General Education Annual Course Assessment Form  
(due October 1)

Course Number/Title  Humanities 100W __________________________ GE Area Z

Results reported for AY 2013-2014  # of sections 3  # of instructors 2

Course Coordinator: Susan Scaff________________ email: sscaff@sbcglobal.net

Department Chair: CHRIS JOCHIM___________ 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?

SLO 1, refinement of skills practiced in English 1a and 1b

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

Course # 1, Judy Georges: Prof. Georges submitted the description of one representative essay assignment that covers multiple aspects of composition including critical analysis (with emphasis on the thesis and support of the argument), research (bibliography assessed in advance), and editing (accomplished in part in a workshop where students exchange papers). She also included a grade distribution. Here is her description:

Assignment Description: A research paper requiring an in-depth analysis of a primary theme in a fictional work.

Assignment Purpose: The purpose of this essay is to demonstrate your ability to write a concise, substantive, analytic research essay on a main theme in Harper Lee’s novel, To Kill a Mockingbird.

Assignment Directions: Identify one main theme in To Kill a Mockingbird, trace its development throughout the novel, and compose an essay in which you describe the theme and analyze its significance. Illustrate your analysis by discussing the ways in which particular characters and scenes convey and advance your selected theme.
Required Elements: Title page with an original title; Introduction, body, and conclusion; Pithy plot summary (1-3 sentences); Thesis statement; Thesis illustrations (characters and themes); Source citations for quoted, summarized, or paraphrased material (MLA format); Works Cited page corresponding to parenthetical text citations

Audience Description: College educated readers who have not read the novel

Progressive Assignments: Preliminary Bibliography of 8 academic sources (minimum) / Plagiarism Tutorial / Thesis Statement and Supporting Arguments / Final Edited Draft (A classroom editing session preceded completion of the final draft.)

Quality Assessment Data (25 submissions); Excellent (A range) — 8; Good (B range) — 7; Average (C range) — 9; Below Average (D range) — 1

Course #2, Brent Walters: Prof. Walters submitted several assignments organized under selected skills for SLO 1 designed to increase competencies learned in English 1a and 1b.

English 1a:

Clear and effective communication of meaning. Students submit most assignments assessing the meaning of written or spoken statements ranging from aphorisms in antiquity to the implications to their development in the English language. This is especially demonstrated in the Etymology Assignment, requiring documented research on the origin of an English word. Percentage of students successful in the task: 75%.

An identifiable focus, tailored to a particular audience and purpose. Students are required to hone a thesis upon which they write a semester-long essay. Such theses are expected of all assignments of one paragraph or longer. This is demonstrated in the assignment Select a Topic. Percentage of students successful in the task: 70%.

The ability to perform effectively the essential steps of the writing process. Students submit a semester-long essay that is broken down into various parts that enable the process to unfold. This involves organizing, composing, revising, and editing, as well as documentation and the evaluation of experts in the field. Percentage of students successful in the task: 80%.

The ability to explain, analyze, develop, and criticize ideas effectively. Students are expected to paraphrase rather than to quote in all submitted work throughout the semester, and by this means they must explain, analyze, and rephrase scholarly works effectively. A detailed assignment prompts this procedure: Paraphrase Citations. Percentage of students successful in the task: 80%.
Effective use within their own essays of supporting material drawn from reading or other sources. Students assemble a bibliography of scholarly sources as well as academic Internet materials from which they establish evidence for their submitted theses. This is demonstrated in this assignment: Identify Sources and 05 Scholarly Sites. Percentage of students successful in the task: 75%.

Effective organization within the paragraph and the essay. For every assignment students are expected to provide a preliminary outline in order to assist in organizing information effectively. This is prompted in several assignments, including the Major Paragraph and Essay Outline. Percentage of students successful in the task: 75%.

Accuracy, variety, and clarity of sentences. Each submitted assignment is marked for accuracy and clarity as well as for logic and terminology. Students are able to resubmit corrected work to assure that this aspect of writing is mastered. Percentage of students successful in the task: 80%.

Control of conventional mechanics. At least ten minutes of each class is occupied with punctuation, syntax, and proper references. Regarding the latter, both MLA and APA are discussed thoroughly and students are expected to integrate this learning in all submitted work. This is demonstrated in the Bibliography and Selected Works. Percentage of students successful in the task: 75%.

English 1B: Course Goals and Student Learning Objectives

An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view). Students must distinguish between various points of view throughout their essays based on submitted theses. This is demonstrated in the assignment Write Conclusion. Percentage of students successful in the task: 70%.

Careful attention to review and revision. Rewriting and revision of submitted work is essential in this course, and this is demonstrated in 10 Second Page of Essay. Percentage of students successful in the task: 80%.

Effective and correct use of supporting material. Students must submit a detailed bibliography as well as in-text documentation. This is demonstrated in the assignment Format Notes. Percentage of students successful in the task: 70%.

Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings. Students are expected to place their research in context, whether of culture, time, or perspective. This is demonstrated in the assignment involving the analysis, evaluation, and interpretation of Plato’s Apology. See 12 Plato’s Apology. Percentage of students successful in the task: 80%.
(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.)

I find that the requirement for SLO 1 well covered in this course. No modifications are needed.

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?

YES. All sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment.