General Education Annual Course Assessment Form

Course Number/Title: RECL 100W – Writing Workshop
GE Area: Z

Results reported for AY: 2015-2016 # of sections: 2 # of instructors: 2

Course Coordinator: Billie Jo Grosvenor E-mail: billiejo.grosvenor@sjsu.edu
Department Chair: __Dr. Anne Demers College: Applied Sciences and 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?

GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

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

<table>
<thead>
<tr>
<th>HSR CRITERIA: All students enrolled in course being assessed should achieve a minimum grade of 80% on the assessed assignment</th>
<th>Fall 2015</th>
<th>Assignment Instruction</th>
<th>Results</th>
<th>Lessons Learned</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td></td>
<td>Students develop competence in researching professional medical journals and use peer-reviewed journal articles to support their thesis statements. Develop skills in synthesizing articles to write a complete discussion section of their research paper. Students are given exercises from the book, From Inquiry to Academic Writing, Greene and Lidinsky to successfully complete the synthesis assignments.</td>
<td>A’s 80%; B’s 20%</td>
<td>Students who complete the assignments relating to synthesis do very well. Students are given points towards their final grade for those assignments.</td>
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<tr>
<td>CLO: 3 Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.</td>
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<td>Class 2</td>
<td></td>
<td>Literature Review. Research, define, and describe an issue that you will have future professional influence over to effective positive change. This could be a recreation or health problem depending on your major. Your written discourse will demonstrate that the topic merits further debate, exploration, and continuing academic attention. Your goal is to contribute to your field’s knowledge base, or educate to incite action. (This is not a generic information report.) Sections within your narrative will guide your reader(s) to better understand and critically assess your thesis (i.e. claim, assertion, platform, argument) as the author of said literature review.</td>
<td>46% of A’s; 33% of B’s; 17% of C’s; 0% of D’s; 4% of F’s.</td>
<td>The student who earned an F for this section, neither participated in the class, nor submitted the assignment. In addition, the student didn’t formally withdraw from the course. Many students struggle to have an organized paper due to an unclear topic, issue and thesis. This is an area I continue to improve my teaching on. I also believe requiring a following up meeting with a librarian would assist in them really understanding how to narrow key terms to better locate relevant information. Finally...I am surprised by how many APA errors remain at the end term.</td>
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<td>CLO: 2 Express (explain, analyze, develop and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.</td>
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(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.)

PLANNED: All HSR 100W writing instructors will meet to discuss strategies to improve students’ ability to synthesize literature and write a coherent review.

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 – no re-alignment required. The 100W Course Coordinator will have responsibility for working across both HS and RECL sections, in order to ensure consistency.

(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 course enrollment cap is set to 25 in the HSR dept. No modification is necessary to the evaluation of the oral presentations.