Template

Program __Japanese Minor__________________
Department __Foreign Languages_________________

Number of students enrolled in the program in Fall, 2011 ___13____ (As of 10/10/11)
(Notes: The list does not reflect the correct number of the students who declared minor. Since 10/10/11, I believe that more people signed up for the Japanese Minor).

Faculty member completing template  Kazue Masuyama    (Date __2/3/2012____)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

In the period in question, the Department of Foreign Language has implemented an assessment program for all lower-division courses that are part of the Graduation Requirement. The learning outcomes of the Japanese Minor were established in AY2006-2007 by adopting two national-level guidelines: National Standards for Foreign Language Learning, and Proficiency Guideline by American Council on the Teaching of Foreign Languages. In preparation for the Program Review in AY2009-2011, the learning outcomes of the Japanese Minor were reviewed and aligned with those of other languages.

To measure the learning outcomes, the Japanese Minor has been using three assessment tools: individual or group project; e-Portfolio, which showcases students’ work; and an online Japanese language proficiency test based on the Japanese-Language Proficiency Test.

What lies ahead for the Japanese Minor is first to review and analyze students’ samples in the Japanese Minor in the past five years and refine the expected outcomes of the Japanese Minor and its assessment tools. Secondly, the learning outcomes of the Japanese Minor will be aligned with those of the Asian Studies Major Option (Advanced Language). The program continue to collect data regarding the impact of the Japanese Minor on student professional career and personal life after graduation.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

[Please limit your response per outcome to 300 words or less]

To attain a Minor in Japanese, students need to complete four (4) advanced language courses, which are taught in Japanese. By the end of the minor program, the majority of the students are expected to demonstrate Intermediate Mid level proficiency in tasks. This is a minimum standards outlining what a student should be able to do with the language “on demand.”

[Notes: Special Second Major and Special Major students are expected to demonstrate Pre-advanced and Advanced Level in tasks.] The Japanese Minor takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Four (4) desired learning outcomes are listed (not prioritized) as follows:

(a) Communicate in Japanese. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Interpersonal Communication); understand and interpret written and spoken language on a variety of topics (Interpretive Communication); and present information, concepts, and ideas to an audience of listeners and of readers on a variety of topics (Presentational).

Why? Communication in the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined in the Standards for Foreign Language Learning (1999) is foundational to the Japanese language program’s learning outcomes. Students develop an awareness of other people’s world views, of their unique way of life, and of the patterns of behavior which order their world when communicating in languages other than their native language.

(b) Gain knowledge and understanding of Japanese culture. Students identify, analyze, discuss various patterns of behavior or interaction that commonly occur in Japanese culture, (e.g., cultural practices such as greeting and gift giving, etc.), as well as tangible and intangible products of Japanese culture (e.g., literature, traditions, etc.). Students critically explore relationships between practices, products, and perspectives (values, attitudes, and assumptions that underlie both practices and products) in Japanese.

Why? There are many unique and interesting aspects of Japanese culture, inviting students to understand a different culture on its own terms. Only those who possess communication skills and cultural knowledge and understanding can realize the exquisite connections between the culture that is lived and the language that is spoken.
(c) Develop insight into the nature of Japanese language. Students demonstrate understanding of the nature of language through comparison of the Japanese language and their own; and gain skill in analyzing the linguistic features of Japanese and other languages.

Why? Each language has distinctive characteristics, and comparison of different languages raises students’ linguistic awareness and gives an opportunity to reflect their own language system. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. In the process of learning, as past research documented, students increase their ability in reading and writing, and gain creativity, divergent thinking, and critical thinking.

(d) Connect with other disciplines. Students reinforce and further their knowledge of other disciplines through Japanese language by relating the information from other disciplines with information available in Japanese.

