

**2016-2017 Yearly Assessment
Report Japanese Studies Program
Department of Modern and Classical
Languages College of Arts and Sciences (CAS)**

1. Identifying Information

Name of Program: [Japanese Studies](#)

Type of Program (Major, Minor, Graduate Program, Non-Degree Granting):

[Major, Minor](#)

College of Arts and Sciences Division (Arts, Humanities, Sciences, or Social Sciences):

[Humanities](#)

Name/Title/Email Address of Submitter:

[Noriko Nagata, Professor, Director of the Japanese Studies Program, nagatan@usfca.edu](#)

Name/Email Address of Additional Individuals Who Should Receive Feedback:

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[Kyoko Suda \(sudak@usfca.edu\)](#)

2. Mission Statement:

[Per the USF Mission, the Department of Modern and Classical Languages \(MCL\) aims to give students “the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.” We inculcate both linguistic proficiency and cultural literacy that our students can deploy in their future academic and professional endeavors, *and* in their service to the greater good.](#)

Has this statement been revised in the last few years?

[Yes, it was revised in Spring 2016.](#)

3. (Optional) Program Goals:

- [1. To develop intermediate/advanced level Japanese language proficiency.](#)
- [2. To acquire basic knowledge of Japanese culture, including characteristics of various regions in Japan, history, arts, religion, and society.](#)
- [3. To acquire basic knowledge of Japanese literature and its relationship to significant cultural and historical themes in the field of Japanese Studies.](#)
- [4. To become knowledgeable about Japanese linguistics.](#)

Have these goals been revised in the last few years?

[Yes, they were revised in Spring 2016.](#)

4. Program Learning Outcomes (PLOs)

1. Language

a) For speaking, students will exhibit the ability

- to speak Japanese with sufficient proficiency to travel in Japan (reserving accommodations, purchasing train tickets, asking directions, shopping, ordering food in a restaurant, etc.)
- to speak Japanese with sufficient proficiency to perform daily conversations and to converse about general-interest topics and basic Japanese customs.
- to deliver a speech in Japanese on Japanese culture.

b) For writing, students will exhibit the ability

- to write hiragana and katakana by the end of First Semester Japanese, 300 kanji characters by the end of Fourth Semester, and an additional 500 kanji characters by the end of Advanced Japanese.
- to write about general-interest topics and basic Japanese customs in a short paragraph.
- to write an essay in Japanese on Japanese culture.

c) For reading, students will exhibit the ability

- to read hiragana and katakana by the end of First Semester Japanese, 300 kanji characters by the end of Fourth Semester, and an additional 1500 kanji characters by the end of Advanced Japanese.
- to comprehend dialogues and reading materials provided by a content-based Japanese textbook.
- to read basic authentic texts like Japanese news clips, short essays, and internet information and to translate them with the aid of a dictionary.

d) For listening, students will exhibit the ability

- to comprehend oral instruction or information in Japanese provided in the classroom.
- to grasp the main ideas uttered in speeches in Japanese.

e) Students will exhibit the ability to produce well-formed Japanese sentences using basic grammatical patterns taught in the required language courses.

f) Students will exhibit the ability to produce the block style of Japanese calligraphy and to write a haiku poem in Japanese calligraphy on long scroll paper.

2. Culture

a) Students will exhibit the ability to explain histories and cultures observed in various regions in Japan.

- b) Students will exhibit the ability to explain characteristics of traditional Japanese culture originating in the Edo period (1600-1868) or before, including Japanese society, arts, religion, or history.
- c) Students will exhibit the ability to explain characteristics of contemporary Japanese culture after the Meiji restoration (1868), including society, arts, religions, or history.
- d) Students will exhibit the ability to explain the connections and historical continuity between contemporary and traditional cultural practices and forms in Japanese society.
- e) Students will exhibit the ability to explain major themes of Japanese culture, including styles and forms of aesthetic expression, and the sociopolitical and historical factors affecting it, as taught in classes.
- f) Students will exhibit the ability to demonstrate competence in conducting research on a cultural topic of their choosing, synthesizing their findings, and conveying the results in clearly written and well-organized prose in English.

3. Literature

- a) Students will exhibit the ability to outline the major features of Japanese literary development, including identifying significant authors, texts, and trends, during the traditional and modern periods.
- b) Students will exhibit the ability to analyze the themes and forms of literary works and their relationships to historical and literary contexts, and to appreciate the plurality of meanings within literary texts, including their ethical dimensions.
- c) Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.

