General Education Annual Course Assessment Form

Course Number/Title: English 40: Contemporary World Fiction  GE Area C2

Results reported for AY 2014-2015  # of sections 1  # of instructors 1

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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 12 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 assessments?**

Only one section of this course was taught in Spring 2015 (Instructors: Krishnaswamy)
The course focused on the study of fiction relating to three geopolitical borders: U.S.-Mexico, Israel-Palestine, India-Pakistan. Students were required to complete several assignments that involved literary analysis and writing. Although some students wrote relatively well, possibly because they had chosen to take an English GE-C2 class), many struggled with communicating their ideas clearly and effectively. It was also evident that they had greater difficulty understanding the cultural background, content, and style of contemporary fiction from other countries; this frequently had a negative impact on their ability to write clearly and effectively.

Two specific assignments were used to assess SLO#3: Research Paper; Embedded questions on Quiz.

Research Paper: Students chose a specific border issue relating to one of the three borders studied. They were asked to present an in-depth analysis of a fictional work relating to that particular border issue. In addition they had to use three outside sources to support their analysis. Grades on SLO specific criteria on Research Paper Rubric: 13% A grade; 33% B grade; 23% C grade; 3% D grade; 27% F grade.

Quiz: Embedded questions in quiz.
Grades on SLO specific embedded questions in Quiz: 40% A grade; 23% B grade; 7% C grade; 7% D grade; and 23% F grade.
Total scores for SLO#3 (average of both assignments): 17% A; 33% B; 20% C; 3% D; and 27% F.

The grade distribution is somewhat more evenly spread out for the Research paper than for the quiz. The reason more students scored at a higher level in the quiz (A or B grades) may be because the quiz only asked for short paragraph level response to narrow questions drawn directly from class lectures; the research paper, on the other hand, required students to synthesize information from multiple sources into a thoughtful overarching argument -- a task that was clearly more challenging despite the feedback provided at various stages of revision. But the fact that a full 30% of the class failed to achieve SLO #3 at a satisfactory level (C or better), suggests that a lot of students were having difficulty with the material. In addition, I believe poor attendance and weak class participation also contributed to the low scores of this 30%.

(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.)

Encourage lower-division students to attend class regularly and to stay engaged with the course; help students negotiate unfamiliar cultural and literary material.

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?

Only one section was taught in AY 2014-15.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

The research paper was written in stages that included outlining and drafting and peer editing. At each stage, students received feedback orally and in writing from the instructor.