University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification

Application Form
(Fall 2010)

APPLICANT: Brenda Kwon  E-MAIL: bkwon@hawaii.edu

COURSE ALPHA and NUMBER: ENG 257H

COURSE TITLE: Hip-hop Literature and Urban Culture

ESTIMATED NUMBER OF SECTIONS: Fall 0  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: 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?  80%
What percentage of CLASS MEETINGS focuses on this diversification area?  80%

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.

The following SLO's from this course reflect the hallmarks for the DL (Diversification Literature)
designation:
DL.1) uses the terminology of literary and/or cultural analysis:

*Use basic concepts and terminology particular to literary analysis.

With this SLO, students are asked to discuss the course readings using such literary terms as protagonist, plot, foreshadowing, symbolism, naïve narrator, and character arc. Furthermore, because the course focuses on hip-hop, students are also asked to frame their references to hip-hop culture through illustrative language such as battling, freestyling, rhyming, and sampling.

DL.2) involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural 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.
*Discuss each reading selection as a product of a specific historical context and compare that context to that of others.
*Discuss each work of literature from varying analytical, critical, and literary vantage points.
*Identify major themes in a work of literature.
*Discuss the relationship between form, language, and content in literature.
*Recognize and identify elements of the “four pillars” of Hip-Hop.
*Demonstrate knowledge of form and content of various works of Hip-Hop artists.

The above SLO's indicate that students will read the literature as representations of hip-hop culture, taking place in a specific point within the movement's progression, but also as works of literature. They will analyze the readings as reflections of resistance, social justice, and agency as well as discuss them in terms of various themes/tropes, language choice, and symbolism.

DL.3) demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis:

*Provide literary evidence to support claims and ideas about the texts.
*Use writing to discover, develop and support ideas.
*Write research papers that support a thesis, integrates expert opinions from various sources, and documents sources appropriately.
*Demonstrate knowledge of essay writing as an answer to questions about urban culture and perspectives.

These SLO's focus on the Writing Intensive component of the course, which indicates that writing is used as a tool for learning. Students read and discuss the literature in class, and their arguments are further developed into polished analysis through four essay assignments that require close-reading, in-text and outside support, rhetoric, and logic.

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.
On the most basic level, students must be keeping up with the assignments for the SLO's to be met, so daily reading quizzes address that requirement.

Once that is established, class discussion is used as an assessment strategy. The discussions show me whether appropriate terminology is being used and to what degree students can view the works through the lenses of literary and cultural analysis. I also ask students to provide textual support for their ideas. If help is needed with any of the above, I can provide it during class so that when the writing assignments are due, students know what is expected of them as a model has been provided for them in large-group discussions. Through this method, hallmarks DL.1 and DL.2 are met.

Students skills are further evaluated through four essay assignments, in-class and take home writing responses, and midterm/final exams. The writing assignments provide additional measurement of student abilities assessed during class discussions, with the additional component of evaluating written communication skills. Individual feedback is provided to the students via multiple drafts, comments from me, and group work to address areas of improvement needed to meet analytical, rhetorical, and communication requirements of the course. Thus, with the writing assignments, all three DL hallmarks are addressed.

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?

Class discussion gives me one of the most immediate signals that the course content or material must be modified. If students do not understand how to develop a theme, trace a symbol, or support their material with textual evidence, then I stop and teach that skill or review necessary material.

The written homework responses provide initial clues regarding any grammar, argument, and analytical material that must be reviewed. The formal writing assignments, in contrast, are designed to be the next step after homework assignments and in-class discussion to build and expand arguments. It is with the essay assignments that I can see to what degree the material taught has been integrated. Again, if there is difficulty with a particular skill at any of these levels, then I address it both in-class and individually. Finally, the midterms and final exams provide students the opportunity to demonstrate their abilities without the benefit of immediate feedback from me. If, at this point, students are still having difficulty, then this indicates that the material must be further discussed and practiced.

