General Education Annual Course Assessment Form

Course Number/Title  Engl 123 A, B, C, D  GE Area  V

Results reported for AY 2016-17  # of sections  4  # of instructors  3

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Department Chair:  Noelle Brada-Williams  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, 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?

#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.

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

Courses focusing on cultures outside the United States, especially contemporary cultures, are much more likely to deal with the huge and often detrimental impact of American culture on other societies than they are on the often minor and in some ways embarrassing misperceptions in this country of other cultures. As a result, the GE guidelines should be changed. In this course, a special segment was included in order to deal with GELO #2, but it would have been a better course without that.

Specific Assignments: brief description of guidelines/requirements etc.

Question on the final exam: Discuss the impact of popular South Seas fantasies and “tiki culture” in America, as described in readings and class presentations, and then contrast that with the impact of American pop culture, academic “theories” and commercialism on Samoan society, as described in Sia Figiel’s Where We Once Belonged, giving several specific examples that help make your point.

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

Students had to offer specific examples of mistaken or fantasized American beliefs about the South Pacific,
as were covered in class (especially in student presentations) for popular novels and films (such as *South Pacific*), fads (such as restaurants, bars, and “tiki culture”), academic and popular studies (by Margaret Mead, Thor Heyerdahl, and others), and so on.

**How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted.** The question was scored 50% on the impact of supposed South Pacific culture on the U.S., and 50% on the depiction of the impact of American commercial and popular culture on Samoa, as portrayed in one of the novels read in the course. All students received passing marks or better on the first half, which directly involves the GELO.

**Quantitative data/analysis: grades/percentagesSCALE of high-low.** 83% of students in the course (24 of 29) received a passing grade or better on the question assessing this GELO on the final exam.

**Qualitative analysis:** 83% of students in the course (24 of 29) received a passing grade or better on the question assessing this GELO on the final exam.

(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.)

None. The department will try to ensure better compliance with GE assessment going forward with this course – two of the three instructors for these courses in 2016-17 did not turn in their assessments, despite repeated requests, because they left the university or were FERPing.

**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?