BYU Hawaii Curriculum Proposal Number 15-18
Section 1 - Approvals

Name of Proposal: Languages 202
Submitted by: Yifen Beus  Signature: 
Date: November 30, 2015

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: For 4, Against 0, Abstain 0, Absent 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Approved by Department</td>
<td>Signature: Tevita Kaili</td>
<td>12/7/15</td>
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<td></td>
<td>Chair: Tevita Kaili</td>
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</tr>
<tr>
<td>2. Approved by College</td>
<td>Signature: Phillip McArthur</td>
<td>12/4/15</td>
</tr>
<tr>
<td></td>
<td>Dean: Phillip McArthur</td>
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</tr>
<tr>
<td>3. Approved by General Education (if any GE course is affected)</td>
<td>Signature: N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GE: David Beus</td>
<td></td>
</tr>
<tr>
<td>4. Approved by University Curriculum Committee</td>
<td>Signature: Jennifer Lane</td>
<td>12/7/15</td>
</tr>
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<td></td>
<td>UCC: Jennifer Lane</td>
<td></td>
</tr>
<tr>
<td>5. Approved by Deans’ Council</td>
<td>Signature: John Bell</td>
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<td></td>
<td>AVP: John Bell</td>
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<td>6. Approved by the President’s Council (for new majors)</td>
<td>Signature:</td>
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<td>Pres: John Tanner</td>
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</table>
Summary: This proposal intends to align the language curriculum by adding or renumbering a fourth semester (202) course to the following languages: Chinese, French, Japanese, Maori, Samoan, Spanish, and Tongan.

The BYUH language curriculum has long been lacking true fourth semester courses, the 202’s, and has been offering 101’s, 102’s, 201’s and 301’s, making the leap from 201 to 301 quite unrealistic and difficult. It also creates challenges in assessment.

This change of renumbering some 301’s (into 202’s) and adding 202’s makes the sequencing logical and language proficiency true to each level based on ACTFL’s (American Council on the Teaching of Foreign Languages) national standard. That is, the 202’s will essentially replace the current 301’s, except in Chinese and Japanese, for which we will add a 202 course and still keep the 301 that continues to strengthen the learning of Chinese characters and reading through literary texts.

The change will not affect students’ MAP that involves foreign language studies.

No major changes in faculty’s teaching load will result from this proposal.

I. Courses to be deactivated and replaced due to this change in the minor programs:
   - Deactivate Chinese 445R, replaced by Chinese 202 in Minor requirements
   - Deactivate Japanese 445R, replaced by Chinese 202 in Minor requirements
   - Replace Spanish 301 with Spanish 202 in Minor requirements

II. New Courses
   - Chinese 202
   - Japanese 202

III. Renumbering of courses (from 301 to 202):
   - French 301 → 202
   - Spanish 301 → 202
   - Maori 301 → 202
   - Samoan 301 → 202
   - Tongan 301 → 202
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

**Effective Date:** immediately upon approval

**College:** College of Language, Culture, and Arts

**Abbreviation:** CHIN

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**Old Program:** Chinese Minor (15 hours)

- CHIN 201 Intermediate Chinese (3)
- CHIN 301 Introduction to Chinese Literature (3)
- CHIN 311 Advanced Chinese Conversation (3)
- CHIN 441 Classic Chinese Literature (3)
- CHIN 445R Special Studies in Chinese (3)

**New Program:** Chinese Minor (15 hours)

- CHIN 201 Intermediate Chinese (3)
- CHIN 202 Intermediate Chinese II (3)
- CHIN 301 Introduction to Chinese Literature (3)
- CHIN 311 Advanced Chinese Conversation (3)
- CHIN 441 Classic Chinese Literature (3)

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Immediately following this page, attach the revised Major Requirements Sheet and sample Major Academic Plan.

Following the MRS and MAP, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
### Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 201</td>
<td>Intermediate Chinese</td>
<td>3</td>
<td>CHIN 102</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN 301</td>
<td>Introduction to Chinese Literature</td>
<td>3</td>
<td>CHIN 201</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN 311</td>
<td>Advanced Chinese Conversation</td>
<td>3</td>
<td>CHIN 301, CHIN 311</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN 441</td>
<td>Classical Chinese Literature</td>
<td>3</td>
<td>CHIN 301, CHIN 311</td>
<td>W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Choose one below:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 445R</td>
<td>Special Studies in Chinese</td>
<td>3</td>
<td>CHIN 201, CHIN 311</td>
<td>W</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits Mapped for Graduation:** 16

No grade below C- will be accepted in fulfilling Minor requirements.

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The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
World Language Minors (15 hours)
Note: No grade lower than C- is allowed within the minor.

Japanese Minor (15 hours)
- JPN 201 Intermediate Japanese Conversation and Grammar (3)
- JPN 202 Intermediate Japanese II (3)
- JPN 301 Introduction to Japanese Literature (3)
- JPN 311 Advanced Intensive Conversation (3)
- JPN 321 Selected Reading and Grammar (3)

Chinese Minor (15 hours)
- CHIN 201 Intermediate Chinese (3)
- CHIN 202 Intermediate Chinese II (3)
- CHIN 301 Introduction to Chinese Literature (3)
- CHIN 311 Advanced Chinese Conversation (3)
- CHIN 441 Classic Chinese Literature (3)

Spanish Minor (15 hours)
Track A (Students with International and/or Mission Experience)
Required Courses: (6 hours)
- *SPAN 201 Intermediate Spanish Conversation and Grammar (3)
- SPAN 321 Advanced Grammar and Composition (3)
Elective Courses—Select Three (9 hours):
- SPAN 393 Business Spanish (3)
- SPAN 441 Survey of Spanish Literature (3)
- SPAN 445R Special Studies in Spanish (1-6)
- SPAN 451 Survey of Latin-American Literature (3)
Note: *May be completed through examination

