General Education Annual Course Assessment Form

Course Number/Title __HUM 114_________________ GE Area ___V_SJSU Studies_________________

Results reported for AY __2015-16________ # of sections ___4________ # of instructors ___2______

Course Coordinator: __Christian Jochim____________ E-mail: __christian.jochim@sjsu.edu

Department Chair: ______Shannon Rose Riley 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 GELO(s) were assessed for the course during the AY?

Area V, GELO 2: 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?

With special reference to China and India (whose traditional civilizations and modernization efforts are compared in the course), course papers and essay exam answers demonstrated that students had acquired a more sophisticated understanding of how ideas and customs emerge and later evolve in changing historical circumstances. Especially through assignments given in the second half of the course (emphasizing differing ways of modernizing), we found that students became quite adept at identifying and describing examples of mutual interactions between India and China, on the one hand, and the US, on the other.

(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 at this time.
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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes. The four sections (two in Fall 2015, two in Spring 2015) were taught by instructors who meet to assure required alignments as well as to help students more deeply grasp the importance of historical contextualization.

(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 GELOs for writing.

Both sections were within the recommended enrollment limits and presented no problems engaging students in oral interactive learning and giving them feedback on writing assignments.