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: **Spring 2016**

☐ Not approved
If not approved, reasons for disapproval:

____________________________________________________________________________________

Diversification Chair Signature: ___________________________ Date: 3/27/11
Dr. Brenda Kwon  
Office:  Bldg. 7, Rm. 510  
Phone:  845-9241 (Please call during office hours.)  
Email:  brenda@hcc.hawaii.edu, bkwon@hawaii.edu  
Office Hours:

Course Description:

An examination of hip-hop and urban culture as a movement of artistic, social, and political resistance and response to racial, economic, and gender oppression. With a primary focus on literature, spoken word poetry, and rap, topics include language, community, identity, justice, history, and politics.

As a Writing Intensive course, this class uses writing as a learning process and requires the evaluation of material through essays, exams, and several one-page responses. To pass this course, you must complete a minimum of sixteen (16) typed pages of revised work through major writing assignments that involve individual conferences, written feedback from me, peer review sessions, and drafts. (3 hrs. lec. per week)

This course satisfies HCC's WI requirement, the General Education requirement 2D “Understanding and Appreciating World Cultures and Values” for the A.S., A.A.S, A.T.S. degrees and the Diversification requirement for the A.A. degree. It also satisfies the DL requirement for UH Mānoa.

Prerequisite:

“C” or higher in ENG 100/placement in ENG 209-260.

Student ACCESS is committed to assuring equal access to Honolulu Community College facilities, programs, activities, and services by students with disabilities. Its goals are to provide reasonable accommodations to qualified students, to promote an informed and hospitable learning community, and to advocate for campus-wide ADA/Section 504 compliance. Please contact Wayne Sunahara at (808) 845-9272 for more information.

Student Learning Outcomes:

Upon successful completion of ENG 257H, the student should 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.  
* Discuss each reading selection as a product of a specific historical context and compare that context to that of others.  
* Discuss each work of literature from varying analytical, critical, and literary vantage points.  
* Identify major themes in a work of literature.  
* Discuss the relationship between form, language, and content in literature.  
* Provide literary evidence to support claims and ideas about the texts.  
* Express opinions and responses to literature clearly and persuasively.  
* Think clearly, logically, and inventively.  
* Engage in discussions and critically assess ideas.  
* Identify a writer's implied as well as literal meaning.  
* Summarize, analyze, and evaluate written works.  
* Gather and evaluate information purposefully from electronic and print sources.  
* Use writing to discover, develop and support ideas.
*Produce writing whose form, organization, syntax, diction, style and tone are appropriate for a given audience, subject, and purpose.
*Write research papers that support a thesis, integrates expert opinions from various sources, and documents sources appropriately.
*Revise, edit, and proofread for correctness, clarity and effectiveness.
*Develop a personal voice in written communication.
*Demonstrate knowledge of Hip-Hop writers.
*Demonstrate knowledge of Hip-Hop's social history.
*Recognize and identify elements of the “four pillars” of Hip-Hop.
*Demonstrate knowledge of form and content of various works of Hip-Hop artists.
*Demonstrate knowledge of essay writing as an answer to questions about urban culture and perspectives.

**Required Texts and Materials (available at HCC Bookstore):**
Always Outnumbered, Always Outgunned, Walter Mosley
The Dying Ground, Nichelle D. Tramble
Smooth-edged loose leaf paper (8 1/2 x 11)

**Required in-Class Film Screenings:**
Letter to the President (Image Entertainment 2005), Dir. Thomas Gibson,
Nobody Knows My Name (1999), Dir. Rachel Raimist

**Grading:**

- Essays: 60%
- Homework/Quizzes: 10%
- Participation: 10%
- Midterm: 10%
- Final exam: 10%

**Course Requirements:**

1. **Essays:** You are responsible for four 4-6 page essays. Each essay will go through a revision process that includes individual conferences, written feedback from me, peer review sessions, and multiple drafts. Failure to meet these requirements will result in a non-passing grade for the course.

2. **Homework/Quizzes:** Your grade for this segment of the course will consist of your take-home assignments and in-class activities, including quizzes and reading responses. Missed quizzes may not be made up.

