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

Application Form
(Fall 2010)

APPLICANT: LeiLani Hinds
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E-MAIL:

COURSE ALPIIA and NUMBER: Eng 257L

COURSE TITLE: J. R. R. Tolkien

ESTIMATED NUMBER OF SECTIONS: Fall 1 Spring 0

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: 8/2001

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.

This course meets the three hallmarks for the Literature area by a variety of methods. The hallmark of "using the terminology of literary and/or cultural representations" is met through lectures, discussions, and essays which will discuss literary terminology such as themes, character
development, images, symbols, archetypes, mythology, style, and structure as Tolkien uses them in his books, primarily The Lord of the Rings. This hallmark is aligned with the English Department SLO of "using basic concepts and terminology particular to literary analysis and recognizing major themes in a work of literature, exploring their implications, and identifying their basic assumptions." This course meets the hallmark of "involving the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural representations" because the entire course is focused on the close examination and analysis of the text of Tolkien's books, with attention to his choice of words, to the language he uses in his books, to the tone he uses for different scenes and characters at different stages of the books, and to the different literary forms he uses in his books. This hallmark is aligned with the English Department SLO of "analyzing the artistry of literary works and becoming better acquainted with writers as artists." The hallmark of "demonstrating inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural representations" is met through teaching students techniques and strategies for doing literary analysis of Tolkien's books and then having students write essays which demonstrate their ability to analyze themes, characters, language, symbols, images, and so on, in Tolkien's books. This hallmark is aligned with the English Department SLO's of "recognizing the need for literary evidence to support opinions and ideas regarding literary work, and expressing opinions and responses to literature clearly and effectively in writing."

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 used quizzes, two essay exams two to three pages in length, three essays two pages in length each, and two literary analysis papers (one essay 3 to 4 pages in length and the other 4 to 6 pages in length) to determine if students met the student learning outcomes.

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?

I used assessment in a number of ways to improve my teaching and to ensure that students improved in their understanding of the content and their ability to write about the books and films. Here are a few examples: When students incorrectly cited sources in the films in their essays I used this as a time to show them how to properly cite films using MLA style. When I learned through the exams that students did not completely understand one of Tolkien's themes, the healing power of forgiveness, I used a discussion on the role of Galadriel as it related to Gimli the Dwarf to illuminate this theme. When students struggled in one of their essays with the concept of different kinds of fathering in The Lord of the Rings, we did a comparison of the relationships between Bilbo and Frodo, Elrond and Aragorn, Theoden and Eomer and Eowyn, and Denethor and Boromir and Faramir.
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.

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DIVERSIFICATION BOARD DECISION:

☑ Approved
   Re-Certification Due: **Sp. 2016**

☐ Not approved
   If not approved, reasons for disapproval:

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Diversification Chair Signature: **Jennifer King** Date: **3/21/11**
English 257L  WI J.  R. R. Tolkien
Syllabus
Fall 2009

Instructor Information
Instructor: LeiLani Hinds
Time: MW: 10:00—11:15 am
Room: 7-534
Office: 7-416
Phone: 845-9440
Office Hours: MW 2:00 pm —3:00 pm
email: leilani@hcc.hawaii.edu
website:

Texts and Materials

J. R. R. Tolkien The Hobbit
J. R. R. Tolkien, The Lord of the Rings
J. R. R. Tolkien, The Silmarillion
3 ring binder
filler paper
blue or black pens
2 disks (floppy or CD) OR a jump drive

Prerequisites

You must place into the course based on the placement test you took when you entered
HCC or by passing English 100 with a grade of C or higher.

Credits

If students complete this course with a passing grade, they will receive 3 transfer-level
credits in Group 3 Literature and Languages under the Diversification Requirement for
the A. A. degree or under Section d Understanding and Appreciating World Cultures and
Values for the A. S., A. S. S., and A. T. S. degrees, as well as WI credit.

