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

APPLICANT: Charlene Gima

E-MAIL: gimac@hawaii.edu

COURSE ALPHA and NUMBER: ENG 251

COURSE TITLE: British Literature before 1800

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: unknown (2001)

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.

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.

For Hallmark #1, "uses the terminology of literary and/or cultural analysis," the SLO #3 for ENG 251, "Recognize and use key literary terms when [students] discuss or write about literature" requires that students understand how to use terminology to analyze and discuss literature and its cultural and historical context. For Hallmark #2, "involves the study of texts, concepts, forms,
figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis," the SLOs #5 and 1, "Place each literary work against the social/historical/cultural background from which it developed" and "Demonstrate knowledge of poetry, prose and drama by writers from a different culture and era, in this case, with British literary works written before 1800" both ask students to study texts, concepts, styles, theories and issues in order to understand how literary texts are related to their historical and social contexts and express theories and issues through various forms and styles. For Hallmark #3, "demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis," the SLOs #7 and 6, "Express ideas and conclusions orally and in writing, through class discussions, essays and examinations" and "Find commonalities between [students'] own culture/era and the recurrent interests/problems addressed by British writers of much earlier periods" requires students to think critically and pursue lines of inquiry that argue their own interpretation and analysis through discussions, essays, and examinations.

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.

I plan to use critical responses, quizzes, essays, class presentations, a research essay, and exams to assess students' progress toward achieving the course SLOs. Critical responses to the assigned readings, essays, and the research paper require students to understand and use the terms, to demonstrate their knowledge of the texts, and to situate the texts in their social/historical/cultural background. The presentations, quizzes, exams, and essays also require students to express their ideas and conclusions both orally and in writing. The research paper requires students to pursue a line of inquiry through guided research and to show commonalities between their own culture/era and recurrent interests, as well as to demonstrate their understanding of the social/historical/cultural background of the 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?

This course has not been offered in several years, so there are no previous assessment findings.

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: 5/01/14

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: 
Date: 4/11/11
ENGLISH 251 (CRN 23942)  
BRITISH LITERATURE BEFORE 1800 (WI)  
MW 10:00 – 11:15  
Building 7, Room 433L

Instructor: Charlene Gima  
Office: 7-511  
Phone/voicemail: 847-9840 (make sure you leave your last name and class #)  
e-mail: gimac@hawaii.edu  
Office hours: MW 11:30-12:30, TR 1:00-2:00, or by appointment  
Mailboxes: on my office door or in Building 6 (in mailroom next to Cashier’s office).

This course covers a variety of authors and writings in British literature, from Chaucer to Shakespeare to eighteenth-century poetry. You will be reading fiction, essays, poetry, drama, tales, and other kinds of writings. Together we will explore the ways these writers think about human beings, about society, about the world, and about themselves. You will demonstrate your insight and knowledge in your essays, responses, quizzes, and oral presentations.

Required texts (available in the bookstore)

Beowulf translated by Seamus Heaney  
Chaucer, Geoffrey. The Canterbury Tales, ed. Hieatt and Hieatt (Bantam edition)  
Defoe, Daniel. Moll Flanders (Bantam edition)  
online stuff at Laulima (http://laulima.hawaii.edu)  
photocopied handouts

Recommended materials:
A grammar reference book if you don’t have one. Diana Hacker’s A Writer’s Reference is good.  
A college dictionary, unabridged  
A notebook/folder/binder for notes, handouts, quizzes, and assignments  
A student ID card  
An email account (Yahoo and Hotmail are free)

Grades and scoring:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Responses</td>
<td>15</td>
</tr>
<tr>
<td>Essays</td>
<td>30</td>
</tr>
<tr>
<td>Focused analysis</td>
<td>15</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Final</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: This course satisfies the Writing Intensive Focus requirement for Honolulu Community College’s General Education core.
Learning Outcomes: by the end of the semester, you will be able to

- Demonstrate knowledge of poetry, prose and drama by writers from a different culture and era, in this case, with British literary works written before 1800.
- Read each work in depth, that is, as a unique interaction of ideas, emotions, literary devices and structures.
- Recognize and use key literary terms when they discuss or write about literature.
- Develop an awareness of the various genres of literature so that in the future he or she might make more sense out of literary works he or she encounters in the future.
- Place each literary work against the social/historical/cultural background from which it developed.
- Find commonalities between their own culture/era and the recurrent interests /problems addressed by British writers of much earlier periods.
- Express ideas and conclusions orally and in writing, through class discussions, essays and examinations.

