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

APPLICANT: Eric Paul Shaffer E-MAIL: eshafer@hawaii.edu

COURSE ALPHA and NUMBER: EALL 272 / ENG 272 (as of Sp. 2013)

COURSE TITLE: Japanese Literature in Translation (Modern)

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

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.

DL Hallmark #1 is that the course "uses the terminology of literary and/or cultural analysis." The SLOs that address this diversification hallmark is SLO #1: "Consider a work of Japanese literature as a reflection of its cultural milieu and compare that milieu with the student’s own"; SLO #2: "Examine a work of Japanese literature using various critical approaches"; and SLO #4: "Show greater sensitivity to language and literary devices authors use in literature." To meet these SLOs, literary terminology from the Japanese and American literary traditions will be used to examine each text and its parts for its literary effectiveness and significance. The terminology will originate from the long history of the literary analysis of fiction, and it will include terms for the parts of a literary work, the features of the language in literary work, the names and divisions of genres of literary work, and the critical terms for the analysis of literary work. Effects of literature on both the Japanese and American culture will be examined using the appropriate terminology.
Terminology is an integral part of the literary and cultural analysis of all texts in this course.

DL Hallmark #2 is that the course "involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis." The SLOs that address this diversification hallmark are SLO #3: "Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions"; SLO #4: "Show greater sensitivity to language and literary devices authors use in literature"; SLO #6: "Demonstrate knowledge of all major forms of Japanese literature from the mid-19th century to the present"; and SLO #7: "Demonstrate knowledge of some major Japanese authors after mid-19th century." The analysis of the texts will proceed from the two literary traditions and cultural perspectives as the novels impact the social, historical, and political contexts of Japan and America.

DL Hallmark #3 is that the course "demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis." The SLOs that address this diversification hallmark are SLO #1: "Consider a work of Japanese literature as a reflection of its cultural milieu and compare that milieu with the student's own"; SLO #2: "Examine a work of Japanese literature using various critical approaches"; SLO #5: "Express opinions and responses to modern Japanese literature clearly and effectively in writing"; and SLO #8: "Demonstrate the ability to write papers on modern Japanese literature." Inquiry and examination of the texts will be based on their argumentative and rhetorical aspects (as well as the aspects of figurative language) and the manner in which the production and performance of fiction are employed and elaborated by the use of literary techniques, devices, and strategies in order to make a literary argument. In addition, the analysis of the texts will require the use of the techniques of logical analysis and organized written presentation in order to state, explain, and detail an understanding of the literature and the cultures involved in our study.

In summary, the reading, study, and examination of translations of Japanese novels as literary texts and producing cogent and organized written responses is the primary focus of the course.

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.

Modes of instruction for this course will include reading, writing, discussion, close reading of the texts, in-class presentation, quizzes, research, lecture, and student conferences to assure that students achieve the student learning outcomes. All of these modes will provide opportunities for formative and summative assessment.

Students will be required to write critical essays (750-1500 words), short response papers (250-300 words; also known as "Reading Questions & Observations or RQ&Os), and a mid-term examination and final examination (with both in- and out-of-class components), as well as in-class
discussions and informal presentations to demonstrate their achievement concerning the SI.Os. In each case, assessment will be directed toward measuring the students' comprehension of the works as literary texts.

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?

This course has not been taught in many years, and instructors will begin assessment as soon as the course 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:

☑ Approved
Re-Certification Due: Spring 2016

☐ Not approved
If not approved, reasons for disapproval:

[Blank space]

Diversification Chair Signature: [Signature] Date: 5/11/0
HONOLULU COMMUNITY COLLEGE

EAST ASIAN LANGUAGE AND LITERATURE 272WI:
Japanese Literature in Translation (Modern)

Semester, 20--

Location:
HCC Office: Building 7, Room 510
HCC Office Hours:

Days:...

Time:...

Instructor: Eric Paul Shaffer
HCC Office Phone: 845-9241
E-Mail Address: eshafer@hawaii.edu

Section:

TEXTS/EQUIPMENT

Sōseki, Natsume. Botchan.
Ôe, Kenzaburo. A Personal Matter.
Mishima, Yukio. The Sound of Waves.
Ariyoshi, Sawako. The Doctor’s Wife.
Dazai, Osamu. The Setting Sun.

COURSE DESCRIPTION

“Survey from mid-nineteenth century to the present. Major emphasis on fiction.”

This course is designed to introduce students to the study and criticism of the Japanese novel as well as critical approaches of this literary genre. In addition to reading the Japanese novel, the student will recognize and evaluate the fundamental features and characteristics of the genre as well as learn to assess the quality of the writing. The course will focus on clear communication concerning literary works, both orally and in writing.

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: "C" or higher in ENG 100 OR placement in ENG 209-260

STUDENT LEARNING OUTCOMES

Upon successful completion of EALL 272, the student will be able to:

- Consider a work of 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 modern 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 modern Japanese literature clearly and effectively in writing.
- Demonstrate knowledge of all major forms of Japanese literature from the mid-19th century to the present.
- Demonstrate knowledge of some major Japanese authors after mid-19th century.
- Demonstrate the ability to write papers on modern Japanese literature.
Course Requirements & Policies

1. Always bring all course books, pens, paper, and the course syllabus to every class session.
2. Because feedback is important to improving writing skills, it is essential that all assignments be turned in on time. Writing assignments (including all draft materials) and homework are due at the beginning of class on the due date. Writing assignments lacking required draft materials will be reduced one letter grade. Late writing assignments will be evaluated on a credit/no credit basis; credit earns 50 or fewer points. For late homework, possible points will be halved; errors will be subtracted from that number. In-class quizzes will be given only once. To receive credit, all assignments must be turned in before the semester homework deadline. In the case of illness or other circumstances, notify me by e-mail in advance. When you return, please provide a valid written explanation for absence and bring all assignments due that day and during your absence.
3. Regular attendance is expected, essential, and affects your course grade. I take attendance first, so if you’re late, see me after class to be sure I’ve marked you tardy. Valid medical or work explanations are required before an absence or late paper can be excused or a missed exam can be taken; bring a photocopy for my records. The explanation must include dates affected, a reason, and the name, signature, and phone number of the verifying individual. Lack of attendance may result in failure of the course.
4. Do your own work. Plagiarism is a serious offense; it will result in the failure of the writing assignment and may result in failure of the course. I may give you a simple test to verify the words on the page are your own, request all drafts and notes for the paragraph, and/or require a new writing assignment.
5. Notify me in advance if you’re unable to be present at the midterm or final examination. A make-up will not be given if you don’t notify me in advance. Written explanations for the absence are required before a make-up exam will be given.
6. Keep all work related to this course together in a folder: graded writing assignments, rough drafts, revisions, brain-storming notes, quizzes, homework. Bring all work to every class. If there’s a question about your writing, you must provide all drafts and notes. If you have a question about a course grade, you must produce all your graded work.

Evaluation

Your course grade will be determined on the following basis:

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<thead>
<tr>
<th>Essay Type</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essays</td>
<td>50%</td>
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<tr>
<td>Reading Questions and Observations</td>
<td>10%</td>
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<tr>
<td>Final Writing Portfolio</td>
<td>20%</td>
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<tr>
<td>Mid-Term and Final Examinations</td>
<td>10%</td>
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<tr>
<td>Teamwork &amp; Participation</td>
<td>10%</td>
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</tbody>
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Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<tr>
<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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<td>F</td>
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Your grade on writing assignments is based on content, development, and accuracy with punctuation, grammar, and syntax. All are important factors, and we will discuss them at length.
For both the midterm and the final examinations, you will write an essay or essays on topics assigned by the instructor. There may also be essay questions, multiple-choice, matching, and other appropriate forms of questions.

