FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

Course form:
ARBC 101C  Elementary Arabic Conversation Supplement
ARBC 102-C  Elementary Arabic Conversation Supplement
ARBC 201-C  Intermediate Arabic Conversation Supplement
ARBC 202-C  Intermediate Arabic Conversation Supplement
CHNS 101-C  Elementary Chinese Conversation Supplement
CHNS 102-C  Elementary Chinese Conversation Supplement
CHNS 201-C  Intermediate Chinese Conversation Supplement
CHNS 202-C  Intermediate Chinese Conversation Supplement
HNDI 101-C  Elementary Hindi Conversation Supplement
HNDI 102-C  Elementary Hindi Conversation Supplement
HNDI 201-C  Intermediate Hindi Conversation Supplement
HNDI 202-C  Intermediate Hindi Conversation Supplement
JPNS 101-C  Elementary Japanese Conversation Supplement
JPNS 102-C  Elementary Japanese Conversation Supplement
JPNS 201-C  Intermediate Japanese Conversation Supplement
JPNS 202-C  Intermediate Japanese Conversation Supplement

Course form: CHNS 343

Change of Minor Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

________________________________________________________________________ Date: 1/30/14

2. Signature of Academic Dean:

________________________________________________________________________ Date: 2/30, 2014

3. Signature of Provost:

________________________________________________________________________ Date: 2/14/14

4. Signature of Business Affairs (only for course fees):

________________________________________________________________________ Date: ____________

☐ fee approved on ____________

☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

________________________________________________________________________ Date: ____________
6. Signature of Budget Committee Chair (only for new programs):

________________________________________ Date: ______________________

7. Signature of Academic Planning Committee Chair (only for new programs):

________________________________________ Date: ______________________

8. Signature of Faculty Senate Secretary:

________________________________________ Date: ______________________

Date Approved by Faculty Senate: ______________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Mary Beth Heston
Phone: 3-6313
Email: hestonm@cofc.edu

Department or Program: Asian Studies
School: LCWA

Subject Acronym and Course Number:
- ARBC 101-C
- ARBC 102-C
- ARBC 201-C
- ARBC 202-C
- CHNS 101-C
- CHNS 102-C
- CHNS 201-C
- CHNS 202-C
- HNDI 101-C
- HNDI 102-C
- HNDI 201-C
- HNDI 202-C
- JPNS 101-C
- JPNS 102-C
- JPNS 201-C
- JPNS 202-C

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - Course Number (you must submit a course deactivation request for the old course number)
  - Course Name
  - Course Description
  - Credit/Contact Hours
  - Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

All other languages in LCWA offer an optional 1-hour conversation section that students may elect to take on in conjunction with the basic sequence course in which the student is currently enrolled. Asian Languages would like to
make this option available to students, even if we are not able to offer it every semester for all languages or all sections. A class focused on speaking and listening will not only increase students’ language proficiency, but will provide greater opportunity for students to “think” in the target language.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Because a “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled, and credit may not be applied to fulfill the language requirement, the Minor in Asian Studies or Japanese Studies, nor the Asian Concentration in International Studies, it should have no effect on existing programs and courses.
D. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:       School:       Subject Acronym:       Course Number:
Credit hours:    __ lecture __ lab __ seminar __ independent study
Contact hours:   __ lecture __ lab __ seminar __ independent study
Course title:
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no  If yes, how many total credit hours may the student earn? ____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department:       School:       Subject Acronym:       Course Number:
Credit hours:    _1_ lecture __ lab __ seminar __ independent study
Contact hours:   _1_ lecture __ lab __ seminar __ independent study
Course title:
ARBC 101C       Elementary Arabic Conversation Supplement
ARBC 102-C       Elementary Arabic Conversation Supplement
ARBC 201-C       Intermediate Arabic Conversation Supplement
ARBC 202-C       Intermediate Arabic Conversation Supplement
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HNDI 202-C       Intermediate Hindi Conversation Supplement
JPNS 101-C       Elementary Japanese Conversation Supplement
JPNS 102-C       Elementary Japanese Conversation Supplement
JPNS 201-C       Intermediate Japanese Conversation Supplement
JPNS 202-C       Intermediate Japanese Conversation Supplement

Course description (maximum 50 words, exactly as it appears in the catalog):

An optional one-hour weekly session for intensive listening-speaking practice in Arabic/Chinese/Hindi/Japanese using vocabulary and grammatical structures presented in the corresponding course.

