

LSC Use Only Proposal No:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Foreign Languages	Phone 7-2325 (R.-Sams), 7-7529 (Kim)

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: JAPN 101 Elementary Japanese I

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills (include W cover sheet) Knowledge Area Global and Multicultural Awareness Writing Intensive

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication

Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track

New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	10-25-12
Department Chairperson(s)	<i>Sean McDaniel</i>	10-25-12
College Curriculum Committee Chair	<i>Aly Beck</i>	10-31-12
College Dean	<i>Ann</i>	10/31/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	11/27/12

Received

NOV 2 2012

Liberal Studies

Part II. Description of the Curriculum Change

1. SYLLABUS OF RECORD

I. Catalog Description

JAPN 101 Elementary Japanese I

4 class hours
0 lab hours
4 credits
(4c-01-4cr)

For beginning students. Introduces the Japanese language, with attention focused on three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. Students learn pronunciation, fundamental grammatical patterns, and how to write hiragana, katakana, and basic kanji. Students will learn to converse and ask questions in simple present and past time and will become acquainted with aspects of Japanese culture and society. Attendance is required. Students may not register for or take a D/F repeat in JAPN 101 when credit has already been received for a higher-numbered JAPN course.

II. Course Outcomes:

Students will be able to

1. respond appropriately to questions given in Japanese;
2. ask questions dealing with self and the immediate world;
3. give autobiographical information (origin, nationality, age, phone number);
4. list daily activities in present and past time frames;
5. tell about likes and dislikes;
6. count from 0 – 100,000 and use numbers in giving and receiving information about self and others (e.g., age, address, phone numbers, population);
7. obtain biographical information about others by asking questions about name, age, origin, and so on;
8. respond to typical survival situations with words/short phrases (e.g., shopping);
9. identify and write hiragana and katakana characters, and 72 kanji characters;
10. apply cultural knowledge to express and interpret messages in appropriate contexts;
11. demonstrate a basic understanding of certain elements of Japanese culture.

III. Detailed Course Outline (Total of 56 hours of classroom instruction)

Each unit includes quizzes, homework assignments, and a unit test. Culture notes are for gaining a basic understanding of Japanese culture (not meant for developing speaking skills in Japanese).

Unit 1 Making Friends (10 hours)

- Using greetings in daily life and common expressions in the classroom
- Recognizing and pronouncing modern standard Japanese phonemes and pitch accent
- Identifying and writing Japanese hiragana characters
- Counting 1-100
- Asking questions to seek information (grammar: question word 何 and question marker か)
- Asking and telling time

- Responding appropriately to questions given in Japanese
- Giving autobiographical information (origin, nationality, age, phone number);
- Obtaining biographical information about others by asking questions about name, age, origin, and so on
- Demonstrating an understanding of Japanese names [culture note]

Unit 2 Shopping (10 hours)

- Identifying and writing Japanese katakana characters
- Counting 101-100,000
- Asking and telling price
- Speaking about things in relation to the relative distance between a speaker and a hearer (grammar: demonstratives, こ、そ、あ、ど)
- Responding to typical survival situations with words/short phrases
- Identifying the owner of something (grammar: possessive pronoun の)
- Negative sentences (grammar: negation of nouns: じゃない)
- Demonstrating an understanding of Japanese currency [culture note]

Unit 3 Talking about Daily Activities (9 hours)

- Identifying and writing Japanese: 15 new kanji characters
- Speaking about routines (grammar: verb conjugation; dictionary form of the verb, present affirmative and present negative forms)
- Speaking about frequency (grammar: frequency adverbs 毎日、よく、ときどき)
- Introducing a topic (grammar: topic marker は)
- Describing the traditional Japanese house [culture note]

Unit 4 Talking about Locations and the Past (9 hours)

- Identifying and writing Japanese: 14 new kanji characters
- Asking and describing where things are in relation to other things (grammar: particles に、が)
- Speaking about past activities (grammar: でした、じゃなかったです、ました、ませんでした)
- Speaking about the duration of an activity
- Connecting two nouns (grammar: particles と)
- Identifying and describing Japanese national holidays [culture note]

