General Education Annual Course Assessment Form

Course Number/Title ______ARTH 193B_____________ GE Area ______V_____________________

Results reported for AY ___2017-18_____  # of sections ___2_______  # of instructors ____2_______

Course Coordinator: _____Dore Bowen_________________ E-mail: _Dore.Bowen@sjsu.edu__

Department Chair: ________Anthony Raynsford______________ 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 GELO(s) were assessed for the course during the AY?

(GELO1) 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.

(GELO2) 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.

(GELO3) Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

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

This course has long been taught by Professor Movassat and is now being taught by Professor Gasparini. It introduces students to peoples, places, areas, languages, cultures, religions, historical information, and works of art of which they are completely unfamiliar. The course focuses on the connections between the East and West using the Silk Road as the connector crossing geographical regions and encountering cultures and peoples that are not household names for most American students. Through the various activities described below the course the students are successfully grasping material so that the culminating activity of group oral presentations on a Silk Road topic are eagerly anticipated and extremely well done.
GELO 1 is assessed through various short quizzes on images, readings, and essays that focus on the role of “connections” through the exchange of and contact with various forms and motifs of art. The two term papers require students to read and analyze information on the Silk Road and respond to the question of the phenomenon of “globalization,” the second paper asks students to compare a work of art from a local museum that demonstrates connections with a work(s) of art that they have seen in lectures.

GELO 2 is assessed through quizzes and essays where students are required to recognize works of art that are produced in styles that demonstrate the exchange of stylistic characteristics as they made their way to the West or vice versa. Outside reading, class discussions and a class writing assignment help students understand the “globalization” of art produced by the Silk Road.

GELO 3 is assessed through a series of class discussions, oral presentations, quizzes on PowerPoint lectures, outside readings and a “slide contest” (in which students working in groups use their notes to identify the various motifs representing responses to myriad cultural, religious and social changes brought on the historical pressures). The Silk Road was one of the most diverse areas of the Ancient world and remains so to the modern era. The resulting syncretic cultures are representative of how diversity was accepted and celebrated, as part of the world of art, but also as a means of good business practice. Through PowerPoint lectures, outside readings, class discussions, class essays, and quizzes, students learn to recognize how cultures in these areas respected and relied upon each other and that at their height worked together toward a common good.

Of the nine assignments assessed, all were found to have met GELO 1, and seven were found to have met GELO 2 and GELO 3.

(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.)

None planned.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes. We will work with the new instructor to assure that all GELO’s continue to be met.

(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 GELOs for writing.

Explanation of Practices Used in Teaching Section(s) of ARTH 193A/B Exceeding GE Enrollment Cap Limits, Response to Memo sent out to Chairs.
The ARTH 193B is offered once per semester and capped at 50 students. Its syllabus provides a detailed description of the presentation process that includes topic selection, evaluation process, methods, and expectations placed upon students. Guides and online resources further explain each step and emphasize the need for practice. It reads:

Oral Presentations
Students will be placed into groups of 4-5 students. This is worth 16% of your final grade. (GE LOs 1-4).

• The presentations are limited to 15 minutes per group.
• The topics can range widely – you are not limited to art works but can discuss religion, politics, historical events, characters, works of art, literature, music, food, battles, monuments, sites, travelers, etc., etc.
• Topics must be approved ahead of time (see above).
• Guidelines as to how to conduct the presentation will be handed out separately and placed on the web site.
• The grade for this presentation will be a group grade. Therefore, it is important that each member of the group participate in the preparation and presentation. Practice is key to a successful presentation and a good grade. See below for attached rubric; see website for specific information. (See rubric below for presentation grade.)
• After each presentation, group members and their classmates will be required to evaluate the group’s presentation. Presenters and students will fill out and sign evaluations; for the audience this is part of the class participation grade. As extra credit, any student who asks an intelligent question during the Q&A period after each presentation will receive one (1) extra credit point. These will be added to your final grade.
• Sign-ups for the order of the presentations will take place on Monday, April 14.
• If you are late for a presentation, please stay outside until the presentation is over and you hear the applause.