This form was last updated on 12/13/13 and replaces all others.
Note: a "C" course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement nor may it count toward the Minor in Asian Studies or Japanese Studies or the Asian Concentration in International Studies.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? ____________________________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes  □ no  What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

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**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will speak languages other than English.</td>
<td>Students will do an oral presentation on a topic related to the course material, an oral interview, or a role play in the target language as part of their final exam.</td>
</tr>
<tr>
<td>2. Students will listen to and understand other languages than English.</td>
<td>Students will listen to an unknown text in the target language for a section of the final exam. Students will be asked to answer comprehension questions about the text.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

This form was last updated on 12/13/13 and replaces all others.
4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This aligns with SLO for General Education (even though it will not count toward Gen Ed). C-courses will reinforce SLO with additional (optional) oral practice.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

□ I have completed all relevant parts of the form.
□ I have attached a cover letter that describes my request and lists all the documents I am submitting.
□ (For new courses only) I have attached a syllabus.
□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
□ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
College of Charleston
Japanese 102 Conversation, Spring 2011
Course Syllabus

Time and Place:  Friday 2:00 – 2:50 p.m. / Maybank Hall 116
Instructor:  Hiroko Yanagida  柳田裕子
Office:  J. C. Long 327
Office hours:  M W F: 8:50-9:40, W: 3:00-3:50, and by appointment.
Telephone:  953-4237  Email: yanagidah@cofc.edu
Website:  www.mhhe.com/yookoso3

Course Objectives:  The course is for students who have taken JPNS 101 and are currently taking JPNS 102.  The aim of this course is to improve your basic Japanese communication skills.  The class activities include various practice, oral presentations and an interview.  Toward the end of this course, we will try to reach the point where you can express the following things clearly and accurately in Japanese:

• expressing existence and location
• talking about your hometown and neighborhood
• talking about schedules, daily activities, weekends and holidays
• making phone calls
• making suggestions and extending invitations

Final Exam:  There will be no Final Exam.

Grading Components & Scale:

Attendance:  20%
Participation (including class activities):  20%
Project:  10%
Oral presentation 1 and 2:  15% x 2 = 30%
Oral interview Test:  20%

A: 91-above  A-:88-90  B+:85-87  B:81-84  B-:78-80
C+:75-77  C:71-74  C-:68-70  D+:65-67  D:61-64 D-:58-60
F: 57-below
Attendance Policy: Regular on-time attendance in class not only shows respect for the teacher, one’s classmates and the subject matter, but also is an essential component in mastering a foreign language. Accordingly, attendance and participation in class are part of the criteria in determining one’s final grade. Unexcused absences are limited to two. Two tardies (i.e., coming to class more than 10 minutes late) constitutes an unexcused absence. For each subsequent unexcused absence after the first two, one point will be deducted from the total comprising one’s final grade. If one has missed more than three classes one will receive WA, which is the equivalent of an F. Only absences that are caused by reasons beyond one’s control, and which are accompanied by an official written excuse from the Office of Undergraduate Studies—C.A.R.E.Center (next to Stern Student Center), constitute excused absences. Both unexcused absences and excused absences lose points for the attendance and participation component of one’s grade. It is the student’s responsibility alone to find out about announcements regarding homework, quizzes and tests when he/she is absent.

Honor Code and Academic Integrity: Lying, cheating, attempted cheating, (including copying from others’ compositions) are violations of the school’s Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Disability/Access Statement: Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

Changes: This syllabus and schedule are subject to change due to special or changed circumstances.
# Course Schedule

## January

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Contents</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>第1週</td>
<td>1月14日</td>
<td>オリエンテーション&lt;br&gt;Self Introduction</td>
<td></td>
</tr>
<tr>
<td>第2週</td>
<td>1月21日</td>
<td>Chapter 2: My Town&lt;br&gt;2A: Commuting</td>
<td>Memorize voc. &amp; structures for 2A.</td>
</tr>
<tr>
<td>第3週</td>
<td>1月28日</td>
<td>2B: Cities and Neighborhoods</td>
<td>Voc. &amp; Structures for 2B.</td>
</tr>
</tbody>
</table>

## February

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Contents</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>第4週</td>
<td>2月4日</td>
<td>Positional words</td>
<td>Preparation</td>
</tr>
<tr>
<td>第5週</td>
<td>2月11日</td>
<td>Oral Presentation: speech</td>
<td>Practice and memorize your speech.</td>
</tr>
<tr>
<td>第6週</td>
<td>2月18日</td>
<td>2C: Buildings and Places around Town</td>
<td>Voc. &amp; Structures for 2C.</td>
</tr>
<tr>
<td>第7週</td>
<td>2月25日</td>
<td>Video viewing: Learn some expressions</td>
<td></td>
</tr>
</tbody>
</table>

## March

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Contents</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>第8週</td>
<td>3月4日</td>
<td>Movie viewing</td>
<td>Preparation</td>
</tr>
</tbody>
</table>
| 第9週| 3月11日| 春休み *

## April

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Contents</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>第12週</td>
<td>4月1日</td>
<td>3B: Daily activities</td>
<td>Voc. &amp; Structures for 3A &amp; 3B</td>
</tr>
<tr>
<td>第13週</td>
<td>4月8日</td>
<td>Oral Presentation: speech</td>
<td>Practice and memorize your speech.</td>
</tr>
<tr>
<td>第14週</td>
<td>4月15日</td>
<td>3C: Weekends and Holidays</td>
<td>Voc. &amp; Structures for 3C.</td>
</tr>
<tr>
<td>第15週</td>
<td>4月22日</td>
<td>Last day of class</td>
<td></td>
</tr>
</tbody>
</table>
Class Presentations and Interview Test

Project: [Useful expressions]

Bring some useful (or you think it will be useful) expressions you come across on the internet, in books, magazines, movies or learned from your Japanese friends to class. They could be nouns, adjective, verbs, or phrases. You are to explain the meaning and usages to your classmates in class so that your classmates can learn them. (3~5 minutes for each student)

Oral Presentation: [Speech]  Suggested Topics

You are assigned to give a speech to class. Try to memorize the speech you have created. You may look some cards to remember the contents during your speech, however, you cannot read the speech to class. (3 minutes for each student)

Chapter 1: Classmates  (Nationalities and Languages/ Personal Information/ Around Campus)

✧ クラスマート
✧ 今年の夏休み、今年の冬休み
✧ 高校生のとき

Chapter 2: My Town (Commuting/ Cities and Neighborhoods/ Buildings and Places around Town)

✧ 私の町
✧ 私の好きな町

Chapter 3: Everyday Life (Schedules/ Daily Activities/ Weekends and Holidays)

✧ 私の日常生活 (Everyday life) 、私のスケジュール
✧ チャールストン大学の学生の生活 (life style)
✧ 週末と休日
✧ 私のパーティー
✧ その他 (others)

[Interview Test]

Your instructor will ask you some simple questions with the vocabulary and structures you have learned. It will include some role-play. No materials will be provided to prepare for this test. You should review what you have studied and check what tasks you can do.
Intermediate Arabic Conversation II
ARBC202C
College of Charleston

Spring 2011

Instructor:
Class time and place:
Email:
Tel:
Office:
Office hours: By appointment

Course Description and Goals:
The course aims at developing interactive oral communicative competence that students
had presumably acquired in Beginning Speaking Arabic I and II, and Intermediate
Speaking I. Upon completing this course, students will be able to:

- make appointments and schedules,
- express frequency and exception, uncertainty and degree,
- explain reason,
- describe floor plans, house fixtures, and furniture,
- describe neighborhood businesses and their locations,
- discuss sports and food,
- describe countries, populations and products,
- describe geographical directions and features,
- describe TV and radio programs,
- express obligation and possibility, and
- describe professions and travel travel-related activities

Required Textbook:

Yale University Press.

Grading Policies:
Grade for this course will be based on the following:

| Attendance / Participation: 11 days in class @5 points/day. Maximum points | 55 |
| Oral Presentations: Two oral presentations @ 10 points each | 20 |
| Two tests @7.5 each | 15 |
| Preparation: reviewing vocabulary and necessary phrases and expressions in the book | 10 |

Attendance/participation: Your attendance will be documented; make sure you have been marked present. Your participation score will be based on your cooperation in the pair and/or small group work activities and on sharing your ideas/opinions/answers in class. Be sure to check with your instructor on a regular basis to see how your participation score is being calculated. Do not wait until the end of the semester to be concerned about this. The rubric is as follows: 5 points = full participation, 4 = try to speak only Arabic; 3 = minimally participates and does not always try to speak Arabic; 1 = little participation, does not try to speak Arabic; 0 = no participation, no Arabic attempted, or student was not in class.

Oral presentations: You will present orally twice throughout the semesters. These presentations will mimic the mini oral presentations we do in class. These orals will occur during the 7th and 14th weeks. You will be told which situations, topics and functions will be included in the oral presentations; you will have many opportunities to practice your speaking in a similar format to the oral presentations. The grade will be based on whether you are able to present the topics that have been presented and practiced in class. The rubric will be: exceeds expectations = 10; meets expectations = 9; meets most expectations, lacking in minor areas that have been practiced in class = 8; meets most expectations, lacking in several minor areas and one major area that have been covered in class = 7; lacking in most minor areas and many major areas that have been covered in class = 6; lacking in most minor and most major areas = 5; uses very few structures/expressions that have been practiced in class = 4; cannot express anything in more than a few words, no evidence of having participated in class discussions = 3, 2, or 1; did not take the speaking test = 0.

There will be no surprises on the oral presentations unless you do not come to class and/or do not participate. The orals scheduled during one of the class sessions; each student will present for about 5 minutes in Arabic before the instructor and other students.

Oral presentation: The oral presentation will take place after the sixth week and during the last week of classes. Students will select the topics in collaboration with instructor. Each presentation should be between 507 minutes. Students must present orally; reading is not permitted. Oral presentations are different from tests in that students have the flexibility to select the topic and they have to do it on their own. Tests are more guided and have the interview format.

Preparation: You will be informed of the topics, vocabulary, grammar, and cultural information to be discussed in class, with the pages in the book for you to review. If you come to class having reviewed the material, you will be able to speak about it much easier, and the class will flow much more smoothly. You will receive 1 point for each class day that you come to class prepared to discuss the topic. Please check with your instructor to see how your grade is progressing in this category.

Please be sure to check with your instructor if you have any problems or questions about this course. You are responsible for making sure you are registered for this class. Do NOT wait until after the semester is over to check for this. General questions about the structure of the course may be referred to the coordinator:

**The instructor reserves the right to alter this syllabus at any time in order to accommodate better students' learning needs. By remaining enrolled in this class, the
student agrees to read carefully and subsequently accepts the instructor’s policies as outlined in this document.**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Section/Lecture Notes</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How was your break?</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Making schedules, appointment and describing festivities</td>
<td>Using pictures, explain what activities Muslims and others do during religious holidays</td>
</tr>
<tr>
<td>Week 3</td>
<td>Expressing frequency, exception, and reason</td>
<td>Using appropriate gestures, students make clear how often they do things.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Describing floor plans, house fixtures, and furniture</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Describing neighborhood businesses and their locations,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expressing intentions</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Describing activities in the past and present</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Midterm Oral Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Discussing food and sports</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Expressing uncertainty, preference and frequency</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Describing countries, populations and products</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Describing geographical directions and features</td>
<td>Expressing exception</td>
</tr>
<tr>
<td>Week 12</td>
<td>Describing TV and radio programs</td>
<td>Expressing obligation and possibility</td>
</tr>
<tr>
<td>Week 13</td>
<td>Describing professions and travel-related activities</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td><strong>Final Oral Presentations</strong></td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Mary Beth Heston Phone: 3-6313 Email: hestonm@cofc.edu
Department or Program: Asian Studies/IIST School: LCWA
Subject Acronym and Course Number: CHNS 343
Catalog Year in which changes will take effect: FALL ______ 2014________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course provides students of Chinese the opportunity to continue their language study beyond CHNS 314; it creates for CHNS a course equivalent to ARBC 343 and JPNS 343

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will be allowed to count toward the elective hours in the Minor in Asian Studies. It does not count toward General Education and will not count toward the Asian Concentration in International Studies

(We are submitting a Change in Minor Form to indicate this change)

This form was last updated on 12/13/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ___________________________ School: ___________________________ Subject Acronym: ___________________________ Course Number: ___________________________

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ______

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Asian Studies/IIST  School: LCWA  Subject Acronym: CHNS  Course Number: 343

Credit hours: __3 lecture __ lab __ seminar __ independent study
Contact hours: __3 lecture __ lab __ seminar __ independent study

Course title: **CHNS 343**: Advanced Chinese Conversation and Composition

Course description (maximum 50 words, exactly as it appears in the catalog):

Advanced study of Chinese that provides intensive practice in the spoken and written language. Students will be exposed to a wide range of functional skills as well as sociocultural information necessary for smooth communication in Chinese. Special emphasis will be placed on vocabulary important for for writing practice and speaking.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

**Prerequisite:** CHNS 314 or permission of instructor

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes x□ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? □ yes x□ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes x□ no If yes, how many total credit hours may the student earn? ______
Is there an activity, lab, or other fee associated with this course? □ yes  x □ no What is the fee? $______  
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs; it will be offered as a regular course when student demand is sufficient.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will speak languages other than English.</td>
<td>Students will complete a 10-minute oral presentation on a topic related to the class material.</td>
</tr>
<tr>
<td>2. Students will listen to and understand languages other than English.</td>
<td>Students will be tested on oral comprehension as part of the mid-term and the final exam.</td>
</tr>
<tr>
<td>3. Students will learn to write in languages other than English.</td>
<td>Students will compose two written compositions in Chinese using at least 300 Chinese characters.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes  x □ no

This form was last updated on 12/13/13 and replaces all others.
If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
CHNS 343. Advanced Chinese Conversation and Composition
3 credits

Prerequisite: CHNS 314 or permission of the instructor.

Course Description, Objectives, & Assessment

The aim of this course is to continually improve the students' reading, writing, speaking, and listening skills, with extra emphasis placed on speaking and writing proficiency. It also intends to deepen students' knowledge of Chinese language and culture. By the end of this course students will be able to understand more complex sentences in Chinese, read and understand more complex texts in Chinese, and write more complex sentences and paragraphs in Chinese, at a higher level than they did in the 302 level. Competency IV: International and Intercultural Perspectives, gained by knowledge of international and global contexts. By the end of this course students will have a deeper and broader knowledge of Chinese and Chinese culture than at the 314 level. The students' language proficiency in reading, writing, speaking, and listening will be assessed throughout the semester in the form of vocabulary dictations, oral exams, two compositions (300 Chinese characters), a presentation (10 minutes), and a comprehensive final exam. Lab classes are scheduled in order to help the students become familiar with and utilize online resources.

