General Education Annual Course Assessment Form

Course Number/Title COMM 179: Global Media and Resistance  GE Area ______ V _______

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

Course Coordinator: ______ Anne Marie Todd ______ E-mail: annemarie.todd@sjsu.edu

Department Chair: ______ Deanna Fassett _______ 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 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?

AREA V SLO 1: be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

COURSE SLO 1: be able to compare systematically the ideas, values, images, cultural artifacts used to communicate global resistance and describe how economic structures and technological developments lead to global social movements.

AREA V SLO 2: be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

COURSE SLO 2: be able to identify the historical context of and cultural traditions of resistance across the globe and describe how they have influenced resistance in America.

AREA V SLO 3: be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

COURSE SLO 3: be able to explain how a specific resistance movement outside the U.S. has changed in response to internal and external pressures.

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

SLO 1: The course compares three social movements – two outside the U.S. and one within it – in order to compare the ideas, values, images, cultural artifacts of the different movements. Students compare the “Arab Spring” movement within Egypt, the Indignatas protest within Spain and the Occupy Movement in the U.S.

This SLO is assessed using specific online discussion questions within each module that address specific values and ideas of each cultural situation, using, for instance, the Facebook page “We Are All Khaled Said” or the speech of Asmaa Mafhouz to examine questions of cultural value and gender in the Egyptian setting. Students compare movements across the semester in the discussion questions.

Exam Questions ask students to compare theoretical frameworks across different social movements and offer a personal reflection embedded in cross-cultural experience.
In the two semesters assessed during this course, out of 51 students assessed, 49 (96%) met SLO 1.

SLO 2: This course discusses the historical context of the different social movements studied. This course follows real time events, students write discussion posts about the impact of world historical events on current social movements.

This SLO is assessed through online discussion assignments in which students must demonstrate their knowledge of the broader historical context of social movements. For example, students write about how the context of the Occupy Movement used the insights from previous social media use in Egypt and Spain.

This SLO is also assessed by a short paper (1000 words) in which students discuss the role and function of social media in globalized protests.

This SLO is also assessed by a final research paper: “Analyzing Global Resistance Communication” (1500 words), which asks students to select a social movement that exemplifies the characteristics of global resistance discussed in class, and conduct an analysis of the movement’s communication strategies. The paper includes an introduction that provides historical, political, economic, and cultural context for that movement.

In the two semesters assessed during this course, out of 51 students assessed, 49 (96%) met SLO 2.

SLO 3: This course engages students in cross-cultural comparisons and theoretical insights across the three main social movements discussed. This kind of evaluation is a particular focus in the several weeks spent on the Occupy Movement and the forces – both financial and governmental – which shaped its fate.

A final paper helps assess the overall understanding of SLO3 by requiring students to discuss a chosen social movement that uses social media, and comparing it to the theoretical insights gained by looking at all three global movements. Students select a social movement that exemplifies the characteristics of global resistance discussed in class, and conduct an in-depth critical analysis of the movement’s communication strategies that explains how the movement has changed in responses to internal and external pressures, discussing at least 3 examples of the movement’s discourse in detail and providing a conclusion that evaluates the effectiveness of this communication and provides recommendations for improving communication.

In the two semesters assessed during this course, out of 51 students assessed, 49 (96%) met SLO 2.

(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 planned.

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, the course coordinator and instructors are doing an excellent job keeping the goals, SLOs, content, support, and assessment consistent across sections. Regular communication between the coordinator and instructors and between the instructors maintains continuity within and across sections.
(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.

We cap enrollment in Comm 179 to 27 students. Since we do not offer larger sections, students are able to receive thorough feedback and engage in practice and revisions of their writing within the current configuration of the course and workload of the instructors.