

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course JPN 202

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/S. Mural</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

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

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

JPN 202 Intermediate Japanese II 4
Course No. Course Name Credits

Prerequisites JPN 201

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 202

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 202 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 202 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 202 students will work within the framework of advanced intermediate vocabulary and language structures.</p> <p>Example 1: “Doraemon,” a popular cultural icon. Students learn about a friendly robot from the future who</p>

		<p>helps children become stronger and more self-reliant, as well as more honest members of Japanese society.</p> <p>Example 2: <i>Tampopo</i>, a film detailing the role of food in a great many areas of contemporary Japanese life. Aside from connecting these, we have the chance to discuss some delightful Japanese recipes.</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. Family and dating customs come to the fore in a more sophisticated manner than in earlier levels. Vocabulary, grammatical structures, and sociolinguistic requirements will reflect the advanced intermediate (202) level.</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>
<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. 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</p>

		reinforce certain Japanese customs or traits thought to be “essential” to the Japanese ideology. These lead to discussion and critique in the class.
4. Engage in the creative process or interpretive performance	<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: “Syanana” Students are taught the meanings of the group Minmi’s “Syanana”, a popular song combining Japanese pop, lyrics from a traditional folk song, and a Brazilian beat, and taught to sing it. This leads us to discussions about cross-cultural borrowings between Japan and Latin cultures.</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 “Shiken” (試験).</p> <p>Writing and calligraphy practice at this level includes both phonetic syllabaries and approximately 200 Chinese characters.</p>
5. Articulate an informed personal reaction to works in the arts and humanities.	<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 202 students will work within the framework of advanced intermediate vocabulary and language structures.</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: Lost and Found

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. giving and receiving verbs combined with other verbs
 - ii. honorific and humble forms of the above
 - iii. expressing hopes
 - iv. advanced use of temporal marker *toki*
 - v. making proper apologies
 - vi. expressing happiness at certain outcomes
- d. Culture: *Okurimono no shūkan* (Gift giving in Japan)
- e. Role play: At the lost and found

II. Communication: Grumble and Gossip

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. expressing hearsay
 - ii. definite and indefinite conditionals (“if,” “when,” and “whenever”)
 - iii. verb –nakute mo ii (“It is all right if you do not do X”)
 - iv. –mitai, expression for visual appearances
 - v. –mae ni and –te + kara (“before doing x,” “after doing x”)
- d. Culture: *Nihonjin no jesuchā* (Japanese gestures)
- e. Role play: At the barber’s/beauty salon

III. Communication: John’s Part-time Job

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. transitive and intransitive verb pairs
 - ii. verb – te + shimau (completion, irreversibility, regret)
 - iii. new functions for the particle *to*
 - iv. verb stem + nagara (Simultaneous actions by the same subject)
 - v. verb – ba + yokatta (“Wish I had done/not done X”)
- d. Culture: *Sushi* (Sushi)
- e. Role play: Working at a restaurant

IV. Communication: Meeting the Boss

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. honorific verbs and expressions
 - ii. giving respectful advice
 - iii. honorific ways of expressing gratitude
 - iv. verb –te + yokatta (“Glad I did/did not do X”)
 - v. *hazu* (expectations)
 - vi. particles *mo* and *shika*, indicating strong impressions about quantities
- d. Culture: *Hōmon no shikata* (Visiting someone’s home)
- e. Role play: Visiting someone’s home

V. Communication: Mary's Shopping

- a. Pronunciation: New words and expressions
- b. Writing: New Kanji
- c. Grammar:
 - i. extra-modest expressions
 - ii. humble expressions
 - iii. verb – nai + de (“Do X *without doing* Y”)
 - iv. questions embedded in larger sentences
 - v. X to iu Y (“A Y *named/called* X”)
 - vi. verb stem + nikui/yasui (“Easy to VERB/Difficult to VERB”)
- d. Culture: *Nihon no poppu karutyā* (Japanese pop culture)
- e. Role play: Getting lost and seeking help

Texts: 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 202 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.