

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		
_____	_____	Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	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 101 Beginning Japanese I 4
Course No. Course Name Credits

Prerequisites None

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]

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GEP CATEGORIES REQUESTED

Goal 6: The Humanities and Fine Arts

Application for JPN 101 Beginning Japanese I 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 101 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
<p>1. Demonstrate awareness of the scope and variety of works in the arts and humanities.</p>	<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</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: "Places in Japan," readings concerned with famous sites in Japan where the scenery is particularly famous. Students discuss aesthetic and natural value of those sites.</p>

	lifestyle.”	
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.</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>
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: Kanji production and critique</p> <p>Example: Students are taught the two Japanese phonetic syllabaries, as well as a small number of Chinese characters. They are shown “good” and “poor” examples of written characters, and taught to recognize the difference. (This is essential in the daily life of anyone living and working in Japan, where we are frequently judged by the quality of our penmanship.)</p>
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-</p>	<p>Classroom Activities: “Matsuri” Students are taught the meanings of Kitamura Saburō’s famous <i>enka</i> “Matsuri” (Festival) and taught to sing it.</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: The Box Garden. Students are invited to create a diorama in a wooden box full of</p>

	<p>garden construction, etc.;</p> <p>construct variations on the texts and works of art used in each lesson.</p>	<p>sand. Japanese people do this for recreation and refreshment. For the past three years this activity has been carried out with the cooperation of visiting faculty from Japan.</p> <p>Example 3: First calligraphy training. Students are given their first instruction in writing with traditional brush and ink, and required to practice the characters for <i>hitori</i> (一人).</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 art. Activity is evaluated by how accurately students follow instructions and explain their reactions in the target language.</p>

COURSE OUTLINE

This course will cover the following topics:

- I. Communication: Greetings and farewells
 - a. Pronunciation: Japanese vowels and basic consonants
 - b. The *hiragana* writing system
 - c. Grammar:
 - i. greetings and useful phrases
 - ii. use of the copula
 - iii. defining the Japanese nominal (noun)
 - iv. particles *wa* and *no*
 - v. the topic-comment sentence
 - vi. telling time
 - d. Culture: *Nihonjin no namae* (Japanese names)
 - e. Role play: time and age

- II. Communication: Shopping, counting, locating objects.
 - a. Pronunciation: Double-consonant words
 - b. The *katakana* writing system
 - c. Grammar:
 - i. Cardinal numbers 0-100
 - ii. indefinite nominals *kore, sore, are, dore*
 - iii. pre-nominals *kono, sono, ano, dono*
 - iv. place indicators *koko, soko, asoko, doko*
 - v. particle *mo*
 - vi. negative and interrogative sentences
 - vii. sentence particles *ne* and *yo*
 - d. Culture: *Nihon no okane* (Japanese currency)
 - e. Role play: In the classroom

- III. Communication: Making an appointment
 - a. Pronunciation: foreign loan words
 - b. Introduction to Chinese characters (Kanji)
 - c. Grammar:
 - i. basic verb structure (present aff. and neg.)
 - ii. particles *de* and *ni*
 - iii. Cardinal numbers 101-10,000,000
 - iv. time references
 - v. *-masen ka*
 - vi. word order
 - vii. frequency adverbs
 - d. Culture: *Nihon no ie* (Japanese houses)
 - e. Role play: Setting up appointments

- IV. Communication: The (failed) first date (miscommunication)
 - a. Pronunciation: Intonation and consonants
 - b. New Kanji
 - c. Grammar:
 - i. locational verbs *iru* and *aru*
 - ii. perfective aspect of copula
 - iii. perfective aspect of verbs
 - iv. counting hours
 - v. particle *to*
 - vi. adverb *takusan*
 - d. Culture: *Nihon no shukujitsu* (Japanese national holidays)
 - e. Role play: Laying out a schedule on the calendar

V. Communication: Trip to Okinawa

- a. Pronunciation: Intonation and consonants
- b. New Kanji
- c. Grammar:
 - i. basic *X wa Y ga suki/kirai* structure
 - ii. *-mashō* form
 - iii. adjectival structure and inflection (present/future aff./neg., perfective aff./neg.)
 - iv. counting
- d. Culture: *Nihon no matsuri* (Japanese festivals)
- e. Role play: At the post office

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 student in Japanese 101 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.