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?

Learning Objective 2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

Learning Objective 2 was assessed by the completion of a variety of assignments aimed at the discovery of multiple readings and forms of discourse in the arts area and included:

1. Completion of an argumentative academic research paper where students explored the academic research process. Students were guided through a process where they identified a topic of interest in their field, researched and analyzed academic sources for that subject, developed their arguments based on their research, and expressed those ideas in the final paper.

2. Editorial writing in response to an artistic problem was also completed by students. Students responded through essays to a variety of ideas encountered in their artistic disciplines (television, radio, film, theatre, dance, music, etc.).

3. Students reflected on and analyzed select performances. Students were provided a variety of styles through reading multiple professional examples from major newspaper sources, and then attended a performance and responded to that performance based on the styles presented as examples.

4. Students developed and wrote screenplays and theatrical scenes. They first participated in a reading of an award winning screenplay or stage play, and then engaged in a class dialogue concerning how word choice, tempo, and action is created through effective grammar, syntax, and description to create a visual medium through writing.

5. Students were guided through the process of grant writing for the arts. They were introduced to grant resources through internet research focusing on foundations, government sources, private sources, and data bases. Each student wrote either a hypothetical or actual grant for an artistic endeavor.

The written responses to these assignments were assessed not only for how clearly ideas were communicated, but also on the student’s ability to connect those ideas to the variety of writing styles that are used in the artistic field.
(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   For TA100W Section 1: Total # of Students: 25, of which 22 mastered at B+ or higher level, 2 mastered at C to B level, and 1 failed to master at C- or lower level.
   For TA100W Section 2: Total # of Students: 26, of which 24 mastered at B+ or higher level, 2 mastered at C to B level, and 0 failed to master at C- or lower level.
   For TA100W Section 3: Total # of Students: 24, of which 15 mastered at B+ or higher level, 8 mastered at C to B level, and 1 failed to master at C- or lower level.
   For TA100W Section 4: Total # of Students: 26, of which 14 mastered at B+ or higher level, 11 mastered at C to B level, and 1 failed to master at C- or lower level.

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

(5) TA 100W is capped at 25.

(6) N.B. The TA 100W curriculum and instruction model developed collaboratively by the current instructors is exemplary as a class that brings together students in RTVF, Theatre, Animation/Illustration, and Dance who work individually and in interdisciplinary project teams to pursue common course learning objectives. These classes consistently earn among the highest SOTES in our department and overwhelming anecdotal praise from students and peer reviewing faculty. Our 100W program is one of the department gems.