General Education Annual Course Assessment Form

Course Number/Title Phil 134/Computers, Ethics, Society GE Area V

Results reported for AY 2014-15 # of sections 8 # of instructors 1

Course Coordinators: Rita Manning and Elizabeth Sonnier

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Department Chair: Janet Stemwedel College: Humanities and 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 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?

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

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

This online course is assessed regularly through discussions, exam essays, and results of critical analyses. Particular to this SLO, two weeks prior to the midterm, and three weeks prior to final exams, students discussed and analyzed cases of Uber presence in England, France, and India. These cases ranged from violent attacks in Uber cabs to UberPOP regulation and strikes of regular taxi services. Of 360 students in 2014/15; in early weeks, 90% of students readily grasped instruction concerning the special needs and problems particular to specific countries, such as Indian cultural traditions about women traveling, and strong labor mobilization forces in France. By the final weeks, 99% understood the special challenges that innovative technology companies face in trying to deliver services across cultures of different countries worldwide. Students remarked on this as a special problem of any technology that seeks to serve the whole world with one model of operation and interaction in all of the various countries in which they make inroads. Without prompting, these students showed sensitivity to the special values, history, environment, and needs of various countries, and questioned the cookie-cutter approach to technological innovation.

(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.)
We plan to continue to make sure we include activities to measure this SLO. One encouragement will be adding cases from the English version of *France24* which carries more extensive coverage of Asian and African countries than do English language sources.

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 - Janet Stemwedel

(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.

The instructor of record provides feedback and grades all writing assignments. The instructor of record, welcomes, if not requires, first drafts of all writing assignments and provides feedback on drafts. If sections are exceptionally oversized they are graded by the instructor of record with the assistance of an Instructional Student Assistant. The Instructional Student Assistant must be approved both by the Instructional Assistant Coordinator and the Philosophy Department Chair for their excellence in both composition and their expertise in the field of the philosophy at issue. Whenever an Instructional Student Assistant (ISA) aids in the grading of a large course, s/he provides feedback along with grading. In all cases, when the help of an ISA is employed, the instructor of record must explicitly notify the students of the class that some writing assignments have been graded and feedback has been provided by an ISA. The instructor of record then, if so requested by a student, must reread, provide additional feedback, and regrade the written assignment, if a grade revision is warranted.

In relation to this specific course which is online, the one current instructor reviews ISA grading and comments for all students.
Date: November 13, 2015
From: Janet D. Stemwedel, Chair, Department of Philosophy

All sections of Phil. 134 (8 sections) had a number over the limit. The faculty member involved requires the requisite number of 3000 words in written work from students (as a combination of essay and formal theoretical discussion). The faculty member involved writes extensive comments to students in two different forms: comments in grading of papers and comments as discussion topic feedback. All comments in both grading and discussion feedback provide sufficient time before each new assignment for students to benefit from the written comments and feedback. Students are required to rewrite at least 4 times in the semester, and are required to write a final rewrite of a Rough Draft of Term Paper. The faculty member either strongly urges or requires rewrites of all work below a C grade. If needed, proof of such extensive comments and rewrites can be made readily available to guest users through access to Canvas.

ISAs (graduate students or senior philosophy majors) to help with grading have been provided in the past year. ISAs are trained by the faculty member in best practices of grading written work. Since this class is online, and ISA grading is done online, all ISA work is reviewed by the faculty member for quality, and additional comments to students are provided when needed.

In addition, it is departmental policy that students be made aware of our “Guidelines on Writing Papers in Philosophy,” a shared set of guidelines made available on our department website. Instructors of larger classes as well as the GE coordinators for those courses compare assessment results with those in small sections to see whether there are discrepancies that need to be addressed.

We also have a former office-room set aside as a Writing Center, which is staffed by ISAs for three days a week with the sole function of providing students who come in with feedback on writing. This is a supplement to faculty office hours, which themselves are devoted to providing writing feedback among other things.