General Education Annual Course Assessment Form

Course Number/Title: DSGN 100W Writing Workshop: Design  GE Area: Z

Results reported for AY: 2018-2019  # of sections: 5  # of instructors: 3

Course Coordinator: Au-Co Tran  E-mail: au-co.tran@sjsu.edu

Department Chair: Connie Hwang  College: Humanities and the 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?

GELOs 1-5

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

The results have been good. The students are learning to think about their current and future work in design through writing. The goal of the 100W course is for them to understand that combining their training on visual expression with their skills in written communication will be useful, if not necessary, for their future careers.

(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 modifications are planned.

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, all the sections of 100W are aligned with the GELOs.

(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.

In all five sections of the course, there is a stress on peer editing and revisions. Students are told to evaluate their peers’ writing in terms of how they would evaluate their own writing. It is acknowledged that most students do not give themselves the time to revise. Therefore, the given class time for peer reviews forces them to look at others’ writing and compare the strengths and weaknesses of the writing against their own. In addition, the students are to examine the critique they receive from their peers and decide upon the best way to utilize those suggestions.

Furthermore, these skills are applied directly into class presentations, such as research and prewriting. In group presentations, there are a lot of revisions that lead to a cohesive final project. With a time limit, their work must be direct and concise. The students must also think and write critically when evaluating other groups.