General Education Annual Course Assessment Form

Course Number/Title: KIN 111 ITL, Sport & Movement in Global Context: International Experience    GE Area: V

Results reported for AY: 2017-18 (Summer 2018)    # of sections: 1    # of instructors: 1

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Department Chair: Matthew Masucci    College: CHaHS

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) Which GELO(s) were assessed for the course during the AY?

GELO 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.

As part of a faculty-led program to Great Britain (GB), students stayed 1 week in Wales, 1 week in England, and 1 week in Scotland.

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

GELO #1: 1 section, 4 students total; 1 student demonstrated a very high level of achievement of the GELO, the other 3 students demonstrated an average to good level of achievement of the GELO.

Achievement of this GELO was evaluated from data collected from three papers. Two papers are completed in the spring before the international experience and one paper is completed after returning to the US. The Sport Values Reflection Paper (1000 words) requires students to describe a sport, game, form of human movement, or sport provision (SGM) and how it reflects the ideas and values of GB. This paper is mostly descriptive in nature but must contain at least two references referred to within the essay. The Cultural Sport Narrative Paper (1000 words) is also completed before the international experience. In this paper, students explore a SGM of a nation linked to the students’ personal ethnicities and histories. The paper includes (1) an overview of the national history, (2) overview of the rules of the sport/game and its historical importance, (3) overview of the cultural importance of the SGM, (4) overview of expressions of cultural values in the SGM, 5) discussion of how this cultural product has influenced their personal/familial sport experiences and sport identities, and (6) relationship to, and impact on, U.S. SGM. At least three academic references are cited in the paper.

The Comparative Sport Paper is completed after students return from their international experience. In this paper (2000 words), students reflect on similarities and differences in a cultural product, a SGM, that was observed directly and/or read about or seen on TV in GB and the US. Students are encouraged to re-read and reflect upon what they wrote in their earlier, pre-trip papers to see if their views or understanding have changed. Papers include discussion of the following: (1) Pre-conceived ideas about SGM in GB; (2) Differences from expectations of cultural values and ideas expressed by participants and/or spectators of the SGM; (3) Roles that the chosen SGM plays in the culture of GB countries and the US, as well as its importance in each culture; (4) Comparison of the SGM in the US and GB; and (5) How the SGM has changed in each culture/country in response to internal or external pressures. The emphasis is on #4 (comparison between US and GB), and students research this to supplement their experiences.

Papers are evaluated on the following criteria: (a) content and organization, including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax,
grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment. Topics are approved by the instructor.

(3) **What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?**

This is the third (and unfortunately final) time this course has been taught as part of a faculty-led program to Great Britain. Each student exceeded the minimal writing requirements by at least 2 pages; they had much to write about, and in good detail. Were I to teach the course again, I would again ensure that the two papers be completed prior to the visit and that they be referred to in the final paper, which was written after students returned to the US. The pre-trip papers formed a useful personal baseline, and this timing was learned from the previous year. Because students “lived” this experience, their papers written after the visit were extremely rich in both researched and observed detail. Having spent some time in each of three countries, students gained valuable cross-cultural insights through personal interactions with locals.

**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?**

The course is aligned with the Area V goals, GELOs, content, support, and assessment.

(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.**

The enrollment limit for SJSU Studies courses is 40 students. During this faculty-led program, 4 students enrolled in KIN 111 ITL. Because students are traveling by car for much of this program and camping, the number of students is limited. Students completed two papers, described above, in the spring before their summer international experience, and the final paper after returning to the U.S. These three papers exceed the 3000 word writing requirement for Area V, and provide opportunities for feedback on writing.