General Education Annual Course Assessment Form

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

Results reported for AY:  
- Fall 2017 section 1 & Spring 2018 Section 1 taught by Dr. Keach Inaba
- Fall 2017 section 2 & Spring 2018 Section 2 taught by Dr. Midori Ishida

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Program Coordinator:  Professor Yasue Kodama (Yanai)  E-mail: Yasue.Yanai@sjsu.edu
Department Chair:  Professor Damian Bacich  College: Humanities and the Arts

(1) GE Learning Outcomes (GELO):

Upon successful completion of this Letters course (C2), students will be able to:

GELO 1: Recognize how significant works illuminate enduring human concerns.

Students will read 5 pieces of writing in a variety of genres and styles included in the textbook, such as flyers, recommendations, letters, survey reports, personal diaries, and email. 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 tests and reports written in English.

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. Specifically, on folktales, student will do library and/or internet research on various folktales, and write a report on one particular folktale in Japanese, comparing it with another story found in a different culture. Students’ reports on the analysis will be assessed in terms of comprehensiveness and depth of analysis and demonstration of the critical analysis based on library and/or Internet research and discussion.

GELO 3: Write clearly and effectively.

Students write extensively in Japanese throughout the course in homework assignments, through in-class work, during writing workshops, the restaurant recommendation project, and written exams totaling the equivalent of more than 1,200 characters. The instructor and student peers will provide constructive feedback on the students’ initial drafts in order to help them improve writing in the revised work. Specifically for the restaurant recommendation project, students will write a piece of writing to recommend their favorite restaurants, and present it in class with the use of PowerPoint or Google Presentation. Written work in Japanese will be assessed in terms of the content, style, organization (coherence), variety and accuracy of language forms (vocabulary and grammar), appropriateness of language usage.

Tasks and activities planned as the GE elements:

Fall 2017 Section 1 and Spring 2017 Section 1 (taught by Dr. Inaba):
A. Homework:
   - Complete the workbook from Lesson 6 to 12 by writing for grammar exercises and 175 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.

Fall 2017 Section 2 and Spring 2017 Section 2 (taught by Dr. Ishida):
A. Homework:
   - Students completed the workbook from Lesson 6 to 10 for grammar exercises, using 100 kanji characters along with about 100 hiragana & katakana characters. They also practiced writing 75 new kanji characters on kanji
practice sheets.

B. Writing assignments in Japanese:
- There were writing workshops for each lesson, in which students wrote reflections on the reading material in English and produced written work in Japanese in the same genre. Specific guidelines were provided for each assignment. During the workshop, students received feedback from their classmates and the teacher, in order to confirm that their writing meets the requirements and in order to improve their writing. The submission of the writing was required at the end of the writing workshop.
- L6 Writing served as a preparation for the Restaurant Recommendation Presentation. L8 and L10 Writings served as preparation for the writing portion of the Midterm and Final exams. Therefore, L6/L8/10 Writings were assessed in terms of the completeness of the task. Students were expected to work on revisions upon receiving their instructor’s feedback.
- L7 and L9 Writings and the writing portion of the Midterm and Final exams were assessed in terms of the content, style, organization (coherence), variety and accuracy of language forms (vocabulary and grammar), and appropriateness of language usage.

C. Restaurant Recommendation Project:
- Students worked on the project in which they recommended their favorite restaurant to the classmates. Each group of 2-3 gave a presentation on the restaurant where the students as a group visited. Specific instructions were given in class.

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

Grades and students’ responses:

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

<table>
<thead>
<tr>
<th></th>
<th>A+</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>
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<tbody>
<tr>
<td>Fall 2017 S1 (24 students) by Inaba</td>
<td>0</td>
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<td>2</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>2</td>
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<td>0</td>
<td>1</td>
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<tr>
<td>Fall 2017 S2 (20 students) by Ishida</td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
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<td>1</td>
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<tr>
<td>Spring 2018 S1 (24 students) by Inaba</td>
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<td>8</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>0</td>
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<tr>
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<td>0</td>
<td>1</td>
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by Dr. Inaba:
Since the student’s writing skills varied from one student to another especially even at this beginning level (limited knowledge and pool of vocabulary), the use of discrete criteria helped with giving grades on their writings. For the period under this 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 past years.

by Dr. Ishida:
Although nobody specifically commented on my feedback on homework and writing assignments, I believe 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 utilized the analysis as the basis for producing a written piece in the same genre. Such a process easily helped the students grasp the characteristics of different genres of writing, and also facilitated consolidation of the students’ knowledge of discrete grammar and words that they acquired in the daily classrooms.

(3) Issues to be solved:

by Dr. Inaba:
In the SOTE written comments, one student mentions the necessity of more preparation for kanji in the class. Due to the limited class time, however, it is wasteful of time to cover the stroke orders of all the kanji characters in the class. Responding to the issue, a careful explanation of how the students utilize the kanji site and workbook at the beginning of the semester was given in this Fall 2018. The result of this approach will be reported in the next review.
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 need to think of how to avoid such a situation in the future.

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.  C. Damian Bacich

(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.

Not applicable.