SPAN 102B General Education Annual Course Assessment Form

Course Number/Title  _SPAN 102B ___________________  GE Area  _V______________________________

Results reported for  AY Fall 2013-spring 2014  # of sections  6  # of instructors  3

Course Coordinator:  ___Anne Fountain___________  E-mail: anne.fountain@sjsu.edu

Department Chair:  ___Damian Bacich___________  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: (Sept. 29, 2014)

(1) What SLO(s) were assessed for the course during the AY?
SLO 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?_
In the sections of Spanish 102B taught in the fall of 2013 and the spring of 2014 the instructors found that we have a continuing challenge in helping students achieve this goal when students come with a weak foundation in U.S. history. For example, we can point out how Afro-Caribbean cultural traditions relate to and interact with African American music, art and literature. But if students are unaware of the history of U.S. slavery and of traditions from the black communities of the United States then our efforts to connect Cuba’s national poet Nicolás Guillén (who writes about the black experience in the Caribbean) to Langston Hughes is made more difficult. We continue to look for more good visual resources and are sharing ideas about how to integrate brief summaries of key aspects of U.S. history into the course.

(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.) The instructors who teach Spanish 102B are considering using clips from the Henry Louis Gates PBS series on African Americans in the U.S., and possibly inviting professors in history to give 5-10 minute capsule accounts about slavery, the Civil War, Reconstruction, and the rise of Jim Crow.

**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?  YES  If they are not, what actions are 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) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.