General Education Annual Course Assessment Form

Course Number/Title: ENGLISH 10: Great Works of Literature GE Area: C2

Results reported for AY 2012/3 # of sections 3 # of instructors 3

Course Coordinator: BALANCE CHOW E-mail: balance.chow@sjsu.edu

Department Chair: JOHN ENGELL 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?

SLO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.

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

Three instructors not regularly assigned to the course taught three different versions of it over two semesters; the course coordinator was not one of those instructors. There was limited consultation and coordination involved in the way the different sections of the course were designed, structured, and administered. Assessment data are not available as of this writing, so general comments based on greensheets and observable patterns are provided below.

Specific Assignments: brief description of guidelines/requirements etc.

Writing assignments of the Department’s courses in general include personal responses, critical analyses, and research. Grades are based largely on such writing assignments. The greensheets for English 10 indicate that writing assignments are a major component of student course grades.

Exactly what students had to demonstrate on assignment to show achievement of the SLO

The following description from one of the sections is typical: “Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject; Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.”

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted.)
Writing assignments are scored based Departmental guidelines as detailed below:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

**Quantitative data/analysis: grades/percentages/scale of high-low**

N/A until specific data is available.

**Qualitative analysis:**

N/A until specific data is available.

(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.)

Scheduled assessment of current SLOs will continue as planned. Meanwhile, the coordinator will advise the Department to review and update (1) current guidelines for English 10, and (2) practices associated with how the course is scheduled, assigned, and monitored.

**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?

**Chair’s comments:**