General Education Annual Course Assessment Form

Course Number/Title _JPN25A_________________________  GE Area __C2______________________________

Results reported for AY __17-18__  # of sections __2__ for Fall & __1__ for Spring  # of instructors _____2_____

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:

What GELO(s) were assessed for the course during the AY?

**GELO1:** Students will be able to recognize how significant works illuminate enduring human concerns.

From this 17-18 academic year, a new 4-unit configuration started, so the GE assignment changed. We took up a legend story called “Tanabata” in Genki textbook for 25A class. Tanabata is a legend of lovers in Japan, which has the festival and associated events. This story illuminates Japanese people’s work ethic and gender roles.

**GELO2:** Students will be able to respond to such works by writing personal responses.

Students will conduct research on the Japanese short story through library and Internet sources to get a general sense of the story and compare them with those American short stories. The first writing assignment using Q&A sheet are assessed by grammar, style, and content including author’s bibliographical research and social backgrounds, cultural differences and personal opinions and experiences on world-view of work ethic and gender roles. The students are expected to demonstrate their ability to find resources online or in the library.

**GELO3:** Students will be able to write the composition 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 short story and write a final essay in 500 words at minimum. 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 and structural accuracy, organization, fulfillment of the topic, sense of voice, and comprehensiveness of their opinions.

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

- The reading material for essay writing was appropriate for the JPN 25A students. The story illuminates human concerns such as egoism, affection and wish, as well as provides good discussion topics.
Instead of correcting the students' grammatical errors on their drafts, I marked them with some symbols. For example, a word with an incorrect form was marked with an “F.” In this way, the students were able to review their errors, and correct them on their own.

Students had a taste of the Japanese Star Festival by decorating a bamboo branch with colorful strips of paper. I believe that this hands-on activity could enhance students’ appreciation for the story.

Fall 2017

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<th>B+</th>
<th>B-</th>
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Spring 2018

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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.)

More days can be allocated between the draft and the final essay writing so that the students will have more time to revise their essays more thoroughly.

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.