General Education Annual Course Assessment Form

Course Number/Title  E10: Great Works of Literature  GE Area  C2: Letters

Results reported for AY 2013/4  # of sections  4  # of instructors  2

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Department Chair:  Shannon Miller  College:  Humanities 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, 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 3 – Letters courses will enable students to 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?

Specific Assignments: brief description of guidelines/requirements: All class activities (reading, lectures, discussions, presentations, writing, research, and exams) in the course address this and other SLOs as described in the greensheet. Part of the course grade was based on specific essay-type questions designed to demonstrate the student’s ability to write clearly, correctly, and effectively when analyzing and discussing works of literature.

For example, in Professor Eastwood’s E10 (F2013), the essay assignment was as follows:

Write a research-based essay (3-4 pages, 1,000 words or more) about The Picture of Dorian Gray or The Crucible. Conduct some research on either the trials of Oscar Wilde or the Salem witch trials and locate at least three reputable sources. Summarize your sources and make sure to include the citations (with links where possible). One of the three sources must be an actual PAPER source, either from a book or from a journal article. Include a reflection on what you learned by compiling these resources. Your essay should be typed, double-spaced, with 1-inch margins. You will be evaluated on the depth of your engagement with the texts.

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular SLO was targeted: Essay-type writing assignments are scored according to Departmental guidelines:
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): The results from the E10 section taught by Prof. Harris in Fall 2013 were typical:

- A (includes A, A-) 8 students
- B (includes B+, B, B-) 26 students
- C (includes C+, C, C-) 1 student
- D (no further breakdown) 4 students
- F 7 students

**Qualitative analysis:** The assessment results for SLO3 in E10 vary slightly from class to class; in general, two-thirds of the students perform reasonably well despite the fact that E10 is not a writing class per se. One third of the students appear to need some extra guidance and assistance.

(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 major changes anticipated.

**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?**

Yes, as the commitment to writing in this class, as all of our classes, is very strong.