General Education Assessment for
Cultural and Gender Diversity Class
AY 2009-2010

Goal to be Assessed Goal 5: For students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse, concerning the course content.

Objective to be Assessed Students will analyze multiple perspectives on a given issue related to the course content.

Course Name and Number CMST/WMST 414 Gender and Communication Winter Quarter 2010, instructed by Heather C. Robinson, Special Faculty

Assessment Instrument After reading about and discussing eight theories used to explain gender differences in our society, students analyze two of these multiple perspectives. (See attached assignment: Electronic Journal 2)

Summary of Results N=23 students. Several (5) students were able to make superior critiques of the theories and earned scores of Pass Plus. One student did not complete the assignment, resulting in a Fail score, and the remaining seventeen scored in the Pass range. (See assignment for grading rubric).

Interpretation of Results While a basic understanding of various perspectives on explaining gender differences is evident, it would be more beneficial to have students analyze each theory rather than choose only two. What all students were able to do very well is apply their choice of theories to their own lives, observations and life experiences. Interestingly, there was a wide variety of the eight theories analyzed.

Plan for Improvement It may be advantageous to have students display their understanding by actually assuming each perspective and defending it. This could be demonstrated by forming groups according to theory and having various groups conduct in-class debates. Oral defense of these positions would be much better than written because such an exercise mimics the real-life conversations they have every day.
OBJECTIVES This assignment is designed to prompt students to identify with which theory from chapter two they most identify and why.

METHOD Re-read chapter two and review your class notes. Then answer the following questions.

1. With which theory do you most identify? That is, which theory makes the most sense, seems the most logical, or appears to be the best at explaining the differences between genders? Explain your answer.

2. Which theory is, in your opinion, the farthest off the mark? That is, which theoretical approach to explaining differences of gender seems to be the most incomplete or inaccurate? Explain your answer.

CRITERIA Send me an email that addresses each question. Your email should not consist of bulleted lists, nor should it be written as a document and attached or inserted into the email. Do not cut and paste or repeat the questions. It should be around 500 words. Don’t worry about margins, indentations or spacing. Just please make sure it’s in 12 pt. font.

GRADING Grading will follow the rubric below.

  Pass Plus Both points are addressed; assignment arrived on time and meets criteria. EJ demonstrates serious reflection and consideration of both points. Connection between course material and personal understanding and/or experience demonstrates clear understanding of terms and concepts from the reading.

  Pass Both points are addressed; assignment arrived on time and meets criteria. EJ demonstrates a little reflection and consideration of the points. Superficial connection between course material and personal understanding and/or experience is made. EJ uses a few terms and/or concepts from the reading.

  Fail EJ does not address both points, arrives late or doesn’t meet criteria.