

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: JAPN 6, Intermediate Japanese III

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

**Depth Map: Must include the following:**

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

**Supporting element(s) from the CoR:**

1. Intensive and extensive oral and written drills, including 230 more Kanji, in idiomatic constructions. Composition, conversation and selected readings. Further competency in correct language usage in different socio-linguistic features of speech. Stating and supporting opinions on both concrete and abstract topics. Cultural skills to carry out tasks.

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-D. demonstrate skills of exchanging spontaneous and unpredictable conversation.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Supporting element(s) from the CoR:**

1. Intensive and extensive oral and written drills, including 230 more Kanji, in idiomatic constructions. Composition, conversation and selected readings. Further competency in correct language usage in different socio-linguistic features of speech. Stating and supporting opinions on both concrete and abstract topics. Cultural skills to carry out tasks.

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of

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speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;**

**Supporting element(s) from the CoR:**

1. Cultural skills to carry out tasks.

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**H3. Develop appreciation for what is significant about human life and its creations;**

**Supporting element(s) from the CoR:**

**H4. Make reasoned judgments that reflect ethical and aesthetic human values;**

**Supporting element(s) from the CoR:**

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

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- 4-B-2. Understanding Japanese humors and jokes
- 4-B-3. Japanese educational system
- 4-B-4. Understanding proper behaviors and traditional customs

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Supporting element(s) from the CoR:**

1. Intensive and extensive oral and written drills, including 230 more Kanji, in idiomatic constructions. Composition, conversation and selected readings. Further competency in correct language usage in different socio-linguistic features of speech. Stating and supporting opinions on both concrete and abstract topics. Cultural skills to carry out tasks.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Supporting element(s) from the CoR:**

1. Intensive and extensive oral and written drills, including 230 more Kanji, in idiomatic constructions. Composition, conversation and selected readings. Further competency in correct language usage in different socio-linguistic features of speech. Stating and supporting opinions on both concrete and abstract topics. Cultural skills to carry out tasks.

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-D. demonstrate skills of exchanging spontaneous and unpredictable conversation.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

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4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**H7. Appreciation of nonverbal communication to be found in the visual and performing arts;**

**Supporting element(s) from the CoR:**

**H8. Recognition of the variety of valid interpretations of artistic expression;**

**Supporting element(s) from the CoR:**

**H9. Appreciation of our common humanity within the context of diverse cultures;**

**Supporting element(s) from the CoR:**

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.**

**Supporting element(s) from the CoR:**

1. Intensive and extensive oral and written drills, including 230 more Kanji, in idiomatic constructions. Composition, conversation and selected readings. Further competency in correct language usage in different socio-linguistic features of speech. Stating and supporting opinions on both concrete and abstract topics. Cultural skills to carry out tasks.

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-D. demonstrate skills of exchanging spontaneous and unpredictable conversation.

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2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Supporting element(s) from the CoR:**

1. Intensive and extensive oral and written drills, including 230 more Kanji, in idiomatic constructions. Composition, conversation and selected readings. Further competency in correct language usage in different socio-linguistic features of speech. Stating and supporting opinions on both concrete and abstract topics. Cultural skills to carry out tasks.

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-D. demonstrate skills of exchanging spontaneous and unpredictable conversation.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

4-B-2. Understanding Japanese humors and jokes

4-B-3. Japanese educational system

4-B-4. Understanding proper behaviors and traditional customs

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Supporting element(s) from the CoR:**

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**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Supporting element(s) from the CoR:**

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-D. demonstrate skills of exchanging spontaneous and unpredictable conversation.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-A-5. Hypothesizing

4-A-6. Using metaphors

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Supporting element(s) from the CoR:**

2-B. demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages.

2-E. prepare and engage in a debate about the pros and cons of various social issues in Japan.

4-B-4. Understanding proper behaviors and traditional customs

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Supporting element(s) from the CoR:**

Requesting Faculty: Ikuko Tomita

Date: 03/01/2010 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

**Review Committee Members:**

**Joe Ragey, Sam Connell, Bernie Day**

**Comments:**

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The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X\_\_ Denied:\_\_\_\_ CCC Co-Chair Signature: Joe Ragey\_\_\_\_\_Date:2/8/11\_\_\_\_\_