Notice to Students with Disabilities

If you have a disability you would like accommodations for, please talk to me about this
in my office or in class, and I will work with the Disabilities Services Coordinators to
arrange accommodations for you.
Catalog Description

This course examines the writings of J. R. R. Tolkien. Tolkien’s themes, characters, images, and symbols, and use of language in his novels will be studied. Tolkien’s storytelling techniques and the structure of his novels will be analyzed as will the sources and origins of his books. Tolkien’s artistic achievements and the success of the films of his novels in translating his themes, characters, imagery, and storytelling techniques to the cinema will be evaluated.

English Department Competencies (Student Learning Outcomes) in Literature Classes (the English 250—250 series of courses)

After successfully completing this class students will be able to:

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.

Student Learning Outcomes Specific to English 257 L

In addition to the departmental competencies for all of the literature courses (the English 250 to 257 series of courses) upon successfully completing this course, students will be able to:

1. Identify and evaluate the relative importance of the origins and sources for Tolkien’s writings.
2. Discuss symbols, images, and other literary devices Tolkien uses in his books.
3. Identify, discuss, and analyze in effective essays the themes that Tolkien presents in his books.
4. Analyze characters and the structure of Tolkien’s novels and write essays describing the characters and the structure in his books.
5. Discuss Tolkien’s artistic achievements in his books.
6. Write essays of informed opinion discussing the literary value of Tolkien’s books.
7. Analyze and evaluate the effectiveness of the recent films of The Lord of the Rings in presenting Tolkien’s themes, characters, images, and symbols, and so on.
8. Use correct grammar, effective language, and good writing style in essays about Tolkien’s writings.

Course Content

As we analyze The Lord of the Rings we will consider several questions
1. How did Tolkien’s academic interests in medieval literature, his fascination with languages, his wartime experiences, his love of nature, and his views of historical and cultural events in the twentieth contribute to creating novels that resonate across cultures and that speak to people in the twenty-first century?

2. What themes does Tolkien discuss in his books, and what are their origins?

3. How does Tolkien use and transform archetypes from the literary tradition to create his characters, and how successful is he at creating believable characters?

4. What storytelling techniques and literary devices does Tolkien use to enhance his novels?

5. What literary forms does Tolkien use in his novels?

6. How successful is Tolkien as an artist in creating his novels?

7. How successful are the films of Tolkien’s novels in translating his vision to the cinema?

In answering these questions we will make use of comments on Tolkien’s books from literary scholars, Tolkien’s own comments on his writings, historical and cultural information about the Anglo-Saxon period and World War I, Scandinavian mythology, biographical information about Tolkien’s life, and information from film theory.

Course Organization

The course will focus on *The Lord of the Rings*, with significant parts of *The Silmarillion* brought in to inform and enhance our discussion of the following topics:

1. The origins and sources of Tolkien’s books in history, culture, language, and mythology (2 weeks)

2. The themes in Tolkien’s books, including friendship, the nature of heroism, loss, death, war, leadership, the willingness to make sacrifices for people one loves, aging, environmental destruction, the use and misuse of technology, and traditional and non-traditional roles of women (3 weeks)

3. Tolkien’s successes and failures in character development, including the use and transformation of archetypes from mythology and folktales (2 weeks)

4. Literary images, metaphors, and symbols in Tolkien’s writings (2 weeks)

5. The structure of Tolkien’s books (3 weeks)

6. The use of language and linguistic features in Tolkien’s books (2 weeks)

7. The successes and failures of the recent films in conveying Tolkien’s themes, in developing characters, in adapting the structure of the novels to cinematic structure, and in using language, imagery, and symbols consistent with Tolkien’s intentions (2 weeks)
Class work

Instructional methods will include lectures, discussions, films, reading texts and supplementary materials, writing papers, required individual conferences on papers—before and after writing, a midterm and a final exam.

Supplementary Materials

Supplementary materials will be placed on reserve in the library.

