General Education Annual Course Assessment Form

Course Number/Title: ______English 117A______  GE Area: ______S______

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

Course Coordinator: ______John Engell_________________  E-mail: _____John.Engell@sjsu.edu______

Department Chair: ______Noelle Brada-Williams (acting)______  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 2

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? The focus of this assessment was on SIX EASY PIECES, the final book read in the class, a series of short stories by Walter Mosley, the first internationally-acclaimed California detective writer. His L.A. detective, Easy Rawlins, is head custodian at an L.A. public school and a man who tries to help friends when they are having trouble with criminal types or with the police.

In the essays they wrote about SIX EASY PIECES, students had to show how racism and structured inequalities in Easy’s world led to unfair treatment of African-Americans, especially those who are poor. But in addition students had to show how some characters—black and white—were forces against racism and structured inequalities. In order to make these essays successful, students were asked to limit their investigation to a single story (they are all long) in SIX EASY PIECES.

Approximately 80-85% of the students in a class of nearly 50 were able to prove that they understood the concepts involved and could illustrate them from the text they had chosen.

Most of the weakest essays were poorly written making it difficult to determine whether students understood the concepts at the heart of the essay.

Specific Assignments: brief description of guidelines/requirements etc.

I have already described this specific assignment in detail above.
Exactly what students had to demonstrate on assignment to show achievement of the SLO

I have also addressed this above.

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted.

A/B/C/D/F

Grades: approximately 20% A, 35% B, 30% C, a couple of Ds, 10% F

Quantitative data/analysis: grades/percentages/scale of high-low

Data is above.

Qualitative analysis:

See Part I #2 above

(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 am not teaching the course this year; the Department Chair might better be able to answer this question. (See below.)

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?