General Education Annual Course Assessment Form

Course Number/Title  Humanities 100W                  GE Area  Z

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

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Department Chair: Shannon Rose Riley  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 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: refine the competencies established in Written Communication 1A and 1B.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? Both sections of Humanities 100W are meeting the requirements for SLO 1.

Brent Walters has submitted the following answers to selected questions regarding SLO 1:

English 1A (GE A2):

Demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance. Students submit a semester-long essay that is broken down into various parts to enable such a process to unfold. This involves organizing, composing, revising, and editing, as well as documentation and the evaluation of experts in the field of inquiry. Percentage of students successful in the task: 80%.

Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, criticizing ideas effectively in several genres. Each class begins with a lesson on genre or writing style, and each student is required to provide paraphrases of all texts used for their assignments. In fact, quotation is discouraged and analysis and critical reading is emphasized. By this means they must explain, analyze, and rephrase scholarly works effectively. Percentage of students successful in the task: 80%.

English 1B (GE C3)

Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation. Students are required to visit the library for their sources, since online research is discouraged in this section of 100W. This is because various types of sources are required, such as monographs, theses, articles, and such. Both MLA and APA are discussed thor-
oughly and students are expected to integrate this learning into all submitted work. Percentage of students successful in the task: 80%.

Present effective arguments that use a full range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view. Students are required to articulate their theses and to present their arguments by means of various assignments as the semester advances. Variety in both schools of thought and points of view are expected in all final papers submitted at the end of the semester. Percentage of students successful in the task: 75%.

Judy Georges has included a description of assignments in her responses to selected questions regarding SLO 1:

English 1A (GE A2): Demonstrate college-level language use, clarity, and grammatical proficiency in writing. Assignment Description: Concision Essay. This essay requires students to supply a concise plot summary and a substantive analysis of a primary theme in a novel. Assignment Purpose: To develop skill at presenting sophisticated ideas clearly, coherently, completely, and concisely. Assignment Directions: In a one-page composition (250-275 words), briefly summarize the plot of Mohsin Hamid’s The Reluctant Fundamentalist, and analyze and illustrate one of its main themes. As this is an exercise in clarity and concision, do not exceed the one page requirement. Use the concision strategies discussed in class to make every word convey as much meaning as possible. Required Elements: Pithy plot summary with specific references to key characters and events. Concise thesis statement analyzing a main theme in the novel. Elaboration of the theme with two distinct illustrations that reflect its development. Audience Description: College educated readers who have not read the novel.


(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 required.

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?

In alignment—no action 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.

Sections are not above enrollment limits. Students receive substantial feedback on the writing that accounts for the minimum word count. See above assessment.