General Education Annual Course Assessment Form

Course Number/Title  LLD 100: Writing Workshop  GE Area  Z

Results reported for AY 2014-2015  # of sections  2# of instructors  1 (one)

Course Coordinator:  Stefan Frazier  E-mail:  Stefan.frazier@sjsu.edu

Department Chair:  Swathi Vanniarajan  College:  Humanities & 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 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

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

There are 2 assignments that address the goals above. One is a synthesis paper and the other a more extensive research paper.

(i) For the synthesis paper (1200 words), students closely read 6 journal articles on language and gender. They critically analyze the arguments presented in each of the texts and then write a paper where they develop a thesis and then synthesize information found in at least 4 of the readings to support their assertion.

(ii) For the research paper (3000 words), students first must attend a session with the LLD departmental library liaison on how to do a database search. Then, they select a research topic, refine it, develop a set of research questions, formulate a thesis or main argument and use multiple sources to sustain their proposition. They must use a minimum of ten scholarly sources, made up primarily through a combination of peer-reviewed journal articles, scholarly books and chapters from edited books. It is also required that some of these sources approach the topic from different perspectives as well as express opposing viewpoints so that students are not exposed merely to one point of view.

Thus, through writing of multiple drafts and through peer/instructor comments, students in LLD 100W explain, analyze, develop, synthesize and critique the different perspectives or arguments encountered in multiple readings and expressed in different forms of discourse.
Out of 47 students assessed:

- 14 (29%) mastered the SLO at a high level (B+ or better)
- 30 (64%) mastered the SLO at an average level (between C and a B)
- 3 (6%) failed to master the SLO or did so at a marginal level (C- or below)

(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 instructor is planning to spend some quality class time on active and close reading of scholarly papers, paying special attention to its authorship, structure, format, language use, and editorial style. She strongly feels that, whereas in a writing class students get a lot of instruction and practice in writing, there isn’t as much attention paid to reading which college students, even at this stage in their education, often don’t know how to do efficiently and effectively.

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?

Not Applicable since we offer only one section a semester.

(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.

Not applicable since the class cap is 25.
General Education Annual Course Assessment Form

Course Number/Title: LLD 100WB  
GE Area: Z

Results reported for AY 2014-2015, 20 sections, 7 instructors

Course Coordinator: Stefan Frazier  
E-mail: Stefan.frazier@sjsu.edu

Department Chair: Swathi Vanniarajan  
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:

1. What SLO(s) were assessed for the course during the AY?

   SLO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

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

   The seven different instructors in the 20 sections used different methods (assignments) to assess this SLO: online discussion posts, analytical reports (individual and group), reading responses, presentations, and tests and exams. Instructors noted various strengths and weaknesses about these assignments, especially with regard the texts they selected to gauge critical reading. Befitting the range of assignments used, the SLO was assessed in various different ways by different instructors, but most instructors included grade statistics regarding fulfilment of this SLO: in general, between 90% and 100% of students mastered this particular SLO at the “average” or “high” level, with just low percentages not mastering it.

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 centralized programmatic changes are planned. One instructor described the intention to revise course quizzes to better assess this SLO and others; another instructor has decided to assign a new book in future semesters to help students write arguments (“How to Write an Argument,” Gerald Graff); all others indicated “no change.”

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, all sections of this course are well aligned with the area goals, SLOs, content, support and assessment. If an instructor makes any changes in their assessments, it will be discussed in a meeting.

(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.

All of the sections of this course has a cap of 25 and so the instructors are able to give individual attention to students.