Track B (Students without International and/or Mission Experience)
Required Courses (9 hours):
- SPAN 201 Intermediate Spanish Conversation and Grammar (3)
- SPAN 202 Intermediate Spanish II (3)
- SPAN 321 Advanced Grammar and Composition (3)
Elective Courses—Select Two (6 hours):
- SPAN 393 Business Spanish (3)
- SPAN 441 Survey of Spanish Literature (3)
- SPAN 445R Special Studies in Spanish (1-6)
- SPAN 451 Survey of Latin-American Literature (3)
Note: One elective must be either SPAN 441 or SPAN 451.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

**Effective Date:** immediately upon approval

**College:** College of Language, Culture, and Arts

**Abbreviation:** JPN

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**Old Program:** Japanese Minor (15 hours)

- JPN 201 Intermediate Japanese Conversation and Grammar (3)
- JPN 301 Introduction to Japanese Literature (3)
- JPN 311 Advanced Intensive Conversation (3)
- JPN 321 Selected Reading and Grammar (3)
- **JPN 445 Special Studies in Japanese (3)**

**New Program:** Japanese Minor (15 hours)

- JPN 201 Intermediate Japanese Conversation and Grammar (3)
- JPN 202 Intermediate Japanese II (3)
- JPN 301 Introduction to Japanese Literature (3)
- JPN 311 Advanced Intensive Conversation (3)
- JPN 321 Selected Reading and Grammar (3)

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Immediately following this page, attach the revised Major Requirements Sheet and sample Major Academic Plan.

Following the MRS and MAP, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Japanese Minor
MIJPN.2009 (mrs 744)
16 credits

Effective Date: 3/11/2009

No grade below C- will be accepted in fulfilling Minor requirements.

Required

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 201</td>
<td>Intermediate Japanese Conversation &amp; Grammar</td>
<td>3</td>
<td>JPN 102</td>
<td>JPN 102</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>JPN 301</td>
<td>Introduction to Japanese Literature</td>
<td>3</td>
<td>JPN 201</td>
<td>JPN 202</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>JPN 311</td>
<td>Advanced Intensive Conversation</td>
<td>3</td>
<td>JPN 201</td>
<td>JPN 202</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>JPN 321</td>
<td>Selected Reading and Grammar</td>
<td>3</td>
<td>JPN 301</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>JPN 445R</td>
<td>Special Studies in Japanese</td>
<td>3</td>
<td>JPN 301</td>
<td></td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Mapped for Graduation:

JPN 201 Intermediate Japanese II

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
## Asian Studies Minor

**MIAS.2016 (mrs 1183)**

18 credits

Effective Date: 03/2016

<table>
<thead>
<tr>
<th>Student ID #:</th>
<th>Graduation Date</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Home Country:</th>
<th>□ IWORK</th>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor:</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

**No more than 6 credit hours allowed for double application toward major, minor or GE requirements.**

No grade below C- will be accepted in fulfilling Minor requirements.

### I. Core: Complete one of the following courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 262</td>
<td>Cultures of Asia</td>
<td>3</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 342</td>
<td>Traditional Asia</td>
<td>3</td>
<td>F-even</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Language Component: Complete one of the following language options:

| CHIN 301 | Introduction to Chinese Literature | 3   | CHIN 201 | W         |       |
| JPN 301  | Introduction to Japanese Literature | 3   | JPN 201  | W         |       |
| Other approved 301 level class | | | Complete EIL | | |

### III. Social Science/Politics/Modern History: Complete at least one of the following:

| HIST 344 | Modern China               | 3   | F             |         |      |       |
| HIST 346 | Modern Northeast Asia      | 3   | W-even        |         |      |       |
| HIST 348 | Southeast Asia             | 3   | W-odd         |         |      |       |
| HIST 384 | Global Asian Diasporas     | 3   | Variable      |         |      |       |
| HIST 390R| Special Topic in History   | 3   | F, W, S       |         |      |       |
| HIST 485 | Junior Tutorial in History | 3   | HIST 200     | S       |      |       |
| POSC 340 | Asian Governments          | 3   | F             |         |      |       |
| POSC 342 | International Relations of Asia | 3   | W             |         |      |       |
| BUSM 431 | International Marketing    | 3   | BUSM 304     | S       |      |       |

### IV. Humanities/Culture/Traditional History: Complete at least one of the following:

| CHIN 202 | Intermediate Chinese II    | 3   | CHIN 201 | F         |       |
| CHIN 441 | Classical Chinese Literature | 3   | CHIN 301, CHIN 311 | F | |
| ENGL 343 | Asian Literature in English | 3   | ENGL 201 | S         |       |
| GEOG 470 | Geography of Asia          | 3   | GEOG 101  | Variable  |       |
| IDS 317  | Religion & Culture (only Asian topics) | 3   |      | Variable  |       |
| JPN 202  | Intermediate Japanese II   | 3   | JPN 201  | F         |       |
| JPN 321  | Selected Readings and Grammar | 3   | JPN 301  | S         |       |

### V. Electives: Complete two more electives from sections III and/or IV above:

| 3 | | |
| 3 | | |

**Total Credits Mapped for Graduation:**

6 Credits
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: immediately upon approval

College: College of Language, Culture, and Arts

Abbreviation: SPAN

Spanish Minor

Old Program:

Track B (Students without International and/or Mission Experience)

Required Courses (9 hours):
SPAN 201 Intermediate Spanish Conversation and Grammar (3)
SPAN 301 Introduction to Literature (3)
SPAN 321 Advanced Grammar and Composition (3)

Elective Courses—Select Two (6 hours):
SPAN 393 Business Spanish (3)
SPAN 441 Survey of Spanish Literature (3)
SPAN 445R Special Studies in Spanish (1-6)
SPAN 451 Survey of Latin-American Literature (3)

Note: One elective must be either SPAN 441 or SPAN 451.

