APPLICANT: Jeff Stearns  E-MAIL: stearns@hawaii.edu

COURSE ALPHA and NUMBER:  EALL 271/ENG 271 (as of Sp. 2013)

COURSE TITLE: Japanese Literature in Translation (Traditional)

ESTIMATED NUMBER OF SECTIONS: Fall 1  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: pre-2000

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?  75%

What percentage of CLASS MEETINGS focuses on this diversification area?  75%

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

The first Hallmark requires the use of terminology of literary and cultural analysis. For a student to be able to look at works of Japanese literature as a reflection of the cultural milieu and to compare them with his or her own (SLO 1), a student must understand and use common terms that describe the social attitudes and customs reflected in the literary works during the historical periods of Japan to the mid-19th century. The student will see that the changes during eras in Japan were dramatic, unlike what developed in America. The vocabulary also is essential to examine works using various critical approaches (SLO 2), to recognize themes, explore their implication, and identify their basic assumptions (SLO 3), show greater sensitivity to language and literature devices (SLO 4), and expresses opinions and responses in writing (SLO 5). The reading, lectures, class discussions of this course will work with building up this knowledge and terminology. Much of the terminology the student will learn is Japan-specific. The final three
SLOs also require a student to be able to use appropriate terminology, but focusing more on that of the literary forms, historical periods, and changes in written and spoken language. These SLOs are to demonstrate ability to write papers on traditional Japanese literature (SLO 6), to know major forms of Japanese literature from the earliest era to the mid-19th century (SLO 7), and to write papers on traditional Japanese literature (SLO 8). The student must be versed in terminology of traditional Japanese literature and culture to meet all the SLOs.

The second Hallmark requires the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues related to literary and cultural analysis. The SLOs for the course require recognizing major themes in traditional Japanese literature, exploring implications, identifying basic assumptions (SLO 3), showing sensitivity to language, literary devices that authors use in literature (SLO 4), knowing all major forms of Japanese literature to the mid-19th century (SLO 6), and examining works with various critical approaches (SLO 2). The language as well as the literature changed from period to period. A student must be familiar with the styles, forms, ideas, and other aspects of Japanese literature that changed to meet these SLOs of the course.

The third Hallmark seeks inquiry guided by qualitative, argumentative, and quantitative methods employed in literary and cultural analysis. Close reading of the texts, lectures, and class discussions help bring a student to be able to look at Japanese literary works from an analytical viewpoint. This Hallmark is met by SLO 2, which calls for the student to examine a work of Japanese literature using various critical approaches, by SLO 1, which asks a student to be able to compare Japanese literature and cultural milieu with his or her own, and by SLO 5, which requires the student to express opinions and responses to traditional Japanese literature clearly and effectively. Both the essay assignments and the class discussions will reinforce this third hallmark.

The student will examine a number of representative works of traditional Japanese literature (in translation), understand them with critical thought, and discuss them with appropriate terminology.

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.

The course covers Japanese literature from the earliest works to the mid-19th century. To understand key works during this time, the student will write 10 critical essays (500 words each) following careful reading and discussion of literary passages. Besides the essays, a student also will be assessed by participation in class discussions, by presentations, by quizzes, and a final exam. The assessment will be based on the SLOs, tied to the hallmarks, showing understanding and discussion of traditional Japanese literature with critical examination and appropriate terminology.
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?

The course has not been taught for a number of years so instructors will begin assessment as soon as it is offered.

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.

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**DIVERSIFICATION BOARD DECISION:**

- [x] Approved
  
  Re-Certification Due: **Spring 2016**

- [ ] Not approved
  
  If not approved, reasons for disapproval:

  
  

Diversification Chair Signature: **[Signature]**  
Date: **5/11/11**
EAST ASIAN LANGUAGE AND LITERATURE (EALL) 271 WI
JAPANESE LITERATURE IN TRANSLATION (TRADITIONAL)
Fall 2011 (3 credits)

Jeff Stearns
Office: 7-518
Contact:
   Email: stearns@hawaii.edu
   Office phone: 845-9276 (send email instead)
   Office hours: Times to be announced, and by appointment

Course description and objectives
This course is a survey of traditional Japanese literature with emphasis on analysis and comparison.

No knowledge of Japanese language is required.

EALL 271 is a writing intensive course. Successful completion of this course satisfies three credits of the Writing Intensive requirement and three credits of the Diversification Requirement for Honolulu Community College's General Education Core.

Prerequisite
Enrollment in English 271 requires a “C” or higher in English 100 or placement in ENG 209-260

Student learning outcomes
Upon successful completion of English 210, a student will be able to
- Consider a work or Japanese literature as a reflection of its cultural milieu and compare that milieu with the student’s own
- Examine a work of Japanese literature using various critical approaches
- Recognize major themes in traditional Japanese literature, explore their implications, and identify their basic assumptions
- Show greater sensitivity to language and literary devices authors use in literature
- Express opinions and responses to traditional Japanese literature clearly and effectively in writing
- Demonstrate knowledge of all major forms of Japanese literature from the earliest era to the mid-19th century
- Demonstrate knowledge of some major Japanese authors before mid-19th century
- Demonstrate the ability to write papers on traditional Japanese literature

Successful completion of this course satisfies the Written Communication requirement for the Foundations area requirement for Honolulu Community College’s General Education Core.