Why? Foreign language learning expands the educational experience of all students by connecting with other disciplines in the curriculum either formally or informally. The access to information in a foreign language empowers students with knowledge and new perspectives. The conscious effort to connect Japanese language learning with other parts of students’ academic lives opens doors to information and experiences which enrich the students’ university and life experience.
All goals are aligned with “Personal and Social Responsibility.” In today’s global community, competence in more than one language is an essential part of communication. Foreign-language learning promotes the values of humankind, providing opportunities for students to gain knowledge of languages and cultures beyond familiar political, economic, cultural, and linguistic boundaries. Foreign language learning promotes the understanding of differences, intercultural knowledge and competence, ethical reasoning and action, a collaborative spirit, and patience and flexibility in thinking and acting. At this time of global terrorism and violence, which has often been caused by ignorance, foreign language and culture skills serve as powerful communication tools to promote personal and social responsibility.

The first goal (2a) is aligned with “Intellectual and Practical skills.” The Japanese Minor nurtures the foundations and skills for success in their study abroad programs, internships, and possible graduate studies and work in Japan, which requires both intellectual and practical skills.

The second goal (2b) is aligned with “Knowledge of Human Cultures.” It focuses on mastering components of the content areas of the culture and intricate cultural sensitivities.

The third goal (2c) is aligned with “Intellectual (and practical) skills.” Through years of Japanese language learning, students gain intellectual and practical skills through consistently analyzing the language and culture and applying their knowledge to real world settings, The process of analyzing and comparing the Japanese language system and their own demands intellectual skills.

The fourth goal (2d) is aligned with “Integrative Learning.” The proficiencies acquired through the study of languages and literatures provide students of any discipline with an access to those resources in Japanese, and the opportunity to learn from perspectives and knowledge that are only available in Japanese. Advanced Japanese language skills are critical to Asian Studies majors who specialize in Japanese Studies.
4. For each desired outcome indicated in item 2 above, please: a) Describe the method(s) by which its ongoing pursuit is monitored and measured. **[Please limit your response to 200 words or less per learning outcome]**

The desired outcomes are interconnected to suggest the richness of human language. The Japanese Minor uses multiple measures in assessing students’ progress in order to provide ongoing opportunities for students to show what they know and can do with the language. Each course has a variety of assessment tools, such as discussions, interviews, debates, role-playing, presentations, essays, paper-pencil and online tests. The following are assessment tools that have been used throughout the Japanese Minor to assess four learning objectives holistically.

i) **Individual or group projects.** In each Minor course, students conduct an individual or group project. They plan a project at the beginning of the semester, develop it through 2-3 face-to-face consultations with the instructor and tutors, and perform their project at the end of the semester. At the end of each semester, students submit reflective essays and peer-assessment reports on the project. Students are encouraged to reflect on their completed project and improve its quality over the course of four semesters. Past projects have included cultural presentations, poster sessions of selected subjects, bilingual webpage, reflective journal writing, interview projects, song writing and singing, speeches, plays, video projects, film makings, etc.

ii) **e-Portfolios.** Students are required to showcases their work through an e-Portfolio. The template of the e-Portfolio was developed in 2005 by two graduate students in the *iMet* program (Internet Masters in Educational Technology) at Sacramento State. The effectiveness of e-Portfolio was tested in a Japanese Minor course. Since then, the e-Portfolio has been used every semester (See *e-Portfolios and Web Publishing at Sacramento State* by Margolis and Range. [http://imet.csus.edu/imet7/range/portfolio/Dave-Monica-AR.pdf](http://imet.csus.edu/imet7/range/portfolio/Dave-Monica-AR.pdf)). The e-Portfolio is placed within the SacCT course management system and it is easily accessible. The e-Portfolio contains the following sections: Contact information including a picture, Introduction, Philosophy, My Works, My Links. Throughout the Minor Program, students continue to develop their e-portfolio to showcase their work and discuss classmates’ work.

iii) **The Japanese-Language Proficiency Test (JLPT),** which is the major assessment test used globally, is adopted as a diagnostic test as well as an exit assessment to test linguistic knowledge. Past exam questions are stored in the database, and a total of 40 questions is randomly selected from that database, and students are expected to complete the test within 20 minutes. All scores are stored in Excel files. Since this is not JLPT, it is named “SacCT Japanese language proficiency test.” The JLPT was revised in 2010; thus, the SacCT Japanese language proficiency test will be reviewed in AY2012-2013.
b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

