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: eshaffer@hawaii.edu

COURSE ALPHA and NUMBER: ENG 257F

COURSE TITLE: Women In Literature

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.

DL Hallmark #1 requires that the course “uses the terminology of literary and/or cultural analysis.” SLO #1 and SLO #2 are comprehensive and inter-related in this regard.

SLO #1 states that students will “compare and contrast the cultural, social and historical backgrounds of the authors and their works, as well as explore the traditional assumptions concerning the nature and role of women as seen in their writings, and further compare women authors and their works with writings by men.” In order to address these differing aspects, terminology that identifies and defines the major literary genres and literary techniques and figurative language will be learned and applied. Terms that identify the historical eras and events will be learned and applied. Also, terms that relate to feminism and the growing awareness and revision of traditional male and female gender roles, as in division of labor, suffrage, and the ever-
growing acceptance of full participation of women in the workplace and the world will be learned and applied.

SLO #2 states that students will “examine how literature depicts the conflict of tradition and feminism that is changing all of our lives today, to better understand our relationships with one another and how we will be affected in the future.” The study of a range of texts from widely-separated cultures and time periods will allow a close look at the variations of women’s experience through the centuries, and it will require an introduction to the terminology concerning literature and gender relations from each culture whose texts are studied.

The great range of texts and genres for this course will provide a broad and varied field for reading, discussion, and writing.

DL Hallmark #2 requires that the course “involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis.”

SLO #2 states that students will “examine how literature depicts the conflict of tradition and feminism that is changing all of our lives today, to better understand our relationships with one another and how we will be affected in the future.”

The primary purpose of the selection and discussion of the texts will be both learning about what literature is and the literary techniques and figurative language that make literature work. Since most of the main literary genres--fiction, non-fiction, and poetry--will be addressed in the course, literature will be discussed as examples of good writing, social criticism, political response, and historical importance on every level from sentence to paragraph to chapter to work.

DL Hallmark #3 requires that the course “demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis.”

SLO #1 states that students will “compare and contrast the cultural, social and historical backgrounds of the authors and their works, as well as explore the traditional assumptions concerning the nature and role of women as seen in their writings, and further compare women authors and their works with writings by men.”

Throughout the course, comparisons, definition, and evaluations will be developed, examined, and critiqued using the ideas raised by the literature and by the students. In their own writing, students will address the literature and criticism concerning women and literature, and they will examine conscious and unconscious attitudes about women and literature in order to engage the reality of social change that has taken place since the Industrial Revolution in American and in the world.

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 SLOs. 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:**

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

- [ ] Not approved
  - If not approved, reasons for disapproval:
Diversification Chair Signature: Jennifer J. Heg-King  Date: 8/15/11
HONOLULU COMMUNITY COLLEGE

ENGLISH 257F: Women in Literature

Semester, 20--
Location:
HCC Office: Building 7, Room 510
HCC Office Hours:

Days: [ ]
Time: [ ]
Section: [ ]
Instructor: Eric Paul Shaffer
HCC Office Phone: 845-9241
E-Mail Address: eshaffer@hawaii.edu

TEXTS

The Tale of Genji by Lady Murasaki Shikibu
Jane Eyre by Charlotte Bronte
I Know Why the Caged Bird Sings by Maya Angelou
Selected Poems by Edna St. Vincent Millay
Warrior Woman by Maxine Hong Kingston
A Natural History of the Senses by Diane Ackerman

COURSE DESCRIPTION

“A thematic study of women in literature. Readings from various types of literature: novels, plays, short stories, and poetry. Focus includes women in various cultures, traditional myths and roles of women, contemporary alternatives, and famous women writers.”

This course is designed to introduce students to the study and criticism of literature by women and representative works in major literary genres. In addition to reading fiction, non-fiction, and poetry, the student will recognize and evaluate the fundamental features and characteristics of the genres, learn to assess the quality of the writing, and understand the work in the context of literary, social, and political history. The course will focus on clear written communication concerning literary works.

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 250 requires a “C” or higher in English 100 OR placement in ENG 209-260.

STUDENT LEARNING OUTCOMES

Upon successful completion of ENG 257F, the student will be able to:

1. Compare and contrast the cultural, social and historical backgrounds of the authors and their works, as well as explore the traditional assumptions concerning the nature and role of women as seen in their writings, and further compare women authors and their works with writings by men.

2. Examine how literature depicts the conflict of tradition and feminism that is changing all of our lives today, to better understand our relationships with one another and how we will be affected in the future.
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. 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. A missed mid-term or final examination may result in failure of the course.
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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<tr>
<td>Essays</td>
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<tr>
<td>Reading Questions and Observations</td>
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<td>Final Writing Portfolio</td>
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<td>Mid-Term and Final Examinations</td>
<td>10%</td>
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<td>Teamwork &amp; Participation</td>
<td>10%</td>
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Grading Scale

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<td>A</td>
<td>100-90</td>
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<td>B</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 not 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 "perfs" 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.