Course requirements:
1) Critical responses: One-page (typed or handwritten) responses to the readings (250 words minimum). You may focus on one text or author, a theme, or an issue. You may also discuss the pre-reading questions that I will provide Think of your responses as “first ideas” that can be developed into essay topics; I will require you to revise and re-submit them when we brainstorm for essay ideas. Your responses will be commented on and graded (plus, check, or minus) on the level of insightful questions and analysis of the readings. In other words, do not summarize the plot! Total responses: 8. Due dates are listed on the schedule.

2) Essays: 4-6 pages, typed and double-spaced (1,000-1,500 words). These are more formal discussions of the readings, with a thoughtful thesis and a well-developed argument. I will provide possible topics and set aside class time to discuss the writing process and its technicalities (quoting, commentary, parenthetical references, verb tenses, and so on). You will meet with me in conference to discuss your drafts, and I will return your final drafts with comments and suggestions for revision. Total essays: 3.

3) Focused analysis of author/person/place/event (MLA research): 4-6 pages, typed and double-spaced (1,000-1,500 words). I will provide you with a list of authors, people, places, and events that are related to our readings. Choose one and do some research (at least 3 sources, no Wikipedia!) and I will show you how to document your sources. We will go over your rough draft in conference, and you will also have an opportunity to revise your final graded draft. Remember that you will also present this analysis (very briefly) to the class, so while you are investigating and writing about your chosen person/place/event, you may consider the following questions:

Who/What are you analyzing? Give a short history.
How does this person/place/event connect to our reading? (Provide some examples.)
What kind of impact has this person/place/event had on British literature, society, or culture?
What did you learn that was surprising or interesting or confusing or enlightening?
What are some connections to our life in Hawai‘i in 2011?

Total Focused Analysis: 1.

4) Quizzes/exams: I will be giving you short quizzes in which you will demonstrate your thoughtful and insightful understanding of the readings—in other words, make sure you read your assignments! The quizzes (unannounced, but I will warn you) will take the form of identifying terms, characters, discussing
symbols, quotes, or themes. The midterm and final exams will cover similar questions, so make sure you keep up with the reading!

**Important information:**
You are expected to behave as a responsible and professional adult, to conduct yourself appropriately, and to treat others with courtesy.

Class rules:
1. If you are late, come in quietly and without disturbing the activity in progress. Remember to check with me to find out what you missed.
2. Turn off all cell phones/pagers (or put on vibrate) before entering class.
3. Show respect for others by listening quietly when they are speaking.
4. Avoid any behavior that might disrupt the class or distract others from their work.
5. You are responsible for your work! Make sure your assignments are complete and turned in on time. Do not throw them away until the semester is over.

**Attendance is very important!** You must be in class and on time to get the most out of this course and to get a good grade. If you are absent for more than three times without explanation, your course grade will begin to drop. **Note:** If you do not call/email me promptly with a valid reason for missing class, your grade will go down. Showing up late will also hurt your grade. **If you miss more than 6 classes for whatever reason, you will not pass this class.** Please consider your options carefully: your last day to withdraw is March 28. **If I do not hear from you, you will receive an F.**

**Late papers** lose one-third letter grade for each day late. For example, a paper with an original grade of B+ but late two days will receive a B-. In addition, late papers cannot be revised for a better grade. After one week, late papers will not be accepted and will receive an F. **Late homework is not accepted without a valid excuse.**

**All essays must be typed on a computer.** If you have trouble typing, help is available at the College Skills Center—but slow typing is not an excuse for turning in late assignments. You may also use computers in the Library and the Computer Lab in Building 2, fourth floor, or in the Native Hawaiian Center (currently in Building 20).

**Keep your records.** You are responsible for keeping track of your drafts, essays, assignments, quizzes, responses, and other graded work.

**Disabilities:** 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 Student ACCESS counselor Wayne Sunahara at 844-2392. They will verify your disability and provide the course instructor with recommendations for appropriate accommodations.