[Please limit your response to 200 words or less per learning outcome]
(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

The data mentioned in 4 a) are collected from all students who are enrolled in the Minor courses every semester. The Japanese Minor program attracts students of various majors, which are not only Asian Studies and liberal arts, but also Business, Science, and Engineering departments. The three assessment tools in 4 a) are used to assess all four learning outcomes. The scheduled data collections are as follows:

i) **Individual or group projects.** The project plan, consultations, presentation, and reflective essay are assessed using rubric throughout the process. The instructor keeps all relevant document of each student or group, and records students’ progress (e.g., language use, motivation, ability to reflect, etc.).

ii) **e-Portfolios.** In each Minor course, students perform role-plays (3-4 times), give presentations (1-2 times), write articles on a variety of topics through the course (3-4 times), and a final project. Most works are displayed on the site after being graded. By the end of each semester, the instructor checks all student e-portfolios again.

iii) **SacCT Japanese language proficiency test.** SacCT Japanese language proficiency test is administered twice a semester at the beginning and end of the semester through SacCT (2 times x 4 semesters = 8 times). All scores are stored in the Grade book.
c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

i) **Individual or group projects.**
To measure how well students communicate in Japanese through their project work, three types of rubrics were developed based on the ACTFL Proficiency Guideline and the Standards Guideline. In addition, two surveys were developed to measure students’ ability to reflect critically on their own learning, and some question items were developed based on Bloom’s taxonomy. Appendix I includes samples of “the Project Presentation Rubric and the Project Examples,” “the Consultation Rubric (in Japanese)” and “A survey for self-assessment for Final Project.”

ii) The e-Portfolio was assessed with regard to the completeness of webpage. Most posted work is checked and graded prior to uploading to the site. To measure long-range progress, a comprehensive rubric needs to be established. Appendix II shows the e-Portfolio and its complete form.

iii) SacCT Japanese language proficiency test. It has two sections: vocabulary and grammar; each is graded based on a 10-point scale. The questions are drawn from Levels 4 and 3, which are regarded as an equivalent to the learning objectives (Intermediate-Mid Level). By the end of the Minor program, all students pass the test (with scores higher than 70%).
d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Based on the three assessment tools mentioned in c), each student learning outcome is holistically analyzed and evaluated. Since I teach all courses, I can see the progress of each student, which allows me to guide them continuously to the expected outcomes.

To be consistent in assessing students’ learning outcome, I utilize the skills that obtained through professional training by having serving as the Question Leader for the AP Japanese Language and Culture Exam. This task gave me the opportunities to work with assessment specialists and Japanese language educators in other institutes to develop a training program on how to assess students’ samples consistently based on the AP scoring guidelines.
5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

I believe that the Japanese Minor is headed in the right direction. At the same time, as I go through this process, the following tasks are need to be done for the Japanese Minor.

(a) Review and analyze students’ samples in the Japanese Minor in the past five years and refined expected outcomes of the Japanese Minor.

(b) Align the learning outcomes with the Asian Studies Major Option (Advanced Language). Currently the Asian Studies program has approximate forty majors and most of them concentrate on the Japanese Studies. Among them, a number of students choose this Advanced Language option.

(c) Continue to refine three assessment tools. A set of achievement descriptions for the individual or group projects will be refined based the revised learning outcomes. It is very important to describe how well one is expected to perform in these tasks. For e-Portfolio, the effectiveness and usefulness of the current e-Portfolio will be re-examined critically, and use of different social media will be explored. The current SacCT Japanese language proficiency exam will be revised to reflect the revisions of Japanese Language Proficiency Exam in 2010.

(d) Continue to collect data regarding the impact of the Japanese Minor on their professional career and personal life after graduation through J-Alumni, run by students who completed the Japanese Minor and Special Majors (see the next section #6).
6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 300 words or less]

Data from alumni were gathered in 2009-2011, and reported in the Self Study that we did for last year’s Program Review, including Japanese Minor alumni. In the process of collecting the data, I contacted Japanese alumni through the Japan Club member list and social network systems such as Facebook.

