General Education Annual Course Assessment Form

Course Prefix and Number: Comm 10 Human Relationships

GE Area D1: Human Behavior

Results reported for AY 2012-2013

Number of sections offered during reported semester: 4

Course Coordinator: Shawn Spano  email: Shawn.Spano@sjsu.edu

Department Chair: Dr. Stephanie Coopman  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two pages 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 CLO(s) were assessed for the course during the AY?

CLO 4: Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

(2) What were the lessons learned from the assessment?

My review of the two instructors classes demonstrated that this course successfully enables students to recognize and understand the interaction of institutions, culture and environment on human behavior. Specifically, students are required to complete written assignments and engage in class discussions that focus on the impact of media and culture on interpersonal communication behavior. For the purpose of this evaluation, I report on two assignments as examples.

One is the Intercultural Interview Paper. Students are required to find two individuals from two different cultures different from their own. They needed to explore and understand ways in which culture influences the ways we communicate and form relationships with others. Next, students compare and contrast their findings with their own culture. Since the definition of culture is broad, they need to explain why the two people interviewed were culturally different. Overall, students learn how communication behavior varies in cross-cultural interactions by analyzing and comparing three interpersonal communication concepts that are highlighted in the interviews.
The second assignment is the Self, Society and Media Paper, which requires students to analyze how the media shapes social perceptions and interpersonal communication behaviors. Overall, students learn how people are active agents in reconstructing media messages in ways that shape identities and relationships, in both positive and negative ways.

Lessons Learned: (1) Students make connections between larger, macro social forces and micro behaviors (locally performed) by reflecting on how their communication actions are pre-figured and shaped by culture, social institutions, etc. For example, in the Intercultural Interview Paper, students talk with two people from “cultures” different from their own. The purpose is to explore and understand how culture influences the way we communicate and form relationships with others. Students then compare and contrast their findings with their own culture. Since the definition of culture is so broad, they have to explain why the two people interviewed were culturally different. Students who successfully complete this assignment learn the ability to communicate in cross-cultural interactions as well as compare and contrast three interpersonal communication concepts that were highlighted in the interviews.

(3) What modifications to the course are planned?

The instructors and I are pleased with the range of activities and assignments associated with this objective. However, instructors are planning two minor modifications to their classes in light of CLO 4.

One instructor is considering adding more page numbers to the Intercultural Interview Paper (she currently requires 4-5 pages). Students told her that they wished the paper were longer because they had so much to write.

The other instructor is going to change the weekly modification discussions so that students can make more connections between the theories covered in the course and how they impact “real world” communication behaviors. This will involve adding new discussion questions and revising existing questions.

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, the course coordinator and instructors are doing an excellent job keeping the goals, SLOs, content, support, and assessment consistent across sections. Regular communication between the coordinator and instructors and between the instructors maintains continuity within and across sections.