General Education Annual Course Assessment Form

Course Number/Title  ___ARTH 15_______  GE Area  ______C-1_________________

Results reported for AY  __2014-2015___  # of sections  ___2___  # of instructor  ___1_____

Course Coordinator:  ____Dore Bowen_______  mail:  dore.bowen@sjsu.edu__________

Department Chair:  ___Anne Simonson___  College:  ____Humanities & 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**, 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?**

   All.

   From the SJSU General Education Guidelines:

   1. recognize aesthetic qualities and processes that characterize works of the human intellect and imagination;
   2. respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression); and
   3. write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

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

During AY 2014-2015 ARTH 15: Introduction to Visual Culture was taught by Dr. Dore Bowen, Associate Professor of Art History and Visual Culture. Bowen designed this course in 2009, and the 2014-2015 greensheet reflects the course as she originally designed and taught it.

ARTH 15 is intended to offer an interdisciplinary approach to visual culture and a broad understanding of the arts. The course textbook, lectures, and museum visits work toward this goal by providing many examples of visual culture, as well as approaches to “reading” images in context. The assigned textbook—Marita Sturken and Lisa Cartwright, *Practices of Looking: An Introduction To Visual Culture*—is the most useful text on the market. However the book is, at times, challenging for the lower-division undergraduates in this course. The textbook builds its
narrative through specific terms and concepts. If students have not been following they are lost by the end of the semester. To this end, quizzes and writing exercises are integrated into the schedule on a regular basis throughout the semester.

In terms of SLO 1, the class lectures and the final review provide ample opportunity for students to memorize key works of art. Students are provided with study images and concepts to help review the material from the textbook.

In terms of SLO 2 and 3, this course is intended to teach students the tools to communicate ideas effectively both in speaking and in writing, as well as the capacity for critical and creative thinking. The writing assignments, paper, and presentations are an important motor toward integrating class material into written and oral communication. In addition, students are taught research skills in to expand their knowledge base with skills that will help them in the future. To this end the assigned paper provides the opportunity to teach research tools/skills in class (how to conduct database searches, locate and build bibliographies, discriminate amongst sources, etc.). Rebecca Kohn, the library liaison for Art and Art History and Visual Culture, provides a presentation on research skills to the class as well.

The course also includes multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse backgrounds and experiences. This objective is accomplished through the broad array of examples in both the textbook and lecture. This goal is also facilitated through personal exchanges amongst the students in class. A museum or gallery field trip, such as to the MACLA/Movimiento de Arte y Cultura Latino Americana in San Jose, also serves this purpose.

(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.

Fall 2015 ARTH 15 is being taught by Dr. Isabelle Pafford, lecturer in Art History and Visual Culture. The course assessment for AY 2015-2016 will include her data.

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?