Textbook & CD:


Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (40; 0.5 each)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (10)</td>
<td>10%</td>
</tr>
<tr>
<td>Tests (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Composition (2)</td>
<td>14%</td>
</tr>
<tr>
<td>Oral Exercises (2)</td>
<td>1%</td>
</tr>
<tr>
<td>Oral Exams &amp; Presentation</td>
<td>10% + 5%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

90-92 = A-  
70-72 = C-  
60-62 = D-

80-82 = B-  
76-79 = C+  
66-69 = D+

83-85 = B  
66-69 = D+

63-65 = D  
50-59 = F  

Attendance
Daily attendance is required. Students are allowed to have three absences in a semester. Each additional absence will cost 1% out of the total grade. Six unexcused absences will result in W/A, issued by the instructor. The semester attendance record combines two instructors’ (MWF and T/TH) records. Attendance is taken every class hour starting the second week of the class. Three late arrivals (10 minutes or more after the class begins) equal one unexcused absence. Absences due to illness, job interview, or other urgent incidents must be reported to the instructor as soon as possible. Students should also provide pertinent documentation for the absence. Please keep a record of your attendance. Student is responsible to keep in mind the last day to petition for a selective withdrawal (W) and should check attendance records with both instructors BEFORE that day.

**Participation and Effort**

Students are expected to be fully prepared for class in order to do reading or written exercises in class. Preparation effort and performance will be closely observed and graded.

**Homework**

Unless otherwise specified, homework is due on the day of class after the assignment. Late homework will not be accepted for half credit.

**Oral Exercises**

There are four individual oral exercises throughout the semester. Students are required to meet the tutors, instructors, classmates, or visit the Chinese Corner hours to practice speaking skills. Each meeting accounts 0.5 points.

**Oral Exams & Presentation**

There are two individual oral exams and one presentation throughout the semester. Students will be graded on their preparation, fluency, content, pronunciation, and accuracy of using new vocabulary.

**Quizzes**

Quizzes are given every week in order to ensure that students internalize the material. Quizzes are usually in the form of dictations in which you are asked to write pinyin and Chinese characters for words and sentences.

**Tests**

There are two tests throughout the semester and one final exam.

**Extra Credit**

To encourage student interest in Chinese culture and autonomous studies, extra credit is
given for student reports that address observation, exploration, and investigation of topics related to Chinese culture. Each report could receive the highest of 0.5 point to the final grade. A maximum of 2 points are granted to the final grade for writing cultural reports. Please consult your instructor for more details.

**Academic Honesty**

Any form of academic dishonesty is not tolerated at the College of Charleston campus. This policy is strictly observed in all Chinese language classes. Any students who perform such an act will be sent to the office of the Dean for further action. Grades achieved through dishonesty will be zero.

**Notes to Students with Disabilities**

If you have special needs related to a disability, which may affect your performance in this course, please speak with the instructor after class.

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**Course and Homework Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic / Subject</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 19-22</td>
<td>Course Introduction and Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topic / Subject</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25-29</td>
<td>中国的节日</td>
<td>Vocabulary &amp; Text Grammar:</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Chinese Festivals</td>
<td>1. Adj/V + 着 + V</td>
<td>Workbook page 1-2 ABC, page 9 B.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Reduplication of Measure Words</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>中国的节日</td>
<td>Usage:</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Sep. 1-5</td>
<td>Chinese Festivals</td>
<td>1. V+起来</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. V+得出(来) (be able to tell)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 气氛 (atmosphere; ambiance)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. 传统 (tradition; traditional)</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>5. 热闹 (lively; buzzing with excitement; bustling with activity)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>中国的节日</th>
<th>In-Class Language Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 8-12</td>
<td>Chinese Festivals</td>
<td>Quiz 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>中国的变化</th>
<th>Vocabulary &amp; Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 15-19</td>
<td>Changes in China</td>
<td>Grammar:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Adverb 竟(然)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Particle 过</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. End-of-Sentence Particle 啊</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 以 A 为 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. 一 + Reduplicated Measure Word</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Adverb 可(是) Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>中国的变化</th>
<th>Usage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 22-26</td>
<td>Changes in China</td>
<td>1. 完全 (entirely; completely)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 的确 (indeed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 要不是 (if it were not for; but for)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 从来 (from past till present; always; at all times)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. 看来 (it seems)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. 尽可能 (as much as possible; do one's utmost)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Review</th>
<th>Oral Exam 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 29-Oct. 3</td>
<td></td>
<td>Test 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>旅游</th>
<th>Vocabulary &amp; Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 6-10</td>
<td></td>
<td>Quiz 5</td>
</tr>
</tbody>
</table>

Retell the story Workbook page 4 B, page 5 C, page 10 C, page 12 G.
Retell the story Composition # 1
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Oct. 13-17</th>
<th>旅游</th>
<th>Travel</th>
</tr>
</thead>
</table>

