General Education Annual Course Assessment

Course Number/Title: Bus 12
GE Area: E

Results reported for AY: 2013-14
# of sections: 2 fall, 2 spr
# of instructors: 2

Course Coordinator: Jackie Snell
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Department Chair: Wm. Jiang
College: Business

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?

Other: (optional; e.g. diversity, writing)

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. All instructors grade on grammar, clarity, conciseness and cohesion, as well as content.

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

Our schedule was to assess writing in the spring semester, because I was teaching then. Mr. Okumoto taught both sections in fall 2013 including the first completely online section (I retired, then FERPed). Four of us designed this course completely from scratch. So far as we know no similar course exists. In spring 2013 Mr. Okumoto taught a blended online/in person class to help prepare us for large fully online classes. Going online required many changes to the course.

Our intention, and stated in the syllabus, was that we would return papers if/when we found more than three independent grammar errors. Simply keeping track of returned papers and resubmissions proved to be impossible given the online class size (total enrollment 419 students, Mr. Okumoto had 334 students).

This was the first semester that we had very large enrollment and fully online. As we couldn’t implement our intended strategy, I will focus on how we have changed the course to accommodate very large classes.

(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.)

In order to accommodate very large online classes, this semester (fall 2014) we are basing the writing component of the grade on turnitin.com reports. Writing is a separate and equal grade from content (each is 30 points out of 520 points; 5.8% each or a total of 11.6% for the paper).

A draft of the grading rubric is attached. I’m still working on synchronizing the rubric with the writing text given to all frosh (most of our students) and to make the document student friendly. However, the attached draft will give a rough idea of our first attempt to use turnitin.com. I fully expect major changes for the next semester after I’ve used both turnitin.com and the rubric once.
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?

From the department’s point of view, the different sections of the course are well-aligned with the area Goals, Student Learning Objectives (SLO’s), Content, Support, and Assessment. Overall, Business 12 with its well-coordinated different sections has provided the students with the exact learning goals and objectives. The course has served its intended purposes thanks to our conscientious instructors.
Rubric: Writing Quality

We use Turnitin.com to determine most of your writing quality grade.

SJSU gives frosh a free digital copy of “Writer's Help 2.0 for Lunsford Handbooks”. Some of you may have started at SJSU before this practice began. We made a hardcopy version (using a different title “The Everyday Writer”) available on reserve in the university library.

<table>
<thead>
<tr>
<th>Weakness or error</th>
<th>Max Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results from Turnitin.com considered <strong>grammar</strong> errors: Spelling, Run on, C/S,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>missing comma. Each spelling error -1 pt. each. One or more run on sentence</td>
<td>9</td>
<td></td>
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<tr>
<td>maximum -1 pt. One or more comma problems maximum -1.</td>
<td></td>
<td></td>
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<tr>
<td>Results from Turnitin.com considered part of <strong>clarity</strong>: P/V (max -2),</td>
<td>7</td>
<td></td>
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<tr>
<td>commonly confused (each different error -1 pt, e.g., using accept instead of</td>
<td></td>
<td></td>
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<tr>
<td>except twice only 1 pt off, but that once AND affect when you mean effect =</td>
<td></td>
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<tr>
<td>-2), <strong>citation needed</strong> (-1 pt ea), <strong>WC word choice</strong> (-1 each), <strong>Vague</strong></td>
<td></td>
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<tr>
<td>(-1 each)</td>
<td></td>
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<tr>
<td><strong>Conciseness</strong>: (Turnitin.com does not grade this.) Avoid wordiness. You want</td>
<td>7</td>
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<tr>
<td>detail. You do not want useless words or sentences. Be sure every word adds</td>
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<tr>
<td>meaning to your paper. Specifically avoid redundant pairs, such as</td>
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<tr>
<td>“each and every”, “first and foremost”.</td>
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<td></td>
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<tr>
<td>Results from Turnitin.com considered part of <strong>coherence</strong>: Awk, Weak transition</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Coherence is also discussed in “Everyday Writer” chapt 8 parts d, e, and f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td></td>
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</tbody>
</table>

Please use your spelling and grammar checker before submitting your paper. The syllabus explains how to turn on the spelling and grammar checker. The grammar checker sometimes makes errors, but think carefully before you dismiss a warning. Most warnings can significantly improve most people’s papers.

Spell checkers do not catch every error. Read “The Everyday Writer” under “make spell checkers work for you” in edition 5 that is Chapter 23 part e.

The references to “The Everyday Writer” below refer to the 5th edition. If you have different edition, please use the index.

- **c/s comma splice & Run on**: Chapter 37.
- **missing “,” (missing comma)**: Commas are discussed in chapter 39.
- **P/V passive voice**: Chapter 31 part B and chapter 32 part g. You cannot always avoid using passive voice, but active voice generally gives clarity and always makes your paper more interesting and lively. For simplicity P/V counts under the “clarity” rubric.
- **Support**: Chapt 10 pts b & d; 14 i.
Vague: the opposite of detail or precision. In “Everyday Writer” read about detail in ch 14 pt g; ch 8 pt b & c; chapt 25.

commonly confused: Words that have similar sounds but different meanings. A few examples:
- Accept (to receive) and except (to leave out)
- Affect (to influence) and effect (result or to accomplish)
- Its (possessive form if “it”) and it’s (contraction of “is”).

WC word choice: the word is not exactly what you mean.

Weak transition: Chapt. 8 part e; Chapt. 30 pt b.

Awk: awkward. Turnitin.com definition: “the expression or construction is cumbersome or difficult to read.”

Plagiarism: See chapt 18, especially sections e, f, and g.

Note that Turnitin.com checks for plagiarism. If you use material from another source be sure to give proper credit. Turnitin.com gives an overall “similarity” rating and the following warnings.

citation needed
improper citation