

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course JPN 102

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>M. J. Tuml</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.	Please notify department chair via e-mail that curricular change has been
_____ Date entered	

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

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

JPN 102 Beginning Japanese II 4
Course No. Course Name Credits

Prerequisites JPN 101

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]

WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program **JPN 102**

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals *as submitted to A2C2*, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
☒ Completed
- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
☒ Completed ☐ NA
- 2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
☐ Completed ☒ NA
3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
☒ Completed
Name and office phone number of proposal's representative: Dr. Matthew C. Strecher, 474-5791
4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
☐ Completed ☒ NA
5. The course name and number is listed for each prerequisite involved in this proposal.
☐ Completed ☒ NA
6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations. ☐ Completed ☒ NA
7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
 - a. The course name and number.
 - b. A brief course description.
 - c. A brief statement explaining why the program should include the course.☐ Completed ☒ NA
8. This course or program revision proposal:
 - a. Clearly identifies each proposed change.
 - b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.☐ Completed ☒ NA
9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
☒ Completed ☐ NA

Dr. Michael Bowler

Department's A2C2 Representative or Alternate

02/12/2014

Date

[Revised 9-05]

GEP CATEGORIES REQUESTED

Goal 6: The Humanities and Fine Arts

Application for JPN 102 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 102 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>JPN 102 students will work within the framework of advanced elementary vocabulary and language structures.</p> <p>Example 1: “Kasa Jizō,” a traditional folktale about charity, humility, and the mercy of the</p>

		<p>Buddha.</p> <p>Example 2: “Tokyo Onsen,” a television documentary about Japanese hot springs and etiquette.</p>
<p>2. Understand those works as expressions of individual and human values within an historical context</p>	<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.</p> <p>JPN 102 students will work within the framework of advanced elementary vocabulary and language structures.</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 workplace 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 social system.</p>
<p>3. Respond critically to works in the arts and humanities</p>	<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. Their expressions will, naturally, be limited to the advanced-elementary structures and vocabulary featured in the first-year (101-102) textbook.</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>Classroom Activities: “Chobits” Students are taught the meanings of Hamasaki Ayumi’s popular song and taught to sing it.</p> <p>Example 1: Students are divided</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>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: Basic calligraphy training. Students are instructed in the rudiments of writing with traditional instruments, and required to practice the Chinese characters for “Nippon” (日本).</p> <p>Calligraphy and writing practice at the 102 level will include both phonetic syllabaries and approximately 90 Chinese characters.</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 and explain their reactions in the target language.</p> <p>JPN 102 students will work within the framework of advanced elementary vocabulary and language structures.</p>

COURSE OUTLINE

This course will cover the following topics:

I. Communication: A Day in Robert's Life

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. verbal gerunds
 - ii. verbal gerund + kudasai
 - iii. verbal gerund + mo + ii desu
 - iv. verbal gerund + wa + ikemasen
 - v. describing two consecutive actions
 - vi. particle *kara*
 - vii. verbal –mashō ka form (second meaning)
- d. Culture: *Nihon no kyōiku seido* (The Japanese education system)
- e. Role play: Asking directions

II. Communication: Family Picture

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. progressive verbal forms
 - ii. indicating changes of state
 - iii. habitual actions
 - iv. Verbal stem + ni + iku
 - v. counting people
 - vi. describing physical attributes
- d. Culture: *Kazoku no yobikata* (Japanese kinship terms)
- e. Role play: At the doctor

III. Communication: Barbecue

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. shorts forms
 - ii. informal speech
 - iii. quotatives + “I think” and “s/he said”
 - iv. negative requests (“please don’t . . .”)

- v. nominalized verbs
- vi. particle *ga*
- vii. *nani ka* and *nani mo*
- d. Culture: *Nihon no tabemono* (Japanese foods)
- e. Role play: Attending a social function

IV. Communication: Kabuki

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. short forms (past tense)
 - ii. qualifying nouns with verbs and adjectives
 - iii. particle *mada*
 - iv. particle *kara* (2)
- d. Culture: *Nihon no dentō bunka* (Japanese traditional culture)
- e. Role play: At the concessions stand

V. Communication: Vacation Plans

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. comparing two items
 - ii. comparing three or more items
 - iii. adjective/noun + particle *no*
 - iv. intentions (*tsumori*)
 - v. adjective + *naru*
 - vi. *doko ka ni* and *doko ni mo*
 - vii. particle *de* (2)
- d. Culture: *Nihon no kōtsū kikan* (Japanese transportation)
- e. Role play: At the train station

Texts: Banno, Ikeda et al., *Genki I* and *Genki I 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 students in Japanese 102 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.