

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>X</b>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: Elizabeth Lewis		Date Prepared: 8/30/2019		
Course Title: Beginning Japanese I				
Department/discipline and course number*:		Modern Languages and Literatures/ JAPN 101		
Prerequisites: None				

\*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	<b>YES</b> <input type="checkbox"/>	<b>X</b>	<b>NO</b> <input type="checkbox"/>
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			<b>NO</b> <input type="checkbox"/>	<b>X</b>	<b>YES</b> <input type="checkbox"/>

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>		Fall 2020	
Proposed frequency of offering of the course:		Every fall semester	
Proposed enrollment limit for the course:		25	
List the faculty who will likely teach the course:		Adjunct faculty funded by Japan Foundation	
Are <b>ANY new resources</b> required?		<b>NO</b> <input type="checkbox"/>	<b>YES</b> <input checked="" type="checkbox"/> <i>Document in attached impact statement</i>

\*\*The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.

<b>This new course will be (check all that apply):</b>			
Required in the major	<input type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>
General Elective			<input type="checkbox"/>
General Education**			<input checked="" type="checkbox"/>

\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description</b> (suggested length – less than 50 words):	
<b>Develop students' skills in speaking, aural comprehension, reading and writing. Practice includes such topics as shopping, invitations, eating at restaurants, family interactions, and annual seasonal festivals.</b>	

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	<b>YES</b> <input type="checkbox"/>	<input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>	<b>X</b>
<b>Course Number and Title of Previous Course</b>		<b>Semester Offered</b>	<b>Enrollment</b>		

**CHECK HERE** if the proposed course is to be **equated** with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, **explain in the attached rationale statement** why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval\*: Elizabeth Lewis Date: 9/04/2019

CCC Chair Approval: Zoe White Date: 9/9/19

\*COB and COE proposals approved by the Associate Dean. **BEFORE** consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.

## **New Course Proposal: Japanese 101**

### **Rationale**

Students at the University of Mary Washington have long been interested in Japan and Japanese culture. Courses in Japanese history, society, politics, literature and art consistently show strong enrollments. In addition, a number of UMW students have gone to Japan for study and employment following graduation. One recently completed the intensive summer Japanese language program at Sophia University. Another has been teaching English at a school in Sakai, and another has been accepted into the JET program for next year. Six UMW students will be studying abroad this year, taking advantage of our newly established exchange with Akita International University, and three additional students have already expressed interest in the program for next academic year.

Some of our students arrive at Mary Washington having already studied Japanese at middle and high schools in Virginia that teach it, and others have resided in Japan for a number of years as dependents of U.S. military and civilian employees. Starting in fall, 2018, the university received funding to host a Japan Outreach Initiative (JOI) Coordinator for two years. Our coordinator Minae Uehara lives in our languages living and learning community (South Hall) and has offered informal, non-credit instruction in two “Japanese Conversation Hours” each week, as well as cultural activities such as cooking, origami and calligraphy. Since 2014 UMW has offered, with the generous support of the Japan Foundation, monthly presentations on aspects of Japanese culture and society including koto, shakuhachi and sanshin performances, tea ceremony, Japan’s domestic politics and international relations, zen practice, and bonsai. The university has funded a Japanese garden (Nihon teien) on campus with guardian lion statues (koma-inu), stone lanterns, trimmed trees, and gravel waves (samon). These presentations have enhanced student interest in Japan and their desire for regular credit courses in the language. UMW students have also created a highly active Japanese anime club of about fifty students who attend weekly screenings on Wednesday nights and discussions on Sunday afternoons. Several of them take the courses taught in English about Japan, and participate in the Japanese conversation hours. But these events, conversation hours and tutoring are no substitute for a program of regular credit courses, and many students have advocated strongly for such courses here at UMW. We believe that offering a Japanese language program through the intermediate level is the logical next step for our university.

According to a 2015 survey, nearly 4,000 K-12 students are learning Japanese in Virginia, the fifth highest state in the nation. Several of our students have expressed disappointment at the lack of a language program at UMW since Japanese is taught at other universities in the state including James Madison University, University of Virginia, William and Mary, and George Mason University. The University of Mary Washington requires all students to become proficient in a second language to the intermediate level as part of general education. If a program were established, Japanese would become one of their options to fulfill this requirement. Japanese language could also fulfill course requirements for such majors as International Affairs and for the minor in Asian Studies. We also foresee developing programs combining Japanese with international business as well as a humanities pathway that would combine courses in religion, philosophy, art, history or political science with Japanese language and study abroad or internship experiences.

