Department: World Languages and Literatures

Program: Japanese

College: Humanities and the Arts
Website: http://www.sjsu.edu/ugs/faculty/programrecords/Humanities/Foreign/index.html

Contact Person and Email: Seiichiro.Inaba@sjsu.edu

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**Part A**

1. **List of Program Learning Outcomes (PLOs)**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Ability to express oneself orally and in writing in three modes of communication (interpersonal, interpretive, and presentational)</td>
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<tr>
<td>2</td>
<td>Ability to appreciate aspects of Japanese culture, including the relationships among practices, perspectives, and cultural products</td>
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<td>3</td>
<td>Ability to develop and use business manners and customs for developing communication skills useful in conducting business in Japanese</td>
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<td>4</td>
<td>Ability to recognize and understand not only traditional arts but also contemporary Japanese culture and society</td>
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<td>5</td>
<td>Ability to understand and rationalize phonological, morphological, and syntactic structures of contemporary Japanese</td>
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<tr>
<td>6</td>
<td>Ability to understand and discuss Japanese modern literature from 1868 through the present</td>
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<tr>
<td>7</td>
<td>Ability to understand and appreciate modern and post-modern Japanese drama and Lyrics</td>
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2. Map of PLOs to University Learning Goals (ULGs)

Multilingual by the nature of its programs, multicultural by the make-up of its faculty, and international by the projection of its offerings, the Department of World Languages and Literatures seeks to develop in students the ability to communicate effectively with people who speak languages other than English and whose world views and cultural values may differ substantially from their own. Today, the study of foreign languages help students to internationalize their professional profiles by affording them a strong competitive advantage in pursuing opportunities in today's global economy and culture. In addition, students who undertake the advanced study of foreign languages can contribute to the prosperity and security of the country.

After development of the four basic language skills (listening comprehension, speaking, reading and writing) our programs seek to create an understanding and appreciation of the great works of classical and modern world literature in their original language, as well as in translation. The exposure to new and original patterns of language and thought as well as to the distinct cultural values reflected in many of these works will necessarily broaden our students' understanding of the world which exists beyond the confines of their own linguistic and cultural environment. It should also lead them, through comparative analysis, to a better understanding of the structure of their own language and the cultural and thought patterns it reflects and engenders. With such an understanding of themselves and of other peoples, gained through the study of foreign languages, literature and cultures, students will be ready to enter today's global community as teachers, civil servants, business professionals, translators and interpreters and in the myriad of other careers where the ability to communicate is the sine qua non of success.

3. Alignment – Matrix of PLOs to Courses

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Courses</th>
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<tbody>
<tr>
<td>#1</td>
<td>JPN101B (Advanced Composition)</td>
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<tr>
<td>#2</td>
<td>JPN102 (Japanese Culture)</td>
</tr>
<tr>
<td>#3</td>
<td>JPN107 (Business Japanese)</td>
</tr>
<tr>
<td>#4</td>
<td>JPN101A (Advanced Reading)</td>
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<tr>
<td>#5</td>
<td>JPN110 (Japanese Linguistics)</td>
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<tr>
<td>#6</td>
<td>JPN160 (Special Topics in Japanese Studies)</td>
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<tr>
<td></td>
<td>JPN120A (Modern Literatures)</td>
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<tr>
<td>#7</td>
<td>JPN140A (Japanese Drama &amp; Lyrics)</td>
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</tbody>
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4. Planning – Assessment Schedule

<table>
<thead>
<tr>
<th>SLOs</th>
<th>2013 Spring</th>
<th>Fall</th>
<th>2014 Spring</th>
<th>Fall</th>
<th>2015 Spring</th>
<th>Fall</th>
<th>2016 Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>#1 (JPN101B)</td>
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<td>#2 (JPN102)</td>
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<tr>
<td>#3 (JPN107)</td>
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<td>#4 (JPN101A)</td>
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<tr>
<td>#5 (JPN110)</td>
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<td>X</td>
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<tr>
<td>#6 (JPN160/120A)</td>
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<td>X</td>
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<tr>
<td>#7 (JPN140A)</td>
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5. Student Experience

Department:  
http://www.sjsu.edu/wll/

Japanese Program:  
http://www.sjsu.edu/wll/programs/undergraduate/japaneseba/

Faculty Websites:  
Dr. Inaba:  
http://www.sjsu.edu/people/seiichiro.inaba/
Dr. Yanai:  
http://www.sjsu.edu/people/yasue.yanai/
Dr. Shimazu:  
http://www.sjsu.edu/people/y.shimazu/

Study Abroad Japanese Program:  
Part B

6. Graduation Rates for Total, Non URM and URM students (per program and degree)

7. Headcounts of program majors and new students (per program and degree)

8. SFR and average section size (per program)

9. Percentage of tenured/tenure-track instructional faculty (per department)
Part C

10. Closing the Loop/Recommended Actions

SLO3
[Spring 2013, JPN107]
SLO 3 was assessed by a series of role plays, vocabulary quizzes, oral exams, and
writing exams conducted in JPN 107 (Japanese for Business Professionals) taught by
Keach Inaba. Out of 25 major students assessed, 16 students satisfactorily met the SLO
with a grade of ‘B’ or better. 8 met the SLO with a grade of ‘C’, ‘C+’ or ‘B-’, and one
unofficially withdrew.

