General Education Annual Course Assessment Form

Course Number/Title _WOMS 10, Sex and Gender Roles_ GE Area __D1__

Results reported for AY 14-15 SLO 1 ___ # of sections _2__ # of instructors __1__

Course Coordinator:  _Dr. Shahin Gerami_  E-mail: _shahin.gerami@sjsu.edu_

Department Chair: _____Dr. Carlos Garcia_____ College: _____COSS___________

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 to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 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: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

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

Among the required essays, students were to read chapter 1 to the seminal book of Betty Freidan’s Feminine Mystique; they were to analyze the reading and then bring it to current social media of reality TV. They would address how “Housewife of ……” genre shows, deflect, or contrast to Freidan’s massage. This assignment dealt with students understanding of “cultural, gender/sexual, age-based, class,” factors of SLO 1. The results for each section varied to some extent. Assessment resulted in 40% of the class completing the project at High, 42% of the class at “average” level, 18% at below average C level.

One of the many assignments required for the students was to explore a toy store and analyze the gendered and racial organization of the products within the store. They were required to observe implicit and explicit racial identity messages enforced on children by toy makers and marketing agencies. One prominent message they noticed in the toy store was that white males were the dominant profile on science and game boxes and white females dominated overly feminized toy boxes. The student’s 3 page essay of their observation expressed surprise and disbelief of these marketing tools.
Students gained a better understanding of the gender segregation. This is closer to their own history and gender identity. In group discussions, they would share their stories of surprise and new discoveries. About 56% mastered at high, the rest at average and below average with no failing. Most of lower grades were due to the poor of communication and writing skills that our freshman struggle with.

Global porn industry has created new areas of misogyny and capitalist exploitation of girls and women. Students read an analysis of misogyny and then searched current examples in the news. Because of news of trafficking in the media, students are eager to find out more about the global sex industry. This specifically deals with “National, transnational and global identities” of this SLO. Students performed about 36% at excellent, 41% at average, and 17% at low and between 2 sections and about 6% failed this assignment.

Additionally three tests and 3 quizzes addressed all aspects of the SLO1.

**Overall Students:**

Mastered SLO at high level: 36%
Mastered SLO at average level: 42%
Below average / passing 17%
Failed: 5%

(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.)**

The major hurdle for students is to overcome their own gender ethnocentrism and begin to apply cultural pluralism to global scene. I will revise one of the assignment with this idea in mind.

**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.

(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.

Not applicable.