In June of 2019, the University of Mary Washington was awarded \$26,825 per year for a two-year grant by the Japan Foundation to begin offering Japanese language at our university. We will begin the grant and our courses in the spring of 2020 with a topics course already approved, MDFL 201, which will be taught primarily in English and focused on Japanese culture while introducing some Japanese terms, to generate student interests in studying Japanese language. Then, upon approval of these proposals, full Japanese language study would begin in the fall of 2020. The university has committed

to continue this program and Japanese courses beyond the grant period, and has already begun recruiting students from high schools in the state that currently teach Japanese.

### **Impact Statement**

The university library has already been supporting courses across campus in Japanese history, culture, and religion, but there may be resources additions necessary. However, a search of the libraries databases reveals over 6 million entries with the search term “Japanese” including on-line access to language textbooks, on-line and print dictionaries, and many other linguistic and cultural resources. The Department of Modern Languages has already been hosting the JOI language coordinator, which although partially funded by the Japan Foundation, also has been incurring some expenses such as supplies for student activities. Other resources such as classroom space and language lab use, can be absorbed by the department.

The largest impact will be hiring qualified faculty to teach two to three courses per semester. While the grant will cover most of the faculty adjunct salary for the first two years, the university will need to continue that salary as we progress. If the program maintains healthy enrollment, the dean will provide resources to continue it.

## **Sample Syllabus University of Mary Washington Department of Modern Languages and Literatures**

### **JAPN 101: BEGINNING JAPANESE I**

**Instructor:** Search underway to fill the position.

#### **Required texts:**

1. Yukiko Abe Hatasa, Kazumi Hatasa, and Seichi Makino, NAKAMA 1 (Stamford, CT: Gengage Learning Center--Third Edition)
2. Yukiko Abe Hatasa, Kazumi Hatasa, and Seichi Makino, NAKAMA 1, Student Activities Manual (Stamford, CT: Gengage Learning Center--Third Edition)

#### **Course description:**

The purpose of this course is to develop students’ skills in speaking, aural comprehension, reading and writing. Practice includes such topics as shopping, invitations, eating at restaurants, family interactions, and annual seasonal festivals. This course is for students with no previous experience in Japanese.

#### **Student Learning Objectives:**

1. Interpersonal and presentational speaking skills: students can participate in conversations and give presentations on familiar topics using complete sentences
2. Writing: students can write briefly on familiar topics and present information using a series of sentences
3. Interpretive listening: students can understand the main idea in messages and presentations on familiar topics related to everyday life and personal interests and studies
4. Interpretive reading: students can understand the main idea of literary and non-literary texts when the topic is familiar

5. Cultural appreciation: Students are acquainted with the variety of cultures and cultural perspectives associated with the target language

**Final Grading:**

Class participation	20%
Homework	10%
Written and Oral Work	10%
Quizzes	20%
Mid-term examination	20%
Final examination	20%

**Scale:**

A	93-
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	69-69
D	60-66
F	-59

**Pass/Fail Students:** Pass/fail students must pass the final examination in order to pass this course.

**Mid-Semester Grades:** Mid-semester grades are a must, although they not appear anywhere on your transcript. Nonetheless, they are important in order to assess your progress in class. Therefore, any grade below a C will be recorded as a U (Unsatisfactory).

**Course Policies and Notifications:**

**Class Preparation:** Classes are to be prepared in advance. Students are expected to familiarize themselves with the assigned material in **NAKAMA 1**, ready to perform the exercises in class, and to complete assigned pages in the Student Activities Manual.

**Required Work:** In addition to work done for class preparation, there will be regular quizzes, a mid-term and final examination.

**Class Participation and attendance:** Active participation in class is essential to learning a language, and therefore regular attendance is required. No make-up quiz or exam will be administered unless illness (or other excused absence listed in UMW Academic Policies) is attested and previous arrangement has been made with the instructor through personal contact, not email.

Remember that participation in class activities in terms of frequency and correctness of response has a direct bearing on your grade. Please note that class participation is distinct from mere class attendance and completion of your homework.

Because of the high component of oral work in the use of class time, you are required to refrain from chewing gum or eating in class. You are also required to turn off your cell phone during class meetings and examination periods.

**Late Assignments:**

All work is due in class on the day indicated on Canvas. Late assignments or make-up work will only be accepted with prior approval. If an emergency occurs, please contact me as soon as possible so that we can make a plan for completing and submitting your assignments in a timely manner.