3. **Participation:** This includes taking part in activities, keeping up with and being prepared with your work, being actively engaged as well as attentive, and coming to class consistently. Missing class will negatively affect your grade.

4. **Midterm and Final Exams:** These will be a combination of objective questions and timed, in-class essays. Details and topics will be announced. Please note dates now. Missed exams may not be made up.

**Course Procedures:**

1. **Late Policy:** All work must be completed on time. For each class meeting that any essay draft is late, you will receive a one full-grade penalty on your final draft (ex: 91 → 81). Penalties may be compounded. For each class meeting that homework is late, a point will be deducted from your score. Work that is more than two class meetings late will not be accepted. Note: some assignments will be designated “no late work accepted.”

   **Absences:** Work that is not turned in because of absence is considered late. During your absence, you are responsible for keeping up with work assigned in class. Please exchange numbers and email addresses with other students in class so that you can stay on schedule. While you may see me in office hours for clarification, I do not repeat lectures/course material.
2. Come to class on time with the necessary books and materials. Tardiness and lack of preparation are disruptive for your classmates and instructor and will affect your participation grade.

3. Make a point of checking your hawaii.edu account regularly for any announcements and information pertaining to this class.

4. Do not use your cell phones or text message during class. Your ringers should be on “silent.”

5. Consult your Course Assignments sheet for daily assignments and due dates.

6. All essay drafts and homework assignments done outside of class must be typed. Untyped work will be penalized. If there is an exception, I will let you know before the assignment is due. The student computer lab is located in Building 2, on the 4th floor.

STANDARD DRAFT FORMAT:
* Double spaced
* “Times” or equivalent font, 12 point size
* 1” margins all around
* In upper right-hand corner, single spaced:
  * Your name
  * English 257H
  * Kwon
  * Date
  * Page numbers

Plagiarism and Academic Dishonesty:

The following details the University’s Student Conduct Code definitions of “Academic Dishonesty”:

1. Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining or distributing unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements.

2. Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

Academic dishonesty is a serious offense and may result in an F on the assignment or an F in the course. Administrative action may also be taken, resulting in suspension, expulsion, and/or rescission of grades or degree for the student.

COURSE ASSIGNMENTS
(Subject to change)

Week 1
- Introduction
- In-class screening: Letter to the President
Week 2
- In-class screening: *Letter to the President*
- Essay topics distributed

Week 3
- *Always Outnumbered, Always Outgunned* p. 13-36
- Peer Editing—Essay #1 First Drafts Due
Week 4
- **ESSAY #1 FINAL DRAFT DUE; Always Outnumbered, Always Outgunned** p. 37-62
- **Always Outnumbered, Always Outgunned** p. 63-94; essay topics distributed

Week 5
- **Always Outnumbered, Always Outgunned** p. 95-125
- **Always Outnumbered, Always Outgunned** p. 126-152

Week 6
- **Always Outnumbered, Always Outgunned** p. 153-181
- Peer Editing—Essay #2 First Drafts Due

Week 7
- **ESSAY #2 FINAL DRAFT DUE**
  - **Always Outnumbered, Always Outgunned** p. 182-208; midterm review

Week 8
- MIDTERM—PART 1
- MIDTERM—PART 2

Week 9
- Midterms returned; In class: Dying Ground p. 1-16
- Dying Ground p. 17-36; essay topics distributed

Week 10
- **Dying Ground** p. 37-67
- **Dying Ground** p. 68-99

Week 11
- **Dying Ground** p. 100-130
- Peer Editing—Essay #3 First Drafts Due

Week 12
- **ESSAY #3 FINAL DRAFT DUE; Dying Ground** p. 130-158
- Dying Ground p. 159-190

Week 13
- **Dying Ground** p. 191-226; essay topics distributed
- Poetry workshop

Week 14
- **Dying Ground** p. 226-255
- **First Drafts Due; Dying Ground** p. 255-279

Week 15
- In-class screening: Nobody Knows My Name
- Performance Workshop

Week 16
- Presentations
- Presentations; final exam review

FINAL EXAM: