Results reported for: Spring 2016
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Course Summary Information

Course Prefix and Number: COMM 179
Course Title: Culture, Civilization, and Global Understanding
Number of sections offered during reported semester:
Summary includes data from instructors’ reports for the following number of sections:

Student Learning Objective

Student Learning Objective 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture

Outcomes

Out of 26 students assessed, the following percentages reflect student outcomes:

• Mastered SLO2 at a high level (averaged a “B+” or better on assessment activities): 23%
• Mastered SLO2 at an average level (averaged a “C” or better on assessment activities): 73%
• Failed to master SLO2 - or did so at a marginal level (“C-” or below on assessment activities): 4%

What were the lessons learned from the assessment?

Because only one professor taught one section of this class in Spring 2016, I will quote him directly:

“Because I used a new “main” textbook in the year 2015-16, a number of discussion questions were altered to fit the themes of the next textbook. For instance, one of those was to weigh in on the cyberactivism of Edward Snowden, particularly in relationship to his actions vis-à-vis other countries (and his home base in the USSR) and the ramifications of this in America.”

“In addition, we looked specifically at the origins of the “We are the 99%” tumbler movement, and its possible roots in the Egyptian uprisings that were, in some ways, inspirational re social media. We have continued the emphasis on the European and Middle Eastern origins of social media/social change and its impact on American protest movements. I learned that the ‘shelf life’ of even someone like Snowden is remarkably short – some students could not remember hearing the name and had to be supplied with background material. This was surprising, even to someone who has taught at SJSU as long as I have. But perhaps a more careful cultural/historical background to figures need to be offered, even as we just move one more year away from the public figures we are studying.”
What modifications to the course are planned?

Again, because only one professor taught one section of this class in Spring 2016, I will quote him directly:

“Outside of more background information (see above), I am planning to focus in the fall a bit more on not only the American campaign, but other European anti-immigrant campaigns and the function of social media to both fight and reinforce these sentiments. Otherwise, I plan to continue working with the connections between Egypt, Saudi Arabia and American protest movements re social media.”