New Program:

Track B (Students without International and/or Mission Experience)

Required Courses (9 hours):
SPAN 201 Intermediate Spanish Conversation and Grammar (3)
SPAN 202 Intermediate Spanish II (3)
SPAN 321 Advanced Grammar and Composition (3)

Elective Courses—Select Two (6 hours):
SPAN 393 Business Spanish (3)
SPAN 441 Survey of Spanish Literature (3)
SPAN 445R Special Studies in Spanish (1-6)
SPAN 451 Survey of Latin-American Literature (3)

Note: One elective must be either SPAN 441 or SPAN 451.
The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

**Spanish Minor**
MISPAN.2009 (mrs 866/865) 
15 credits

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Graduation Date:</th>
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<td>Student ID #:</td>
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<tr>
<td>Home Country:</td>
<td></td>
</tr>
<tr>
<td>Advisor:</td>
<td>Name Date</td>
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**Effective Date:** 03/2009

### Track A
Those who have served a mission or have had an international experience will follow Track A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish Conversation &amp; Grammar I (May be tested out through examination)</td>
<td>3</td>
<td>International Experience</td>
<td>W,S</td>
<td></td>
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<tr>
<td>SPAN 321</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
<td>International Experience</td>
<td></td>
<td>F</td>
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**Choose three of the following:**

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<th>Title</th>
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<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SPAN 301</td>
<td>Business Spanish</td>
<td>3</td>
<td>Recommend SPAN 321</td>
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<tr>
<td>SPAN 445R</td>
<td>Special Studies in Spanish</td>
<td>3</td>
<td>SPAN 321</td>
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<td>W</td>
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<tr>
<td>SPAN 441</td>
<td>Survey of Spanish Literature</td>
<td>3</td>
<td>SPAN 321</td>
<td></td>
<td>W- even</td>
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<tr>
<td>SPAN 451</td>
<td>Survey of Latin-American Literature</td>
<td>3</td>
<td>SPAN 321</td>
<td></td>
<td>W- odd</td>
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</table>

### Track B
Those without international experience following Track B

<table>
<thead>
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<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish Conversation &amp; Grammar I</td>
<td>3</td>
<td>SPAN 102</td>
<td>W,S</td>
<td></td>
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<td>SPAN 301</td>
<td>Introduction to Literature (Intermediate Spanish I)</td>
<td>3</td>
<td>SPAN 201</td>
<td>F</td>
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<tr>
<td>SPAN 321</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
<td></td>
<td>F</td>
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**Choose two of the following:**

<table>
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<th>Title</th>
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<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>Business Spanish</td>
<td>3</td>
<td>Recommend SPAN 321</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>SPAN 445R</td>
<td>Special Studies in Spanish</td>
<td>3</td>
<td>SPAN 321</td>
<td></td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>SPAN 441</td>
<td>Survey of Spanish Literature</td>
<td>3</td>
<td>SPAN 321</td>
<td></td>
<td>W- even</td>
<td></td>
</tr>
<tr>
<td>SPAN 451</td>
<td>Survey of Latin-American Literature</td>
<td>3</td>
<td>SPAN 321</td>
<td></td>
<td>W- odd</td>
<td></td>
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</tbody>
</table>

**Total Credits Mapped for Graduation:**

No grade below C- will be accepted in fulfilling Minor requirements.
Effective Date: immediately upon approval
College: College of Language, Culture, and Arts
Course Prefix: CHIN
Course Number: 202

NEW COURSE
Full Title: Intermediate Chinese II
Short Title (for Transcript, 30-char max): Intermediate Chinese II
Catalog Entry (50-word recommended maximum): Continued emphasis on conversation, listening comprehension, vocabulary building, grammar review, reading, and writing.
Prerequisites: CHIN 201 or instructor's consent
Credit Hours: 3
Frequency: Fall
Grading Method: letter grade
Course Fees: None

Learning Objectives: Each student who passes this course will be able to do the following:
• Speak Mandarin Chinese at the ACTFL intermediate mid level.
• Understand conversations and dialogs at the ACTFL intermediate mid level.
• Write and read short essays, journal entries, and notes at the ACTFL novice high level.
• Demonstrate an increased understanding of Chinese social practices as well as linguistically and culturally appropriate behavior.

Assessment Methods:
• Speak Mandarin Chinese at the ACTFL intermediate mid level (quizzes, exams, discussions, tutoring/speaking with native speakers, video assignments, interviews, oral report)
• Understand conversations and dialogs at the ACTFL intermediate mid level (quizzes, exams, discussions, tutoring, interviews)
• Write and read short essays, journal entries, and notes at the ACTFL novice high level (quizzes, exams, workbook, journal entries)
• Demonstrate an increased understanding of Chinese social practices as well as linguistically and culturally appropriate behavior (discussions, research presentation)

Immediately following this page, attach a sample syllabus if needed.
Course Description:
Welcome to Chinese 202! In this class, we will continue to work on building vocabulary, reading, writing, listening comprehension, and conversation skills through a variety of assignments and activities.

Course Outcomes:

- Speak Mandarin Chinese at the ACTFL intermediate mid level.
- Understand conversations and dialogs at the ACTFL intermediate mid level.
- Write and read short essays, journal entries, and notes at the ACTFL novice high level.
- Demonstrate an increased understanding of Chinese social practices as well as linguistically and culturally appropriate behavior.

Course Requirements:
It is expected that you study the assigned new vocabulary and grammar in each lesson before you come to class. Class time will be devoted to answering questions, explaining idioms & grammatical patterns, and most importantly, practicing the language. Each class day I will assign homework to help you prepare and review course materials.

In order to enhance writing skills, each of you will keep a hand-written journal in Chinese. One journal entry is required for each class week. Each entry should contain at least three paragraphs, describing one significant or unusual event that has happened that week. I will collect the journal entries at the beginning of each Monday. No late submissions are accepted.

The more you immerse yourself in a language, the faster and more efficiently you learn. You are required to converse with a native speaker (a Chinese friend, or a tutor) in Chinese for at least half an hour each time, and 3 times a week. A conversation log will be kept by you and signed by each person you converse with. It will be turned in at the end of each week along with the journal entries.
The language lab has on reserve a set of audio materials accompanying the text & workbook. Each week you need to go to the lab and complete the listening activities in the workbook for the lesson(s) we study that week.

