General Education Annual Course Assessment Form

Course Number/Title  Humanities 100 W                  GE Area _Z_______________________________________

Results reported for AY 2015-2016 _______  # of sections __2__________  # of instructors __2__________

Course Coordinator:  Susan Scaff____________________  E-mail:  susan.scaff@sjsu.edu_________________
Department Chair:  Shannon Rose Riley_______________  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 SLO(s) were assessed for the course during the AY?  SLO # 2: Students must learn to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?  I am including below summaries of major assignments provided by both instructors to show that they are meeting this SLO.

Judith Georges:  HUM 100W, Fall Semester 2015. Assignment Description: Analytic research essay

Purpose: To demonstrate your ability to write a substantive, analytic research essay on a primary theme conveyed by a set of selected characters in a novel.

Directions: Select from the list below, one group of characters encountered in Harper Lee’s novel, *To Kill a Mockingbird*. Research and analyze their personalities, dilemmas, relationships, and social status. Then craft a thesis that describes how your selected characters as a group advance one prominent theme in the novel. Your bibliographic sources must include primary, secondary and media sources. You may also create your own group of characters, but must discuss this with me in advance. [Students choose from a list of character groups provided.]

Quality Assessment Data: Number of submissions: 25; Excellent (A) (90-100%): 8; Good (B) (80-89%): 10; Average (C) (70-79%): 7; Below Average (D) (60-69%): 0; Failed: (F) (0-59%): 0

Judith Georges:  HUM 100W, Spring Semester 2016. Assignment Description: Analytic research essay

Purpose: To demonstrate the ability to compose an analytic and evaluative research essay on a primary theme conveyed in a novel.

Directions: Identify, research, and analyze a prominent theme in Harper Lee’s novel, *To Kill a Mockingbird*. Craft and support a thesis statement that describes how that theme is advanced over the course of the novel through at least two of the following story elements: setting, plot, point of view,
characters, symbols, or dialogue. In your conclusion, assess the relevance and value your selected theme has for American society today. Bibliographic sources must include primary, secondary, and media sources (various forms of discourse).

**Quality Assessment Data:** Number of submissions: **24**; Excellent (A) (90-100%): **10**; Good (B) (80-89%): **12**; Average (C) (70-79%): **1**; Below Average (D) (60-69%): **0**; Failed: (F) (0-59%): **1**

**Brent Walters:** Humanities 100W, Fall 2015 and Spring 2016

**ETYMOLOGY ASSIGNMENT**

Determine the origin and development of a word that possesses a rich etymological history. Two options are suggested; either research a popular term that changed in meaning over a number of decades or one involving multiple connotations that context determines. Relevant cultural usage is necessary, for it indicates the reason for shifts in significance or definition. Begin with the *Oxford English Dictionary* to isolate the initial essence of the term; additional etymological resources are housed in the King Library.

The essay must provide references to all consulted materials, and no fewer than three printed sources are required. This assignment is two typed pages in length and must include proper MLA documentation in the body of the text as well as in the bibliography. It should read like a narrative, rather than as a dictionary entry, and demonstrate the rationale for the various stages of its etymological development.

**PLATO’S “APOLOGY”**

Below is a series of questions pertaining to the *Apology* of Plato, a document provided in class. The questions are separated into four distinct categories (genres): legal, theological, philosophical, or academic. Select one genre and read the *Apology* with the three questions in mind; you may add as many other inquiries as you feel necessary. Reply to these questions using your chosen genre for style and content. This essay is not to exceed two pages in length.

**Questions for Plato’s Apology**

**Legal:** Who accused Socrates?; With what was he charged?; Before whom was he making his defense?

**Theological:** What was Socrates’ notion of “God?” What role did religion play in the charges against him?; Why does the *Apology* conclude with, “Which is better God only knows?”

**Philosophical:** How is “wisdom” defined in the *Apology?* Does Socrates fear death? Why? What is the meaning of the statement: “An unexamined life is not worth living?”

**Academic:** What was Socrates’ method of teaching? In what way was Socrates’ educational method “liberal?” Create a profile of a potential student attending the school of Socrates.

(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. In my assessment, both instructors (who have taught this course multiple times) are doing an excellent job of covering the SLO’s.
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?

(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 SLOs for writing.