General Education Annual Course Assessment Form

Course Number/Title: ANTH/GEO/HIST/SOCS 139  
GE Area: Area V

Results reported for AY 2014-2015  
# of sections 4  
# of instructors 2

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Department Chair: Carlos Garcia  
College: Social Sciences

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 GELO(s) were assessed for the course during the AY?

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

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

The SLO was assessed via a document based essay question where students were asked to examine ten primary sources to consider the question: How does World History teach us to “Read the Word and Read the World” towards creating a more just world?” Students were asked to consider examples from various world cultures and their influence on the development of American views toward the idea of human nature and a just world.

The assessment results the following breakdown:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectation</td>
<td>13</td>
<td>38 %</td>
</tr>
<tr>
<td>Meets Expectation</td>
<td>10</td>
<td>29 %</td>
</tr>
<tr>
<td>Partially Meets Expectation</td>
<td>7</td>
<td>21 %</td>
</tr>
<tr>
<td>Fails to Meet Expectation</td>
<td>4</td>
<td>12 %</td>
</tr>
</tbody>
</table>

The assessment revealed that students have a good grasp of the overall structure of historical essays. Students with a strong foundation in making historical arguments were able to use the evidence to support a claim. These students wrote thoughtful essays because they were able to deeply analyze the documents in the DBQ (Document Based Essay Question) Packet and recognize how diverse ideas and cultural traditions outside the U.S. influenced American culture. However, in their conclusions, students struggled a bit to make connections between past and present. In particular they struggled to
explain how the historical context of classical civilizations contributed to present-day society using evidence from the DBQ sources.

(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.)

Based on these results, the course needs little readjustment. The course will be re-designed to include more opportunities for primary source analysis to provide students with more opportunities to practice what they have learned. Next year, students will work together to "perform" a DBQ essay in the form of a mock trial prior to writing the essay. Hopefully, this process will enable them to make stronger connections to the past and develop stronger critical thinking skills to be able to identify the connections between cultural traditions outside the U.S. as they influence American culture.

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/GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of this course are still aligned with the area Goals, Student Learning Objectives (SLOs/GELOs), Content, Support, and Assessment. The only actions that are planned for 2015-2016 are to continue to work with the instructors in SSTP core courses (SOCS 137, SOCS 138 & SOCS 139) to align our instructional strategies on historical thinking and essay writing.

(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.

This course fulfills the minimum 3,000-word writing requirement. Writing practice is provided through reflection papers, student notebooks, a historical thinking project lesson, and a document-based essay. Students have the opportunity to practice writing and revisions through a pre-write and re-write exercise in both the reflection paper (550 words) and the DBQ essays (750 words). Feedback is provided via a rubric and instructor comments submitted through Canvas. Students also receive peer feedback and practice writing through a reciprocal teaching project that includes prompts for analysis and reflection (1500 words). In addition, students practice writing through the online Canvas assignments (1250 words).

*Please note this course is cross-listed as Anth/Geog/Hist/Socs 138 with Sociology and Interdisciplinary Social Sciences as the home department.