Unit 5 Expressing Preferences (9 hours)

- Identifying and writing Japanese: 14 new kanji characters
- Speaking about likes and dislikes (grammar: adjectives; い adjectives, な adjectives)
- Counters for counting nouns (grammar: counters 枚、本、冊)
- Identifying and describing Japanese festivals [culture note]

Unit 6 Talking about Reasons (9 hours)

- Identifying and writing Japanese: 15 new kanji characters
- Speaking about the reason or the cause of a situation, a proposal, and so forth (grammar: conjunction から)
- Offering assistance (grammar: ~ましょうか)

- Describing the structure of the Japanese educational system [culture note]

Final Exam: 2 hours

*Note: Instructors may find it necessary to review other grammatical structures in addition to those listed here.

IV. Evaluation Methods

Participation (10%)

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Quizzes (10%)

Most classes will begin with a short quiz of one question, including the vocabulary, kanji, and grammar points. It is either a review question (answering a question in Japanese) from previous class or a class preparation question (dictation and comprehension question) from the class of the day. The lowest quiz grade will not count toward one's final quiz average. There are no make-ups given except for verified family or medical emergencies, University-sponsored educational activities or military exercises.

Dictation (15%)

Students practice listening comprehension by transcribing dialogues. Audio files of each unit are made available. Students will write down dialogues in hiragana and summarize them in English, and submit them by the due dates the instructor provides. No late submission will be accepted.

Workbook (10%)

Students must submit workbook assignments before the following class period. No late submission will be accepted. Incorrect answers will be underlined and students must make corrections and discuss them with the instructor since most of the quizzes and tests heavily depend on workbook assignments.

Writing assignments (5%)

At the end of most reading/writing sections, students will be given a composition topic on which to write. Specific instructions will be provided in class. **The use of translation software is prohibited.**

Unit tests: Written (25%)

A written test will be given upon the completion of each unit. These tests will be graded on listening comprehension, reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Japanese. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Unit tests: Oral (5%)

Oral tests will be graded on communication (meaningful exchange of information), content (use of new vocabulary), accuracy of vocabulary and grammar, and fluency/pronunciation. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Final Oral Presentation (5%)

Students will present one mini-skits with their classmates in class based on the dialogues of the textbook. The grade will be based upon communication (meaningful exchange of information), content (use of new vocabulary), accuracy of vocabulary and grammar, fluency, and pronunciation.

Final Exam: written only (15%)

This exam will be cumulative, covering Units 1 through 7. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Minimum Speaking Tasks: JAPN 101

Context				
Self	Activities	Numbers	Eliciting Information	Survival Situations
Give auto-biographical information (origin, nationality, age, phone number)	List daily activities and tell about likes and dislikes	Count from 0 – 100,000 and use numbers in giving information about self and others (e.g., age, phone numbers)	Obtain biographical information about others by asking questions about name, age, origin, etc.	Respond to typical survival situations with words/short phrases (e.g., ordering food from a menu)

V. Example Grading Scale

90-100% A 80-89% B 70-79% C 60-69% D 59% or less F

VI. Attendance Policy

[The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks (currently adopted)

1. **Textbook:** Banno, Ikeda, Ohno, Shinagawa, Tokashiki (2011). *GENKI: An Integrated Course in Elementary Japanese I* (2nd Edition). Tokyo: The Japan Times, Ltd.
2. **Workbook:** Banno, Ikeda, Ohno, Shinagawa, Tokashiki (2011). *GENKI: An Integrated Course in Elementary Japanese I Workbook* (2nd Edition). Tokyo: The Japan Times, Ltd.

VIII. Special Resource Requirements

None.