Class materials
Bring the current reading materials to every class, as you will need them for discussion.

Some of the works and authors we will discuss during the semester:
Kojiki
Manyōshū
Kokin Wakashū

4/18/2011
Yūgao (Genji Monogatari [Tale of Genji])
Matsuo Bashō

Also prepare
• Lined paper or notebook for taking notes
• Letter-size paper to print your assignments from a computer
• Access to a computer to do assignments (both the computer lab and the library have computers available for use, but may charge for paper or printing)

Assignments and class participation

Reading, writing assignments, and participation – We go through short reading assignments of Japanese literature nearly every week. For 10 reading assignments, you will write a 500-word essay demonstrate your understanding of the readings. These papers will be graded on how effectively you organize your thoughts and explain in clear, precise, correct language. These must be printed out.

The essays will prepare you to discuss the readings in class and help you grasp a deeper understanding of the works.

Final exam – The final is an in-class essay of about 500 words that should show that you have a grasp of traditional Japanese literature.

Class participation – You are expected to participate in class discussions and work in groups with other students. Obviously, attendance will impact your grade in this category because it is part of the grade.

Evaluation
Your grade for the course will be determined by the following:
Writing assignments 75%
Final exam 10%
Attendance and class participation (including unannounced quizzes) 15%

Grading scale
A 100-90
B 89-80
C 79-70
D 69-60
F 59-0

Course policies
Due dates for assignments
The writing assignments, presentations, mid-semester paper, final paper, portfolio have due dates, which are listed on a separate handout. Turn in the assignments on the day they are due at the beginning of class.

Late assignments not turned in on time lose one grade increment (B goes down to B-, for example) and any paper turned in one class period late receives two grade increments down (B goes to C+, for example). After two class periods, the maximum grade you can earn is a C. This policy is to make it fair to students turning in work on time.
(Exceptions:

(1) If you have a convincing reason you cannot hand in a paper on the date due, you can do the following:
   • Before class begins, email an electronic copy of the paper with a note explaining why you cannot hand in the paper. Then, turn in the printed copy before the following class. The electronic copy tells me you did the work on time, but I still need a hard copy to grade. Send these to stearns@hawaii.edu.

(2) For reasons you cannot turn in electronic assignments that are beyond your control:
   • Notify me by email or tell me after class.)

Note that the final day to turn in any assignments is the last day we hold class. I do not accept any papers after that day.

Attendance and participation
Obviously regular and punctual attendance is essential to pass the course. You cannot learn Japanese literature or learn to write in a vacuum. The core information of this course is what we do in class. Therefore, I take into account attendance, attentiveness, and participation as one component of the final grade. It would be hard to get an A or B in the class without good attendance and active participation.

If you text message on your cell phone or listen to music during class, you are not paying attention or participating. Expect to take notes on lectures, ask questions, and contribute to group activities. Cell phones and music players must be turned off.

I view class attendance, class participation, and submission of assignments similar to how an employer would view an employee’s work. Even good excuses do not go far with an employer. If you do not show up to class and do not do the work, you do not get paid (your grade goes down).

If you are absent because of illness, it is your responsibility to find out what you have missed.

For attendance and participation, I will base this on the following, assuming full participation:
- no absences = A
- absent more than 2 classes, one point down = B [1 class for once a week course]
- absent more than 4 classes, two points down = C [2 classes for once-a-week course]
- absent more than 6 classes, three points down = D [3 classes for once-a-week course]
- absent more than 8 classes, four points down = F [4 classes for once a week course]

If you are text messaging, using your cell phone, or listening to music, you are not participating in the class. You cannot show up in the middle of class and get credit for attendance.

Plagiarism - You must do your own work. Plagiarism is not tolerated and will result in an F for the course.

Conferences – I welcome you to see me any time during my office hours to discuss your papers, assignment ideas, or any other class issues. If the office hours conflict with your classes, you can arrange a conference with me for a suitable time. I also may ask you to attend a conference to help you with writing topics, approaches, or anything else class related. My aim is to help you become a better writer and understand the class material, so I welcome you to come and discuss anything that may help you.

Assignment formats
We will be using three basic formats for papers, the memo, the letter, and the report formats. Not using the correct format can affect your grade on your assignment. We will discuss the formats in detail during the first weeks of class.

Learning accommodations
Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodations for this class, please notify the Services for Students with Disabilities at 844-2392. They will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

"N" grade
Except under special circumstances, I do not give this grade. If you have not put much effort in this course or have missed more than five classes, do not ask to receive this grade.

Pace of the course
We cover a lot of different Japanese literary works. Reading the assigned passages is essential for discussion and writing critical essays.