"Initiative points" will be awarded daily to students who participate first and fully in our classwork every day. Feel free to request these points if you have done something in class to earn them. These points are the only extra credit that can be earned in this course.

Throughout the term, there will be many opportunities to practice and sharpen writing skills, and you will be expected to produce writing that is increasingly effective as the course progresses. Grading criteria for assignments are discussed in class when assignments are made.

Final Portfolio: An Important Note

The final portfolio is a collection of specific and previously-graded assignments that you will be revise throughout the term. This final portfolio provides you an opportunity to greatly affect your course grade simply by applying yourself to the important skill of revision. Therefore, you must retain all graded work for this course in order to revise it. The final portfolio will be due near the end of the term. More details concerning the contents and requirements for the final portfolio will be forthcoming.

Format

Always use the appropriate format for the assignment. If you are no sure, ask the instructor what the format is for the current assignment.

All sentences for homework exercises should be typed; do not just provide the "answer." Proofread carefully to avoid introducing punctuation or spelling errors in your homework.

All out-of-class writing should be typed or word-processed. You may use your own computer or word-processor, or after you obtain a computer lab card, you may use one of the computers in the computer labs on campus. Save your work on your own personal disk, flash drive, or other medium. Remember, however, that only printed materials will be accepted.

Refer to our format sample page for reference, but here is a written description of proper format: Double-space all essays. Leave one-inch margins, top and bottom, left and right. On the first page, in the upper-left corner, place this information: your name; the instructor's name; course name and number, assignment number and type; date. Center the title. Indent the first paragraph 1/2 inch, and begin typing the essay. For the remaining pages, your name and the page number appear in the header (Set the header for .5, and your header will appear ½ inch from the top of the page). The text begins one inch from the top of the page.

In preparing final drafts, submit only loose, typed, numbered, properly-formatted paper pages. Do not use staples, paper clips, manuscript clips, tangs, folded corners, files, folders, plastic covers, cover pages, and remove all "perfiles" from spiral notebook pages.

Revisions

You may receive the grade of "R" on an assignment. This means that your work, though promising, needs revision. See me immediately after the class, and I will provide you a new due date and instructions for your revision; as with any other assignment, all rough draft materials are due with the revised final draft.
**Technology**

Since you must use a computer to complete your essays for this course, computer skills are necessary: please be sure you know how to boot up and shut down a computer; how to use a word-processing program; how to save a document to your disk or flash drive; how to navigate the Internet; and how to type. If you need help, check with me or with a writing tutor at the College Skills Center (Building 7, Room 313). School and personal computers in the classroom are to be used only at the direction of and in the manner directed by the instructor.

Unless you are specifically instructed to do so, do not send essays, homework, or other assignments to the instructor by e-mail or attachment. Otherwise, all assignments are due at the beginning of class on the date assigned, on paper, and accompanied by any and all required draft materials.

Cell phones are to be TURNED OFF before class. Please consult with me before class concerning unusual contact situations.

In the business world, it is essential to practice basic courtesy and to remember that distractions and interruptions are not appropriate in a business setting. Please respect the rights of your classmates and instructor to conduct class in an effective manner. A ringing cell phone or a student surfing the net during class disrupts work and instruction and disregards the rights of your classmates and teacher.

**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.

**Spelling**

Spelling is an essential part of writing. If you have trouble spelling, you will want to learn to use the spell-check feature in your word-processing software accurately and effectively. You may want to start your own list of personal "toughies" to use for review and reference; the list will also help you locate and correct spellings of words you might not otherwise find.

**Dictionaries**

Every university student should have a good hardbound dictionary. I use the "College Edition" of The American Heritage Dictionary. Webster's Collegiate is another fine dictionary.

**Syllabus Notes**

An outline of course assignments follows. Always bring this syllabus to class to add changes and to record notes about writing assignments or homework. I may add, delete, or change assignments depending on the needs of the class. You are responsible for any assignments given in class. If you're absent, contact a classmate to find out what you missed.