General Education Annual Course Assessment Form

Course Number/Title ______ ARTH 193B ____________ GE Area ______ V ________________________

Results reported for AY ____2014-2015______ # of sections ____2____ # of instructors ____1____

Course Coordinator: ______ Beverly Grindstaff _______ E-mail: __<beverly.grindstaff@sjsu.edu>_____

Department Chair: ______ Anne Simonson___________ College: ____H&A__________________________

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?

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 requirements of 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 use their notes to identify the various motifs representing responses to myriad cultural, religious and social changes
brought on the historical pressures). The Silk Road was one of the most diverse areas of the Ancient world and remains so to the modern era. 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 respected and relied upon each other and that at their height worked together toward 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.)

Future offerings will benefit from extensive onsite photographs created during its instructor’s Summer 2015 research travel along major portions of the Silk Road. These new images will increase value of the course but will not modify content or other areas.

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.

(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).

The ARTH 193B is offered once per semester and capped at 50 students. Its syllabus provides a detailed description of the presentation process that includes topic selection, evaluation process, methods, and expectations placed upon students. Guides and online resources further explain each step and emphasize the need for practice. It reads:

Oral Presentations
Students will be placed into groups of 4-5 students. This is worth 16% of your final grade. (GE LOs 1-4).

• The presentations are limited to 15 minutes per group.
• The topics can range widely – you are not limited to art works but can discuss religion, politics, historical events, characters, works of art, literature, music, food, battles, monuments, sites, travelers, etc., etc.
• Topics must be approved ahead of time (see above).
• Guidelines as to how to conduct the presentation will be handed out separately and placed on the web site.
• The grade for this presentation will be a group grade. Therefore, it is important that
each member of the group participate in the preparation and presentation. Practice is key to a successful presentation and a good grade. See below for attached rubric; see website for specific information. (See rubric below for presentation grade.)

- After each presentation, group members and their classmates will be required to evaluate the group’s presentation. Presenters and students will fill out and sign evaluations; for the audience this is part of the class participation grade. As extra credit, any student who asks an intelligent question during the Q&A period after each presentation will receive one (1) extra credit point. These will be added to your final grade.
- Sign-ups for the order of the presentations will take place on Monday, April 14.
- If you are late for a presentation, please stay outside until the presentation is over and you hear the applause.
Explanation of Practices Used in Teaching Section(s) of ARTH 193A/B Exceeding GE Enrollment Cap Limits, Response to Memo sent out to Chairs.

Date: November 4, 2015
From: Anne Simonson, Chair, Department of Art and Art History

The Department of Art & Art History teaches two courses approved for Area V--ARTH 193A and ARTH 193B. Since these courses were first certified for GE, we have essentially taught two sections of 193A and one section of 193B each semester; for many years both courses regularly enrolled 50 although more recently (as described in the GE enrollment spreadsheet), 193B has enrolled fewer students and did not make the list.

Reasons/justification for the teaching of ARTH 193A with an enrollment of 50:

1. Not a justification but a reason and a context: The department controls one 70-seat lecture room and one 50-seat lecture room and has a long-established practice/policy of scheduling classes to room capacity.

2. Although the discipline of art history is focused on the production of and instruction in writing, art historians have long been expected to teach large lecture classes. There’s no pedagogical reason for this situation (in fact, quite the reverse) and virtually no use of multiple-choice or similar tests in any art history classes, regardless of size. But, as a result of the overall expectation for the art history program to deliver SFR, art historians at SJSU are accustomed to teaching classes of 70 and regularly reading essays and exams for such classes. For us, an assignment of ARTH 193A or B means "teaching in the smaller room." Again, I realize that context is not the same as justification, but the faculty who teach art history at SJSU all have extensive teaching experience and, more specifically, such experience in teaching writing to large classes.

3. To ensure that all writing in GE classes receives appropriate attention, the department hires art history MA students as graduate assistants (readers) for all of our C-1 and V courses. Application for these positions is competitive, and graduate assistants are trained both by the program coordinator and by the individual instructors for whom they read.

4. Both ARTH 193A and 193B require two papers, a midterm, a final, and short quizzes. Our practice in art history classes certified for GE permits graduate assistants to read and provide feedback on quizzes and on shorter, factual essays (possibly including help on the midterm and final) and then asks faculty to provide more detailed feedback on the two interpretive papers. Writing is the professional product of our discipline and what we teach in art history classes; instruction in ARTH 193A is not compromised in classes of 50.