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COURSE ALPHA and NUMBER: ENG 257M 

COURSE TITLE: Cross-Cultural Perspectives in Asian/Pacific 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. 

This course looks at a number of writers from diverse areas within the Asia and Pacific Island region. The styles and artistry of these writers emanated from place to place, making them unique and fascinating to compare and contrast. To look at and analyze these works, literary terminology and cultural understanding is essential. In this course, a student will use basic concepts and terminology particular to literary analysis (SLO 1 and SLO 11), which corresponds closely to the first Hallmark requiring use of terminology of literary and cultural analysis. The course will help the student acquire that knowledge by providing an opportunity for the student to use the terms properly in both class discussions and writing assignments. This terminology will be essential, for example, to analyze the relationship between form, language, and content in literature (SLO 9) and recognize major themes in a work of literature, explore their implications, and identify their basic assumptions (SLO 2). A student will need to have a working knowledge of terms that express
concepts, such as allegory, analogy, satire, irony, to name a few, and make use of them when appropriate to analyze the artistry of literary works to become better acquainted with writers as artists (SLO 3), and to recognize the need for literary evidence to support opinions and ideas regarding literary works (SLO 4). When discussing literature, literary terminology helps a student better grasp what the author is trying to do with the work. With this terminology, a student can better succeed in expressing opinions and responses to literature clearly and effectively in writing (SLO 5 and SLO 12), in examining each work of literature from varying analytical, critical, and literary vantage points (SLO 7), and in providing literary evidence to support opinions and ideas about literature (SLO 10). From looking at authors from a variety of locales, this course will also consider each reading selection as a product of a specific cultural context and compare that context to one's own (SLO 6), and a student will write papers on different literary problems related to cross-cultural perspectives (SLO 13). Most of the SLOs for this course work with literary terminology and cultural analysis.

The second Hallmark requires the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues related to literary and cultural analysis. Because this course looks at authors encompassing a variety of styles, a student will be studying the works to recognize major themes in a work of literature, explore their implications, and identify their basic assumptions (SLO 2). These works go beyond simple stories, and a student must consider each reading selection as a product of a specific cultural context and compare that context to one's own (SLO 6). Furthermore, in looking at works of these authors, a student needs to read beyond the story to analyze the artistry of the literary works and become better acquainted with the writers as artists (SLO 3), to analyze the relationship between form, language, and content in the literature (SLO 9), and to recognize and explore major themes in a work of literature (SLO 8). Understanding will be reinforced by lectures and class discussion. To take understanding a step further to see whether the works succeed, a student will examine each work of literature from varying analytical, critical, and literary vantage points (SLO 7). Once the student is able to see these concepts, the final step is to demonstrate the knowledge. A student will express opinions and responses to literature clearly and effectively in writing (SLO 5 and SLO 12), and write papers on different literary problems related to cross-cultural perspectives (SLO 13). Views expressed in the papers must have some basis, so a student must recognize the need and provide literary evidence to support ideas regarding a literary work (SLO 4 and SLO 10).

The third Hallmark seeks inquiry guided by qualitative, argumentative, and quantitative methods employed in literary and cultural analysis. A number of the SLOs meet this hallmark, but the three that focus on this requirement are for the student to recognize major themes in a work of literature, explore their implications, and identify their basic assumptions (SLO 2), examine each work of literature from varying analytical, critical, and literary vantage points (SLO 7), and analyze the relationship between form, language, and content in literature (SLO 9). To achieve this, the course requires close reading of the texts, taking notes on lectures, and joining in class discussions. A student must be able to show further analysis of the works by understanding of the works by recognizing the need for literary evidence to support opinions and ideas regarding literary work (SLO 4), by recognizing and exploring major themes in a work of literature (SLO 8), and by considering each reading selection as a product of a specific cultural context and compare that context to one's own (SLO 6). To demonstrate understanding, a student must write papers on different literary problems related to cross-cultural perspectives (SLO 13), express opinions and responses to literature clearly and effectively in writing (SLO 12), and provide literary evidence to support opinions and ideas about literature (SLO 10). To keep the student on track, the course encourages the student to present viewpoints about the literary works in guided class discussions.
These discussions can help the student solidify arguments for papers. Feedback on the essays will further assist the student in being able to analyze the literary works covered in this class.

