General Education Annual Course Assessment Form

Course Number/Title ENGL 169: Ethnicity in American Literature GE Area Area S

Results reported for AY 2017-2018  # of sections Two Sections  # of instructors Two Instructors

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Department Chair: Dr. Noelle Brada-Williams  College: Humanities & 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?

Specific Assignments: brief description of guidelines/requirements etc.
All class activities (reading, lectures, discussions, new media group presentations, writing, research, and exams) in the course address this and other SLOs as described in the greensheet. Part of the course grade was based on specific essay-type questions in weekly discussion posts and exams designed to demonstrate students’ ability to accomplish SLO 3.

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

1. The final exams for both courses required that students conduct a literary analysis and/or research paper of approximately 2,500 words. All papers/projects had to be original and grounded in a central research question or avenue of critical inquiry. There were several options for this final:
   a. Conduct a literary analysis comparing/contrasting a theme, a critical term, or a literary device (such a voice, point of view, style & organization, characterization,
etc) across two of the course texts and linked to the larger themes and theories that relate to the course’s study of multi-ethnic American literature.

b. Conduct a hybrid paper that combines literary close reading from one or more of the course texts with external research on one of course’s socio-historical key ideas (such as racial formation, outsider racialization, immigration theories, U.S. immigration law, nativism, assimilation, migration, segregation, formation of ethnic enclaves, racial profiling, intersectionality, the history of a specific community or event, etc).

c. With instructor’s approval: Produce an alternative/creative project that is concretely grounded in a central research question or critical concern and is executed with thoughtfulness and substance.

2. Students in one class had to write weekly posts that specifically addressed the SLOs.

3. Students in one class had a midterm. Students selected four questions from a list of 6 to answer in 1-2 paragraphs, using evidence from texts, notes, and lectures to support their arguments. Each question was graded on a scale from 1-10 (see attached rubric) for a total of 40 possible points.

4. Students in one class had to write a speculative fiction short story to assist the class in thinking more deeply about SLOs 2 & 3.

5. Students in both classes had Group New Media Presentations in which students had to creatively pose an argument about the text by engaging with one of the course texts, themes, characters, locations, movements, histories, etc. This required that students incorporate specific evidence from the text to support arguments and ideas, supply additional background information that will enhance reading of the texts, and briefly discuss the relevant biographical information about the author. Students also had to facilitate discussion and/or activities to engage the class. Students had to present this material using a form of New Media, such as a webpage, blog, Prezi, digital film or photography; or a social networking page (Twitter, Facebook, Instagram, YouTube, etc). Students had to complete a written self-assessment along with an MLA formatted bibliography in both digital and paper form.

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

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent

B [80-82=B-, 83-86=B, 87-89=B+] Above average

C [70-72=C-, 73-76=C, 77-79=C+] = Average


F = Failure

Quantitative data/analysis: grades/percentages/scale of high-low
(Fall 2017)

**Midterm exam:** total number of exams evaluated: 30
- A+: 1
- A: 7
- A-: 3
- B+: 2
- B: 4
- B-: 4

**Presentation:** total number of students evaluated: 30
- A+: 4
- A: 4
- A-: 12
- B+: 4
- B: 4
- B-: 0

**Final exam:** total number of students evaluated: 30
- A+: 3
- A: 8
- A-: 3
- B+: 5
- B: 1
- B-: 3
- C+: 1
- C: 1
- C-: 0
- D/D-: 0
- F: 0

missing/incomplete: 2

(Spring 2018)

Students evaluated: 30

- 97-100 points: 7 students
- 93-96 points: 14 students
- 90-92 points: 2 students
- 87-89 points: 2 students
- 83-86 points: 4 students
- 80-82 points: 1 student
Qualitative analysis:

Very few students were unable to achieve the SLO assessed. Through new media group presentations, writing, research, and exams, students were able to demonstrate their understandings and knowledge of social actions which have led to greater equality and social justice in the U.S. Some students exceeded expectations by applying their understandings and skills to the development of their own participatory action research projects aimed at creating change in the San José area.

(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, it is in alignment with the area goals and SLO’s.