General Education Annual Course Assessment Form

Course Number/Title: Philosophy 70B: Ancient Philosophy

GE Area: C2

Results reported for AY 2014-2015

# of sections: 2

# of instructors: 1

Course Coordinator: Tommy Lott

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Department Chair: Janet Stemwedel

College: H & A

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 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

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

Professor Lott writes “I have changed my approach to 70B placing much more emphasis on social and political philosophy and much less emphasis on metaphysics and epistemology. Non-majors find these topics to be too uninteresting. For the last two years I have been teaching Enlightenment political theory. I've exchanged Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume for Machiavelli, Hobbes, Locke, Rousseau, and Mill. Their views of morality and politics is much better received by students.” He also reports: “I have made several changes in my approach to teaching this course with much better results. I no longer lecture. I instead conduct workshops and facilitate discussions by calling directly on each and every student – participation is now 100%. Also, I no longer have exams. Instead, students write essays (four) in class immediately after each unit. The expectation is that they will remember more and will be able to use what they learn to apply better to the questions I ask them to write on. I now have a majority of students writing at a much higher level with a clear improvement in quality.”

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 - Janet Stemwedel, Department Chair

(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 instructor of record provides feedback and grades all writing assignments. The instructor of record, welcomes, if not requires, first drafts of all writing assignments and provides feedback on drafts. If sections are exceptionally oversized they are graded by the instructor of record with the assistance of an Instructional Student Assistant. The Instructional Student Assistant must be approved both by the Instructional Assistant Coordinator and the Philosophy Department Chair for their excellence in both composition and their expertise in the field of the philosophy at issue. Whenever an Instructional Student Assistant (ISA) aids in the grading of a large course, s/he provides feedback along with grading. In all cases, when the help of an ISA is employed, the instructor of record must explicitly notify the students of the class that some writing assignments have been graded and feedback has been provided by an ISA. The instructor of record then, if so requested by a student, must reread, provide additional feedback, and regrade the written assignment, if a grade revision is warranted."