

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

ASSESSMENT REPORT  
ACADEMIC YEAR 2019 – 2020

I. LOGISTICS

---

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Noriko Nagata  
Director of the Japanese Studies Program  
[nagatan@usfca.edu](mailto:nagatan@usfca.edu)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Japanese Studies Major and Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

“No”

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

---

1. **Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.**

"No"

As stated in the Departmental mission and related to the USF educational mission, the Japanese Studies Program aims to provide students with "the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." In that spirit, the Japanese Studies curriculum strives to impart Japanese language proficiency to the intermediate/advanced level, within a rich cultural context including Japanese linguistics and Japan's history, literature, art, religion, society, and distinctive regional characteristics. This curriculum takes advantage of the many local civic, cultural, and educational resources to enrich and supplement our classroom delivery, and exemplifies the advancement of a diversity of perspectives, experiences, and traditions.

2. **Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

**Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.**

"Yes" (See the text in red.)

1. Japanese Language: Students develop intermediate/advanced level Japanese language proficiency, according to the ACTFL proficiency guidelines and the National Standards' 5C's (communication, culture, connections, comparisons, and communities). The students will be able to describe, in a paragraph in Japanese, characteristics of Japanese culture observed in various regions in Japan, to narrate personal experiences related to cultural topics studied, to compare or connect the Japanese culture to their own, to apply coursework learning to traveling in Japan, and to discuss cultural content with Japanese people.
2. Japanese Culture: Students explain characteristics of and connections between traditional and contemporary Japanese culture, including Japanese society, arts, religion, and history, and conduct research on a cultural topic they choose, conveying the results in written and oral presentations in English. **Students who take JAPN 310 develop classical Japanese calligraphy skills and acquire a deeper understanding of the calligraphic arts and of the role of Zen philosophy in Japanese culture.**
3. Japanese Literature: Students outline the major features of Japanese literary developments, including identifying significant authors, texts, and trends, during the traditional and modern periods, analyze the themes and forms of literary works and their relationships to historical and literary contexts, appreciate the plurality of meanings within literary texts, including their ethical dimensions.
4. Japanese Linguistics: Students identify linguistics fields, including historical linguistics, phonetics, phonology, the lexicon, morphology, syntax, and sociolinguistics. Students understand and explain unique aspects of the Japanese language in respective linguistic fields. Students also develop analytical thinking about usage of the language, including comparison between the Japanese language with their native languages. Finally, students develop essential grammatical and sociolinguistic knowledge about the Japanese language.

3. **State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.**

**PLO(s) being assessed (Major/Graduate/Certificate):?**

Learning Outcome #2 (Japanese Culture) was assessed through JAPN 310 Zen and the Art of Japanese Calligraphy. Professor Noriko Nagata taught this course and wrote the following three sections (II, III, IV) in this report. JAPN 310

is an elective course for the Japanese Studies major and minor. The Japanese Studies major and minor curricula are as follows.

<b><u>The Major (40 units)</u></b>	<b><u>The Minor (24 units)</u></b>
<p>Prerequisites JAPN 101: First Semester Japanese JAPN 102: Second Semester Japanese JAPN 201: Third Semester Japanese</p> <p>Required Courses (24 units) JAPN 202: Fourth Semester Japanese JAPN 301: Intermediate Japanese 1 JAPN 302: Intermediate Japanese 2 JAPN 401: Advanced Japanese 1 JAPN 402: Advanced Japanese 2 JAPN 410: Introduction to Japanese Linguistics</p> <p>Elective Courses (16 units) JAPN 195: Reading Osaka from San Francisco (C1) JAPN 310: Zen and the Art of Japanese Calligraphy JAPN 350: Japanese Culture (CD) JAPN 351: Contemporary Japanese Culture (F, CD) JAPN 355: Japanese Literature in Translation (C1, CD) JAPN 357: Naturalism in Japanese Literature (C1, CD) JAPN 360: Japanese Calligraphy and Ink Painting</p> <p>Up to two courses among the following can also be counted: HIST 383: Modern Japanese since Perry HIST 387: History of U.S.- Japan Relations HIST 390: Traditional Japan to 1868 THRS 368: Japanese Religion and Society (CD) THRS 370: Zen Buddhism THRS 379: Buddhist Paths (SL)</p>	<p>Prerequisites JAPN 101: First Semester Japanese JAPN 102: Second Semester Japanese</p> <p>Required Courses (16 units) JAPN 201: Third Semester Japanese JAPN 202: Fourth Semester Japanese JAPN 301: Intermediate Japanese 1 JAPN 302: Intermediate Japanese 2</p> <p>Elective Courses (8 units) JAPN 195: Reading Osaka from San Francisco (C1) JAPN 310: Zen and the Art of Japanese Calligraphy JAPN 350: Japanese Culture (CD) JAPN 351: Contemporary Japanese Culture (F, CD) JAPN 355: Japanese Literature in Translation (C1, CD) JAPN 357: Naturalism in Japanese Literature (C1, CD) JAPN 360: Japanese Calligraphy and Ink Painting JAPN 401: Advanced Japanese 1 JAPN 402: Advanced Japanese 2 JAPN 410: Introduction to Japanese Linguistics</p> <p>One course among the following can also be counted: HIST 383: Modern Japanese since Perry HIST 387: History of U.S.- Japan Relations HIST 390: Traditional Japan to 1868 THRS 368: Japanese Religion and Society (CD) THRS 370: Zen Buddhism THRS 379: Buddhist Paths (SL)</p>

