General Education Annual Course Assessment Form

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

Results reported for AY: 2013 fall-2014 spring  # of sections: 1  # of instructors: 1

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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 of 25A in the fall semester, but we read the novel during the class this year. On the other hand, the 25B class in the spring semester read Nekono Sara (Cat’s plate) in the textbook and further read more comical stories introduced by 32 Japanese students from Kyushu University, Japan. 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 at first in writing their compositions and then I checked their writings again. The grades they received are as follows.

   (25A) Out of 30 students, A+(2), A(6), A-(5), B(5), B-(4), C+(2), C(1), C-(3), D+(1), F(1)

   (25B) Out of 34 students, A+(3), A(5), A-(5), B+(6), B(3), B-(2), C+(2), C(5), C-(2) and F(1).

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.)

   I let my students read the novel outside the class in the past, but this year we read the novels together during class time. Students’ understanding seems to be deepened by that, so I would like to continue the method
next year as well. Also, the students really enjoyed the joint sessions with the Japanese students, so I would like to continue the session with Kyushu University.

**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?