General Education Annual Course Assessment Form

Course Number/Title __English 117A, American Literature Film and Culture__ GE Area ___S__________

Results reported for AY __2012-13_____ # of sections ___1_________ # of instructors _____1_______

Course Coordinator: __Andrew Fleck____ E-mail: __Andrew.Fleck@sjsu.edu________

Department Chair: __John Engell________ College: ___CHA__________

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: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability and/or age) are shaped by cultural and societal influences within contexts of equality and inequality

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   We learned that this course in its new incarnation is a very effective way to challenge students’ preconceived ideas about difference in the United States. Students are asked to read foundational and influential literary texts that touch on matters of race, gender, and sexual orientation and to consider how these textual representations might be complicated by cinematic treatments.

Specific Assignments: brief description of guidelines/requirements etc.

The culminating assessment for this course specifically addressed SLO1. Students were required to write a 1000-word essay in which they argued that two forms of cultural expression (a specific literary narrative and a specific cinematic expression) treated a matter of American cultural difference in an importantly different way. Students were required to write at the highest standards of academically appropriate analytical prose and to make an evaluative argument about the relationship between the two different sorts of cultural landmarks they selected, specifically as these landmarks treated cultural difference with reference to equality/inequality.

Exactly what students had to demonstrate on assignment to show achievement of the SLO

Producing a sustained argument, unlike the simple multiple-choice check-offs that one might expect in other sorts of courses, allowed the instructor to make an informed opinion about whether students had learned something about the way identity in America is informed by matters of inequality. When students select specific details from a text and from a film and must make an evaluative argument
about the relationship between the two, they are demonstrating how well they have learned to look for and articulate the questions of difference that inform society in the United States.

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted).

The assignment was scored holistically. The instructor evaluated the essays in terms of their ability to make a sustained (and effectively articulated in analytical prose) argument about questions of identity and difference as they relate to issues of equality/inequality in the United States.

Quantitative data/analysis: grades/percentages/scale of high-low

On this assignment, five students earned As, ten earned Bs, and eleven earned Cs.

Qualitative analysis:

The instructor reports that most of the students demonstrated mastery of these concepts. In particular, he recalled an excellent essay that analyzed questions of sexual orientation in the book and the film of Truman Capote’s In Cold Blood.

(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 currently planned. The course is running successfully. The instructor will be commended on his instruction and on his commitment to assessment.

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