There are many useful Chinese language websites that you should be familiar with:

http://www.zhongwen.com
http://tyao.lll.hawaii.edu/icusers/Default.htm (site developed by the authors of the textbook)

Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Video Reports</td>
<td>15%</td>
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<td>Presentation</td>
<td>5%</td>
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<td>Homework</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Conversations</td>
<td>10%</td>
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～課程表～

第一週: 第十一課
第二週: 第十二課
第三週: 第十三課
第四週: 複習考試
第五週: 第十四課
第六週: 第十五課
第七週: 第十六課
第八週: 複習考試
第九週: 第十七課
第十週: 第十八課
第十一週: 第十九課
第十二週: 第二十課
第十三週: 總複習考試
The following table illustrates the alignment of the selected Institutional Learning Outcomes to the Program Learning Outcomes and the Student Learning Outcomes in this ICS262 course.

**Students who successfully complete this course will be able to:**

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes: knowledge, inquiry, analysis, communication, integrity, stewardship, service</th>
<th>Program Learning Outcomes</th>
<th>Level of Significance (Introduce, Develop, Master)</th>
<th>Student Learning Outcomes</th>
<th>Means of Assessment/Activities</th>
</tr>
</thead>
</table>
| *Knowledge*  
*Communication* | -Think critically  
-Sustain views in writing & orally  
-Cultural areas literacy  
-Prepare for employment/grad school | develop | Speak Mandarin Chinese at the ACTFL intermediate mid level | quizzes, exams, discussions, tutoring, video assignments, interviews, oral report |
| *Communication*  
*Knowledge* | -Sustain views in writing & orally  
-Cultural areas literacy  
-Prepare for employment/grad school | develop | Understand conversations and dialogs at the ACTFL intermediate mid level | quizzes, exams, discussions, tutoring, interviews |
| *Knowledge*  
*Communication* | -Think critically  
-Sustain views in writing & orally  
-Cultural areas literacy  
-Prepare for employment/grad school | develop | Write and read short essays, journal entries, and notes at the ACTFL novice high level | quizzes, exams, workbook, journal entries |
| *Knowledge*  
*Communication*  
*Inquiry* | -Think critically  
-Sustain views in writing & orally  
-Cultural areas literacy  
-Prepare for employment/grad school | develop | Demonstrate an increased understanding of Chinese social practices as well as linguistically and culturally appropriate behavior | discussions, research presentation, |
CHINESE (CHIN)

*101. Elementary Chinese Conversation & Grammar-I (4) (F)
Emphasis on conversation. Romanization, character reading, and basic grammar also included. Language laboratory required.

*102. Elementary Chinese Conversation & Grammar- II (4) (W)
Continued emphasis on conversation. Character reading and grammar also included. Language laboratory required. (Prerequisite: CHIN 101 or instructor's consent.) May be taken during summer term study abroad in China.

*201. Intermediate Chinese (3) (S) Continued emphasis on conversation. Vocabulary building, advanced grammar review, reading, and writing also included. (Prerequisite: CHIN 102 or instructor's consent.)

*202. Intermediate Chinese (3) (F) Continued emphasis on conversation, listening comprehension, vocabulary building, grammar review, reading, and writing. (Prerequisite: CHIN 201 or instructor's consent.)

*301. Introduction to Chinese Literature (3) (F W) Extensive readings from modern Chinese authors. (Prerequisite: CHIN 201)

*311. Advanced Chinese Conversation (3) (S) Intensive collaborative approach to conversational Chinese based on selected dialogue patterns and situations. (Prerequisite: CHIN 301, overseas experience, or instructor's consent)

*441. Classical Chinese Literature (3) (F W) Intensive reading in the classical novel. (Prerequisite: CHIN 301 and CHIN 311.)

*445R. Special Studies in Chinese (1-6) (W) A variable content course designed to meet specific needs and fill specific requests of advanced students. (CHIN 301 and CHIN 311 OR Instructors Consent)
*Cantonese speakers will have different emphasis depending on individual needs.
Effective Date: immediately upon approval
College: College of Language, Culture, and Arts
Course Prefix: JPN
Course Number: 202

NEW COURSE
Full Title: Intermediate Japanese II
Short Title (for Transcript, 30-char max): Intermediate Japanese II
Catalog Entry (50-word recommended maximum): Continued emphasis on conversation, listening comprehension, vocabulary building, grammar review, reading, and writing.
Prerequisites: JPN 201 or instructor's consent
Credit Hours: 3
Frequency: Fall
Grading Method: letter grade
Course Fees: None

Learning Objectives: Each student who passes this course will be able to do the following:

Listening:
Able to understand sentence-length utterances considering of re-combinations of learned materials in a variety of situations, such as asking for and giving street directions, apologizing, introducing a third person, extending an invitation, describing items, and talking about oneself.

Speaking:
Able to handle successfully a variety of uncomplicated social situations. Can ask and answer questions and participate in simple conversations in those situations mentioned above. Able to interact with conversational partner in a more natural way.

Reading:
Students are able to read consistently-with increased understanding-simple connected texts dealing with a variety of basic and social needs, such as personal letters, messages, journals, and narrative accounts of events of interest written in hiragana, katakana and about 220 frequently used kanji. 145 kanji are introduced in this course. Be able to get necessary information from simple authentic texts using skimming and scanning skills.

Writing:
Able to meet a number of simple practical writing needs, such as notes, postcards, invitations, short personal letters, messages, and journals. Can create statements with learned vocabulary and structures and start to express original ideas. Able to read total 220 kanji (75 1st grade & 145 second grade).
Assessment Methods:

- Listening: tutoring (native speakers), quizzes, exams, participation in Japan Club
- Speaking: tutoring (native speakers), quizzes, exams, presentations, participation in Japan Club
- Reading: homework, exams, quizzes
- Writing: essay assignments, exams, quizzes, character sheets

Immediately following this page, attach a sample syllabus if needed.
Japanese 202  
Fall 2015 
Mon/Wed/Fri 12:10-1:10pm

Professor: Kats Kajiyama  
Office: MFB 215
Office hours: daily 10:00 a.m. – 12:00 p.m. except devotional hour on Tuesday. Daily 1:15-2:00 p.m.
Telephone: 675-3613 
E-mail address: kajiyamk@byuh.edu  
Class: McKay 179 Mon., Wed., and Fri., 12:10-1:10p.m.