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.

The course analyzes works by a variety of Pacific Island and Asian writers. To understand and view the literature from this region critically, the student will write eight essays (500 to 1000 words in length) following careful reading of the works. The literature deals with various issues related to culture, family, colonialism, immigration, among others. The works will be read as literature and discussed using literary terminology. Besides the essays, a student also will be assessed by participation in class discussions, by ability to revise essays, by quizzes, and by a final exam. The assessment will be based on the SLOs, tied to the hallmarks, showing understanding and discussion of Pacific Island and Asian literature with critical examination.

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?

The course has not been taught for a number of years so instructors will begin assessment as soon as it 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.

DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2016

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 8/15/11
ENGLISH 257M WI
CROSS-CULTURAL PERSPECTIVES IN ASIAN AND PACIFIC LITERATURE
Spring 2012 (3 credits)

Jeff Stearns
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Contact:
   Email: stearns@hawaii.edu
   Office phone: 845-9276 (send email instead)
   Office hours: To be announced on the first day of class.

Course description and objectives
Although stereotypes of both Asian and Pacific Islanders have existed through history, writers in English, in both groups, have emerged to tell their stories, battling misconceptions. The course studies and analyzes Asian and Pacific writers who deal with issues like colonialism, immigration, and marginalism. The works will be read as pieces of literatures while carefully considering their poetic and narrative forms.

English 257M is a writing intensive course.

Prerequisite
Enrollment in English 257M requires a “C” or higher in English 100 or placement in ENG 209-260

Student learning outcomes
Upon successful completion of ENG 257M, the student 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.
6. Consider each reading selection as a product of a specific cultural context and compare that context to one’s own.
7. Examine each work of literature from varying analytical, critical, and literary vantage points.
8. Recognize and explore major themes in a work of literature.
9. Analyze the relationship between form, language, and content in literature.
10. Provide literary evidence to support opinions and ideas about literature.
11. Use basic concepts and terminology particular to literary analysis.
12. Express opinions and responses to literature clearly and effectively in writing.
13. Write papers on different literary problems related to cross-cultural perspectives.

Currently, only ENG 100 satisfies the Foundations/Written Communication (FW) requirement for Honolulu Community College’s General Education Core.
Class materials
The readings will encompass a number of writers from the Pacific Islands including ones from Samoa, Fiji, Tonga, Cook Islands, Marshall Islands, and Guam plus those from Asia including the Philippines and South Korea. The readings are both poetry and prose.

Prepare
- Notebook or lined paper for taking notes and for class writing
- A one-inch, three-ring binder with dividers for your portfolio at the end of the semester
- Letter-size paper to print your assignments from a computer
- Access to a computer to do assignments (both the computer lab and the library have computers available for use, but may charge for paper or printing)

Assignments, quizzes, exams, and class participation
Reading assignments – The course has weekly reading assignments of about 50 pages. The reading is essential for class discussion and for writing assignments. Sometimes there will be unannounced quizzes on the readings.

Writing assignments – There are four essay assignments. The first and third essays have a minimum of 1000 words, and the second and fourth papers a minimum of 1500 words. Each assignment requires analysis and critical thinking. The longer papers are to include evidence of research. The total minimum for the course is 5000 words, not including rewriting, exams, or quizzes. Use the MLA format for your papers.

Prior to each writing assignment, you will be required to turn in an outline, a section, or a rough draft to help you think through your ideas. I will provide comment to help you in writing your essays. These preliminary submissions will become part of your grade on the essays and you attach them as part of the assignment.

Portfolio – Near the end of the class, you will turn in a portfolio of all your papers, plus additional work related to each. The additional work may be revisions, comments, comparisons, further research or other assignments. The additional work may not be the same for all students. The grade on the portfolio is determined by the effort you do on the additional work.

