

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course JPN ~~xxx~~ 201

Department Approval		
<u>Yogesh Grover</u> Department Chair	<u>Feb 19</u> Date	<u>ygrover@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>2-19-14</u> Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
General Education Program Director _____ Date _____		
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Chair of A2C2 _____ Date _____		
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President of Faculty Senate _____ Date _____		
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Academic Vice President _____ Date _____		
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President _____ Date _____		
Please forward to Registrar.		
Registrar recorded.	Date entered	Please notify department chair via e-mail that curricular change has been

replaced by GFP
fuln
RF 2/21

WINONA STATE UNIVERSITY
~~NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM~~
General Education

Routing form for new and revised courses and programs.

Course or Program JPN 201

Department Recommendation

Yogesh Grover
Department Chair

Feb 19
Date

ygrover@winona.edu
e-mail address

Dean's Recommendation

☒ Yes

☐ No*

[Signature]
Dean of College

2-19-14
Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Graduate Council Recommendation
(if applicable)

☐ Approved

☐ Disapproved

Chair of Graduate Council

Date

Director of Graduate Studies

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar

Date entered

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 9-1-10]

wrong signature sheet originally attached, replaced with correct version-PgP 2/21/2014

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 02/12/2014

JPN 201 Intermediate Japanese I 4
Course No. Course Name Credits

Prerequisites JPN 102

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☒ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

- ☐ Intensive:
- ☐ 1. Writing
 - ☐ 2. Oral Communication
 - ☐ 3. a. Mathematics/Statistics
 - ☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Dr. Matthew C. Strecher 454-5791 mstrecher@winona.edu
Name (please print) Phone e-mail address

[Revised 9-6-11]

GEP CATEGORIES REQUESTED

Goal 6: The Humanities and Fine Arts

Application for JPN 201 Beginning Japanese II to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

Goal 6: The Humanities and Fine Arts: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

In JPN 201 students will explore:

1. Japanese traditional tales and legends;
2. Historical and social traditions of Japan through language;
3. Traditional religious traditions;
4. Japanese popular and traditional music;
5. Japanese visual arts, including popular forms;
6. Japanese writing systems and their aesthetic appeal.

Learning Outcomes

Students who successfully complete this course will be able to:

1. discuss content and style of Japanese stories in Japanese, and produce comments and replicas of those stories in Japanese;
2. give comment and interpretation in Japanese of social and historical traditions in Japan;
3. express opinions about, and verbally reproduce, Japanese songs;
4. express thoughts on Japanese visual arts, including popular forms;
5. describe, comment on, and especially use Japanese writing systems in a manner consistent with the aesthetic appeal of those systems;
6. write Japanese using traditional writing instruments.

Student Competencies	Learning Activities & Opportunities	Assessment Plan
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	<p>Students will:</p> <p>read a variety of short texts, including correspondence, folk tales;</p> <p>be exposed to visual arts and leisure (television and film, natural scenery, gardens, hot springs, etc.);</p> <p>explore functional, historical, and aesthetic aspects of the writing systems used in Japanese;</p> <p>discuss content and style of Japanese stories in Japanese, exploring their role in the “Japanese lifestyle.”</p>	<p>Classroom Activities: Students read collectively and individually, being questioned on each text in the target language. On a separate day, students are examined in writing on the same texts or similar ones. Students' ability to read and critique story content, and to construct/respond to content questions is evaluated at each stage.</p> <p>Example 1: “Tanabata,” a traditional folktale of Chinese origins, telling the story of “star-crossed” heavenly lovers, the Weaver Maiden and the Herdsman. Good segue into discussion about love and courtship.</p> <p>Example 2: <i>Shall We ダンス</i>,</p>

		original version of <i>Shall We Dance?</i> , gives us a useful look at family and marriage conditions.
2. Understand those works as expressions of individual and human values within an historical context	<p>Students will:</p> <p>give comment and interpretation on Japanese of social and historical traditions in Japan;</p> <p>discuss content and form of specific texts and situations;</p> <p>examine function and role of various examples of textual and visual expression within the overall “Japanese lifestyle,” from work to leisure;</p> <p>discuss and explore how Japanese people celebrate major events, handle everyday events, comport themselves at work and in public, as well as general lifestyle habits.</p>	<p>Classroom Activities: Role playing, discussions in target language. Students are evaluated on how accurately they present the situation, linguistically and socio-culturally. Family and dating customs come to the fore in a more sophisticated manner than in earlier levels.</p> <p>Example: Students are asked to develop a conversation, utilizing specific structural language patterns (such as honorific language, commands and requests, etc.), in which a specific family problem or situation is posited. They must then “problem solve” in the target language. In so doing, they gain an appreciation for the social and historical strictures of the Japanese family system.</p>
3. Respond critically to works in the arts and humanities	<p>Students will:</p> <p>be instructed in the aesthetic aspects of the Japanese writing system</p>	<p>Classroom Activities: Comparison of works of traditional or popular art.</p> <p>Example: Students are shown various works of art, chiefly visual, sometimes performance art, and invited to compare them using new language structures. At this stage we often use film excerpts or television programs to highlight social custom. For instance, most episodes of <i>Shomuni</i> (“General Accounting 2”) are designed to reinforce certain Japanese customs or traits thought to be “essential” to the Japanese ideology. These lead to discussion and critique in the class.</p>

