General Education Annual Course Assessment Form

Course Number/Title  WOMS 101  GE Area S

Results reported for AY 2013-14  # of sections 2  # of instructors 1

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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**, 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 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?

Several assignments have been used by instructors to assess SLO 1. An example is as follows:

SLO 1: The following are questions students must answer in relation to the book *Stone Butch Blues* by Leslie Feinberg. *Stone Butch Blues* serves as a case study of lesbian life and community both pre and post Stonewall.

- How do intersections of identity influence the author’s narrative and in what way can you connect the story to feminist theories of gender and sexuality that we have addressed in class? (3 examples)

- How do you see the author addressing intersections of identity (i.e. race, class, gender, sexuality, nationality, or religion)? (3 examples)

- Do you think it is ever possible to resolve one’s identity or does the process continue until death?

- What is your reaction to the novel? What did you find compelling? Does Jess’ story resonate with you in anyway?

Through this assignment students are able to dialogue and practice critical thinking skills in order to apply identity formation theory to a historical event and personal narrative thereby making connections as to how identities are shaped by cultural and societal influences.
(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.)

At this time there are no planned changes as the activities above enable students to derive their respective analyses regarding 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 in the United States from course readings, discussions, as well as research of materials discovered outside of the course readings.

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 courses are aligned. The GE course coordinator teaches the course.

(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.

All courses meet the stated enrollment caps.