General Education Annual Course Assessment Form

Course Number/Title: E123A/B/C/D: Literature for Global Understanding  GE Area: V

Results reported for AY 2015/6  # of sections: 2  # of instructors: 2

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

Department Chair: Shannon Miller  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 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?

Specific Assignments: brief description of guidelines/requirements etc.

All class activities (reading, lectures, discussions, presentations, writing, research, and exams) in the course address all the SLOs as described in the greensheet. Part of the course grade is based on a specific essay-type assignment designed to demonstrate the student’s ability to address the questions pertaining to the SLO intended.

In Professor Chow’s E123D class, novels representing China, India, Japan, Korea, and Indonesia, as well as short stories and films pertaining to these and other Asian countries, were used as basic texts for systematic examination in terms of cultural traditions, social stratification and conflicts, economic developments, causes and effects of socio-historical changes, and responses to modernity (technology, colonization, industrialization, and globalization). In Professor David Mesher's E123B class, eight novels were covered in this course, and all of them deal with the collision, on some level, between two (or more) cultures, from the impact of colonialism on indigenous ethnic groups, to conflicts within and between such groups in the postcolonial period. In both sections of the course, systematic analyses and comparisons figured frequently in lectures, discussions, and the whole range of assignments, from student presentations to exams and essays.

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

Students had to write an in-class essay or essay-type responses to demonstrate their knowledge and understanding of the topic. Their discussions were to be argued vigorously and supported with evidence derived from the readings, class discussions, research, and other activities.
For the purposes of this assessment, Prof. Mesher used one of the essay questions from the final exam to assess the SLO. To receive a C or better on the questions, students would have to identify the cultural conflicts at the heart of each of the novels. Higher grades would depend on how elements of the novels students chose to discuss were handled in terms of those basic cultural conflicts. Prof. Chow's instrument of assessment was similar.

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

Typically, essay-type writing assignments are scored according to Departmental guidelines:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

**Quantitative data/analysis: grades/percentages/scale of high-low**

The result for Professor Mesher’s E123B (Fall 2015) class was as follows:

- C grade or above: 29 students
- C- grade or lower: 4 students

The result for Professor Chow’s E123D (Spring 2016) class was as follows:

- Excellent (A+, A, A-): 17 students
- Good (B+, B, B-): 10 students
- Fair (C+, C, C-): 3 students
- Poor (D+, D, D-): 0 students
- Fail: 0 student

[Not included: 3 incompletes/withdrawals]
Qualitative analysis:

The results from the two classes show that the majority of students assessed were able to achieve the SLO targeted.

Lesson(s) Learned -- Only a small number of students performed poorly in Professor Mesher’s E123C class and Professor Chow's E123D class. Prof. Mesher reflects, and Prof. Chow concurs, that given the complexity of the course materials, achieving any one of the SLOs is only part of the concerns of the course rather than its sole purpose; what ultimately counts should be the student's overall learning experience including the exposure to the materials, the expansion and improvement of the student's intellectual horizon and global awareness, as well as the mastery of both content knowledge and associated academic skills.

(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—as was the case in Prof. Chow's class.

Writing

Students receive frequent and thorough feedback on their writing during the course as the content materials of E123 (Literature for Global Understanding) are mastered by way of personal as well as analytical and expository written assignments. Instructors teaching E123 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.