<p>4. Engage in the creative process or interpretive performance</p>	<p>Students will:</p> <p>learn and perform a variety of Japanese songs, popular and traditional;</p> <p>learn to use the various forms of writing in Japanese, including its calligraphy, in a context-sensitive manner;</p> <p>reproduce their own versions of typical Japanese art and text, including textual production, mini-garden construction, etc.;</p> <p>construct variations on the texts and works of art used in each lesson.</p>	<p>Classroom Activities: “Tsugaru no koibito” Students are taught the meanings of Aranuma Kenji’s “Tsugaru no koibito” (Tsugaru lover), a popular song, and taught to sing it. This is especially useful because it details seven specific types of snow—perfect for the Minnesota climate.</p> <p>Example 1: Students are divided into teams and invited to compete to see who can sing this song the best. This ties in with the <i>Kōhaku uta gassen</i> New Year singing competition.</p> <p>Example 2: Intermediate calligraphy training. Students continue to practice writing with traditional instruments, and required to practice the Chinese characters for “benkyō” (勉強).</p>
<p>5. Articulate an informed personal reaction to works in the arts and humanities.</p>	<p>Students will:</p> <p>comment upon a variety of short texts, including correspondence, folk tales, and historical documents;</p> <p>discuss content and style of Japanese stories in Japanese;</p> <p>discuss merits and demerits of various works of art to which they are exposed;</p> <p>discuss and critique musical works to which they are exposed.</p>	<p>Classroom Activities: Appreciating Japanese cultural productions. Activity is evaluated by how accurately students follow instructions, understand content, and explain their reactions in the target language.</p> <p>Example: a film, television program, song, dance, or even TV commercial is chosen, watched, discussed, critiqued.</p>

COURSE OUTLINE

This course will cover the following topics:

I. Communication: After the Vacation

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. –tai forms, expressing desires and wishes
 - ii. –tari forms, used for inexhaustive lists of activities
 - iii. verb (short perf.) koto ga aru, expressing past experiences
 - iv. particle *ya* indicating inexhaustive lists of nouns
- d. Culture: *O-shōgatsu* (New Year)
- e. Role play: In the Japanese classroom

II. Communication: Feeling Ill

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. the “extended predicate”
 - ii. –sugiru, verbal suffix expressing “excess”
 - iii. –hō ga ii, expressing advice
 - iv. no + de, “extended predicate” as particle
 - v. –nakereba narimasen, expressing requirement
 - vi. deshō, expressing probability
- d. Culture: *Nihon no kikō* (the Japanese climate)
- e. Role play: Health and illness

III. Communication: Looking for a Part-time Job

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. particle *shi*, inexhaustive list of reasons
 - ii. –sō desu, suffix expressing “appearance”
 - iii. verb –te + miru, “try sthg. and see how it goes”
 - iv. nara, classical indefinite conditional form for “if”
 - v. counting within time periods (“three times a week,” etc.)
- d. Culture: *Nengō to eto* (Names of years)
- e. Role play: At the bank

IV. Communication: Valentine’s Day

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. hoshii, expressing something one wants
 - ii. ka mo shirenai, expressing doubt
 - iii. giving verbs – honorific and ordinary
 - iv. receiving verbs – honorific and ordinary
 - v. giving gentle advice
 - vi. particles *mo* and *shika*, indicating strong impressions about quantities
- d. Culture: *Nihon no nenchū gyōji* (Annual events in Japan)
- e. Role play: Counting items at the store

V. Communication: A trip to Nagano

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. volitional forms (short)
 - ii. volitional forms (short) + to omou and suru
 - iii. verb – te + oku, “do in advance”
 - iv. using full sentences to qualify nouns
- d. Culture: *Nihon no yado* (Japanese accommodations)
- e. Role play: At the hotel or Japanese inn

Texts: Banno, Ikeda et al., *Genki I* and *Genki I Workbook*, 2nd ed., 2011 (Tokyo: Japan Times); Banno, Ikeda et al, *Genki II* and *Genki II Workbook*, 2nd ed., 2011 (Tokyo: Japan Times)

Learning outcomes for the course:

The course prepares students to communicate in Japanese in various situations. The class is conducted in Japanese. The student in Japanese 201 will:

- a) learn phonological structures in context and practice pronunciation.
- b) build vocabulary by mastering the words of each lesson.
- c) acquire basic grammar skills.
- d) be introduced to the Japanese culture through media presentations, discussions, news, and readings.
- e) build listening, speaking, and writing skills that will help in the elimination of direct translation from English to Japanese.
- f) demonstrate awareness of the scope and variety of works in the arts and humanities.
- g) understand those works as expressions of individual and human values within a historical and social context.
- h) respond critically to works in the arts and humanities.
- i) engage in a creative process or interpretive performance.
- k) articulate an informed personal reaction to works in the arts and humanities.