General Education Annual Course Assessment Form

Course Number/Title ______ ARTH 193B _______ GE Area ______ V _______

Results reported for AY ______ 2013-2014 ______ # of sections ______ 2 ______ # of instructors ______ 1 ______

Course Coordinator: ______ Beverly Grindstaff ______ E-mail: Beverly.Grindstaff@sjsu.edu ______

Department Chair: ______ Anne Simonson ______ College: ______ Humanities & the Arts ______

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?
All.

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

This course has long been taught by a single instructor and consistently meets all SLO areas. It introduces students to peoples, places, areas, languages, cultures, religions, historical information, and works of art of which they are completely unfamiliar. The course focuses on the connections between the East and West using the Silk Road as the connector crossing geographical regions and encountering cultures and peoples that are not household names for most American students. Through the various activities described below the course the students are successfully grasping material so that the culminating activity of group oral presentations on a Silk Road topic are eagerly anticipated and extremely well done. SLO 1 is assessed through various short quizzes on images, readings, and essays that focus on the role of “connections” through the exchange of and contact with various forms and motifs of art. The two term papers require students to read and analyze information on the Silk Road and respond to the question of the phenomenon of “globalization,” the second paper asks students to compare a work of art from a local museum that demonstrates connections with a work(s) of art that they have seen in lectures.

SLO 2 is assessed through quizzes and essays where students are required to recognize works of art that are produced in styles that demonstrate the exchange of stylistic characteristics as they made their way to the West or vice versa. Outside reading, class discussions and a class writing assignment help students understand the “globalization” of art produced by the Silk Road.

SLO 3 is assessed through a series of class discussions, oral presentations, quizzes on powerpoint lectures, outside readings and a “slide contest” (in which students working in groups have to use their notes and identify the various motifs that represent the response to the cultural/religious/social changes brought on the historical pressures).
The Silk Road is and was one of the most diverse areas of the ancient to modern world. The resulting syncretic cultures are representative of how diversity was accepted and celebrated, as part of the world of art, but also as a means of good business practice. Through PowerPoint lectures, outside readings, class discussions, class essays, and quizzes, students learn to recognize how cultures in these areas relied upon each other and that at their height respected each other and worked together for a common good.

(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 of the course are planned for at this time.

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?

All sections are aligned and no actions planned.

(8/29/2014; BKG)