Course materials;  

DESCRIPTION:  
Japanese 202 is a three-credit course, classes are held three times a week. Attendance and participation are expected and required succeed. This course is designed to reinforce the basic Japanese conversation which were presented in Japanese 101, 102, and 201 courses and is also designed for the foreign students of the language to develop proficiency in reading and translating the kind of modern Japanese that is in current use in books, magazines, and newspapers in Japan. Basic letter writing format will be also introduced. The grammatical explanation, word substitution, and translation will be drilled in the class. Daily short assignments will be given. Colloquial expressions from the story of “Star of Night Hawk” by Miyazawa, “Tale of Princess Kaguya,” and “Twilight of Crane” by Kinoshita will be drilled to learn the pattern of speech and build up conversational and writing ability. Chinese characters will also be taught in the course. From the KYOIKU KANJI (996 Essential Chinese Characters), 3rd grade 145 characters will be introduced. The students must learn to read combinations of those 145 Chinese characters together with 1st and 2nd grade kanji during this semester

The prerequisite for this course is having successfully completed JPN 201 with a C (C=2.0) or higher, or an instructor-approved equivalent. Students are expected to already possess a solid basic beginning foundation of the Japanese language and the ability to read and write hiragana, katakana, and approximately 75 First grade kanji
COURSE GOALS:
The goal of this course is to broaden and strengthen students’ foundation in Japanese, enabling them to further acquire and develop language skills in reading along with listening, speaking, and writing. Students will learn to successfully handle a variety of uncomplicated, basic and communicative tasks and social situation. Specifically, students should be able to achieve the following objectives by the end of the course.

EXPECTED STUDENT OUTCOMES:
Listening:
Able to understand sentence-length utterances considering of re-combinations of learned materials in a variety of situations, such as asking for and giving street directions, apologizing, introducing a third person, extending an invitation, describing items, and talking about oneself. Comprehension of longer paragraph-length utterances will be improved, through still limited. Listening tasks will not only pertain to face-to-face conversation but may also include simple announcements and reports.

Speaking:
Able to handle successfully a variety of uncomplicated social situations. Can ask and answer questions and participate in simple conversations in those situations mentioned above. Able to interact with conversational partner in a more natural way, rather than simply reacting to the partner’s speech.

Reading:
Students are able to read consistently—with increased understanding—simple connected texts dealing with a variety of basic and social needs, such as personal letters, messages, journals, and narrative accounts of events of interest written in hiragana, katakana and about 220 frequently used kanji. 145 kanji are introduced in this course. Be able to get necessary information from simple authentic texts using skimming and scanning skills.

Writing:
Able to meet a number of simple practical writing needs, such as notes, postcards, invitations, short personal letters, messages, and journals. Can create statements with learned vocabulary and structures and start to express original ideas. Able to read total 220 kanji (75 1st grade & 145 second grade).
In addition to the above language skills, students will continue to develop a sense of culturally appropriate conduct such as gestures, greetings, and body language. Whenever possible, cultural information and authentic materials will be incorporated into the language learning process.
**BYUH Institutional Learning Outcome (ILOs):**

Students who successfully complete Japanese 201 will be able to:

<table>
<thead>
<tr>
<th>ILOs</th>
<th>PLOs</th>
<th>Level of Significance (Introduce, Develop, Master)</th>
<th>SLOs</th>
<th>Means of Assessment</th>
</tr>
</thead>
</table>
| Core competency | -Critically evaluate the cultural components of Japanese language, customs, food, people, and beliefs.  
- Writing sentences in Japanese.  
- Second grade 145 Chinese Characters  
- Basic conversation  
- Basic grammar  
- Class debates  
- Translation skill from Japanese text. | Introduce, develop | - Appreciate Asian cultures.  
- Develop basic conversation skills in the Japanese language.  
- Reading Japanese texts.  
- Writing hiragana, katakana with the usage of Kanji.  
- Second grade 145 Chinese Characters  
- Basic conversation and grammar skills  
- Class debates  
- Translation skill from Japanese text | - Quizzes and exams  
- Personal conversations in the language  
- Chinese character reading and their meanings  
- Usage of the particles  
- Read and answer short essays  
- Translation from Japanese text to English |
| Character competency | Analysis | - Think critically  
- Instructions included in syllabus  
- Through in-class lecture and discussion. | Introduce, develop | - Critically evaluate the cultural concept of Japanese language, customs, food, people, and rooted beliefs. | - Think critically, culturally, and grammatically in speaking and writing. |


**INSTRUCTIONAL METHODS:**
There will not be a significant element of translation work and group study. Classes will include pair work and group activities on a regular basis. In addition, all students are expected to engage in regular independent practice. All aspects of language learning (listening, speaking, reading, and writing) will receive equal attention.

Most of class time will be spent for oral proficiency development. When you perform, pay attention to feedback you receive from your friends and an instructor. In order to develop oral proficiency once in a week a group conversation hour will be provided to converse with native Japanese speakers.

Translation work is done by pair work or group. At the end the professor will present his feedback and analyze grammatically on power point presentation.

Practice oral exercises with every student during classroom time based on the expressions

<table>
<thead>
<tr>
<th>Communication</th>
<th>- Articulate basic Japanese verbal expressions and written discourse</th>
<th>Introduce, develop</th>
<th>- Develop basic conversation skills.</th>
<th>- Articulate and speak and respond in timely manner. - Conversation with native speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stewardship</td>
<td>- Articulate and sustain cultural views</td>
<td>Introduce, develop</td>
<td>- Understand the application of the language as communication of societal miscommunication.</td>
<td>- Participation in Japanese club activities.</td>
</tr>
<tr>
<td>Service</td>
<td>- Manage cultural differences and develop problem-solving skills by helping others.</td>
<td>Introduce, develop</td>
<td>- Understand the application of Asian culture and the language by helping others. - Appreciate the diversity of human cultures</td>
<td>- Participate in Japanese club service projects.</td>
</tr>
</tbody>
</table>
presented in the text. Audio and video materials will be used to aid the development of listening skills. Outside classroom activities – Students are encouraged to work with language tutors. There will be an opportunity of Japanese Conversation Hour every week.