## II. METHODOLOGY

### 4. Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

**Important Note** – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important: Please attach, at the end of this report, a copy of the rubric used for assessment.**

- Seven Japanese Studies majors and four Japanese Studies minors were enrolled in JAPN 310 in Spring 2020. The course was divided into two parts weekly. Every Tuesday there was a substantive lecture on Zen and Japanese culture, and every Thursday there was a hands-on calligraphy lesson. The final three weeks of the semester were spent mainly on calligraphy. After the spring break, the classes were delivered remotely on Zoom.
- Student performance was assessed based on their work on the following assignments:
  - Reading questions: Reading questions were provided on Canvas for each lecture class regarding the content of the assigned reading materials, in which the students were asked to answer true-false or multiple-choice questions and to write a paragraph describing what was unexpected, surprising, or striking to them in the assigned article. The students’ submissions were graded, in order to reward them for the time they spent reading and preparing for the class discussion. A total of ten sets of the reading questions were provided throughout the semester.
  - Calligraphy assignments: For each calligraphy lesson, a few kanji characters were introduced and the students practiced writing them in calligraphy, observing the shape of the characters and the brush techniques in the models provided. The professor gave a hands-on tutorial to each student. At the end of each lesson, the students received credit for their calligraphy performance on the assigned kanji (in-class assignment). The students were also given a calligraphy homework assignment every week. Each calligraphy assignment was graded on the following four categories: brush stroke, brush line, character shape, and character size.
  - Final Project: The final project involved writing a haiku poem on long calligraphy paper, suitable for wall hanging. Also, they were required a one-page paper in which they interpret a poem of their choice, identify the poet, the kigo (season word), and kireji (poetical punctuation), and explain the connection to Zen and why they like the poem.
  - Attendance: After more than 2 absences, 1% point from their final score was deducted for each absence.
- Final grades were determined based on their relative performance as follows:
  - Reading questions: 35% of final grade
  - Calligraphy assignments: 53% of final grade
  - Final project: 12% of final grade

### III. RESULTS & MAJOR FINDINGS

#### 5. What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

- The final grades of the majors and the minors are as follows.
  - One major and two minors received A.
  - Three majors and two minors received A-.
  - One major received B.
  - One major received B-.
  - One major received C+.

The low grades mainly correspond to the students' missed assignments and absences, which resulted in lower calligraphy skills and less understanding of Zen philosophy. Those who received B, B-, and C+ expressed that remote instruction does not fit their learning style or they had difficulty to find good space for Calligraphy practice and good Internet access to Zoom class.

- Based on the above performance, all of the students met PLO 2 at the level of complete or nearly complete mastery. The following table shows the distribution of student assessment results:

Level	Percentage of Students
Complete Mastery of the outcome (A)	27%
Mastered the outcome in most parts (A-, B)	55%
Mastered some parts of the outcome (B-, C+)	18%
Did not master the outcome at the level intended	0%

- No consistent trends emerged over the past few assessment cycles.

#### IV. CLOSING THE LOOP

- 6. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.**

Due to switching USF regular in-person classroom instruction to remote Zoon instruction, I became unable to demonstrate how to write the assigned calligraphy in class. Accordingly, I created calligraphy movies for the rest of the calligraphy assignments to demonstrate how to write each character in calligraphy. This work took tremendous time for me, but the calligraphy movies definitely helped the students work on the assignments. I also visited each student to check their calligraphy practice as much as I can on Zoom, which helped them to improve their calligraphy skills. Next time I offer this course, I will go back to in-person classroom instruction, so I will be able to demonstrate how to write the assigned calligraphy in class, and provide hands-on tutorial to each student as well.

- 7. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?**

The last assessment report was about Learning Outcome #3 (Japanese Literature). Therefore, the feedback was not for Learning Outcome #2 (Japanese Culture) and it was not integrated into this assessment.

#### ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)