General Education Annual Course Assessment Form

Course Number/Title: JPN 1B (2nd Semester Japanese) GE Area: C2

Results reported for AY: Fall 2016 section 1 & Spring 2017 section 2 taught by Dr. Keach Inaba
Fall 2016 section 2 & Spring 2017 Section 1 taught by Dr. Midori Ishida

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Department Chair: Professor Damian Bacich  College: Humanities and the Arts

(1) GE Learning Outcomes (GELO):

Successful completion of this Letters course (C2) will enable students to:

**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.

**GELO2: respond to such works by writing both research-based critical analyses and personal responses.**
Students will 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.

**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 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.

Tasks and activities planned as the GE elements:

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.

(2) Assessment results and lessons learned:

A. The grades of the students in the three classes are shown below.

<table>
<thead>
<tr>
<th>JPN1B</th>
<th>A+</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>F</th>
<th>WU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 S1 (22 students) by Inaba</td>
<td>0</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2016 S2 (22 students) by Ishida</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2017 S1 (25 students) by Ishida</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2017 S2 (29 students) by Inaba</td>
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<td>9</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Feedback on writing revision help improve my writing of Japanese which was something I still struggle with sometimes. Professor Ishida is a wonderful instructor who always presents new information and concepts in the clearest way possible, her examples are always beneficial to aiding in my understanding of the language and overall she made everything interesting and engaging.

(3) Issues to be solved:

Fall 2016 Section 1 and Spring 2017 Section 2 by Dr. Inaba:

- Since the student’s writing skills varied from one student to another especially at this beginning level (limited knowledge and pool of vocabulary), the use of discrete criteria helped with giving grades on their writings.
- Multiple times of revisions for 30 students were unrealistic due to time constraints in the previous year. For the period under review, common mistakes were pointed out in the whole class and individual revision was done only once, but the quality of the final work was about the same as the final versions of the previous year.

Fall 2016 Section 2 and Spring 2017 Section 1 by Dr. Ishida:

- Some students did not come to class regularly and that affected group projects. Although I divide points into ones for the group as a whole and others for individual students, some students are not responsible for their part of the work and other students had to work extra miles to cover the non-cooperative students.
- I use the Media Center for the writing workshops so that students without laptops don’t have to worry about the access to computers. Once we could not use the Media Center, I asked all the students to bring laptops. Some students borrowed laptops from the library. It took time for them to set up the language keyboard, and they still had some issues so I had to individually fix them. Because it was only 3-4 students, I was able to manage the problems, but it would be hard if a greater number of students brought computers from the library. I hope we are allowed to use computer labs in the library or somewhere else when the Media Center is not available.

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 above report addresses this question.