Judging from the students’ performance on the role plays, the instructor pointed out that
more time should be spent on the role plays to develop their oral proficiency in business
situations.

SLO5
[Fall 2013, JPN110]
SLO 5 was assessed by multiple-choice questions about phonetics, phonology,
morphology, and syntax of contemporary Japanese covered in JPN 110 taught by Keach
Inaba. In addition, the SLO was assessed by an oral presentation on one of the reading
assignments from a newly adopted textbook. Out of the 17 students, 13 were able to
achieve the SLO to an acceptable level with a grade of ‘B’ or better, and 4 met the SLO
with a grade of ‘B-‘, or ‘C’.

The adopted new main textbook was published by the instructor in July 2013. It is
written in Japanese and includes English glosses in the footnotes. In addition, “furigana”
(phonetic guide or ruby text) is written alongside all of the “Kanji” to indicate the
pronunciation. The most benefit of using the textbook was that the students successfully
made their oral presentations on challenging linguistic issues in Japanese. In the past
years, presentations on linguistic issues in Japanese were hardly possible when a
textbook written in English was used.

SLO6
[Fall 2009, JPN120A]
This course taught by Yasue Kodama took up 13 excerpts from original Japanese
literatures from 1868 through the present. This SLO was assessed by homework,
quizzes, tests, reading journals, a paper and a presentation. Out of 25 students
enrolled, 25 have completed all of the course requirements: 20 Commendable, 1
adequate and 4 unsatisfactory. While 80% of the students reached the commendable
level, there were 4 students who failed from this course.
11. Assessment Data

SLO3  
[Fall 2014, JPN107]  
SLO 3 was assessed by a series of role plays, oral exams, and writing exams conducted in JPN 107 (Japanese for Business Professionals) taught by Keach Inaba. Out of 18 major students assessed, 13 students satisfactorily met the SLO with a grade of ‘B’ or better. 4 met the SLO with a grade of ‘C’ and one unofficially withdrew.

The number of the lessons covered in the semester was reduced from 10 to 8 in order to spend more time on the role plays.

SLO5  
[Spring 2015, JPN110]  
SLO 5 was assessed by multiple-choice questions about phonetics, phonology, morphology, and syntax of contemporary Japanese covered in JPN 110 taught by Keach Inaba. In addition, the SLO was assessed by an oral presentation on one of the reading assignments from a newly adopted textbook. Out of 19 registered students, 18 students were able to achieve the SLO with a grade of ‘B’ or better. One withdrew due to her health condition.

In order to raise the student enrollment to meet the minimum number of student enrollment (20 students), the instructor permitted several students to this upper division course with the instructor’s consent, who just completed JPN25A (2nd year Japanese) in the previous semester. As a consequent, at the beginning, some of them did not successfully make their oral presentation on a linguistic topic in Japanese.

SLO6  
[Spring 2009, JPN120A]  
Based on the students’ comments and achievements on the reading journals, quizzes, tests and presentations, the instructor thought that it was fairly difficult for the students to read Japanese literature in original Japanese language. Also, the students were not so interested in reading Japanese literatures. Therefore, she chose a literature textbook transformed into manga (graphic novel), which was newly published by a professor in Japanese program of UC Davis.

12. Analysis

SLO3  
[Fall 2014, JPN107]  
As a consequence of the reduction of the number of the lessons covered, there showed an improvement in the data that 72% of the students satisfactorily met the SLO with a grade of ‘B’ or better, comparing to 64% in the previous year. The instructor pointed out that their business oral skills improved.
SLO5
(Spring 2015, JPN110)
To raise the student enrollment, several students who had just completed JPN25A in the previous semester were allowed to register with the instructor’s consent. However, those students were not fully ready for this upper division course. They were allowed to make their presentation in English. In addition, at the beginning of the semester, they had a certain degree of difficulties in understanding contents in the textbook written in Japanese. To help them overcome the difficulties, the instructor provided them with extra supports such as materials written in English and Japanese, and study guides for their presentation, the midterm exam and final exam, etc.

With the extra supports, all of the students including those students who skipped JPN25B (4th semester Japanese) succeeded the class. The success of the class was mainly attributed to the instructor’s hardworking attitude with providing extra materials and comprehensive reviews. On the other hand, it should be pointed out that the minimum number of student enrollment (20) would be an obstacle to the development of students’ language proficiency.

SLO6
(Fall 2014, JPN120A)
This SLO was assessed by homework, 11 quizzes, 4 tests and a book report conducted in JPN120A taught by Yasue Kodama. Out of 13 students enrolled, 13 have completed all of the course requirements: 9 Commendable, 4 adequate and 0 unsatisfactory. While the number of the students who failed from the course became zero, the percentage of the students who reached the commendable level declined a little (70%). Especially, the students had difficulty in onomatopoeias, which is hard to translate in English, and Matsuyama dialects that appear in the literature. The instructor thinks that the idea of taking up a manga literature itself was good, however, she needs to choose more intriguing story written in standard Japanese language. However, currently, there is no such a commercially available textbook other than the book the instructor used, so she needs to make the teaching materials by herself. Also, she would like to introduce more student-centered group activities, such as translation project and onomatopoeia mapping project next time.

13. Proposed changes and goals (if any)

SLO5:
(Spring 2015, JPN110)
The program would appreciate if the current minimum number of student enrollment will be removed or at the very least be reduced from 20 to 15 for all upper division courses.