectively addressing the SLOs and are effectively implementing assessment. The new policy of notifying faculty of their assessment responsibilities at the time of assignment also seems to be working.