**Grammar:**
1. Comparative Sentences
2. Numerals in Idioms
3. Multiple Attributives  

**Usage:**
1. 分别 (separately; respectively; to part from each other)
2. 印象 (impression)
3. 分享 (to share joy, happiness, benefit, or something pleasant or positive)
4. 之前 (before; prior to)
5. 只好 (have no choice but)
6. 亲眼, 亲自, 亲耳, 亲手, 亲身
7. 千万 (by all means; absolutely must)
8. 不过 (however; no more than)

**Quiz 6**
Retell the story

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct. 20-24</th>
<th>生活与健康</th>
<th>Life and Wellness</th>
</tr>
</thead>
</table>

**Vocabulary & Text**

**Grammar:**
1. Disyllabic Words
2. Conjunction and Preposition 与
3. 有的…, 有的…
4. 使 and Pivotal Sentences

**Workbook page 57 III**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Oct. 27-31</th>
<th>生活与健康</th>
<th>Life and Wellness</th>
</tr>
</thead>
</table>

**Usage:**
1. 显得 (to appear [to be]; to seem)
2. 重视 (to attach importance to; to think much of)
3. 等于 (to equal; to be equivalent to; to amount to)
4. 只要…(就)… (only if; as long as)
5. 随便 (casual; careless; to do as one pleases)
6. 即使 (even if)
7. 可见 (it is obvious that; it can be seen that)
8. 否则 (otherwise)

**Quiz 8**
Retell the story

**Workbook page 62 IV**
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Review</th>
<th>Oral Exam 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 3-7</td>
<td></td>
<td>Test 2</td>
</tr>
<tr>
<td>Fall Break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Gender Equality</th>
<th>Vocabulary &amp; Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 10-14</td>
<td>男女平等</td>
<td>Grammar:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Pronoun 某</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Adverb 毕竟</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 是…的 to Affirm a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Complement 过来</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook page 75 III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Gender Equality</th>
<th>Usage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 17-21</td>
<td>男女平等</td>
<td>1. 逐渐 (gradually; little by little)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. …以来 (since)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 拿…来说 (take…for example)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 表现 (to show; to display; to manifest; performance; manifestation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. 听你说的 (listen to yourself)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. 不得了 (extremely; exceedingly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. 由 (by)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retell the story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook page 79 IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Final Review</th>
<th>Composition # 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 24-28</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>

| Week 16 | Last Class | |
|---------|-----------||
| Dec. 1  |           | |
Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.
Name: Mary Beth Heston                Phone: 3-6313                Email: hestonm@cofc.edu
School: LCWA              Department or Program: Asian Studies: Asian Languages
Name and Acronym of Minor: ASST: Asian Studies

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.
□ Add a New Minor (complete all portions)
□ Change an Existing Minor (complete C, D, E, G, H, and I)
□ Add existing course or courses to requirements or electives
□ Add new course(s) to requirements or electives (attach completed course form for each)
□ Delete courses from requirements or electives
□ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.
Number of Current Credit Hours (for existing minors): 18
Number of Proposed Credit Hours (for new or changing minors): ______
Catalog year in which changes will take effect: FALL __2014_______
□ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
□ Yes—Which major(s) or concentration(s)? ______
□ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

NEW COURSE: CHNS 343: ADVANCED CHINESE CONVERSATION AND COMPOSITION

Curriculum for the Minor in Asian Studies

Program Description

The Asian Studies Minor is an interdisciplinary program intended to introduce students to the diverse cultures and regions of Asia through the study of history, politics, languages and literature, visual arts, and religion.

Requirements: 18 hours

Core Course: (3 hours)

ASST 101: Introduction to Asian Studies

Electives: (15 hours) from list below

Distribution: The elective courses must be chosen from at least three different disciplines, with no more than nine hours in one geographic region (for example, South Asia, Southeast Asia, China, or Japan). Language courses beyond the 200 level may count toward the Minor. **No more than six hours at the 100-level may be counted toward the Minor in Asian Studies.**

