General Education Annual Course Assessment Form

Course Number/Title _JPN1A____________________ GE Area __C2______________________________

Results reported for AY _16‐17______ # of sections 5 in Fall 16and 4 in Spring ______# of instructors___4____

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.
Students will read written texts in a variety of genres and styles, such as self-introduction, menus, memos, and postcards. During reading activities, students will be trained to understand customary practices and shared beliefs reflected in the writing, and recognize characteristics of the genre and the style. Students will demonstrate their understandings in classroom activities, assignments, and written analysis in tests.

GELO 2: respond to such works by writing both research-based critical analyses and personal responses.
Students will deepen their knowledge of the pieces of writing through the use of reference materials and consider similarities and differences between Japanese ways and ways found in other societies. They will examine the text to understand the style of writing in the genre and cultural aspects reflected in the writing. In addition to reports on the analysis, students will produce 5 pieces of writing within the genre in Japanese. Specifically on postcards, students will examine several examples of postcards and letters, and report on the analysis on the style of writing and the way of writing the addresses, and compare them with the ways practiced in the U.S. Analysis reports will be assessed in terms of comprehensiveness and depth of analysis and demonstration of the critical analysis of the examples.

GELO 3: write clearly and effectively.
Students write extensively in Japanese throughout the course in homework assignments, through in-class work, during writing workshops, and written exams, totaling the equivalent of more than 1,000 characters. The instructor and classmates will provide constructive feedback on the students’ initial drafts in order to help them improve writing in the revised work. Written work in Japanese will be assessed in terms of the content, style, organization (coherence), variety and accuracy of language forms (vocabulary and grammar), and appropriateness of language usage.

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

• It seems like that the students learned a lot from my feedback on writing assignments. In the writing workshops, students analyzed the genre of the reading material and used the analysis as the basis for producing a writing in the same genre. Such a process easily helped the students grasp a sense of different kinds of writing, and also facilitated the students’ use of discrete grammar and words knowledge that they acquired in the daily classrooms.
• The topics of the assignments were appropriate for the novice language learners. These familiar and practical topics helped the students express themselves in writing in Japanese with ease and confidence.

• Students were able to express themselves in writing by incorporating the vocabulary and sentence structures that had been learned in class. Many students challenged themselves to write in details by trying new words and expressions.

• It was good that the required length of writing assignment was gradually increased based on the student’s progress in learning.

**Fall 2016**

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**Spring 2017**

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(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.)

To help students who have difficulty completing assignments on their own, we decided to have an embedded peer tutor through Peer Connections in Fall 2017, so that the peer educator can help those struggling students.

**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, they are.

(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.
The students receive feedback from the instructor in the form of written and oral comments on their work.