The Japan Club, established in 2004, is a very active organization, and received the following awards: the Outstanding Organization (2009), the Outstanding Cultural event programs (2009, 2010), and the Outstanding Advisor runner-up (2010) from the Sac State ASI (Associate Students Inc.). In 2008, J-Alumni was established to provide previously active American and Japanese students with special services and opportunities such as career networking, club reunions, notification of job or graduate study opportunities, informational and training seminars, and more.

In 2011, former Japan Club presidents and active members, who live and work in Japan, reconstructed the J-Alumni and its website (http://www.jalumnibeyondborders.org) to develop a more comprehensive, professional network to assist SacState students and graduates for many years to come. Their missions are to provide a venue for professional and support networking among SacState Alumni, current Japanese language students, and Japan club members; and to have continued interaction with SacState Japanese program. In the past, J-Alumni members donated materials for Japanese cultural events and tutorial activities, participated in the Japan Culture Night via Skype and video presentations, and made lectures for students of learning Japanese. These alumni members have been actively involved in other organizations such as universities in Japan, Japanese government, and businesses, which help to develop more wider networking. The section of Alumni experience is dedicated to personal testimonies and stories of individual students' experiences during and after their time at SacState.

Most recently, former CSUS Japanese Language Program students and the Japanese language program assisted with the reunion of two brothers who have not met in almost 60 years. This story has been covered by news sources internationally. For more information, please visit the following Yahoo news article, and the Eskaton (http://www.eskaton.org/) news page.
http://longevityrules.blogspot.com/2012/01/exhilaration-and-relief-as-brothers.html
In December 2011, the first J-Alumni reunion event was held in Tokyo, and a periodic reunion is being planned.
7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

I believe it is important to have a common direction in the field of profession. The Japanese Minor as well as Special Second Majors pursues learning outcomes identified in the *Standards for Foreign Language Learning in the 21st Century* (1999) by American Council on the Teaching of Foreign Languages (ACTFL, http://www.actfl.org) and other major associations, including The American Association of Teachers of Japanese (AATJ, http://www.aatj.org/), which is a non-profit, non-political organization of individuals and institutions seeking to promote the study of Japanese language, linguistics, literature, culture, and pedagogy, at all levels of instruction.

I am an active member of AATJ, and teach one of their professional development courses (http://www.aatj.org/joint/BasicCourse.html) talks about the importance of having one’s program goals aligned with the Standards framework. Thus aligned, we can provide consistent, articulated learning outcomes with transfer students or incoming freshmen who studied Japanese at the K-12 level. From 2007 to 2011, I served on the College Board’s AP Japanese Language and Culture Exam Development Committee. Through various consulting work at the College Board, I am aware of the quality of incoming high school graduates. Thus, the learning outcomes of the Japanese Minor are aligned with the College Board’s AP Japanese Language and Culture Curriculum.
8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

In the past five years, the enrollment numbers in upper-division Japanese language courses have been steady (25-40 enrollees). Since 2006-07, approximately eighty students successfully completed the Japanese Minor, and approximately ten students did a Special Second Major or Special Major in Japanese.

The Japanese Minor continues to have healthy enrollments due to the needs for careers and its connection to the Asian Studies Major program. The Japanese language program is innovated and strengthened by the use of technology, out Japanese tutorial system, the Japan Club and J-Alumni activities, the Study Abroad Program, collaboration with the Japanese language program at CSU Monterey Bay, and partnership with an Internship Program in Tokyo. (See http://www.csus.edu/fl/japanese/jlprogram.pdf)

Due to the adoption of a project-based approach to assessment, students have been constantly working collaboratively for almost four years, and compliment each other’s strengths. Many Minor students participate in or organize Japan Club event and serve as a tutor for the Japanese language program as well as local school. As a result, they get to know Japanese students at all levels and have a strong sense of comradeship. J-Alumni continues to link students and graduates who are interested in Japanese language and culture.
## Appendix I – 1. Project Presentation Rubric