IX. Bibliography

- American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>
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- Akamatsu, Tsutomu. (1997). *Japanese phonetics: Theory and practice*. München: LINCOM EUROPA.
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- Iwasaki, S. (2002). *Japanese*. Amsterdam and Philadelphia: John Benjamins.
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- Kubozono, Haruo. (1999). Mora and syllable. In N. Tsujimura (Ed.), *The handbook of Japanese linguistics* (Chap. 2, pp. 31-61). Malden, MA: Blackwell Publishers.
- Makino, Seiichi & Michio Tsutsui. (1995). *A Dictionary of Intermediate Japanese Grammar*. Tokyo: The Japan Times. 1995.
- McCafferty, S.G., & Sam, G. (eds.). (2008). *Gesture: second language acquisition and classroom research*. New York: Routledge.
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st Century*, (3rd ed.). Lawrence, KS: Allen Press.
- Okada, Hideo. (1999). Japanese. In *Handbook of the International Phonetic Association: A guide to the usage of the International Phonetic Alphabet* (pp. 117-119). Cambridge, England: Cambridge University Press.
- Shibatani, Masayoshi. (1990). Japanese. In B. Comrie (Ed.), *The major languages of east and south-east Asia*. London: Routledge.
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- Tsujimura, Natsuko. (Ed.) (1999). *The handbook of Japanese linguistics*. Malden, MA: Blackwell Publishers.
- Tsujimura, Natsuko. (2006). *An Introduction to Japanese Linguistics* (2nd edn). Blackwell: Cambridge (USA) and Oxford.

Part III. Letters of Support or Acknowledgement

This course proposal does not affect any other department. This course does affect the Asian Studies Program, and a letter of support is found below.

Subject: Japanese Language Classes
From: Stuart Chandler <chandler@iup.edu>
Date: 10/23/12 10:33 AM
To: Marveta M Ryan-Sams mmryan@iup.edu

Dear Members of the Curriculum Committee, Department of Foreign Languages:

This is to confirm that the Asian Studies Committee strongly supports the creation of a sequence of four-credit Japanese language classes. Such a sequence will greatly benefit those Asian Studies majors who are focusing on Japanese Studies.

Sincerely
Stuart Chandler
Director, Asian Studies Major

COURSE ANALYSIS QUESTIONNAIRE

A. *Details of the Course*

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The course is part of the sequence necessary to fulfill departmental or college requirements for students to achieve an intermediate level proficiency in a foreign language. It is also part of the sequence necessary for Asian Studies majors to achieve at least an intermediate level proficiency in an Asian language.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course proposal assumes that JAPN 102 and JAPN 201 also become 4-cr. classes.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)

This course is not currently being offered.

A4. Is this course to be a dual-level course?

This is not a dual-level course.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Similar courses are offered at the following institutions, among others: University of Pennsylvania, Harvard University, Yale University, Duke University, University of California at Berkeley, University of California at Los Angeles, and University of Hawaii.

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

This course is not connected to any outside agency.

B. Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department?

This course will be taught by one instructor.

B2. What is the relationship between the content of this course and the content of courses offered by other departments?

This course does not duplicate or affect courses offered by other departments.

B3. Will this course be cross-listed with other departments?

This course will not be cross-listed.

B4. Will seats in this course be made available to students in the School of Continuing Education?

Seats will be made available to Continuing Education students

C. Implementation

C1. Are faculty resources adequate?

Faculty resources are adequate.

C2. What other resources will be needed to teach this course and how adequate are the current resources?

No additional space, equipment, or supplies are needed. Classroom space will be made available in the same manner as is done for other language courses.

C3. Are any of the resources for this course funded by a grant?

No resources for the course are based on a grant.

C4. How frequently do you expect this course to be offered?

This course will be offered once every year.

C5. How many sections of this course do you anticipate offering in any single semester?

Two sections will be offered.

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Up to 28 students can be accommodated in this class, but a smaller class size is advisable.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

The following professional societies for foreign language teachers recommend enrollment limits of 15-20 students for courses taught in the target language and stressing all four skills (reading, writing, listening, and speaking):

The Association of Departments of Foreign Languages (ADFL) recommends the following:

ADFL Guidelines and Policy Statements

Class Size

ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.

Available at: http://www.adfl.org/resources/resources_guidelines.htm#class

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the following:

ACTFL Board Approved Position Statements (Updated 2010)

Maximum Class Size (May 2010)

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#maxclass>

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance education course.

D. Miscellaneous.

No additional information is being supplied.