General Education Annual Course Assessment Form

Course Number/Title  E169: Ethnicity in American Literature       GE Area  S

Results reported for AY 2016/7       # of sections  1       # of instructors  2

Course Coordinator:  BALANCE_CHOW            E-mail:  balance.chow@sjsu.edu

Department Chair:  Noelle Brada-Williams    College:  Humanities and 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 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

To achieve SLO2, instructors typically require students to demonstrate and exemplify their understanding of such processes through class discussions, presentations, close readings and critiques of the texts, as well as written assignments and responses to questions in the exams.

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

Specific Assignments: brief description of guidelines/requirements etc.

The course guidelines call for all class activities (reading, lectures, discussions, presentations, writing, research, and exams) to address this and other SLOs as described in the greensheet. In practice, part of the course grade can be based on a specific essay-type question in the exam designed to demonstrate the student’s ability to accomplish SLO 2. For example, in Prof. Chow’s section of the class taught in Spring 2017, students had to respond to the following take-home exam question:

“Using Fox Girl OR Guardians, OR Reluctant Fundamentalist as your main text, describe the social inequalities exemplified in the reading materials for this class, and explain the social processes or historical conditions that contribute to such inequalities.”

Exactly what students had to demonstrate on assignment to show achievement of the SLO

Students had to write a well organized essay to demonstrate their competencies as readers of literary texts, with skills developed toward the mastery of the social, historical, cultural, and literary contexts of the texts studied. Specifically, they had to address issues of social inequality dramatized in the stories and discuss those issues as central themes of the texts.
Typically, this kind of assignment requires that students should be able to analyze, explore, and interpret, by means of close analysis and argumentation, relevant contexts, processes, and examples found in the reading materials. Their ideas are expected to be argued vigorously and supported with evidence derived from the texts.

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

Students were asked to write about 1250 words for the SLO-targeted essay, to be graded on a scale of A to F both on their ability to engage the text, as well as on the organization, grammar, ability to closely read a text to determine significant themes, motifs, and culturally significant representations. Students had to demonstrate, by way of disciplined textual analysis, their ability to present a cohesive and organized argument about their specific reading of the text.

**Quantitative data/analysis: grades/percentagesSCALE OF HIGH-LOW**

The following results are from Prof. Chow’s class taught in Spring 2017:

- 3 students received A grades on SLO-essays (90-100 points) -- 11.5% of the class
- 17 students received B grades on SLO-essays (80-89 points) -- 65.5% of the class
- 3 students received C grades on SLO-essays (70-79 points) -- 11.5% of the class
- (Note: 3 others students received F/WU) -- 11.5% of the class

**Qualitative analysis:**

The coordinator notes that the results exemplify a high level of student success in achieving the SLOs assessed.

**Lesson(s) Learned --**

Students appeared to find the texts refreshing, engaging, and relevant to their life experience as members of a multi-ethnic society. The variety of learning tools and assignments appeared to contribute to their level of comfort--and competency--in dealing with the issues of inequality covered in the course materials.

(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 changes anticipated.

**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. In Prof. Karim’s case, oral presentations (together with follow-up reports) were 15% of the course grade; in Prof. Chow’s case, they were 10%.

Writing

Students receive frequent and thorough feedback on their writing during the course as the content materials of E169 (Ethnicity in American Literature) are mastered by way of personal as well as analytical and expository writing assignments. Instructors teaching E169 often 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. The use of graduate assistants, resources permitting, would likely enhance the achievement of the writing-related SLO.