General Education Annual Course Assessment Form

Course Number/Title _JPN1A____________________ GE Area _C2______________________________

Results reported for AY __15‐16__________ # of sections ___5__________ # of instructors ____3_________

Course Coordinator: _Yasue Kodama Yanai___________________ E‐mail:_yasue.yanai@sjsu.edu__________

Department Chair: _Damian Bacich__________________ College: _Humanities and 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?

GELO 1: recognize how significant works illuminate enduring human concerns.
Throughout the course, students are introduced to noteworthy cultural creations that have contributed to Japanese culture, and trained to analyze the cultural aspects and diversity through readings, presentations and in-class assignments.

GELO2: respond to such works by writing both research-based critical analyses and personal responses.
Students will analyze the cultural differences between Japan and the US in terms of the accomplishments of and issues related to diverse cultures, and write 3 compositions (170 words each) in Japanese. This assignment will be based on reading Japanese passages in the textbook Genki, and also incorporating critical and/or reference materials derived from library and online research. Writing assignments are assessed in grammar, style, and content, as well as comprehensiveness in the use of research techniques and materials. The students are expected to demonstrate ability to find resources either online or in the library.

GELO3: write clearly and effectively.
Students write extensively throughout the course through homework assignments, in-class work, and written exams totaling the equivalent of more than 1,000 words. In addition, students write 3 compositions totaling the equivalent of 500 words after reading passages on Japanese self-introduction, letters, and daily routines. These compositions will go through in-class revisions. Students are guided through the revision process through the instructor and peers. Final product will be assessed in terms of vocabulary variety, structural variety, accuracy, organization, fulfillment of the topic, and socio-cultural appropriateness.

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

Fall 2015
<section 1>
35 out of 36 students who completed the course took satisfactory grades for the writing assignments. A:9, A-:12, B+:5, B:3, B-:2, C + 1, C:2, C-:2, D+:1
All 43 students completed the course with satisfactory grades for the writing assignments.
A:12, A-:11, B+:12, B:3, B-:2, C + 2, C:1

Spring 2016
All the students out of 27 students completed the course with satisfactory grades for the writing assignments. A+: 8, A:5, A-:4, B+:4, B:2, C + 3, C:1

35 out of 36 students who completed the course took satisfactory grades for the writing assignments.
A:9, A-:12, B+:5, B:3, B-:2, C + 1, C:1, C-:2, D+:1

27 out of 28 students completed the course with satisfactory grades for the writing assignments except one student who did not submit the GE assignment.
A+1, A:5, A-:6, B+:4, B:3, B-:4, C+:1, C:3, F:1

At this level, students are used to neither reading nor writing Japanese, so it is dispensable to do the assignments and the related activities in class. Some students needed to correct their work more than twice, but it was really good opportunities for them to write compositions in Japanese appropriately, noticing the cultural differences and values between Japan and the US. The tasks themselves were right level.

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?

Given that this is the first year this course has been assessed, no changes are 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 GELOs for writing.

Given the size of the course sections, we are confident that students are receiving thorough feedback.
- Damian Bacich, Chair, Department of World Languages and Literatures