- ARBC 313 Conversation and Composition I
- ARBC 314 Conversation and Composition II
- ARBC 343 Advanced Arabic Conversation and Composition
- ARBC 420 Independent Study
- ARST 100 Introduction to Arab and Islamic World
- ARST 240 Special Topics in Arab Studies
- ARST 273 Role of Qur’an in Contemporary Islam
- ARST 340 Special Topics in Arab Studies
- ARST 420 Independent Study in Arabic Studies
- ARTH 103 Survey of Asian Art
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 241</td>
<td>Art of India</td>
</tr>
<tr>
<td>ARTH 242</td>
<td>Art of China</td>
</tr>
<tr>
<td>ARTH 243</td>
<td>Art of Japan</td>
</tr>
<tr>
<td>ARTH 321</td>
<td>Hindu Myth and Image</td>
</tr>
<tr>
<td>ARTH 322</td>
<td>Indian Painting</td>
</tr>
<tr>
<td>ASST 240</td>
<td>Special Topics in Asian Studies</td>
</tr>
<tr>
<td>ASST 340</td>
<td>Special Topics in Asian Studies</td>
</tr>
<tr>
<td>CHNS 313</td>
<td>Conversation and Composition I</td>
</tr>
<tr>
<td>CHSN 314</td>
<td>Conversation and Composition II</td>
</tr>
<tr>
<td>CHNS 343</td>
<td>Advanced Chinese Conversation and Composition</td>
</tr>
<tr>
<td>CHNS 290</td>
<td>Special Topics in Chinese Literature</td>
</tr>
<tr>
<td>CHNS 390</td>
<td>Special Topics in Chinese Literature</td>
</tr>
<tr>
<td>CHST 100</td>
<td>Introduction to Chinese Studies</td>
</tr>
<tr>
<td>CHST 240</td>
<td>Special Topics in Chinese Studies</td>
</tr>
<tr>
<td>CHST 270</td>
<td>Stories of Chinese Youth: Chinese Cinema</td>
</tr>
<tr>
<td>CHST 340</td>
<td>Special Topics in Chinese Studies</td>
</tr>
<tr>
<td>ENGL 234</td>
<td>Survey of Third World Masterpieces</td>
</tr>
<tr>
<td>ENGL 358</td>
<td>Colonial and Postcolonial British Literature</td>
</tr>
<tr>
<td>HIST 250</td>
<td>Special Topics in Comparative/ Transnational History</td>
</tr>
<tr>
<td></td>
<td>(as appropriate to Asian Studies)</td>
</tr>
<tr>
<td>HIST 261</td>
<td>Special Topics in Modern Asian, Africa or Latin American</td>
</tr>
<tr>
<td></td>
<td>(if Asian focus)</td>
</tr>
<tr>
<td>HIST 276</td>
<td>Islamic Civilization</td>
</tr>
<tr>
<td>HIST 282</td>
<td>China to 1800</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HIST 283</td>
<td>Modern China</td>
</tr>
<tr>
<td>HIST 286</td>
<td>Japan to 1800</td>
</tr>
<tr>
<td>HIST 287</td>
<td>Modern Japan</td>
</tr>
<tr>
<td>HIST 350</td>
<td>Special Topics in Comparative/ Transnational History (as appropriate to Asian Studies)</td>
</tr>
<tr>
<td>HIST 361</td>
<td>Special Topics in Modern Asia, Africa or Latin America (when content is Asian)</td>
</tr>
<tr>
<td>HIST 461</td>
<td>Research Seminar in Modern Asia, Africa, or Latin America (when topic involves Asia)</td>
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<tr>
<td>JPNS 313</td>
<td>Conversation and Composition I</td>
</tr>
<tr>
<td>JPNS 314</td>
<td>Conversation and Composition II</td>
</tr>
<tr>
<td>JPNS 343</td>
<td>Advanced Japanese Conversation and Composition</td>
</tr>
<tr>
<td>JPNS 390</td>
<td>Special Topics</td>
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<tr>
<td>LTAR 220</td>
<td>Modern Arabic Fiction in Translations</td>
</tr>
<tr>
<td>LTAR 221</td>
<td>Islamic World Literature in (English) Translation</td>
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<tr>
<td>LTAR 250</td>
<td>Arabic Literature in (English) Translation</td>
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<tr>
<td>LTAR 270</td>
<td>Studies in Arab Cinema</td>
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<td>LTAR 382</td>
<td>Arab Women Writers</td>
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<tr>
<td>LTCH 210</td>
<td>Traditional Chinese Literature in Translation</td>
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<tr>
<td>LTCH 220</td>
<td>Modern Chinese Literature in Translation</td>
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<tr>
<td>LTCH 250</td>
<td>Chinese Literature in Translation</td>
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<tr>
<td>LTJP 250</td>
<td>Japanese Literature in Translation</td>
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<tr>
<td>LTJP 350</td>
<td>Japanese Literature in Translation</td>
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<tr>
<td>LTJP 390</td>
<td>Special Topics in Japanese Literature in Translation</td>
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<tr>
<td>PHIL 234</td>
<td>Eastern Philosophy</td>
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</table>
POLI 323 Politics of East Asia
POLI 344 Politics of the Middle East
POLI 345 Politics of China
POLI 346 Politics of Southeast Asia
POLI 359 Special Topics in Comparative Politics (as appropriate to Asian Studies)

RELS 205 Sacred Texts of the East
RELS 235 The Islamic Tradition
RELS 240 The Buddhist Tradition
RELS 245 Religions of India
RELS 248 Religions of China and Japan
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

