General Education Annual Course Assessment Form

Course Number/Title: English 117A ___________________________  GE Area: S ____________

Results reported for AY 2015-16 ___________  # of sections: 1 _______  # 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, 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 #1: Students shall be able to describe how identities (i.e. religions, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

Assessment of this SLO was done on three of the five essay tests administered to the class. Test questions involved the inequalities frequently (though not always) inherent in the roles and ethnic and gender identities of employers and their servants in Raymond Chandler’s THE LONG GOODBYE, the social and cultural forces shaping the relations among Native Tribal, Latino/Latina, and Anglo communities in Mary Austen’s THE LAND OF LITTLE RAIN, and the inequalities (and in some cases equalities) between racial groups—African-American and European-American—in Walter Mosley’s SIX EASY PIECES.

In order to show that they had achieved competence in SLO #1 students had to demonstrate in their essays that they understood both the depictions of and the implications of ways in which various identities were shaped by cultural and social influences typically involving inequalities.

Approximately three-quarters of students in the class (40 of 48 on one of the three tests and similar numbers on the other two) were able to demonstrate their understanding and achievement of SLO #1. Typically, those who failed had either not attended class discussions or had not bothered to
read the assigned material or both. Those students who attended regularly and completed the reading assignments had no trouble demonstrating their achievement of SLO #1.

I scored these assignments using a standard grading scale and writing extensive notes on student work. The breakdown of grades was approximately 15% As, 40% Bs, 35% Cs, and 10% Ds and Fs.

(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 plan no significant modifications to the course as a result of this assessment review. Though I always make small changes in the assignments in every class I teach, English 117A is working very well to meet the Student Learning Objectives in Area S.

**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?

**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 SLOs for writing.

**Oral Presentations**

The Department encourages instructors of the course to incorporate oral presentations to enhance student learning; the evaluation of oral presentations depends on the instructor. For example, it may be worth 10% of the overall grade and rated A, B, and C based on content, organization, delivery, and interaction as was the case with this class.

**Writing**

Students receive frequent and thorough feedback on their writing during the course as the content materials are mastered by way of personal as well as analytical and expository written assignments. Instructors conduct essay-writing and library research workshops as components of their classes; the writing center has also been used as a means to help students improve their writing skills.