4. Linguistics

- a) Students will exhibit the ability to identify unique aspects of the Japanese language, including such items as the history of its writing systems, its sound system, lexicon, morphological conjugations, compounds, syntactic structures, and sociolinguistic patterns.
- b) Students will exhibit the ability to explain the essential grammatical principles and cultural features of the Japanese language at a level sufficient to teach Japanese in secondary schools.

Have these PLOs been revised in the last few years?

The Japanese linguistics learning outcomes were revised in Spring 2016.

5. Brief Summary of Most Recent Assessment Plan

We assessed Program Goal #4 (Japanese linguistics) in Spring 2016 and #3 (Japanese literature) in Spring 2017. We plan to revise learning outcomes of #1 (Japanese language) and #2 (Japanese culture), and to assess them during the academic year of Fall 2017 - Spring 2018.

6. Academic Program Review

Date of most recent Academic Program Review's External Reviewer Visit:

[Spring 2016](#)

Date of most recent Action Plan Meeting:

[Spring 2017](#)

Brief Summary of the most recent Action Plan:

[See the attached file \("F16 MCL ActionPlan"\)](#).

7. Methods

8. Results

9. Closing the Loop

[For #7, #8, and #9, please see the assessment report of Japanese literature on the following pages.](#)

**PROGRAM ASSESSMENT REPORT (Japanese Literature)
AY 2017-2018**

Report Date: August 2017

School/College: Arts and Sciences

Department/Program: Modern and Classical Languages, Japanese Studies Program

Person completing the Report: Stephen Roddy

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

- a. which program learning outcomes were assessed.

In Spring 2017, the following outcomes were assessed:

- (3a), (3b), and (3c) with three Japanese Studies majors and ten Japanese Studies minors in JAPN 355 (Japanese Literature in Translation).
- b. Who in your department/program was involved in the assessment of the above learning outcomes

Stephen Roddy

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

- I assessed student learning through three in-class examinations (in the form of essay questions). Each exam consisted of five questions, of which students were required to answer at least three. These questions reflected the content of the assigned reading materials and helped the students to understand the main points behind the readings.
- I assessed one final presentation. Each student presented a final presentation on a topic of his/her choosing, but directly relevant to the topics covered in class (the history of traditional and modern Japanese literature).
- I assessed student progress through two written essay assignments. The assignments were written in response to several prompts that were distributed approximately one week before each was due.

Learning Outcome (3a): Students will exhibit the ability to outline the major features of Japanese literary development, including identifying significant authors, texts, and trends, during the

traditional and modern periods.

- All three majors and all ten minors were able to outline the major features of Japanese literary development, and to identify authors, texts and trends of both traditional and modern periods.

Learning Outcome (4b): Students will exhibit the ability to analyze the themes and forms of literary works and their relationships to historical and literary contexts, and to appreciate the plurality of meanings within literary texts, including their ethical dimensions.

- The majors performed well or very well in in-class discussions and on written assignments and tests. Nine of the ten minors also did so.
- One major and eight minors-- “very good achievement (above 90%)”
- Two minors—“good achievement (80% to 90%)”
- Two majors -- “average achievement (70% to 80%)”*

*The two majors who fell below 80% achievement failed to turn in one or more of the writing assignments.

- Two of the three majors and seven of the ten minors made good to very good presentations, and exhibited their understanding and analysis/research about the topics.
- The majors’ and minors’ performance on the exams (an average performance of all three exams):
 - One major and seven minors-- “very good achievement (above 90%)”
 - Two majors and three minors-- “good achievement (80% to 90%)”
- All majors and minors exhibited excellent to adequate achievement with the following final grades:
 - Four minors—A
 - One major and four minors— A-
 - One minor—B+
 - One minor—B
 - One major – B-
 - One major – C- (frequent absences and failure to turn in one assignment)

Learning Outcome (4c): Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.

