University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification
Application Form
(as of Spring 2011)

APPLICANT: Cynthia Smith
E-MAIL: smithcyn@hawaii.edu

COURSE ALPHA and NUMBER: History 241

COURSE TITLE: Asian Civilizations I

ESTIMATED NUMBER OF SECTIONS: Fall Spring 1

Is this request for a: ☐ New Course ☐ Modified Course ☑ Existing Course
☐ Re-designation

Is this request for a: ☐ Certification ☑ Re-Certification. Date of last certification: 2006

DIVERSIFICATION AREA DESIGNATION SOUGHT:

☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) ☐ DS (Social Sciences)
☑ DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

1. Please explain how the course SLOs align with the diversification area’s hallmarks.

DH.1 uses the terminology of historical, philosophical, language or religious studies;

History 241 - cross listed as Asian Studies 241 - is a survey course addressing historical developments in the philosophies, religions, social and cultural customs and political and economic systems of Asia, with especial emphasis on India, China and Japan. As part of this investigation, the course explores topics such as historiography, traditions, authority systems, the effects of geography, the major religions and their impact, inter-cultural interchange and the role of some key historical figures. These investigations are based on teaching and learning historical concepts, utilizing historical language and terminology to describe developments over time. The class focuses on students understanding causal relationships and drawing comparisons between
different cultures and groups in Asia.

History 241 SLO’s which address DH 1:

# 3. identify and discuss the primary cultures and actors in Asian history between 1500 CE and the present at a level of knowledge appropriate for second year history students.
# 4. review and assess some of the major historical issues current in the study of Asian history
# 5. interpret the meaning of events within the context of the history and interaction of Asian states and relate them to contemporary realities.
# 6. differentiate and compare the historical processes of the various states of Asia both individually and as an Asian unit, and pose relevant questions about the place of Asia in the world context of history.

DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;

History 241 requires students to read extensively from secondary sources as well as work with primary documents. Students interpret primary sources and write a weekly journal entry related to historical topics covered in the readings and lectures. There is also a longer essay based on the reading and analysis of a longer assigned novel. There are also quizzes and two exams requiring students to master knowledge of key topics, events and historical questions addressed in the class.

History 241 SLO’s which address DH 2:

# 2. frame and investigate basic questions of historical causality and change, using primary and secondary sources and basic research and analysis techniques.
# 5. interpret the meaning of events within the context of the history and interaction of Asian states and relate them to contemporary realities.
# 6. differentiate and compare the historical processes of the various states of Asia both individually and as an Asian unit, and pose relevant questions about the place of Asia in the world context of history.

DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies

History 241 requires students to work with and analyze primary source materials. When offered as a WI class, in addition to class discussions, students also carry out formal written analysis and reflection on historical sources and questions, and in particular the insights and challenges in working with primary materials. The focus is on students using writing to develop and communicate this awareness of perspective and different voices in historical stories, and how these factors influence our historical understanding.

History 241 SLO’s which address DH 3:

# 1. construct a written argument on a historical topic, including presentation of the main points of the argument, and an organized structure that analyzes evidence in order to discover whether the main point is supported, and use of proper style and citation of evidence
# 2. frame and investigate basic questions of historical causality and change, using primary and secondary sources and basic research and analysis techniques.

# 6. differentiate and compare the historical processes of the various states of Asia both individually and as an Asian unit, and pose relevant questions about the place of Asia in the world context of history.

**Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.**

2. Explain **assessment strategies** you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

History 241 is often offered as a WI course therefore students write extensively in the form of formal essays analyzing primary sources, reflections in graded journal entries, and they also take written exams and quizzes. Students participate in required, structured weekly discussions based on assigned readings and specific questions related to those readings.

SLO’s #1, #2, #3, #4, #5, #6 are addressed through weekly journal writings which require students to convey their understanding of historical causality, as well as analyze different viewpoints in on-going historical debates and differing interpretations.

SLO’s #1, #2, #3, #4, #5, #6 are addressed through the longer analysis essay. This formal essay requires students to understand the assigned reading, and interpret historical insights gained. Since there is required conferencing and revision of this essay, students discuss and justify their reasoning in conferences with the instructor.

The exams and quizzes require explanation of key terms in writing, helping identify student achievement of SLO’s: #2, #3, #4, #5, #6.

Writing samples: Since this course is often offered as a Writing Intensive course, student work is periodically submitted to be part of the WI assessment process. In the WI version of this course, students participate in required Writing Workshop which also helps them hone their abilities to formulate a written historical argument. These sessions allow the instructor to better evaluate student mastery of these discipline skills of analysis of the source, as well as formulating historical arguments.

Students participate in WI end of the semester surveys as well as the regular course and instructor evaluation.
Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Readings and guiding questions used each semester reflect adjustments based on performance of students in understanding these materials and discussion points.

Writing Intensive student writing samples are evaluated by WI faculty, providing insights into areas needing strengthening in teaching students how to effectively argue in written form. This evaluation of skills aids the instructor in identifying strategies to improve students' abilities to write about history.

Journal writings present a direct way to gauge student learning and thinking.

Writing workshop sessions allow the instructor to better evaluate student mastery of these discipline skills of analysis of the source, as well as formulating historical arguments. Students in all History classes take an end of the year course evaluation which provides feedback on the learning taking place.

Explanatory notes. If this is a new course, enter "N/A" as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2016  
jenifer J. Higa-King 11/28/16

☐ Not approved
If not approved, reasons for disapproval:


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Hist. 241

ASIAN CIVILIZATIONS I

COURSE SYLLABUS

INSTRUCTOR: PATRICK PATTERSON

OFFICE LOCATION: Building 7, Room 601
OFFICE HOURS: M-F 10:30 - 12:00
OFFICE PHONE: 845-9417
E-MAIL ADDRESS: patrick@hcc.hawaii.edu
INSTRUCTOR WEB PAGE: http://www.hcc.hawaii.edu/~patrick
CLASS HOURS:
PREREQUISITES: Writing 100 (recommended)

COURSE DESCRIPTION:

Historical survey of political evolution and major economic, social, and cultural developments taking place in Asia (Ancient times â€“ 1500 CE)

METHOD OF INSTRUCTION:

This is a writing intensive course, and so the focus of instruction will be on writing, in the hope that students will come to see the process of writing as an effective learning tool, rather than just a system for instructors to evaluate students. This means that instruction will be relatively more interactive than a traditional lecture class.

Writing: The primary means of evaluation in this course will be writing. However, it will also be your primary means for exploring the subject, and as I grade your papers, I will be looking to see if you are struggling with understanding the history rather than just putting words on a page. I want to see you learn through your writing. I will be assigning four different types of papers in this class, and through each, I hope you will learn new methods of study and writing.

Lectures will continue to be a part of the class. However, those lectures will include information on the history of Asia that gives students a general framework with which to understand the reading and writing they are doing for the course.

Reading: as an instructor of my own once said, "you have to read a few books before you can write one." This class will involve extensive reading of a number of different types of written work. Obviously, the textbooks will be required reading, and it is assumed that you will have finished the reading for each week before coming to class. Also included will be handouts that include examples of writing in various styles, and primary source documents that will give you a chance to dig in and "do history" â€“ putting your own ideas on record for the world.

Writing Workshops: One of the most valuable ways to learn â€“ and to learn to write â€“ is to subject your own ideas and work to the scrutiny of your peers. Therefore, prior to the due date for each paper, we will hold an in-class writing workshop. One week prior to the workshop you will be asked to provide a copy of a segment of your current paper to each student in your discussion group, and one to the instructor. During the workshop, you will each be asked to write and discuss with the author and the group, at least one critical comment regarding that segment for each member of the group. Your attendance is critical to the success of this kind of group activity, and will be monitored. Your participation is also a must. Failure
to attend or participate in the discussions, either by failing to provide comments, or by failing to provide a segment of your work, will certainly affect your grade in a negative way. Participation, however, will give you a leg up, should you be on the borderline.

**Exams:** There are three exams in this class. Each will be given in class on a date specified by the instructor. Each exam is worth 50 points, for a total of 150 points, or 18% of the course grade. Exams will include essay and identification questions.

**TRANSFER OF CREDIT**

This course transfers to all other UH System campuses. At Kapiolani CC and UH Manoa, this course fulfills the W1 requirement.

**COURSE LEARNING OUTCOMES**

By the end of this course, you should, in a basic way, be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Corresponding Assessment Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. construct a written argument on a historical topic, including presentation of the main points of the argument, and an organized structure that analyzes evidence in order to discover whether the main point is supported, and use of proper style and citation of evidence.</td>
<td>Papers, journal entries.</td>
</tr>
<tr>
<td>2. frame and investigate basic questions of historical causality and change, using primary and secondary sources and basic research and analysis techniques.</td>
<td>Quizzes, papers, journal entries.</td>
</tr>
<tr>
<td>3. identify and discuss the primary cultures and actors in Asian history between 1500 CE and the present at a level of knowledge appropriate for second year history students.</td>
<td>Quizzes, papers, journal entries.</td>
</tr>
<tr>
<td>4. review and assess some of the major historical issues current in the study of Asian history</td>
<td>Quizzes, papers, journal entries.</td>
</tr>
<tr>
<td>5. interpret the meaning of events within the context of the history and interaction of Asian states and relate them to contemporary realities.</td>
<td>Quizzes, papers, journal entries.</td>
</tr>
<tr>
<td>6. differentiate and compare the historical processes of the various states of Asia both individually and as an Asian unit, and pose relevant questions about the place of Asia in the world context of history.</td>
<td>Quizzes, papers, journal entries.</td>
</tr>
</tbody>
</table>

**ASSIGNMENT & LECTURE DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject of Study</th>
<th>Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Jan 8-12)</td>
<td>Orientation</td>
<td>Murphey, Introduction</td>
</tr>
<tr>
<td>Week 2 (Jan 13-19)</td>
<td></td>
<td>No Assignment</td>
</tr>
<tr>
<td>Jan. 15, Martin Luther King Day - no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3 (Jan 22-26)</td>
<td>Ancient India to 300 BC</td>
<td>Murphey Ch. 4</td>
</tr>
<tr>
<td>Week 4 (Jan 29 â€“ Feb 2)</td>
<td>Ancient China to 221 BC</td>
<td>Murphey Ch. 5</td>
</tr>
<tr>
<td>Week 5 (Feb 5-9)</td>
<td>Asian Religions</td>
<td>Murphey Ch. 2, Confucius entire</td>
</tr>
<tr>
<td>Week 6 (Feb 12-16)</td>
<td>Writing workshop 1, Asian</td>
<td>Confucius, entire</td>
</tr>
<tr>
<td>Week</td>
<td>Religions &amp; philosophies, cont'd</td>
<td>Murphey Ch.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>7 (Feb 19-23) 2/16 Pres.</td>
<td>Medieval India</td>
<td>6</td>
</tr>
<tr>
<td>Day No School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 (Feb 26-March 2) March</td>
<td>SE Asia</td>
<td>7</td>
</tr>
<tr>
<td>2 No School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 (March 5-9)</td>
<td>SE Asia</td>
<td>7</td>
</tr>
<tr>
<td>10 (March 12-16)</td>
<td>China after the Han</td>
<td>8</td>
</tr>
<tr>
<td>11 (March 19-23)</td>
<td>Early Japan</td>
<td>9, Friday, entire</td>
</tr>
<tr>
<td>12 (March 26-30)</td>
<td>Spring Break!</td>
<td>Friday, entire</td>
</tr>
<tr>
<td>13 (April 2-6) April 6</td>
<td>Medieval Japan</td>
<td>9</td>
</tr>
<tr>
<td>Good Friday, No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 (April 9-13) April 14</td>
<td>Early and Medieval Korea</td>
<td>9</td>
</tr>
<tr>
<td>Good Friday no school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 (April 16-20)</td>
<td>Catch-up</td>
<td></td>
</tr>
<tr>
<td>16 (April 23-27)</td>
<td>Catch-up</td>
<td></td>
</tr>
<tr>
<td>17 (April 30-May 4)</td>
<td>Catch-up</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam: May 7 (Monday â€“ Thursday) No late finals accepted**

**the reading for each lesson should be done in advance, so that you are prepared to discuss the materials in class.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Journal Entry (12)</td>
<td>20 ea. (240 total possible)</td>
<td>32%</td>
</tr>
<tr>
<td>1 long essay 6-8 pages</td>
<td>200</td>
<td>26%</td>
</tr>
<tr>
<td>1 Rough Draft</td>
<td>100</td>
<td>14%</td>
</tr>
<tr>
<td>Participate in 2 Workshops</td>
<td>50 each</td>
<td>14%</td>
</tr>
<tr>
<td>Two Exams</td>
<td>50 each</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADING RUBRIC FOR PAPERS AND EXAMS**

Grading in this course is based on three assumptions. They are:

1. Adequate/acceptable work at the first year level will receive a C grade. B grades denote work that is better than adequate, and an A grade denotes truly exceptional work.
2. Grading of written work is based on a rubric, the standards for which are stated below:

<table>
<thead>
<tr>
<th>Grade item</th>
<th>Description</th>
<th>A - Excellent</th>
<th>B - Good</th>
<th>C - Adequate</th>
<th>D - Poor</th>
<th>F - Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td>Gives an interpretive answer to the question.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>An organizational structure is elucidated,</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
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<td>------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Grammar</td>
<td>correct grammatical usage is maintained throughout the paper.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Vocabulary/Precision</td>
<td>word choice is precise and serves to advance the argument.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Chronology</td>
<td>there is a clear sense of the passage of time, and of change over time producing cause and effect connections.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>there are clear cause/effect relations detailed in the paper.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Assertions</td>
<td>each assertion is made clearly, and is directly related to the thesis statement.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Facts, Evidence,</td>
<td>facts and evidence, and examples are accurate and relevant and support the argument being made.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking/point of view</td>
<td>the paper demonstrates an understanding of evidence and points of view counter to the one being expressed, and takes them into account.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Conclusion</td>
<td>the conclusion draws meaning from the history discussed.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

- The instructor reserves the right to assign the grade based on performance as he, based on experience, knowledge, and the rubric above, sees fit. The grade levels given to the right of the table are examples, and not guarantees, of points to be assigned in any given assignment. Grades may be given in whole or partial numbers above or below the examples provided. Scores below 5 points will be given where they appear to make the most sense - for example, in the near or complete absence of a component, etc...

- The rubric above applies to papers and exams only.

- Grading of assignments and quizzes will be based on separate standards. Students have the right to know what the grading standards are at any time before or after an assignment is given.
COURSE COMPONENT SPECIFICS

(As noted, this is a writing-intensive course. You must produce a minimum of 16 pages of written work over the course of the semester. Failure to do so will result in a failing grade for the course, regardless of the quality of the work you do submit.)

1. **Writing Assignments**

   - **Weekly Journal Entry**: You'll be asked to write a weekly paper discussing what you are learning, questions that have come to mind, and interests that develop as you go through the course and encounter new sources and new material.
   - **Long Essay**: You'll be asked to write a 6-8 page paper on a question relating either to the *Analects of Confucius* or to Karl Friday's *Hired Swords*, both required books. If you choose to write on another book it will need to be approved by the instructor. You must turn in a rough draft for this paper. It is worth 50 points toward your final grade, and is required in order to pass the course.

2. **Two Exams**

   There are two exams in this class. Each will be given on a date specified by the instructor, and must be taken at a UH System proctoring center. Each exam is worth 50 points, for a total of 100 points, or 14% of the course grade. Exams will include essay and identification questions.

4. **Writing Workshops**

   One of the most valuable ways to learn to write is to subject your own ideas and work to the scrutiny of your peers. Therefore, prior to the due date for each paper, we will hold an in-class writing workshop. One week prior to the workshop you will be asked to provide a copy of a segment of your current paper to each student in your discussion group, and one to the instructor. During the workshop, you will each be asked to write and discuss with the author and the group, at least one critical comment regarding that segment for each member of the group. Your attendance is critical to the success of this kind of group activity, and will be monitored. Your participation is also a must.

TEXTBOOKS & REQUIRED MATERIALS

Rhoads Murphey, *A History of Asia, 5th Edition*

Confucius, *The Analects*

Karl Friday, *Hired Swords*

Handouts to be provided in class.

________________________

STUDENTS WITH DISABILITIES STATEMENT

Students in this class who need accommodations for a disability should submit documentation and requests to the Services for Students with Disabilities Office (SSD) in Bldg. 2, Rm. 108A. Phone: 845-9282 voice/text or 9272 voice/text for more information. If you have already registered your requests with SSD this semester, please see the instructor after class or during my office hours and be prepared to provide a current verification letter from SSD. (Rev. 3-29-2004)
CLASSROOM CODE OF CONDUCT

1. Students will be expected to follow the HCC Student Conduct Code (http://honolulu.hawaii.edu/intranet/policies/sc. pdf). This classroom is a SAFE ZONE. You may disagree with other students or the instructor, but you are required to listen with respect and address others equally, ideas seriously and respectfully. We can have a debate without intimidation or anger. Disruption, intimidation, or other forms of verbal or physical abuse will result in expulsion from the class temporarily or permanently and will have a negative impact on your grade.

Late Assignments

a. Late assignments will be docked one full grade level per week until turned in. (If the paper is not handed in by midnight on the due date, it is considered a week late, whether handed in the next day, or 5 days later.)

Submitting Papers

a. All papers are to be submitted electronically, either in the body of an e-mail message, or through an attachment (the software should be either Corel Word Perfect, or Microsoft Word. If you have a different word processor, please submit in the body of the e-mail). If this is impossible, contact me.

b. When submitting, include your last name and HIST 241 in the filename and in the e-mail subject line. Without those, the paper will be returned to you unread, and marked late if your return of it is beyond the deadline.

c. If you use a word processor other than MS Word, please submit the paper in Rich Text Format - go to your File menu, choose save, and in the lowest field in the "Save As" dialogue box, choose RTF.

d. To attach the paper to an email, choose "browse" in the mail composition menu. Once you have found the file, don't forget to click on "Attach".

Making up work

a. Quizzes may not be made up. You have a week to take each quiz.

b. Exams may only be made up if you provide a valid excuse, and evidence that such excuse was in fact real, such as a doctor's note, etc. What constitutes a valid excuse is the instructor's prerogative.

c. Papers can be turned in at any time before or after the due date. See the section above on late penalties for papers.

Plagiarism will not be tolerated. Make sure that none of your work is plagiarized. I will be checking every paper (and draft) for plagiarism. Plagiarism is easy to detect. If I find you have plagiarised, in the first instance, I will ask you to re-write your exam or paper with no penalty. Any instance beyond one will result in immediate failure of any assignment that shows evidence of plagiarism, and the College Administration will be informed. Instances beyond two will result in a failing grade for the course and the Administration will be informed. According to the Student Conduct Code, this can result in expulsion from Honolulu Community College. The instructor reserves the right to change the score on a paper at any time, including after the fact, if it is discovered that the paper has been plagiarized, and to change the course grade if it is affected. This includes the appearance in later classes of work previously turned in for this or any class. Do your own work. Make your friends do their own work. The definition of plagiarism, according to the University of Hawaii Code of Conduct, is as follows:
"Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

Cheating on Exams and Quizzes

a. Cheating on exams will not be tolerated. Any student who cheats will fail the course, and the Administration will be notified. Use of electronic devices for assistance in taking an exam is strictly prohibited except where specifically authorized by the instructor. Cellular phones, personal music players, websites, personal digital assistants, computers of any kind, watches, electronic dictionaries, etc. are all prohibited during exams. Cheating is defined in the University of Hawaii Code of Conduct as:

"Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining or distributing unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements.

Keeping Records of Your Work

a. Keep all quiz, exam, and essay papers I return to you as proof that you have completed the assignment.

Assigning of Grades

a. Grades will be assigned based on performance only. As unfortunate as it is, I have no way of measuring how much you studied. I can and will measure how well you answer the questions according to the standards I have given you. If you care to dispute a grade, you are more than welcome. Come prepared to discuss the specifics of your paper in terms of those standards.

Remember, accomplishing what was asked, doing adequate work, earns a "C" grade. "B" grades are assigned when you go beyond the basic expectations and do something very well. A is assigned only for really exceptional work. For requirements, please refer to the rubric above.