There is increasing interest among students for an advanced course in Chinese beyond the current CHNS 314. It is especially important for students who have returned from study abroad in China and want to continue to use and improve their language skills. Asian Studies/Asian Languages already has such courses in ARBC and JPNS.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<tr>
<td>1. Graduating minors in Asian studies will demonstrate an understanding of the diversity and complexity of the Asian experience.</td>
<td>ASST 101 Introduction to Asian Studies. Students will write a short analytic essay as part of their Final examination addressing at least one major contemporary and historical issue pertinent to the Asian experience. All ASST 101</td>
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<td>2. Graduating minors in Asian studies will be able to identify, describe and analyze at least one contemporary or historical political or cultural issue they regard as defining the region.</td>
<td>Part of Exit questionnaire/essay given to all graduating ASST minors. Prompt for this learning objective “Taking as a whole your coursework in Asian studies, what contemporary or historical political or cultural issues best define the region for you and why (examples – religion, ethnicity, race, artistic expression, imperialism, inequality, political instability, etc.)? Please describe the issue and analyze in the context of your understanding of the region.” 80% of students should achieve a rating of “meets standard”</td>
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<td>3. Graduating minors in Asian studies will be able to show a link between one or more courses they have completed in their study of Asia, and how these contributed to their choice of Major.</td>
<td>Part of Exit questionnaire/essay given to all graduating ASST minors. Prompt for this learning objective “Considering the courses you have completed for the ASST minor, what common or shared issues or themes were introduced in those classes? How did these add to or enhance your major experience? Please be as specific as possible in your explanation.” 80% of students should achieve a rating of “meets standard”</td>
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<tr>
<td>4. Graduating minors in Asian Studies will be able to articulate how their multi-disciplinary study of Asia has helped to prepare them for their future professional/academic careers and as individuals citizens, and global citizens.</td>
<td>Part of Exit questionnaire/essay given to all graduating ASST minors: Question: “How has your coursework in Asian Studies prepared you as individuals, citizens, professionals, and global citizens?”</td>
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</tbody>
</table>

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

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G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

This course will have no impact on any other programs as it will not count toward any other Major, Minor, or Concentration.
H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
When we created the required 4th hour we consciously avoided labeling them C-courses because that is not and was never the primary function of the 4th hour requirement in Asian Languages. That is, the 4th hour is totally integrated into the syllabus of the 3-hour section and simply increases the contact hours. This is because research and authoritative data indicate that the difficulty of these Less Commonly Taught Languages means that attaining any kind of proficiency requires more time (i.e., more contact hours) than is the case with European languages.

YES, a C-course would increase the hours a student takes to 5 hours (which is actually the standard for language learning at most institutions).

BUT: the C-courses would be completely optional (and do NOT count as hours toward the language requirement or the Minor Requirements). They are elective and aimed toward students who are motivated to develop their speaking and listening skills, but they have no effect on the four semester language requirement (or its equivalent).

Having said all that, at this point we do not plan to offer these regularly any time soon. We are currently conducting an experiment in ARBC with this. This term students are taking a NON-CREDIT conversation hour (and we have 15 students participating). For students who have this interest we would like to provide a for-credit option, and that required creating a new course, since the LANG designation (which we were once able to use in situations like this) has been eliminated (I do not know why or by whom). Since we needed to create a new course designation for this situation, we decided to go ahead and create these across the board for all Asian Languages 101 through 202 rather than going at the process piecemeal.

If you have questions I am happy to respond.

All the best,
Mary Beth

Thank you for your response, Doug. I am sharing your information with some others in case they have questions to direct elsewhere.
Cathy

Hi Cathy,

There are no plans to include CHNS 343 in the Asia concentration of the International Studies major. (explanation: while foreign language composition and conversation courses are included in many of
the area studies minors, the INTL major has a foreign language requirement, so no such courses are included in the concentrations)

Thanks

doug

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http://lacs.cofc.edu/
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the poverty of the poor is not a call to generous relief action, but a demand that we go and build a different social order. Gustavo Gutierrez

From: Boyd, Cathy
Sent: Wednesday, February 05, 2014 5:13 PM
To: Heston, Mary E; Blose, Julia E; Friedman, Douglas S; Gibbison, Godfrey A; Davis, Joshua M
Cc: Greenberg, Dan; Ford, Lynne E; Mackeldon, Jerry W; Dahl, Julie A; Czwazka, Franklin James; Chapman, Cheryl B
Subject: RO questions about the new undergraduate curriculum proposals

All,
Please review the questions from the RO below concerning your current curriculum proposals and respond.
Thanks!
Cathy

Catherine C. Boyd
Registrar
College of Charleston
Charleston, SC 29424
Phone: 843.953.1826
Fax: 843.953.6389/6560

MaryBeth Heston:
**ARBC 101C - JPNS 202C**
All of the other languages are 3 Hours + 1 hour Optional "C" course for a total of 4 hours. These requested ARBC-JPNS optional "C" courses when taken with the regular course would then be a total of 5 hours. Is not the "C" already built into these courses since they are already 4 hours?

Godfrey Gibbison: