General Education Annual Course Assessment Form

Course Number/Title _____ ART 100W _______ GE Area _______ Area Z _______

Results reported for AY ___2016-2017___ # of sections _____7____ # of instructors ______3____

Course Coordinator: _____ Dore Bowen _______ E-mail: __<dore.bowen@sjsu.edu>__

Department Chair: _______ Anthony Raynsford _______ 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 GELO(s) were assessed for the course during the AY?

GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences. See also ART 100W General Education Assessment Schedule (10/1/2016) submitted with this report.

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

(3) ART 100W remains a strong SJSU Studies Area Z offering and benefits from its excellent instructors. Of the seven sections taught during AY 2016-2017 four sections of the course were taught by Instructor Janet Silk. One section of the course was taught by Dr. Christy Junkerman, longtime instructor for this course and formerly its coordinator, in Fall 2016. In Spring 2017 Rose-Ellen Lessy joined the faculty and taught two sections. Course material and pedagogy remain consistent in quality and scope across sections.

The assessment of GELO 3 examines writing assignments that vary from informal, in-class handwritten responses to one-two page typed assignments. These included in-class writing exercises; formal analysis (a detailed description of the “formal” qualities of an art object); and three formal written assignments on art-related topics.

In order to prepare for these writing assignments and exemplify a range of writing styles, students read a range of essays in ART 100W. For example, Instructor Silk’s assigned essays range from “How Steven King Teaches Writing” in the Atlantic Monthly to an interview with artist Louise Bourgeois by art critic Donald Kuspit. On the course website Silk includes numerous links to informational websites, videos, and essays on grammar. The assignments for this course are equally broad, and include artist statements, criticism, formal analysis, and research assignments.

Instructor Silk writes that GELO 3: “speaks to understanding different voices and styles of writing. I have several assignments that address this, the most recent being the work we did for Formal Analysis. I had students review student and faculty work in the SJSU galleries. I asked them to use a formal voice for description/analysis/interpretation, and then an informal force for their judgment.
We also did an analysis of an art review where I asked them to pay attention to different voice, audience, and art rhetoric.

I think the challenge is that many students lack strong sentence writing skills. The Learning Objective assumes a command of the language that I would say about 65%-75% of the students don't have. Many are multiple language learners, ESL, or seem to have missed basic grammar. With that said, I incorporate mini-grammar lessons throughout the semester that focus on punctuation, subject-verb agreement, dangling and misplaced modifiers, and parallel form. I give quizzes and on formal papers they are graded on their grammar. If students work at it, which means putting in the time, their writing does improve, but it's not necessarily consistent.”

(4) 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.)

To help students learn the basic skills expected of a University student, Instructor Silk is considering assigning grammar exercises from the *Readable Writing Textbook* ([http://readablewriting.com/pages-from-textbook/](http://readablewriting.com/pages-from-textbook/)) next year. She hopes the department will cover the costs for this resource, which would support ART 100W and its mission. After reviewing the various sections of this course, I believe it will also be helpful to place key resources (particularly the accessible resources concerning grammar and structure) gathered by Instructor Silk for her section of ART 100W on the Visual Resource Library website. Besides coordinating the sections of ART 100W this would also be available for consultation by students in Art History courses.

**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?

(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.