

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: ILC
2. Course Information: JAPN | 3090 | Advanced Japanese: Level 3
 Prefix Number Title
3 | JAPN | 2630 or equivalent and
 Credit Hours Prerequisites
permission of instructor or department chair
3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)
See attached.
4. May students repeat this course for credit? If so, are there limits? May be repeated once for credit if content differs or with permission of department chair
5. What is the rationale for adding this course?
 a. How does it support the philosophy and enhance the curriculum of your department?
It continues the Japanese program, which is a minor.
 b. How does it relate to the overall University curriculum?
N/A
6. Should this new course be considered for General Education coding? CUL
 If yes, attach the Application for General Education Coding Form.
7. Staffing requirements:
 a. Qualifications necessary for instructor MA
 b. What staffing changes, if any, will be necessary to offer this additional course?
None
8. When will this course be initiated? Fall 07 How often will it be taught? as needed
 What sites are likely to offer this course? WEBG or any
9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. No

If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.

FREN 3090, GRMN 3090, SPAN 3090
Different language

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) Yes If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? None

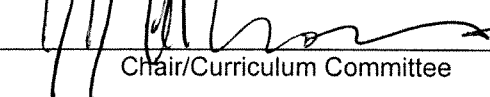
13. What entities (department, college/school) have reviewed and approved this proposal?

ILC department
Arts + Sciences

Signatures:

, 1/29/07
Department/ Program Chairperson Date

, 1-29-07
Dean of College/School Date

, 6 Feb 2007
Chair/Curriculum Committee Date

Rev. 2004

JAPN 3090

Course Description

This course provides a thorough review of Japanese linguistic structures and enriches the students' vocabularies. The goal is to strengthen previous language knowledge and to lead students to higher levels of proficiency in written Japanese, as well as reading skills.

General Education Goal: Cultural Understanding.

Course Objectives

- Improve grammar skills through an in depth review and practice of grammar and syntactical structures.
- Improve reading and oral skills by working with texts that model grammar and syntactical structures, introduce new vocabulary and idioms, and stimulate analysis and discussion.
- Improve writing skills by practicing different types of written assignments, from the more informal letter to the more formal essay.
- Improve vocabulary through daily exercises and in class practice.
- Foster in students a deep understanding and appreciation of the Japanese language and its culture.
- Reflect on his/her own culture in light of Japanese culture.
- Reflect on differences and similarities among cultures.

Grading System:

- * Attendance and participation 25%
- * Written Assignments/ Compositions / Essays / etc. 30%
- * Quizzes /Chapter tests / Mid-term and Final exams 45%

Grading Scale:

100-94	A
90-93	A-
89-87	B+

ILC Learning Outcomes

Students will develop:

A familiarity with and an appreciation for the complexities of a culture (or other cultures) different from their own.

A familiarity with multiple cultural perspectives based on original texts and cultural materials.

The ability to critically reflect on their own culture and its place in the world.

The ability to question cultural stereotypes.

The ability to communicate successfully and sensitively (according to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.

The ability to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.

International Languages and Cultures
Methods of Assessment

Method of Assessment	Learning Objective 1	L.O. 2	L.O. 3	L.O. 4	L.O. 5	L.O. 6	Scoring
1. Language level tests					X		Numeric score corresponding to course levels
2. oral participation	X	X	X	X	X	X	Letter grade based on vocabulary, comprehension, articulation, preparation, ability to work with others
3. oral presentations	X	X	X	X	X	X	Letter grade based on ACTFL guidelines, quality of research and relevance of content
4. performances and special projects	X	X	X	X	X	X	(depends on specific nature of project)
5. oral exams	X	X	X	X	X	X	Letter grade based on ACTFL guidelines and sometimes specific content
6. written tests	X	X	X	X	X	X	Letter grade based on familiarity with specific content and perspectives, vocabulary, grammatical structures, & written expression
7. written assignments	X	X	X	X	X	X	(same as above)
8. study abroad report	X	X	X	X	X	X	Exceeds/meets/fails to meet expectations. Based on critique of native culture, understanding of target culture, written expression (ACTFL guidelines)
9. practicum report (including	X	X	X	X	X	X	Exceeds/meets/fails to meet expectation. Based

International Languages and Cultures
Methods of Assessment

supervisor's report)							on ability to identify cultural/linguistic lessons learned, on fulfillment of contract, on written expression (ACTFL guidelines)
10. participation in department-approved cultural events (language tables, club events, performances, speakers, etc)	X	X	X	X	X		Documented participation (presented in portfolio) can be used as a criterion for department honors
11. reflective essay on cultural component of individual courses	X	X	X	X	(X) depending on language-English or target language		Pass/fail. Based on completion of this exercise.
12. course evaluations (will be replaced by a more relevant version in SP07)							Not scored
13. portfolio	X	X	X	X	X	X	Exceeds/meets/fails to meet expectations. Based on inclusion of necessary documentation.
14, overview exam	X	X	X	X	X	X	Exceeds/meets/fails to meet expectations. Based on ACTFL guidelines, cultural content and ability to present multiple perspectives.