General Education Annual Course Assessment Form

Course Number/Title: JPN 1B (2nd Semester Japanese)  GE Area: C2
Results reported for AY: Spring 2016 (2 sections) taught by Dr. Keach Inaba & Dr. Midori Ishida
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Department Chair: Professor Damian Bacich  College: Humanities and the Arts

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.**
Japanese folklore stories are a certain set of well-known classic tales (some of them are available at [http://web-japan.org/kidsweb/folk/](http://web-japan.org/kidsweb/folk/) dating back to 14th-16th centuries. Thus, they deeply illuminate human concerns, including and issues related to women and diverse cultures.

**GELO 2: respond to such works by writing both research-based critical analyses and personal responses.**
Students conduct research on Japanese folklore stories through library and Internet sources to get a general sense of the stories and compare them with American folklore stories. 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.

**GELO 3: 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 read a Japanese folklore story and write an essay on Japanese manuscript paper with space for 400 moras (filling out the manuscript paper is the equivalent of writing about 400 words in English). This composition will go through two 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, sense of voice, and socio-cultural appropriateness.

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

A. Homework:
   - Complete the workbook from Lesson 6 to 12 by writing for grammar exercises and 150 kanji characters along with about 100 hiragana & katakana characters.

B. Writing assignments in Japanese:
   - Students read a Japanese folklore story supported with pictures and short English description, and write a brief summary & lessons they learned from it. They conduct their research through library and internet sources to compare the story with similar ones from other cultures. They also write a standard-formatted letter, diary, thank-you email, etc.
Students reflect their peers’ and teacher’s feedback for revisions and submit the final version before the deadline.

Grades and students’ responses:

A. The grades the students in the two sections are shown below.

<table>
<thead>
<tr>
<th>JPN1B</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Fall 2015 S1 (30 students)</td>
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<td>14</td>
<td>3</td>
<td>0</td>
<td>6</td>
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<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Spring 2016 S1 (30 students)</td>
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<td>4</td>
<td>3</td>
<td>7</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2016 S2 (15 students)</td>
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<td>3</td>
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<td>2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

B. Some of the students’ comments from SOTEs

Section 1 (taught by Dr. Inaba):
- “I really liked his methods of allowing each student to participate and encourage interaction with each other. His lectures and insights were very helpful to understand the textbook.”
- “Sensei is very enthusiastic teacher. He makes the whole class have fun while learning at the same time. He has good humor, and is clearly an expert in Japanese. He breaks it down so that we can understand how to form good sentences.”
- “Teaching pace was a little fast.”

Section 2 (taught by Dr. Ishida):
- “I enjoyed the projects in the class much more than I enjoyed the daily learning. Putting it all together in a letter or email or whatever other projects we did were much more effective to my learning of the language.”
- “The mini quizzes and computer practice really helped with remembering & applying the material.”
- “Learning different morals behind each story was fun.”
- “It was a challenge because we have limited knowledge and pool of vocabulary. So we tried to keep it simple. But I learned a lot.”

Section 1:
- “Based on ‘OVERALL THIS INSTRUCTOR’S TEACHING WAS’ of SOTE (4.8 out of 5.0 scale) and the students’ written comments, majority of the students enjoyed the class.
- “All the materials used in the class were digitalized with PowerPoint that visually facilitated the students’ learning and some of which were easily uploaded to Canvas.

Section 2:
- “Because the class time was used to write the draft, I was able to give much feedback on individual students’ written work during the class time.”
- “The assignment of submitting the revision made the students read the teacher’s feedback and they were able to improve their writing.”

(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.)

Section 1:
- “Since the student’s writing skills varied from one students to another especially at this beginning level (limited knowledge and pool of vocabulary), the use of discrete criteria may help with giving grades on their writings.
- “Multiple times of revisions for 30 students were unrealistic due to time constraints.”

Section 2:
Because I had only 15 students and was teaching only one course, it was manageable. However, if I had two or three classes of 30 students, I would have hard time or my feedback would become limited.

Because the levels of the students were very wide-spread, it was difficult to set an appropriate level of expectations during instruction.

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