**Honor Code:**

All work in this class is covered by the UMW Honor Code. Your work should always be your own and you must give fair credit to others whose ideas you borrow, usually with citations that refer to a bibliography of sources. You must also include and sign the honor pledge below on all work turned in for a grade:

“I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work.”

You may ask me any questions you might have, or you may ask fellow students by emailing [honor@umw.edu](mailto:honor@umw.edu).

**Disability Resources:**

The Office of Disability Resources has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and would like to, I will be happy to help you contact them. The office will require appropriate documentation of disability. Office of Disability Resources: 540-654-1266, Lee Hall 401, [odr@umw.edu](mailto:odr@umw.edu)

**Title IX Statement:**

University of Mary Washington faculty are committed to supporting students and upholding the University’s Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. While you may talk to me, understand that as a “Responsible Employee” of the University, I MUST report to UMW’s Title IX Coordinator what you share. If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW’s Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW’s Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence and to find further information on support and resources.

Resources      Confidential Resources  
On-Campus      On-Campus  
Tiffany W. Oldfield, J.D.      Talley Center for Counselling Services  
Title IX Coordinator      Lee Hall 106  
Office of Title IX

Fairfax House Student Health Center  
540-654-5656 Lee Hall 112  
toldfiel@umw.edu

Myranda Thomson Off-Campus  
Title IX Deputy for Students Empowerhouse  
Area Coordinator 540-373-9373  
540-654-1184  
mthomson@umw.edu RCASA  
540-371-1666

**Recording policy:** Video and/or audio recording of class lectures and review sessions without the advanced consent of the instructor is prohibited. On request, the instructor may grant permission for students to record course lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Students with approved accommodations from the Office of Disability Resources permitting the recording class meetings must present the accommodation letter to the instructor in advance of any recording being done. On any days when classes will be recorded, the instructor will notify all students in advance. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of educational law. This policy is consistent with UMW's Policy on Recording Class and Distribution of Course Materials.

### **Course Schedule:**

August	24	Course Introduction
	26	Chapter 1 in Nakama and in Student Activities Manual
	28	Chapter 1 in Nakama and in Student Activities Manual
	31	Chapter 1 in Nakama and in Student Activities Manual
September	2	Chapter 1 in Nakama and in Student Activities Manual
	4	Chapter 1 in Nakama and in Student Activities Manual
	7	Labor Day (no classes)
	9	Chapter 1 in Nakama and in Student Activities Manual
	11	QUIZ
	14	Chapter 2 in Nakama and in Student Activities Manual
	16	Chapter 2 in Nakama and in Student Activities Manual
	18	Chapter 2 in Nakama and in Student Activities Manual
	21	Chapter 2 in Nakama and in Student Activities Manual
	23	Chapter 2 in Nakama and in Student Activities Manual
	25	Chapter 2 in Nakama and in Student Activities Manual

28 QUIZ  
 30 Chapter 3 in Nakama and in Student Activities Manual  
 October 2 Chapter 3 in Nakama and in Student Activities Manual  
  
 5 Chapter 3 in Nakama and in Student Activities Manual  
 7 Chapter 3 in Nakama and in Student Activities Manual  
 9 Chapter 3 in Nakama and in Student Activities Manual  
  
 12-13 FALL BREAK  
  
 14 Chapter 3 in Nakama and in Student Activities Manual  
 16 Chapter 3 in Nakama and in Student Activities Manual  
  
 19 Review  
 21 MIDTERM EXAM  
 23 Chapter 4 in Nakama and in Student Activities Manual  
  
 26 Chapter 4 in Nakama and in Student Activities Manual  
 28 Chapter 4 in Nakama and in Student Activities Manual  
 30 Chapter 4 in Nakama and in Student Activities Manual  
  
 November 2 Chapter 4 in Nakama and in Student Activities Manual  
 4 QUIZ  
 6 Chapter 5 in Nakama and in Student Activities Manual  
  
 9 Chapter 5 in Nakama and in Student Activities Manual  
 11 Chapter 5 in Nakama and in Student Activities Manual  
 13 Chapter 5 in Nakama and in Student Activities Manual  
  
 16 Chapter 5 in Nakama and in Student Activities Manual  
  
 18 QUIZ  
 20 Chapter 6 in Nakama and in Student Activities Manual  
  
 23 Chapter 6 in Nakama and in Student Activities Manual  
  
 25-29 THANKSGIVING BREAK  
  
 30 Chapter 6 in Nakama and in Student Activities Manual  
 December 2 Chapter 6 in Nakama and in Student Activities Manual  
 4 Review  
  
 11 FINAL EXAM