General Education Annual Course Assessment Form

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

Results reported for AY: 2014 fall-2015 spring  
# of sections: 1  
# of instructors: 1

Course Coordinator: Yasue Yanai  
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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? (This should be in agreement with the Assessment Schedule on file with UGS (http://www.sjsu.edu/ugs/faculty/programs/assessment/ge/Schedules/). If not, please submit a revised Assessment Schedule for the course.)

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

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

GELO3: 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 25A in the fall semester, and we read the novel during the class together this year. On the other hand, the 25B class in the spring semester read Nekono Sara (Cat’s plate) in the Genki textbook and further read more comical stories introduced by 32 Japanese students from Kyushu University, Japan. They exchanged each country’s comic stories one another and compare them in terms of storyline, characters, cultural values, sense of humor 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 33 students, A+(2), A(10), A−(4), B+(2), B(6), B−(4), C+(2), C−(1), F(1)

(25B) Out of 32 students, A+(6), A(4), A−(4), B+(6), B(2), C+(1), C(5), C−(2) 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.)
By reading the novels inside the class together, students’ understanding seems to be deepened by that, but still some students have some problems in their writing. Thus, I would like to do the writing activity during class time as well next year. Also, the students really enjoyed the joint sessions with the Japanese students again, 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?

All sections of the course are still aligned.
- Damian Bacich, Chair, Dept. of World Languages and Literatures