APPLICANT: Jerry Saviano

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COURSE ALPHA and NUMBER:  ENG 255

COURSE TITLE:  Short Story and Novel

ESTIMATED NUMBER OF SECTIONS:  Fall  Spring

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: 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? 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 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 short stories and novels, and it will include terms for the parts of a literary work, the use of language in a 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”; The study of the texts, concepts, forms, styles, and theories address the close examination of the literary qualities involved respective to short stories and novels. The cultural analysis of short stories and novels will examine texts from a broader national and international perspective as they demonstrate 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”. Inquiry and examination of the texts of short stories and novels 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 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 short stories and novels by using their critical intelligence.

In summary, the reading, study, and examination of works of short stories and 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 include, reading, writing, discussion, extremely close reading
of the texts, quizzes, extensive research, lecture, and student conferences to assure that students achieve the student learning outcomes. All of these modes provide opportunities for formative and summative assessment.

Students are required to write critical essays (1,000-1,500 words), short response papers (250-300) words; and a mid-term 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 towards 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?

Reading my students’ essays has helped me focus on and address in class discussion as well as further assessments of areas including 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 content as well as grammar, punctuation, and sentence construction have led to class discussion that addresses students’ specific needs and further assessment. Student conferences enhance the above areas and give me the opportunity to interact directly with students regarding their papers as well as other subjects related to class.

Mid-terms and finals, which in my course require students to assess their own understanding to the course materials, further sharpen 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 helps improve the class 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. 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:

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☑ Approved
Re-Certification Due: 2016

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature]
Date: 4/11/11
English 255 (WI)
Short Story and Novel
Jerry Saviano, PhD (please call me Jerry or Professor. I prefer you use my first name, but it's your choice.)
Office bldg 7-518
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Office: Bldg. 7-518
Office Phone: 845-9276
Office Hours:
Prerequisite: English 100
Credit Hours: 3


Student Learning Outcomes:
1. Use basic concepts and terminology particular to literary analysis.
2. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
3. Analyze the artistry of literary works and become better acquainted with writers as artists.
4. Recognize the need for literary evidence to support opinions and ideas regarding literary work.
5. Express opinions and responses to literature clearly and effectively 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.

Evaluation:
This course is a writing-intensive one, and thus your grade will be based on your performance on several writing assignments, including the final exam, a total of 16 pages. All essays need to be completed in order to earn a passing grade. For several writing assignments it is necessary to turn in rough drafts.

20% summaries of critical articles and short papers—1-2 pages each
20% Kafka—4-5 pages (using provided critical articles)
20% Frankenstein paper—4-5 pages (using provided critical articles)
20% Your own short story or a yet to be specified literary analysis paper
20% Midterm and Final Exam—(you must earn at least a C on either the midterm or final exam in order to pass the class)

There are no makeup quizzes for any missed quizzes.

Cellphone and texting:
Step outside if you need to take an emergency call. Furthermore, set your phone on vibrate. Texting during class is rude and will inspire me to increase the length of assignments.

Attendance Policy and Excuses:
You’re allowed to miss 5 classes. At the 6th, you can earn no higher than a C. After 6, it is impossible to pass the class. In the event of emergencies, please see me about possible exceptions. Please don’t show me a doctor’s note or any other such note. Although college isn’t quite the same as the workplace, room for comparison exists. For example, I’ve had students tell me that they couldn’t turn in their papers because their neighbors weren’t feeling well. Such excuses wouldn’t cut it at work, and they only cheapen the educational atmosphere as well.

Legitimate Emergencies:
I realize, of course, that unfortunate circumstances do occur, and I remain quite understanding of such trauma. If you’re suffering from such a circumstance, please talk with me.

Responsibilities if you miss class
If you miss class, I suggest consulting with a classmate, or going to the course Laulima site, or seeing me to make sure that you’re familiar with class activity in your absence. In other words, say you miss class on Monday, and on that Monday I pass out a photocopy of a story, poem, or essay. We discuss this handout, and I ask that you write a one-page typed response that is due the very next class. Now, remember you missed class on Monday when the assignment was made. On Tuesday, when I ask you to turn in your one-page typed response paper, you need to have it ready.

Tardiness:
I consider frequent tardiness a sign of disrespect for other class members and myself.
Please bring your textbooks to class. When you don’t bring your books, you send me a clear message that you like keeping your books at home...and being as accommodating as I am, I’ll give you extra work.

Graded Essays
When I return a stack of graded essays to the class, if your essay doesn’t have a grade, then you must revise it and hand the essay in again. If you don’t hand in an improved draft, your grade goes down as an F.

Revision Policy
You are eligible to revise any of your graded essays and submit it for a higher grade (possibly). See me for details.

Course Procedures
There will be frequent changes in assignments, paper deadlines, etc. If you miss class, you are still responsible for any due dates and any change in class schedule. “I wasn’t here that day” isn’t an excuse. If you miss class, check with me, call or e-mail, or check with a classmate to see if there’s been a change in schedule.
Effort and full participation are essential for progress; however, these alone DO NOT GUARANTEE A PASSING GRADE
Grading Criteria:
Plagiarism:
From the Student Conduct Code, University of Hawai’i at Manoa:

The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct code that may result in suspension or expulsion.

Cheating. Cheating includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying an official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism. Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.

If you’re having problems, don’t disappear. Talk to me, and I’ll do whatever possible to help you.

A Note on Hot Air: I’m Full of It.