- The essay assignments required students to demonstrate both writing and analytical skills, as well as their comprehension of the principal themes of the works under study. All three majors and nine of the ten minors exhibited excellent to good writing and analytical skills.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- This course provides a broad overview of the history of Japanese literature, covering both the pre-modern and modern periods. While the variety of different subjects seems worth holding on to in some form, it may be too much to cover all of these periods and genres in enough depth within a single semester.
- The relatively short writing assignments were not difficult for most of the students enrolled in the class to complete, but two of the three majors somehow did not manage to do so. We may need to prod majors to set a better example.
- All three majors seemed motivated to learn, but all three of them were inconsistent in their attendance, despite repeated warnings. The need for punctuality and regular class participation will need to be reinforced in future years.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- We may redesign the class to focus more on a fewer number of literary genres or periods.
- It might be better to allow majors to complete at least part of their writing assignments in Japanese, to reinforce their acquisition of the language while also emphasizing their special position as majors within courses that are also taken by many non-majors.
- Media such as film or popular culture related to literature can be increased to raise the level of student interest and engagement.

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

a. Program Mission

As stated in the Departmental mission, the Japanese Studies Program aims to give students “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, social relations, and distinctive regional characteristics.

b. Program Learning Goals (Japanese Literature)

See the attachment on p.8.

c. Program Learning Rubrics aligned with outcomes (Japanese Literature)

See the attachment on p.9.

d. Curriculum map that shows the courses that pertain to the outcomes (Japanese Literature)

See the attachment on p.10.

UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences
Japanese Studies—Program Assessment Plan

Program Goals and Outcomes (Japanese Literature)

Program Goals	Outcomes
<p>3. Students will be knowledgeable about Japanese literature.</p> <p>Defined: Students will gain familiarity with some major Japanese literary works in English translation.</p>	<p>a) Students will exhibit the ability to outline the major features of Japanese literary development, including identifying significant authors, texts, and trends, during the traditional and modern periods.</p>
	<p>b) Students will exhibit the ability to analyze the themes and forms of literary works and their relationships to historical and literary contexts, and to appreciate the plurality of meanings within literary texts, including their ethical dimensions.</p>
	<p>c) Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.</p>

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College of Arts and Sciences
Japanese Studies—Program Assessment Plan

Outcome Rubrics (Japanese Literature)

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
3a. Students will exhibit the ability to outline the major features of Japanese literary development, including identifying significant authors, texts, and trends, during the traditional and modern periods.	a. Students' outline of Japanese literary development during the traditional and modern periods will capture at most 60% of the major features.	b. Students' outline of Japanese literary development during the traditional and modern periods will capture from 60% to 70% of the major features.	c. Students' outline of Japanese literary development during the traditional and modern periods will capture from 70% to 80% of the major features.	d. Students' outline of Japanese literary development during the traditional and modern periods will capture from 80% to 90% of the major features.	e. Students' outline of Japanese literary development during the traditional and modern periods will capture at least 90% of the major features.
3b. Students will exhibit the ability to analyze the themes and forms of literary works and their relationships to historical and literary contexts, and to appreciate the plurality of meanings within literary texts, including their ethical dimensions.	a. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be at most 60% correct.	b. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be from 60% to 70% correct.	c. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be from 70% to 80% correct.	d. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be from 80% to 90% correct.	e. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be at least 90% correct.
3c. Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.	a. Students' essays about Japanese literary works will score at most 60% on standard criteria for grading such essays, including content, grammar, style, and references.	b. Students' essays about Japanese literary works will score from 60% to 70% on standard criteria for grading such essays, including content, grammar, style, and references.	c. Students' essays about Japanese literary works will score from 70% to 80% on standard criteria for grading such essays, including content, grammar, style, and references.	d. Students' essays about Japanese literary works will score from 80% to 90% on standard criteria for grading such essays, including content, grammar, style, and references.	e. Students' essays about Japanese literary works will score at least 90% on standard criteria for grading such essays, including content, grammar, style, and references.

UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences
Japanese Studies—Program Assessment Plan
Curriculum Map (Japanese Literature)

Key I = Introduced with minimal coverage
M = Moderate Coverage
C = Comprehensive Coverage

Your Program/Departmental Goals/Outcomes	Your Course Numbers														
	JAPN 201	JAPN 202	JAPN 301	JAPN 302	JAPN 310	JAPN 350	JAPN 351	JAPN 355	JAPN 357	JAPN 410	THRS 368	THRS 370	HIST 382	HIST 383	HIST 387
3. Students will be knowledgeable of Japanese literature.															
a. Students will exhibit the ability to outline the major features of Japanese literary development, including identifying significant authors, texts, and trends, during the traditional and modern periods.								C	C						
b. Students will exhibit the ability to analyze the themes and forms of literary works and their relationships to historical and literary contexts, and to appreciate the plurality of meanings within literary texts, including their ethical dimensions.								C	C						
c. Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.								C	C						