Final exam – The final exam will be essay questions about what we read and discuss during the course.

Quizzes and class participation – For the most part, the class will be discussion rather than lecture. You are expected to do the reading assignments before class and participate in the discussions. I will bring up topics and issues related to the readings. Sometimes we will look at the writing techniques of authors and try to imitate them. Obviously, attendance is important and will impact your grade.

The quizzes are unannounced, with no make-up options. Each quiz is graded pass or fail (no letter grade). Getting credit for all give you 10% of your grade as receiving an A. Because there are no make-up options, I may offer more than 10 quizzes, but no more than two. For those with full credit, the extra ones would act as a bonus.

Evaluation
Your grade for the course will be determined by the following:
First essay assignment (1000-word minimum) 15%
Second essay assignment (1500-word minimum) 20%

8/1/2011
Third essay assignment (1000-word minimum) 15%
Fourth essay assignment (1500-word minimum) 20%
Portfolio 10%
End-semester exam 10%
Unannounced quizzes 10%

Grading scale
A 100-90
B 89-80
C 79-70
D 69-60
F 59-0

Course policies
Due dates for assignments
The writing assignments have due dates, which are listed in a separate handout. Turn in the assignments on the day they are due at the beginning of class.

Late assignments not turned in on time lose one grade increment (B goes down to B-, for example) and any paper turned in one class period late receives two grade increments down (B goes to C+, for example). After two class periods, the maximum grade you can earn is a C. This policy is to make it fair to students turning in work on time.

(Exceptions:
(1) If you have a convincing reason you cannot hand in a paper on the date due, you can do the following:
   • Before class begins, email an electronic copy of the paper with a note explaining why you cannot hand in the paper. Then, turn in the printed copy before the following class. The electronic copy tells me you did the work on time, but I still need a hard copy to grade. Send these to steams@hawaii.edu.
(2) For reasons you cannot turn in electronic assignments that are beyond your control:
   • Notify me by email or tell me after class.)

Note that the assignments have two parts, one a preliminary submission, so there are two due dates. If you skip the first submission, you lose points and your grade on the assignment will suffer significantly, possibly by as much as one-third.

I do not accept any papers after the last class for the semester.

Attendance and participation
Obviously regular and punctual attendance is essential to pass the course. You cannot learn writing in a vacuum. The core information of this course is what we do in class. Therefore, I take into account attendance, attentiveness, and participation as one component of the final grade. It would be hard to get an A or B in the class without good attendance and active participation.

If you text message on your cell phone or listen to music during class, you are not paying attention or participating. Expect to take notes on lectures, ask questions, and contribute to group activities. Cell phones and music players must be turned off.

I view class attendance, class participation, and submission of assignments similar to how an employer would view an employee’s work. Even good excuses do not go far with an employer. If you do not show up to class and do not do the work, you do not get paid (your grade goes down).
If you are absent because of illness, it is your responsibility to find out what you have missed.

Although attendance and participation is not a percentage of your overall grade, I will consider it in boosting your grade, especially if you are on the borderline of two grades. I will base this on the following, assuming full class participation:
- no absences = highly likely to boost your grade
- absent no more than 2 classes = will lean toward boosting your grade
- absent 3 classes or more = not likely to boost your grade

Plagiarism - You must do your own work. Plagiarism is not tolerated and will result in an F for the course.

Conferences – I welcome you to see me any time during my office hours to discuss your papers, assignment ideas, or any other class issues. If the office hours conflict with your classes, you can arrange a conference with me for a suitable time. I also may ask you to attend a conference to help you with writing topics, approaches, or anything else class related. My aim is to help you become a better writer and understand the class material, so I welcome you to come and discuss anything that may help you.

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.

“N” grade
Except under special circumstances, I do not give this grade. If you have not put much effort in this course or have missed more than five classes, do not ask to receive this grade.

Pace of the course
This course is to help you improve your writing of papers. Without writing, you cannot become a better writer, so there is a minimum wordage for each assignment. The minimum wordage must be met to pass the course. That minimum wordage also meets the requirement for writing intensive courses.