University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification
Application Form
(Fall 2010)

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

COURSE ALPHA and NUMBER: ENG 250

COURSE TITLE: American Literature

ESTIMATED NUMBER OF SECTIONS: Fall fewer than one per semester
Spring fewer than one per semester

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:

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.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, state the hallmarks for the diversification designation you are seeking and explain how the course SLOs meet each hallmark. For example, an SLO for Hallmark #3 for a DS designation would be to understand how descriptive and inferential statistics are used to summarize and evaluate results from psychological studies.

DL Hallmark #1 is that the course "uses the terminology of literary and/or cultural analysis." The SLO that addresses this diversification hallmark is SLO #1: "Use basic concepts and terminology particular to literary analysis." To meet that SLO, literary terminology 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 poetry, fiction, non-fiction, and drama of American literature, 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 culture will also 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 #2: "Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions"; SLO #3: "Analyze the artistry of literary works and become better acquainted with writers as artists"; SLO #6: "Understand the history and development of poetry, fiction, and drama, and, particularly, appreciate and enjoy each genre." The study of the texts, concepts, forms, styles, and theories addresses the close examination of the literary qualities involved in American literature. The cultural analysis of American literature will examine the texts from a broader national and international perspective as they demonstrate the social, historical, and political contexts.

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 # 4: "Recognize the need for literary evidence to support opinions and ideas regarding literary work"; SLO #5: "Express opinions and responses to literature clearly and effectively in writing"; SLO #7: "Explicate and analyze individual poems, fictions, and plays, or compare/contrast them with other works by the same author, or compare/contrast them with other works by different authors"; SLO #8: "Write analytical, well-organized, and correctly documented papers about poetry, fiction, and drama"; and SLO #9: "Above all, the student will be able to fully appreciate and enjoy the selected literary works by learning to use his/her personal 'mirror.'" Inquiry and examination of the texts of American literature will be based on their argumentative and rhetorical aspects (as well as the aspects of figurative language) and the manner in which the concepts of the production and performance of poetry and drama 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 our understanding of the literature. Above all, students will be able to fully appreciate and enjoy the works of American literature by using their critical intelligence.

In summary, the reading, study, and examination of works of American poetry, fiction, and drama as literary texts and producing cogent and organized written responses is the primary focus of the course.

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 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 provide opportunities for formative and
Students are required to write critical essays (1000-1500 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 SLOs. In each case, assessment is directed toward measuring the students’ comprehension of the works as literary texts.

Explanatory notes. The applicant should clearly connect assessment strategies to the course SLOs stated in Question #1. For example, an assessment strategy for an SLO would be to have a set of questions on an exam, which requires students to evaluate a hypothetical study in terms of research methodology, and descriptive statistics (calculate the mean, median, mode of a data set).

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

Reading my students’ essays and their “Reading Questions & Observations” (RQ&O) papers has helped me focus on and address in class discussion and in further assessments areas of grammar, essay composition, organization, and structure; literary technique; literary history; and relevant national and international political, social, economic, and historical cultural connections.

Regular quizzes on grammar, punctuation, and sentence construction have led to class discussion and lessons that address students’ specific needs and further assessment.

Mid-terms and finals, which in my course require students to assess their own understanding and relationship to the course materials, lead to class discussion that addresses issues, questions, and concerns across a wide spectrum of language, literature, and culture.

My continually developing understanding of what my students know and don’t know guides me in my efforts to assist my students as they achieve the course SLOs as the course proceeds. All of the above improves the course from meeting to meeting and from semester to semester.

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.

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.

DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: 2011

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 11/28/11
ENGLISH 256 (WI): POETRY AND DRAMA
FALL 2008

Semester, 20-- Days: Time: Section:
Location: Instructor: Eric Paul Shaffer
HCC Office: Building 7, Room 510 HCC Office Phone: 845-9241
HCC Office Hours: E-Mail Address: eshaffer@hawaii.edu

TEXTS/EQUIPMENT

Roudané, Matthew. Drama Essentials: An Anthology of Plays.

COURSE DESCRIPTION

“Study and criticism of drama, biography, and poetry, their evolution and form.”

This course is designed to introduce students to the study and criticism of drama and poetry as well as the evolution and basic forms of these major literary genres. In addition to reading poems and plays, the student will recognize and evaluate the fundamental features and characteristics of the genres 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 the Written Communication requirement for the Foundations area 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 ENG 256, the student will be able to:

- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze the artistry of literary works and become better acquainted with writers as artists.
- Recognize the need for literary evidence to support opinions and ideas regarding literary work.
- Express opinions and responses to literature clearly and effectively in writing.
- Understand the history and development of both poetry and drama, and, particularly, appreciate and enjoy both genres.
- Explicate individual poems and analyze plays: compare/contrast them with other works by the same author, or compare/contrast them with other works by different authors.
- Write analytical, well-organized, and correctly documented papers about poetry and drama.
- Above all, the student will be able to fully appreciate and enjoy the selected literary works by learning to use his/her personal "mirror."
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>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essays</td>
<td>50%</td>
</tr>
<tr>
<td>Reading Questions and Observations</td>
<td>10%</td>
</tr>
<tr>
<td>Final Writing Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Term and Final Examinations</td>
<td>10%</td>
</tr>
<tr>
<td>Teamwork &amp; Participation</td>
<td>10%</td>
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</tbody>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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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<tr>
<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 1/4 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.

CLASSMATE'S NAME: __________________________________________

PHONE NUMBER: __________________________________________