General Education Annual Course Assessment Form

Course Number/Title: 25A&B Intermediate Japanese     GE Area: C2

Results reported for AY: 2012 fall-2013 spring  # of sections ______1______  # of instructors ______1______

Course Coordinator:  ___Yasue Yanai________________  E-mail: Yasue.Yanai@sjsu.edu_________________

Department Chair: Damian Birch                  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**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

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

   SLO1: Students will be able to recognize how significant works illuminate enduring human concerns.

   SLO2: Students will be able to respond to such works by writing personal responses.

   SLO3: Students will be able to write the composition clearly and effectively

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

   I continued to use the same simplified version of a literature called Kumo no Ito (The Spider’s thread) written by Akutagawa Ryunosuke for Japanese language learners for 25A in the fall semester, whereas for 25B in the spring semester, I completely renovated the material and the way to teach by inviting 20 Japanese students from Kyushu University in Japan to my class. They exchanged each country’s comic stories each other and compare them in terms of storyline, characters etc. Also, they got help from the Japanese students when they wrote the composition in Japanese. The grades they received are as follows.

   (25A) Out of 29 students, A(15), A-(5), B+(1), B(3), B-(1), C(1), C-(1), F(2)

   (25B) Out of 29 students, A(18), A-(5), B+(3), B(1), and D+(2).

   (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.)

   It seems that my students really enjoyed the joint sessions with the Japanese students, and with the Japanese students help they were able to write the compositions more clearly and effectively, so I would like to
continue the method next year as well.

**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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the sections of the course are aligned with the area Goals, the SLOs, Content, Support and Assessment.

Damian Bacich, Chair, Department of World Languages and Literatures