**Students’ responsibilities**

Students need to plan for at least 2 hours of study for each credit. (You need to study at least 8 hours per week).

- check class syllabus everyday
- study and review the posted materials
- check canvas daily
- upload your assignment

It is your job outside of class to keep reviewing the new grammar, vocabulary, and new phrases, as well as material learned previously.

**Class evaluation**

Total points form daily quiz, assignment, and presentation are your score. Active class participation may receive extra points.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
<td>A-</td>
<td>89.9 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 - 91.9</td>
<td>B</td>
<td>88.9 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>88.9 - 90</td>
<td>B-</td>
<td>87.9 - 88.9</td>
</tr>
<tr>
<td>C+</td>
<td>87.9 - 88.9</td>
<td>C</td>
<td>86.9 - 87.9</td>
</tr>
<tr>
<td>C</td>
<td>86.9 - 88.9</td>
<td>C-</td>
<td>85.9 - 86.9</td>
</tr>
<tr>
<td>D+</td>
<td>85.9 - 86.9</td>
<td>D</td>
<td>84.9 - 85.9</td>
</tr>
<tr>
<td>D</td>
<td>84.9 - 85.9</td>
<td>F</td>
<td>59.9 - 84.9</td>
</tr>
</tbody>
</table>

**Make-up policy**

As a basic rule, no make up or extension will be given for the grades items which you have missed by coming late to or absent from the class. However, make ups may be given on a case-by-case, normally with medical and course /career-related excuses. You need to provide the excuse note as soon as possible.

**Special Needs**

Brigham Young University-Hawai’i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani A’una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis
of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

**Academic honesty**

Brigham Young University-Hawaii exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Members of the faculty, administration, staff, and student body at BYUH are selected and retained from among individuals who voluntarily live the principles of the gospel of Jesus Christ. Observance of such is a specific condition of employment and admission.

Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. All who represent BYUH are to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. By accepting appointment on the faculty, continuing in employment, or continuing class enrollment, individuals evidence their commitment to observe the Honor Code standards approved by the Board of Trustees "at all times and...in all places." (Mosiah 18:9)

**Preventing Sexual Harassment**

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

**Final Examination**

All students should be aware of the BYUH policy that there are no early final exams. An exception to this policy is the case of a school sponsored activity which takes an individual or a team away from the University at the time an examination is scheduled to take place. Faculty and Administration who are responsible for scheduling official University activities attempt in every way to avoid scheduling activities in conflict with the scheduled examinations. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Emergency situations should be presented in writing as soon as possible to the Dean of the college or school of the student’s major.

Less expensive fares, more convenient travel arrangements, and any other non-emergency reasons are not considered justification for early or late final exams. Students are responsible for making sure that family or friends who may supply tickets or make travel arrangements for a student are aware of the student’s need to complete courses by taking the final examinations as scheduled.
<table>
<thead>
<tr>
<th>Days</th>
<th>Dates</th>
<th>Study Subject</th>
<th>Exam/ Quiz</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Mon  | 8/3   | - Introduction to the course  
- Review of Interrogative pronouns, particles, and Te-form  
- Intro to city of Tokyo  
- Intro. to 6 new Kanji (刀--元)  
- Cultural note: August | | Constructing sentences with new Kanji L-1 #1 8/5, Wed. |
| Wed  | 8/5   | - Intro. to new vocab. of Lesson 2  
- 「東京の町」  
- Kanji Review (first grade)  
- Intro. to 6 new Kanji (戸--心)  
- Tokyo no Machi (1st-2nd para.) | | Constructing sentences with new Kanji L-2 #1 8/7, Fri. |
| Fri  | 8/7   | - Intro. to 6 new Kanji (切--毛)  
- Tokyo no Machi (3rd-4th para.)  
- Conversation in class | Vocabulary Quiz on Lesson 2 | |
| Mon  | 8/10  | - Intro. to 6 new Kanji (友--市)  
- Tokyo no Machi (5th para.)  
- Kunikida Doppo  
- 「春の鳥」（Spring Bird） | Kanji Quiz #1 (刀--心) | Constructing sentences with new Kanji L-2 #4 8/12, Wed. |
| Wed  | 8/12  | - Intro. to 6 new Kanji (台--用)  
- Lesson 5 new vocabulary 「父母の恩」 (Parents Kindness) | | |
| Fri  | 8/14  | - Intro. to 6 new Kanji (会--交)  
- Conversation in class | Kanji Quiz #2 (切--市) | Constructing sentences with new Kanji L-2 #5 8/17, Mon. |
| Mon  | 8/17  | - Intro. to 6 new Kanji (合--池)  
- Hubo no On (p.31)  
- Intro. to 6 new Kanji (地--毎) | Kanji Quiz #3 (台--交) | Constructing sentences with new Kanji L-2 #3 8/19, Wed. |

