General Education Annual Course Assessment Form

Course Number/Title _______Engl 117B_____________________ GE Area _______V________________

Results reported for AY__2015-16_____ # of sections ____2____ # of instructors ____2_____

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Department Chair: ______Shannon Miller________ College: ______H&A_______________

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 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

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

Both sections focused on the study of global literary texts and films dealing with issues of identity, immigration, culture and cultural conflict. Embedded essay questions in in-class exams were used to assess the SLO.

Sample questions (from Prof. Krishnaswamy’s class)
1. Compare how conceptions of manliness or machismo shape the border conflict between Mexico-U.S. or Israel-Palestine.
2. Using specific examples from the films/stories, examine the role of religion in the India-Pakistan border conflict.

Sample questions (from Prof. Spark’s class)
1. Drawing on two different stories/films, explore how the majority community identifies whom it will include and whom it will exclude.
2. Drawing on two different stories/films, discuss how immigrant/expat communities determine which features of their original culture to keep and which to let go.

In Prof. Krishnaswamy’s class a total of 40 students took the exam.
6% demonstrated an excellent level of achievement (A- or higher), 20% demonstrated a good level of achievement (B- or higher), 38% demonstrated a satisfactory level of achievement (C- or higher), 20% demonstrated an unsatisfactory or low level of achievement (D), and 16% failed to achieve the SLO (F grade). A significant number of students (36% low-fail scores) had difficulty answering the questions satisfactorily. The difficulty seems to originate from two sources: (1) insufficient knowledge or understanding of the cultural/historical contexts, which often resulted in
uninformed generalizations and crude stereotyping, and (2) poor writing skills, especially under timed in-class exam conditions.

In Prof. Spark’s class, 28 students took the exam. 7% demonstrated an excellent level of achievement (A- or higher), 46% demonstrated a good level of achievement (B- or higher), 53% demonstrated a satisfactory level of achievement (C- or higher), and 3% demonstrated an unsatisfactory or low level of achievement (D).

(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 major modifications to the course on the whole are planned, although Krishnaswamy proposes to design targeted multi-media modules to provide more cultural context and also include additional writing practice to improve writing skills.

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, all sections are aligned with area GELOs.

(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 as was the case with this class.

Writing

Students receive frequent and thorough feedback on their writing during the course, as the content materials are mastered by way of personal as well as analytical and expository written assignments. Instructors 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.