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## Student Learning Outcomes for JAPN 1

*Elementary Japanese (First Quarter)*

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### Team Members:

**Team Leader:**

[Fujiko Wortz](#) () in JAPN

Other members:

1. [Tazumi Searce](#) (x) JAPN
2. [Carmen Lizardi-Folley](#) (x8679) SPAN

**Additional team members/notes about team:**

Hua-Fu Liu, Chigusa Inaba

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana characters as well as Katakana characters respectively), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, books, weather, and invitations.

**Outcome 1 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Chigusa Inaba

Assessment Tools: •

Sections being assessed: 01

**Outcome 1 Phase III: Reflect & Enhance**

**Number of people involved in Phase III: 1**

**Changes:**

**Methods:**

**Speaking: Oral Interview** Students were asked to interact with the rater. Ten questions (regarding such as student's family, hometown, its weather and etc) were asked, and their responses were rated on a scale of 1 to 4, with 4 being the best score. The level of proficiency was distinguished by considering the four interrelated assessment criteria underlying the proficiency descriptions: Accuracy, Fluency, Pronunciation, and Listening Comprehension. **Writing: Final Exam** Given a specific situation for each question, students were asked to respond.

**Findings and Conclusions:**

Most students (23 out of 24) lost points for the wrong usage of relationals and Adjective conjugation. Most students enjoyed interacting with the rater, but some students (5 out of 24) were too nervous to answer.

**Enhancement (Planned Actions)****Part I:**

I will hold a review session focusing on relationals and Adjective conjugation before the final exam. I will give a short icebreaker before oral interviews.

**Part II:**

None.

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**Outcome 2 Phase I: Statement**

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.

**Outcome 2 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Chigusa Inaba

Assessment Tools:

Sections being assessed: 01

**Outcome 2 Phase III: Reflect & Enhance**

**Number of people involved in Phase III: 1**

**Changes:****Methods:**

**Reading: Homework Assignment** Students read a dialogue for each lesson that included the new sentence structures and grammar points they had learned, and answered the questions based on the dialogue.

**Findings and Conclusions:**

Most students did well on the reading part of the assignment for each lesson.

**Enhancement (Planned Actions)**

**Part I:**

I will spend a little more time on reading each lesson dialogue in class to enhance the students' comprehension ability.

**Part II:**

None.

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**Outcome 3 Phase I: Statement**

Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

**Outcome 3 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Chigusa Inaba

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

**Outcome 3 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

Composition: Final Exam (Free Writing) Students were asked to write about what they did over the weekend, using the past tense and including Adjectives and Adjectival Nouns.

**Findings and Conclusions:**

Most students (23 out of 25) composed five or more sentences. The common mistakes were found in relationals and conjugation of predicates.

**Enhancement (Planned Actions)****Part I:**

I will hold a review session focusing on relationals and conjugation of predicates before the final exam.

**Part II:**

None.

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**Outcome 4 Phase I: Statement**

Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

**Outcome 4 Phase II: Assessment Strategy Used:**

Assessment Quarter: Spring 2011

Assessors: Chigusa Inaba  
Assessment Tools:  
Sections being assessed: 01

#### **Outcome 4 Phase III: Reflect & Enhance**

**Number of people involved in Phase III: 1**

**Changes:**

**Methods:**

ASSESSMENT TOOL / ASSIGNMENT Students are asked to choose one aspect of Japanese culture from the following; "Greeting", "Politeness in the Japanese language", and "Vagueness in the Japanese language", and describe it in English (at least a half page with double space).

**Findings and Conclusions:**

5 out of 36 students did not turn in the assignment, but the ones who turned it in received a full score. It seemed that the three topics I gave were difficult since they had just started learning Japanese, therefore I allowed them to write about a topic they were interested in. As a result, the reports were of higher quality due to the interest the students were able to hold in their research.

**Enhancement (Planned Actions)**

**Part I:**

I will have students choose any topic of interest on Japanese culture.

**Part II:**

None.

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