General Education Annual Course Assessment Form

Course Number/Title _____English 22_______  GE Area __________C2__________

Results reported for AY __2013-14__ # of sections ___2__ # of instructors ___2____

Course Coordinator: ___Nancy Stork___  E-mail: _____Nancy.Stork@sjsu.edu_____

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?

Activities (lectures, discussions, presentations, assignments etc.) that address the SLOs:  Students were required to do writing in every class session (quizzes with open-ended answers).  Students received instruction and participated in ungraded in-class activities that were employed as scaffolding for out of class writing assignments.  All students were required to write numerous essays, including:  a) a review of a movie adaptation of a Sci-Fi or Fantasy text in a short essay (2 pp.); b) a short story with a rationale (3-4 pp. total); c) an essay based on library research into the background of a work by a writer we are studying this semester (3-4 pp.); d) a midterm in-class essay; and e) a final examination in-class essay.  All written work was graded by criteria including knowledge and understanding demonstrated by detailed, coherent responses to the questions, clarity and correctness of English usage.
Assignment used to assess the SLOs: Research essay. Guidelines and rubric used included SLO specific criteria.

Quantitative Analysis: Scores on the rubric on a scale of 20 averaged 15.9, and ranged from 6 to 20. The data indicate that paragraphing and arguing were performed most effectively (by 80% of students), and wordiness or confusion somewhat less easily avoided (70%), with spelling and typographical errors persisting even among skilled writers (less than 30% with a high score on this area).

Qualitative Analysis: Students leaving English 22 appear, for the most part, to be writing with reasonable effectiveness when they are held to a standard of employing evidence to prove their points.

(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.)

Next year, we plan to have teams of students build time machines.

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?

They appear to be well coordinated in this class.