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
</table>
| **Task Completion** | • Presentation addresses all aspects of prompt, including explanation of view or perspective  
• Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices  
• Minimal errors in cultural / content information | • Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration  
• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent  
• Generally correct cultural /content information with some inaccuracies | • Presentation addresses topic directly but may not address all aspects of prompt  
• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices  
• Cultural / content information may have several inaccuracies |
| **Delivery** | • Generally exhibits ease of expression  
• Smooth pace with occasional hesitation or repetition, which does not distract from the message  
• Infrequent or insignificant errors in pronunciation  
• Consistent use of register and style appropriate to situation except for occasional lapses | • Strained or unnatural flow of expression does not interfere with comprehensibility  
• Generally consistent pace with some unnatural hesitation or repetition  
• Errors in pronunciation do not necessitate special listener effort  
• May include several lapses in otherwise consistent use of register and style appropriate to situation | • Strained or unnatural flow of expression sometimes interferes with comprehensibility  
• Inconsistent pace marked by some hesitation or repetition  
• Errors in pronunciation sometimes necessitate special listener effort  
• Use of register and style appropriate to situation is inconsistent or includes many errors |
| **Comprehensibility** | • Presentation readily comprehensible, requiring no interpretation on the part of the audience  
• Audience can follow and understand most of presentation  
• Presentation followed by very active question and answer sessions | • Presentation mostly comprehensible, requiring some interpretation on the part of the audience  
• Audience has some difficulty in following presentation, but understand main points  
• Presentation followed by 1-2 question and answer sessions | • Presentation is not so comprehensible, requiring interpretation on the part of the audience  
• Audience has difficulty following presentation because student jumps around  
• Presentation followed by no question and answer sessions |
| **Vocabulary Grammar** | Variety of vocabulary and idioms, with sporadic errors  
• Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures | Appropriate but limited vocabulary and idioms  
• Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures | Some inappropriate vocabulary and idioms interfere with comprehensibility  
• Errors in grammatical and syntactic structures sometimes interfere with comprehensibility |
| **Rapport with audience; Team Work** | * Very positive feedback from audience  
If pair/group presentation  
* All contribute to the presentation  
* Demonstrate encouragement and support each other  
* Strong evidence of creativity and originality | * Some positive feedback from audience  
If pair/group presentation  
* All contribute to the presentation, but unevenly  
* Sometimes demonstrate encouragement and support each other  
* Some evidence of originality | * Not much positive feedback from audience  
If pair/group presentation  
* It seems that only one person contributes to the presentation  
* Demonstrate little encouragement and support each other  
* No originality |
**Individual & Group Projects Examples (All projects are done in Japanese)**

Samples: cultural presentations, poster sessions of selected subjects, webpage development, reflective journal, interview projects, song writing and singing, creative writing, drama, video projects, filmmakings, etc.

<table>
<thead>
<tr>
<th>Project</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hmong New Year Festival</td>
<td><img src="image1" alt="Hmong New Year Festival" /></td>
</tr>
<tr>
<td>Teaching arithmetic</td>
<td><img src="image2" alt="Teaching arithmetic" /></td>
</tr>
<tr>
<td>Poster session on Japanese literature</td>
<td><img src="image3" alt="Poster session on Japanese literature" /></td>
</tr>
<tr>
<td>Translation project</td>
<td><img src="image4" alt="Translation project" /></td>
</tr>
<tr>
<td>Reflective journal</td>
<td><img src="image5" alt="Reflective journal" /></td>
</tr>
<tr>
<td>Interview project</td>
<td><img src="image6" alt="Interview project" /></td>
</tr>
<tr>
<td>Song writing and its performance</td>
<td><img src="image7" alt="Song writing and its performance" /></td>
</tr>
<tr>
<td>Creative writing</td>
<td><img src="image8" alt="Creative writing" /></td>
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<tr>
<td>Drama</td>
<td><img src="image9" alt="Drama" /></td>
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<tr>
<td>Introduction of Sacramento State</td>
<td><img src="image10" alt="Introduction of Sacramento State" /></td>
</tr>
<tr>
<td>Manga recitation</td>
<td><img src="image11" alt="Manga recitation" /></td>
</tr>
<tr>
<td>Movie</td>
<td><img src="image12" alt="Movie" /></td>
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**Examples**

(All projects are done in Japanese)

Samples: cultural presentations, poster sessions of selected subjects, webpage development, reflective journal, interview projects, song writing and singing, creative writing, drama, video projects, filmmakings, etc.