*This syllabus is subject to change.*
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Exam/Quiz Notes</th>
<th>Constructing sentences with new Kanji Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>8/19</td>
<td>No class</td>
<td>Exam on Lesson 2 (At the Testing Center) On Wed - Thu</td>
<td>L-5 #1 8/21, Fri.</td>
</tr>
<tr>
<td>Fri</td>
<td>8/21</td>
<td>Conversation in Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>8/24</td>
<td>Intro. to 6 new Kanji (何--谷)</td>
<td>Vocab. Quiz on L-5</td>
<td>L-5 #3-4 8/24, Mon.</td>
</tr>
<tr>
<td>Mon</td>
<td>8/24</td>
<td>Intro. to 6 new Kanji (作--体)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>8/24</td>
<td>Hubo no On (p.32)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>8/26</td>
<td>Intro. to 6 new Kanji (弟--画)</td>
<td>Kanji Quiz #4 (合--每)</td>
<td>L-6 #2 8/28, Fri.</td>
</tr>
<tr>
<td>Wed</td>
<td>8/26</td>
<td>Hubo no On (p.33-34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>8/28</td>
<td>Intro. to 6 new Kanji (京--東)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>8/28</td>
<td>Conversation in Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>8/31</td>
<td>Introduction to Kenji Miyazawa</td>
<td>Kanji Quiz #5 (何--体)</td>
<td>L-6 #3 8/31, Mon.</td>
</tr>
<tr>
<td>Mon</td>
<td>8/31</td>
<td>よだがの星“Night Hawk Star”</td>
<td></td>
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</tr>
<tr>
<td>Mon</td>
<td>8/31</td>
<td>Intro. to 6 new Kanji (歩--科)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>8/31</td>
<td>Translation &amp; drill (Night Hawk Star): Slide 1-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>9/2</td>
<td>Intro. to 6 new Kanji (海--首)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>9/2</td>
<td>Translation &amp; drill (Night Hawk Star): Slide 15-28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>9/4</td>
<td>Conversation in Class</td>
<td>Kanji Quiz #6 (弟--東)</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>9/7</td>
<td>Labor Day Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>9/9</td>
<td>Intro. to 6 new Kanji (秋--草)</td>
<td>Kanji Quiz #7 (歩--首)</td>
<td>L-6 #2 9/11, Fri.</td>
</tr>
<tr>
<td>Wed</td>
<td>9/9</td>
<td>Translation &amp; drill (Night Hawk Star): Slide 29-48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Activities</td>
<td></td>
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<td></td>
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<tr>
<td>Fri</td>
<td>9/11</td>
<td>- Translation &amp; drill (Night Hawk Star) Slide: 49-63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Mon  | 9/14  | - Intro. to 6 new Kanji (茶・夏) 
*Exam on Lesson 5 (At the Testing Center) On Mon-Tue* |
| Wed  | 9/16  | - Intro. to 6 new Kanji (家・紙) 
- Translation & drill (Night Hawk Star) Slide: 64-77 
Kanji Quiz #8 (秋・夏) |
| Fri  | 9/18  | - Intro. to 6 new Kanji (時・魚) 
- Conversation in Class |
| Mon  | 9/21  | - Translation & drill (Night Hawk Star) Slide: 78-91 
Night Hawk Star Quiz #1 (Slide 3, 5, 7, 20, 24, 28, 30, 33, 41 and 49) |
| Wed  | 9/23  | - Intro. to 6 new Kanji (教・船) 
- Translation and drill (Night Hawk Star) Slide: 92-106 
Kanji Quiz #9 (家・魚) |
| Fri  | 9/25  | - Intro. to 6 new Kanji (組・絵) 
- Conversation in Class |
| Mon  | 9/28  | - Translation & drill (Night Hawk Star) Slide: 107-119 |
| Wed  | 9/30  | - Intro. to 6 new Kanji (間・道) 
- Translation and drill (Night Hawk Star) Slide: 120-134 
Kanji Quiz #10 (教・絵) |
| Fri  | 10/2  | - Intro to 6 new Kanji (買・電) 
- Conversation in Class |
| Mon  | 10/5  | - Translation and drill (Night Hawk Star) Slide: 135-146 
Kanji Quiz #11 (間・電) 
Constructing sentences with new Kanji L-6 #1 |
<p>|     |       |            | Night Hawk Star Assignment #4 (Slide66,70,and74) 9/14, Mon. |
|     |       |            | Night Hawk Star Assignment #5 (Slide79, 82, 84 and 91 ) 9/18, Fri. |
|     |       |            | Night Hawk Star Assignment #6 (Slide110,112,and114) 9/25, Fri. |
|     |       |            | Night Hawk Star Assignment #7 (Slide119, 122,125, and127) 9/30, Wed. |
|     |       |            | Night Hawk Star Assignment #8 (Slide 146 and 151) 10/5, Mon. |
|     |       |            | Constructing sentences with new Kanji L-6 #1 10/7, Wed. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 10/7</td>
<td></td>
<td>Translation and drill (Night Hawk Star) Slide: 147-160</td>
<td>Night Hawk Star Quiz#2 (Slide 57, 60, 66, 70, 74, 82, 84, 91, 110, 112, 114, 122)</td>
</tr>
<tr>
<td>Fri 10/9</td>
<td></td>
<td>Conversation in class</td>
<td>Constructing sentences with new Kanji L-6 #2 10/9, Fri.</td>
</tr>
<tr>
<td>Mon 10/12</td>
<td></td>
<td>Translation and drill (Night Hawk Star) Slide: 161-186</td>
<td>Night Hawk Star Assignment #9 (Slide 179) 10/12, Mon.</td>
</tr>
<tr>
<td>Wed 10/14</td>
<td></td>
<td>Intro. to 6 new Kanji (楽--曽)</td>
<td>Night Hawk Star Quiz#3 (Slide: 119, 125, 127, 143, 146, 151, 179)</td>
</tr>
<tr>
<td>Fri 10/16</td>
<td></td>
<td>Intro. to 6 new kanji (閑--曽)</td>
<td>Lesson 11 Vocabulary Quiz</td>
</tr>
<tr>
<td>Mon 10/19</td>
<td></td>
<td>Benri na Moji (p.76 Line 1- p.77 Line 3)</td>
<td>Constructing sentences with new Kanji L-12 #1 10/21, Wed.</td>
</tr>
<tr>
<td>Wed 10/21</td>
<td></td>
<td>Great Ideas Competition No Class</td>
<td>Exam on Lesson 11 (At the Testing Center)</td>
</tr>
<tr>
<td>Fri 10/23</td>
<td></td>
<td>Intro. to “Ballad of Narayama”</td>
<td>Constructing sentences with new Kanji L-12 #2 10/23, Fri.</td>
</tr>
<tr>
<td>Mon 10/26</td>
<td></td>
<td>Film viewing “Ballad of Narayama” #1497 (128 min)</td>
<td>Lesson 12 Vocabulary Quiz</td>
</tr>
<tr>
<td>Wed 10/28</td>
<td></td>
<td>Analysis on “Ubasuteyama”</td>
<td></td>
</tr>
<tr>
<td>Sat 10/31</td>
<td></td>
<td>Final Exam</td>
<td></td>
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</tbody>
</table>
JAPANESE (JPN)

101. Elementary Japanese Conversation & Grammar I (4) (F, W)
Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required.

