General Education Annual Course Assessment Form

Course Number/Title: English 117A__American Film, Literature, and Cultures GE Area S____

Results reported for AY 2014-2015 # of sections 2 # of instructors 1

Course Coordinator: John Engell E-mail: John.Engell@sjsu.edu

Department Chair: Shannon Miller College: Humanities and 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 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 SLO(s) were assessed for the course during the AY?
   SLO #4 Students shall be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the United States

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   Assessment was done on the final two tests in the class and involved Mary Austin’s THE LAND OF LITTLE RAIN and Walter Mosley’s SIX EASY PIECES. Test questions involved both Austin’s treatment of Native Tribal Peoples and Mexican-Americans in several essays in her book and Mosley’s treatment of African-American/European-American relations in his book of short stories.

   In response to these essay questions, approximately 85% of students in the Fall 2014 and Spring 2015 classes of English 117A were able to identify and discuss cogently certain constructive interactions between people of different cultural, racial, and ethnic groups in California.

   Austin, a European-American woman depicted Native Tribal Peoples and Mexican-Americans interacting with her, and in some cases with other European-Americans in constructive ways. Mosley, an African-American man did the same regarding the interactions of African-Americans and European-Americans. Of course not all interactions among these various cultural, racial, and ethnic groups were depicted as constructive, but students were able to discuss constructive interactions related to the work of both writers.

   The approximately 15% of students who were unable to do this were, for the most part, students who appeared not to have read the texts assigned or to have attended class lectures and discussion of these works, since, for the most part, this 15% of students left such test questions blank.
(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.)

Continue to encourage all students to do all reading assigned in English 117A. Then again, discussing the reading material in class, then testing students on the reading material seemed to work for 85% of students in these two sections of English 117A. Of course I always encourage students to attend class and to complete the reading, but I cannot dock their grades for failure to attend, given the incredibly odd university policy regarding attendance, and I cannot do the reading for them.

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?

(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 SLOs for writing.
Date: October 30, 2015  
From: Shannon Miller, Chair, Department of English

We are running this course with a cap of 80 students, but we are providing a dedicated GA to the instructor to allow adequate feedback on writing.