- Hmong New Year Festival
- Teaching arithmetic
- Poster session on Japanese literature
- Translation project
- Reflective journal
- Interview project
- Song writing and its performance
- Creative writing
- Drama
- Introduction of Sacramento State
- Manga recitation
- Movie

**Video Links**

- [Hmong New Year Festival](http://www.youtube.com/watch?v=LP9FbMD-Fzo)
Appendix I – 2. Consultation Rubrics (in Japanese)

## 第一回目 プロジェクトの報告評価

### 探点方法（さいてんほうこう）2.5 点満点（まんてん）

<table>
<thead>
<tr>
<th>準備（じゅんび）</th>
<th>とてもよくできている。じゅんび</th>
<th>あまりあまあの準備。89~70%の準備</th>
<th>あまり準備していない</th>
</tr>
</thead>
<tbody>
<tr>
<td>まとめかた</td>
<td>Student presents information in logical, interesting sequence which audience can follow and understand most of presentation</td>
<td>Audience has some difficulty in following presentation, but understand main points.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
</tr>
<tr>
<td>発表のしかた</td>
<td>メモだけをみながら説明できた。</td>
<td>スクリプトを途中（とちゅう）から読んだ。</td>
<td>スクリプトを全部読んだ</td>
</tr>
</tbody>
</table>

## 第二回目 プロジェクトの報告評価

### 探点方法（さいてんほうこう）2.5 点満点（まんてん）

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</tr>
</tbody>
</table>

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100~90%の準備メモを用意した。

選んだ理由がりゃく。

概略をじょうずにまとめがりゃく。

発表アイデアを聞かれたらいう。State one simple ideas about good presentation when being asked.

発表アイデアを聞かれたらいう。State one simple ideas about good presentation when being asked.
Appendix I – 3. Survey: Self-Assessment for Final Project (2%)

- Project Plan
  (a) my plan worked well because __________________
  (b) my plan did NOT work well because __________________
  Any comments/suggestions on Project Plan?

- Project Consultation (1) - Check one of the followings:
  (a) I did prepare for consultation, and did well;
  (b) I did prepare for consultation, but did not perform well as I planned;
  (c) I did not prepare for consultation
  Project Consultation (2) - Check one of the followings:
  (a) I did prepare for consultation, and did well;
  (b) I did prepare for consultation, but did not perform well as I planned;
  (c) I did not prepare for consultation
  Any comments/suggestions on Consultations?

- Project Presentation in Class
  (a) I did prepare for presentation, and did well;
  (b) I did prepare for presentation, but did not perform well as I planned;
  (c) I did not prepare for presentation
  State your strength and areas of improvement

- Final Presentation Script and Product
  - Self-check: [ ] I did submit my final presentation script in both handwriting and word formats to instructor
  - Self-check: [ ] I did upload my final presentation script to my e-Portfolio on SacCT

- Reflective comments on classmates’ projects as well as your own - 2%
  - Self-check: [ ] I did submit my reflective comments on my classmates’ project as well as my own.

  [ ] Describe my project.
  [ ] Summarize my project.
  [ ] Use cohesive and coherent phrases and expressions to make my presentation logical sequence.
  [ ] Express and explain interesting and important points of my project.
  [ ] Express my thoughts and opinions about my project.
  Any final comments/suggestions on Final Project?
Appendix II. e-Portfolio

Raymond Allen C. Arcega
Major: Asian Studies
E-mail: raymondalan89@hotmail.com

Introduction
はじめまして、皆さん！

私がレイ・アーセガと申します。
今、2008年の秋休みに、サックスの学生として、今学期は彼の最後の学年です。
それから⧆ 縦に使われなくなったけど、今学期の終わりに楽しみにしています。

