General Education Annual Course Assessment Form

Course Number/Title  _WOMS 20: Women of Color in the U.S._  GE Area: D2__________

Results reported for AY __2014-15_____  # of sections ____4________ # of instructors __2________

Course Coordinator: _Shahin Gerami_____________  E-mail: __shahin.gerami@sjsu.edu____

Department Chair: __Wendy Ng______  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 3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   A total of 145 students in four sections were assessed. See attached detailed assignment.

In one section, student were required to select an ethnic/racial/minority group nationally or globally and write a paper according to a specific format and outline. Each section of the paper was graded separately. Student’s understanding and performance on this assignment ranged at 18% performed at A level, 35% at B level, 36% at C level, and 8% about D level, 3% failed the written essay.

Students in this first section also each had about 8 minutes to present their paper. They needed help in organizing a summary and completing their presentation on time. Of 42 students 11% delivered a complete summary in 8 minutes; A level, 30% pretested at B level, 36% percent at C, 20% at D level, and 3 students failed their presentation.

In the remaining three sections, assessment was based on an essay on the second midterm that required students to assess a fictional text about slavery in sociological terms. Based on lecture and in-class discussions, students were challenged to analyze a story of slavery, with attention to different perspectives in the text, and contemporary analysis of the political, economic and social relationships inherent in human slavery.

“Kindred is in many ways, a story about relationships - economic, familial, social, dysfunctional--and how they become twisted under slavery. Dana states at one point about Rufus, "I had thought my feelings were complicated because he and I had such a strange relationship. But then, slavery of any kind fostered strange relationships. Only the overseer drew simple, unconflicting emotions of hatred and fear..." In this essay, identify two
relationships that are key to the story, and discuss how Butler portrays each. How do relationships change in the novel? How do they change over time? This is an exam essay, so be sure to plan out a brief outline before you start. Don't worry about a long introduction, but get quickly to your thesis. Support your argument with specific details and events.”

Assessment showed substantial success with 29% of the class completing the essay at an “A” grade level, 51% of the class at “B” level, 15% at “C” level, 4% at “D” level, and 1% at “F” level.

(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.)

No modifications are planned.

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, all sections of the course are aligned.

(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 course is within stated enrollment limit
Research Project Outline
Professor S. Gerami

Final Paper: Due Date: May 5th
WOMS 20; SPRING 2015.

These are the requirements for your paper. It should not exceed more than 10 pages. Please use MLA or APA format included with a reference or works cited page. Editorial mistakes WILL cost points.

Study an ethnic or racial group in the U.S. or in another country or culture.

I. Intro:
   Introduce your selected group. If choosing a broad group, be as specific as possible. (Due March 17). Some of the groups you can choose and consider:
   
   • African American Women
   • The Navajo Tribe
   • Young Latina Women
   • Pacific Islanders

II. Demographic Background:
   Find demographic information out the group; include: the population size and growth, birth rate, immigration, life expectancy. Where is the group concentrated geographically? Briefly explain your reason for selecting this group (2 pages) Due April 7

III. Cultural Background:
   Describe the cultural customs and practices within the selected group. What does it consist of? How is it changing or keeping its tradition? Focus on the language, religion, literature, music, and other aspects that are important to the group. (2 Pages) Due April 14

IV. Socio-Economic Status:
   Find information about labor market participation and median income of your group. Look up educational status for the group. Include information about occupational concentration EX: service, Hi tech, professional, skilled labor, etc. Where does the group fit in American Socio-economic lass; upper middle, upper working, ct. (2 Pages) Due April 21

V. Conclusion:
   Conclude your paper by explaining why you chose this ethnic/racial group for your paper. Write on what you have learned by researching this group and how you and your ethnic/racial group relates to the one you selected. With the Final Paper.

You will need at least FIVE sources for this paper, including TWO scholarly journals/articles and THREE reputable online sources (BBC, NY Times, .Gov websites). Go to the MLK library and website to find the scholarly texts needed.

Due Dates:
Introduction for this paper is due March 17th
Presentations April 28th, and May 5th.
Final Draft due May 5th

Deadlines are fixed, meaning there are NO postponements or excuses!!

If needed, you may receive help from the Writing Center located in the Clark Hall building. Go through the website http://www.sjsu.edu/writingcenter/ to make an appointment. Do not wait last minute to work or receive help for this paper!