102. Elementary Japanese Conversation & Grammar- II (4) (F, W)
Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required. (Prerequisite: Japanese 101 or permission of instructor)

201. Intermediate Japanese Conversation & Grammar (3) (SPR, F)
Continuation of Conversational Japanese. Advanced Structures, expressions, and patterns. Language laboratory required. (Prerequisite: Japanese 102 or permission of instructor.)

202. Intermediate Japanese II (3) (F) Continued emphasis on conversation, listening comprehension, vocabulary building, grammar review, reading, and writing. (Prerequisite: Japanese 201 or permission of instructor.)

301. Introduction to Japanese Literature (3) (W) Survey from eighteenth century to the present. (Prerequisite: Japanese 202)

311. Advanced Intensive Conversation (3) (S) Intensive collaborative approach to conversational Japanese based on selected dialogue patterns and situations. (Prerequisite: Japanese 201)

321. Selected Reading and Grammar (3) (S) Readings in Modern documentary styles, emphasizing grammar, reading comprehension, and vocabulary building. (Prerequisite: Japanese 301.)

445R. Special Studies in Japanese (1-6) (S) A variable content course designed to meet the needs and fill specific requests of advanced students. (Prerequisite: Japanese 301)
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: immediately upon approval  
College: College of Language, Culture, and Arts  
Course Prefix: FREN  
Course Number: 202

Renumbering from 301 to 202

Full Title: Intermediate French II  
Short Title (for Transcript, 30-char max): Intermediate French II  
Catalog Entry (50-word recommended maximum): Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing.

Prerequisites: FREN 201 or instructor's consent  
Credit Hours: 3  
Frequency: Fall  
Grading Method: letter grade  
Course Fees: None

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Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval

**College:** College of Language, Culture, and Arts

**Course Prefix:** SPAN

**Course Number:** 202

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**Renumbering from 301 to 202**

**Full Title:** Intermediate Spanish II

**Short Title (for Transcript, 30-char max):** Intermediate Spanish II

**Catalog Entry (50-word recommended maximum):** Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing.

**Prerequisites:** SPAN 201 or instructor's consent

**Credit Hours:** 3

**Frequency:** Fall

**Grading Method:** letter grade

**Course Fees:** None
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval  
**College:** College of Language, Culture, and Arts  
**Course Prefix:** MAOR  
**Course Number:** 202

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Renumbering from 301 to 202

**Full Title:** Intermediate Maori II  
**Short Title (for Transcript, 30-char max):** Intermediate Maori II  
**Catalog Entry (50-word recommended maximum):** Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing.  
**Prerequisites:** Maori 201 or instructor's consent  
**Credit Hours:** 3  
**Frequency:** Fall  
**Grading Method:** letter grade  
**Course Fees:** None
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval  
**College:** College of Language, Culture, and Arts  
**Course Prefix:** SAMN  
**Course Number:** 202

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**Renumbering from 301 to 202**

**Full Title:** Intermediate Samoan II  
**Short Title (for Transcript, 30-char max):** Intermediate Samoan II  
**Catalog Entry (50-word recommended maximum):** Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing.  
**Prerequisites:** SAMN 201 or instructor's consent  
**Credit Hours:** 3  
**Frequency:** Fall  
**Grading Method:** letter grade  
**Course Fees:** None

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Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval

**College:** College of Language, Culture, and Arts

**Course Prefix:** TONG

**Course Number:** 202

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**Renumbering from 301 to 202**

**Full Title:** Intermediate Tongan II

**Short Title (for Transcript, 30-char max):** Intermediate Tongan II

**Catalog Entry (50-word recommended maximum):** Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing.

**Prerequisites:** TONG 201 or instructor's consent

**Credit Hours:** 3

**Frequency:** Fall

**Grading Method:** letter grade

**Course Fees:** None

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FRENCH (FREN)

202. Intermediate French II (3) (F) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing. (Prerequisite: French 201 or permission of instructor.)

301. Introduction to French Literature (3) (F) Extensive readings from French authors, covering the period from 1100 to the present (La Chanson de Roland to existentialism), intermediate and advanced edited texts. (Prerequisite: French 201 or permission of instructor.)

SPANISH (SPAN)

202. Intermediate Spanish II (3) (F) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing. (Prerequisite: Spanish 201 or permission of instructor.)

301. Introduction to Literature (3) (F) Introduction of reading skills; grammar review component; graded readers to master works: includes epistolary prose, short stories, drama and poetry. (Prerequisite: SPAN 201 or permission of instructor.)

MAORI (MAOR)

202. Intermediate Maori II (3) (F, W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing. (Prerequisite: Maori 201 or permission of instructor.)

301. Maori Oral Tradition (3) (F) Introduction of advanced reading skills. Review of grammar, cultural history and tradition. (Prerequisite: Maori 201.)
SAMOAN (SAMN)

202. Intermediate Samoan II (3) (F, W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing. (Prerequisite: Samoan 201 or permission of instructor.)

301. Samoan Oral Tradition (3) (F, W) Introduction of advanced reading and listening skills; review of grammar; may include epistolary prose, short stories, drama and poetry. (Prerequisite: Samoan 201, international mission, or residency)

TONGAN (TONG)

202. Intermediate Tongan II (3) (F, W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading, and writing. (Prerequisite: Tongan 201 or permission of instructor.)

301. Tongan Oral Tradition and Literature (3) (F, W) Introduction of reading skills; review of grammar, cultural history and tradition. (Prerequisite: TONG 201, international mission or residency, or permission of instructor)