彼の専門はアジア史で、マイナーは日本です。この専門を選んだ理由は雑多な教材から、日本から来たテレビゲームがこんじりん好きになりました。そのゲームを分かるために、日本語を勉強することにしました。

彼の人生を語ることはできないことがあります。高校の授業でリークインに入れて、音楽のプログラミングにいったことがありました。高校から卒業した後、実験とバンドを作ったり、音楽のラジオ番組を制作しました。

他の人の人生は大事なこととしてダンスに話す。大学に入ったらダンスのことを親近になりました。でも、別れた子供がいない。今まで、色々なスタイルを用いました。例えば、ヒップホップやロックンロールやポップなどというスタイル。最近、ソウルアンという日本舞踊を習っていますので、音楽とサックスのジャパンクラブに教えはありません。

じゃあ、自分のことを話しすぎたと思います。
今後、よろしくお願いします！

Philosophy
人生が大切になったら、「次第堂！！」と呼んで下さい！

Goals
日本語を話すのはよく上手になります！そのためにがんばって、ありがとうございます！

My Work
• JPN110 - うらしま太郎のポイント(Audio)
• JPN110 - Bocchan Essay
• JPN110 - ガーのポイント(Audio)
• JPN110 - Final Presentation Script
• JPN110 - Genji Monogetani Essay
• JPN110 - Mihimasho Houichi Essay
• JPN110 - Urashima Tarou Essay
• JPN110 - 連氏物語のポイント(Audio)
• JPN116A - 1 Minute Speech
• JPN116A - Final Project - Tanabata Powerpoint (PowerPoint)
• JPN116A - Final Project - Tanabata Presentation Script
• JPN116A - Final Project - Tanabata Vocabulary List
• JPN116A - L1 Essay
• JPN116A - L1 Essay (Audio)
• JPN116A - L1 Role Play Script
• JPN116A - L2 Essay
• JPN116A - L2 Role Play Script
• JPN116A - L4 Essay
• JPN116A - L4 Role Play Script
• JPN116A - L6 Essay
• JPN116A - L6 Role Play Script
• JPN116A - Meishi
• JPN116B - 1 Minute Speech
• JPN116B - 1 Minute Speech (2)
• JPN116B - 1 Minute Speech (3)
• JPN116B - Final Project - Outlines
• JPN116B - Final Project - Powerpoint
• JPN116B - Final Project - Script
• JPN116B - L07 Essay
• JPN116B - L07 Role Play
• JPN116B - L08 Resume
• JPN116B - L08 Role Play
• JPN116B - L08 Essay
• JPN116B - L08 Role Play
• JPN116B - L10 Essay
• JPN116B - L10 Travel Presentation
• JPN150 - Final Project Powerpoint Slides
• JPN150 - Final Project Script
• JPN150 - Murder Mystery Essay
• JPN150 - My Family Essay
• JPN150 - Mysterious Room Essay
• JPN150 - San Jose Essay
• JPN150 - Taiwan Presentation Script
Appendix III. Japanese Language Proficiency Test

JLPT Level 3 Grammar. This is your LEVEL CHECK. Only 1 in class (Week 1)

Kazue Masuyama
Started: January 28, 2012 11:54 PM
Questions: 20

1. (Points: 0.5)

この大きな音がしたので、その子は______でしまった。

○ 1. こわかったがって
○ 2. こわがって
○ 3. こわいがって
○ 4. こわくがって

Save Answer

2. (Points: 0.5)

わかす

JLPT 3級 (old) 漢字の読み方 10 minutes, Unlimited by 2/5

Kazue Masuyama
Started: January 28, 2012 11:42 PM
Questions: 20

1. (Points: 0.5)

この商品はよく売れているそうです。

○ 1. しょうてん
○ 2. しょうへん
○ 3. しょうひん
○ 4. しゅんびん

Save Answer

2. (Points: 0.5)

夏休みに友達といろいろな場所を旅行しました。でも帰ってから、つかれて病気になりました。

○ 1. きて
○ 2. もって
○ 3. かえて
○ 4. いて