General Education Annual Course Assessment Form

Course Number/Title _JPN25B____________________  GE Area _C2_______________________________

Results reported for AY __16‐17__________ # of sections ___2__________ # 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:

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

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

Students read a Japanese traditional comic story “Cat’s plate” and “Honest Lawyer” in Japanese and compare them in terms of their story structure and ways of humor. The traditional comic stories called *Rakugo* in Japanese are still loved by many Japanese people, having their peculiar story structure and humors. Both of these stories deal with human’s greediness and humor, although their social values hidden are different.

**GELO 2: Respond to such works by writing both research‐based critical analyses and personal responses.**

Students are required to compare an American funny story and a Japanese funny story from the perspectives of the story structure, character setting and the ways of humors, namely, what makes people feel funny. The students are expected to demonstrate ability to find resources online or in the library and to interview with native Japanese students on the topic.

**GELO 3: Write clearly and effectively.**

Students are required not only to translate and summarize an American funny story in Japanese language (500 words) and Japanese funny story in English (500 words), but also to compare them in terms of their story structure, character setting and sense of humors with their opinions (500 word, that is 1500 words in total). These compositions will go through two revisions. Students are guided through the revision process through the instructor. Final product will be assessed in terms of vocabulary variety, structural variety, accuracy, organization, fulfillment of the topic, sense of voice and socio-cultural aspects of humors.

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

We began to use an evaluation rubric from this year. The evaluation rubric showed what to include in the composition and how they are evaluated more clearly as well as the essay guide sheets written in Q&A format. The rubrics included the writing format, research on *Rakugo* (its history, performer,
props, and story structure), summary of the Japanese story, summary of their American joke that they compared with, comparisons in terms of characters, story development, humor, and theme of the stories) and accuracy of writing. This course was taught only in Spring 2017.

<table>
<thead>
<tr>
<th>Grades</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/I</th>
<th>W/WU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(20 students) Taught by Yasue Yanai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(13 students) Taught by Ishida Midori</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We believe that students’ learning of the genre of rakugo [one-person sit-down comedy performance] was promoted through the rakugo analysis and recommendation project, in which they watched a variety of rakugo performances and recommended their favorite ones for their classmates.

(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.)

From 17-18 academic year, a new 4-unit configuration will start, so the GE assignment will change as well. We will take up a legend story called “Kumonoito” (Spider’s thread) for 25B class.

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 address this question.