General Education Annual Course Assessment Form

Course Number/Title ___ FORL 100W _______________ GE Area: ___Area Z Written Communication II___

Results reported for AY: ___2013-2014___ # of sections: ___2___ # of instructors: ___1___

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Department Chair: ___Damian Bacich___ College: ___Humanities and the 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, 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?

SLO 1: Students shall be able to refine the competencies established in Written Communication IA and IB.

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

Diagnostic Assessment: At the beginning of the course, students were given a diagnostic exam which consisted of a series of open-ended questions regarding their attitudes toward writing and their own perceptions of their English writing needs, as well proofreading and error correction exercises to determine the students’ overall English writing skills. Approximately 30% of the students in the class were non-native speakers of English. The results of this exercise provided valuable insights about the students’ writing skills. Based on these results and the Student Learning Objective being assessed, the course focused heavily on mechanical and structural exercises to avoid common errors such as fragments and run-on sentences. Based on the diagnostic exam, there was focus throughout the semester on sentence structure issues, which are essential for the effective explanation and defense of ideas in academic writing.

Formative Assessment: Ongoing assessment of skills was performed by means of weekly writing assignments, grammar exercises stressing organizational issues with regard to structuring an essay with a clearly defined plan (introduction, development paragraphs, and conclusion). Even though students struggled with organizational issues, there was a noticeable improvement in most of the students’ written assignments and exercises.

Summative Assessment: Multiple essays on the readings (Francisco Jiménez’ collection of short stories and Mme de Duras’ Ourika) were designed to assess the students’ ability to express their ideas in a clear, organized, and convincing manner. These assignments included persuasive/argumentative writing and comparative essays in which students were to examine the treatment of a theme in more than one of the texts from different cultures. While persuasive/argumentative essays clearly are designed to elicit the defense of a position, comparative (or comparison-contrast) essays foster the analysis and criticism of ideas found in multiple texts. Assessment concluded with a final exam which included several sections on grammar (proofreading, error correction, syntax) and a writing assignment designed to demonstrate the students’ ability to construct a well-organized essay.

(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 significant modifications are planned for the upcoming year. However, the inclusion of a greater number of error correction and proofreading exercises may be warranted given the students’ tendency to not review carefully enough their writing for grammatical errors such as subject-verb and possessive adjective agreement. Since the SLO to be assessed during the upcoming year is number 3 (Students shall be able to organize and develop essays and documents...
for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.), an increase in the diversity of registers of the texts (literary, semi-academic, scholarly, and general registers) is expected. Also, techniques for finding, evaluating, and citing appropriate secondary sources are to be emphasized and assessed by means of in-class activities, homework exercises, exams, and research assignments.

**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?