General Education Annual Course Assessment Form

Course Number/Title _______ RTVF 110 _______ GE Area ___________ AREA S ___________

Results reported for AY __2017-18______ # of sections _____5___ # of instructors _____3_____

Course Coordinator: ____Kimb Massey_________ E-mail: ___kimb.massey@sjsu.edu_____

Department Chair: ___Elisha Miranda_______ 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 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:

What SLO(s) were assessed for the course during the AY?

G.E. LO#3—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);

- COURSE LO#3—Acquire a fundamental knowledge of some of the ways to participate in various “dialogues” of race, gender and class, and how these dialogues are shaped by power in terms of structural political and economic inequities. Of course, students will address how media empower and dis-empower various cultural groups and causes. Describe how media are—or can be—used by cultural groups (religious, gender, ethnic, racial, class, sexual orientation, disability, age, etc.) to create greater equality and social justice in the U.S. Develop an awareness of, and sensitivity towards the various ways race, gender and class impact both media content and audience interpretations of media content.

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

This year’s course examined the “Me, too” movement as an active resurgence of gender equality and politics. Students were asked to deconstruct media messages from various points-of-view (their own and outside of their own—in particular from various gender-based perspectives). Students also evaluated different types of media messages (audio, podcast, video, online, television, radio, print, etc.) to see how the medium affects the message. All of this analysis was contextualized according to media theory. Student essays reflected a new understanding and context once the teaching unit was complete.

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.)

While we are still using the Campbell textbook, we are also putting together a reader to begin using in F2019. The textbook is good for basic concepts (theory, formats, history), however, we find more contemporary examples of proactical application of media concepts are being used extensively in the course sections. Once we compile the reader, we will determine whether it will replace the text or supplement it.
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? **All courses are aligned with the Area S goals and SLOs.**

(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.

**There are still too many students (over 50 in some sections) according to the guidelines set by BOGS for Area S, (heavy writing courses). Therefore, we are putting through C-Factor updates in F2019 to align RTVF 110 with BOGS guidelines.**