Joseph Campbell, The Hero with a Thousand Faces
Joseph Campbell, The Hero's Journey
Humphrey Carpenter, Tolkien
John Garth, Tolkien and the Great War: The Threshold of Middle-earth
Tom Shippey, J. R. R. Tolkien: Author of the Century
Tom Shippey, The Road to Middle-earth
The Icelandic Sagas, ed., Magnus Magnusson
The Kalevala, comp. by Elias Lonnrot
J. R. R. Tolkien, The Hobbit
J. R. R. Tolkien, Letters
Peter Jackson, The Lord of the Rings Trilogy

Writing Conferences

You must sign up and attend required conferences with me before and after you write your papers. During the conferences I will help you with suggestions for topics, sources, writing strategies, organization, grammar, etc., . There will be sign up sheets available for scheduling your conferences. Students who are attending the class via the Internet broadcasts will be required to participate in individual Chat sessions with me before and after their papers are due.

Writing Assignments

There will be five papers which account for 70% of your course grade.

three reaction papers three pages each 10% each for a total of 30%
one literary analysis 4 to 5 pages in length 20%
a longer literary analysis of 5 to 6 pages 20%

There will be two essay exams which account for 30% of your course grade:
a midterm exam 2 to 3 pages in length 15%
a final exam 2 to 3 pages in length 15%

Total 100%
Students will be required to write essays and essay exams that analyze Tolkien's themes, his characters, his images, and his symbols, his literary achievements, the films of his novels, and the sources he used in creating *The Lord of the Rings*. The essays must be backed up by comments from scholars and literary critics, by statements from Tolkien, by quotes from his books, and by information from the films. I will assign students various topics, and on some papers students will have a choice of topics.

Students who attend the class at the scheduled time will submit their assignments in hard copy format. Off-campus students who are attending the class via the Internet broadcasts will submit their assignments via email.

Papers will be shared across the class for the widest dissemination of information.

**Grading**

You must complete all papers and exams at a satisfactory level in order to receive a passing grade for this class.

- **A** = 90 to 100%
- **B** = 80 to 89%
- **C** = 70 to 79%
- **D** = 60 to 69%
- **F** = Below 69%

Grades on individual papers will be determined by the quality of the content; the development and organization of information; the proper use of sources; and the correct use of language, grammar, syntax, and mechanics. Papers that are lacking in these areas will receive grades that are lower than papers that demonstrate command of these areas.

**Content**

Content includes the ideas and information you present in your essays. If you have only a limited information or you repeat the same information in your essay without adding new ideas, your grade for that paper will be lower than the grade for a paper which has extensive information.

**Development and organization**

Development and organization refers to the extent of the support you provide for your ideas and the way you organize your ideas. Thus, it is not sufficient to merely state that an idea is true; you must also provide quotes or examples from the books or films, comments from scholars or Tolkien himself in his writings, or information from your lecture notes to prove your points. Moreover, you need to organize your ideas and support logically, using appropriate genres (description, classification, comparison-contrast, argument, etc.), avoiding jumping around, and providing smooth transitions between the ideas in your papers.
**Proper use of sources**

Proper use of sources includes giving the sources for the quotes, paraphrases, and summaries of others' ideas you use to support your ideas. Thus, you need to name the writer, the title of the book or article you found the statement in, and give the other bibliographical data required to meet MLA standards for content, format, and layout for citations and Works Cited pages.

**Correct use of language, grammar, syntax, and mechanics**

Correct use of language, grammar, syntax, and mechanics means your essays must not only have good ideas, solid development, and logical organization, but they must also be clearly written and free from grammatical errors such as fragments, runons, awkward sentence structure, subject-verb agreement, shifts in verb tenses, confusing pronouns, and capitalization, spelling, and punctuation. Thus, you need to use the grammar checker on Microsoft Word AND then double-check to make sure that Microsoft Word has not created its own mistakes or overlooked mistakes that you made.