Honolulu Community College
Application Form for Diversification Designation
Certification and Renewal
Fall 2014

DATE: Sept. 4, 2014
APPLICANT: Charlene S. Gima
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COURSE ALPHA and NUMBER: ENG257O
COURSE TITLE: Okinawan Literature
ESTIMATED NUMBER OF SECTIONS:
   Fall: 1  Spring:

APPLICATION IS FOR:
   X New Course  □ Existing Course
   □ Certification
   □ Re-designation. Date of previous certification or renewal:
   □ Renewal. Date of certification or previous renewal:

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
   □ DA (Arts)  □ DP (Physical Sciences)
   □ DB (Biological Sciences)  □ DS (Social Sciences)
   □ DH (Humanities)  □ DY (Laboratory)
   X DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI): WI

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
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%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area’s hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

   **DL.1:** Uses the terminology of literary and/or cultural analysis. SLOs: 2) Explain and discuss major themes in a work of literature, explore implications, and identify basic assumptions; 3) Apply basic critical concepts and terminology to the analysis of literary works. Both SLOs align with the hallmark by requiring students to use and apply concepts and terminology of literary analysis when discussing literary texts.

   **DL.2:** Involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis. SLOs: 1) Discuss and explain the artistry of literary works and writers as artists and theorists of Okinawan literature; 2) Explain and discuss major themes in a work of literature, explore implications, and identify basic assumptions; 5) Identify a writer’s implied as well as literal meaning. SLOs 1 and 2 align with the hallmark by studying literary texts and analyzing them in terms of how they are produced, forms they take, and themes they explore; SLO 5 additionally requires students to recognize and analyze a writer’s purpose and method of writing in discussing literary texts.

   **DL.3:** Demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis. SLOs: 2) Explain and discuss major themes in a work of literature, explore implications, and identify basic assumption; 4) Provide literary evidence to support claims and ideas about the works; 6) Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for a given audience, subject, and purpose; 7) Write essays that support a thesis, integrate expert opinions, and document sources appropriately. SLO 2 aligns with the hallmark by having students first recognize and analyze themes, and then express their ideas in focused writing that uses evidence and sources appropriately (SLO 4, 7) and develops a thesis in a form appropriate to the assignment (SLO 6).

2. **Assessment tools and strategies.** Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

   Assessment tools and strategies:
   1) Critical responses (250-word discussion of assigned readings) will assess students’ understanding of literary texts (SLOs 1, 2), terminology (SLO 3), and themes (SLO 2) that may be developed into formal essay topics. Revision of responses will assist to clarify students’ understanding and use of writing to express ideas. Eight responses are due throughout the semester.
   2) Formal essays (1,000- to 1,500-word assignments with a required conference to discuss drafts) will assess students’ ability to develop a thesis (SLO 7), discuss major themes and artistry of
literary works (SLO 1, 2), use literary evidence (SLO 4), incorporate expert opinions, and document sources appropriately (SLO 7). They will also assess students’ ability to write a focused essay using appropriate tone, form, syntax, diction, style, and purpose (SLO 6). Three essays are assigned over the course of a semester. Essays may be revised so that students have opportunities to develop further or clarify their ideas and discussions.

3) Focused analysis essay (1,000- to 1,500-word MLA research essay with required conference to discuss draft and sources) will assess students’ ability to discuss the contexts of literary texts and explore implications (SLO 2), integrate expert opinions and document sources appropriately (SLO 7), and write an essay that uses appropriate tone, style, language, organization, and form (SLO 6). One focused analysis essay will be assigned and may be revised.

4) Quizzes (multiple-choice and paragraph) and two exams (multiple-choice, character analysis, and essay) will assess students’ ability to analyze literary works (SLO 1), discuss themes, implications, and assumptions (SLO 2), apply critical concepts and use terminology (SLO 3), use literary evidence to support claims (SLO 4), recognize and discuss writers’ methods of writing (SLO 5), and develop a thesis (SLO 7). Four to five quizzes will be used to assess student learning throughout the semester.

Complete the following for Renewal applications, only

3. Assessment results. Provide a summary of aggregated assessment results collected throughout the certification period.

4. Utilization of assessment results. Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Renewal Due: Fall 2019

☐ Not approved
Reasons:

Diversification Board Chair Signature: [signature]
Date: 10/13/2014
ENGLISH 2570
OKINAWAN LITERATURE
Fall 2015
CRN

Instructor: Charlene Gima
Office: Building 7, room 511
Phone: 847-9840
Email: gimac@hawaii.edu
Hours:

Course description:
This course explores the world of Okinawan literature from translations of early poems in the 1300s to contemporary works by Okinawan writers in Okinawa and around the world. Students will learn how literature expresses the culture, history, values, and conflicts of the Okinawan people. The course also discusses how literature expresses, contests, and develops Okinawan identity.

Prerequisites:
Students must pass ENG 100 with a grade of C or higher in order to enroll in ENG 2570.

Student Learning Outcomes:
Upon completion of ENG 2570, the student will be able to:
• Discuss and explain the artistry of literary works and writers as artists and theorists of Okinawan literature.
• Explain and discuss major themes in a work of literature, explore implications, and identify basic assumptions.
• Apply basic critical concepts and terminology to the analysis of literary works.
• Provide literary evidence to support claims and ideas about the works.
• Identify a writer’s implied as well as literal meaning.
• Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for a given audience, subject, and purpose.
• Write essays that support a thesis, integrate expert opinions, and document sources appropriately.

Required materials:
Living Spirit, edited by Frank Stewart and Katsunori Yamazato
Southern Exposure, edited by Michael Molasky
Odori by Darcy Tamayose
A Cage of Fireflies by Daniel Akiyama
A Brief History of Early Okinawa Based on the Omoro Soshi by Mitsugu Sakihara (excerpts)
Okinawan Poetry, translated by Naganori Komine (excerpts)
other materials as available on Laulima

Grades and scoring:
Quizzes 10%
Participation 10
Responses 15
Essays 30
Focused analysis 15
Midterm 10
Final 10

Note: This course satisfies the Writing Intensive Focus and the Diversification Literature Focus requirement for Honolulu Community College’s General Education core. This course transfers to all UH System campuses with a Literature and Language Diversification (DL) designation. At HonCC, the course fulfills a DL requirement for the A. A. degree and the Humanities and Fine Arts Category for Career & Technical Programs.

Course requirements:
1) Critical responses: One-page (typed or handwritten) responses to the readings (250 words minimum). You may focus on one text or author, a theme, or an issue. Think of your responses as "first ideas" that can be developed into essay topics; I will require you to revise and re-submit them when we brainstorm for essay ideas. Your responses will be commented on and graded (plus, check, or minus) on the level of insightful questions and analysis of the readings. In other words, do not summarize the plot! Total responses: 8. Due dates are listed on the schedule.

2) Essays: 4-6 pages, typed and double-spaced (1,000-1,500 words). These are more formal discussions of the readings, with a thoughtful thesis and a well-developed argument. I will provide possible topics and set aside class time to discuss the writing process and its technicalities (quoting, commentary, parenthetical references, verb tenses, and so on). You will meet with me in conference to discuss your drafts, and I will return your final drafts with comments and suggestions for revision. Total essays: 3.

3) Focused analysis of author/person/place/event (MLA research): 4-6 pages, typed and double-spaced (1,000-1,500 words). I will provide you with a list of authors, people, places, and events that are related to our readings. Choose one and do some research (at least 3 sources, no Wikipedia!) and I will show you how to document your sources. We will go over your rough draft in conference, and you will also have an opportunity to revise your final graded draft. Remember that you will also present this analysis (very briefly) to the class, so while you are investigating and writing about your chosen person/place/event, you may consider the following questions:

Who/What are you analyzing? Give a short history.
How does this person/place/event connect to our reading? (Provide some examples.)
What kind of impact has this person/place/event had on Okinawan literature, society, or culture?
What did you learn that was surprising or interesting or confusing or enlightening?
What are some connections (if any) to our life in Hawai‘i today?

Total Focused Analysis: 1.

4) Quizzes/exams: I will be giving you short quizzes in which you will demonstrate your thoughtful and insightful understanding of the readings—in other words, make sure you read your assignments! The quizzes (unannounced, but I will warn you) will take the form of identifying terms, characters, discussing symbols, quotes, or themes. The midterm and final exams will cover similar questions, so make sure you keep up with the reading!
Possible extra-credit: Students may have the opportunity to attend cultural events, lectures, films, or other activities that involve learning about Okinawan culture or history. A 250-word reflection is required; limit of two events during the semester. (25 points possible per event)

Important information:
You are expected to behave as a responsible and professional adult, to conduct yourself appropriately, and to treat others with courtesy.

Class rules:
1. If you are late, come in quietly and without disturbing the activity in progress. Remember to check with me to find out what you missed.
2. Turn off all cell phones (or put on vibrate) before entering class. No texting allowed!
3. Show respect for others by listening quietly when they are speaking.
4. Avoid any behavior that might disrupt the class or distract others from their work.
5. You are responsible for your work! Make sure your assignments are complete and turned in on time. Do not throw them away until the semester is over.

Attendance is very important! You must be in class and on time to get the most out of this course and to get a good grade. If you are absent for more than three times without explanation, your course grade will begin to drop. Note: If you do not call/email me promptly with a valid reason for missing class, your grade will go down. Showing up late will also hurt your grade. If you miss more than 6 classes for whatever reason, you will not pass this class. Please consider your options carefully: your last day to withdraw is October. If I do not hear from you, you will receive an F.

Late papers lose one-third letter grade for each day late. For example, a paper with an original grade of B+ but late two days will receive a B-. In addition, late papers cannot be revised for a better grade. After one week, late papers will not be accepted and will receive an F. Late homework is not accepted without a valid excuse.

All essays must be typed on a computer. If you have trouble typing, help is available at the College Skills Center—but slow typing is not an excuse for turning in late assignments. You may also use computers in the Library; in the Computer Lab in Building 2, fourth floor; in the Essentials Computer Lab (71C); or in the Native Hawaiian Center (in Building 20).

Keep your records. You are responsible for keeping track of your drafts, essays, assignments, quizzes, responses, and other graded work.

Disabilities: 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 Student ACCESS counselor Cassandra Kam at 844-2392. The counselor will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

Schedule: (subject to change)

Week 1: Introductions; requirements. What is Okinawa?
Homework: Read excerpt from George Kerr, *Okinawa, the History of an Island People*
Week 2: 
Response 1 due. Classical Ryukyu: Omoro Soshi, songs, and poetry
Homework: Read excerpts from Sakihara, Komine

Week 3: 
Response 2 due. Kumiyudai and performing arts (guest lecturers/performers)
Homework: Read Shushin Kan’iri (in Living Spirit).

Week 4: 
How to write an essay. Conferences.
Homework: Write Essay 1.

Week 5: 
Essay 1 due. Becoming Japanese: the Last Prefecture?
Homework: Read “Memoirs of a Declining Ryukyuan Woman” and “Defense of Memoirs of a Declining Ryukyuan Woman”; read “Officer

Week 6: 
Response 3 due. WWII and the Battle of Okinawa.
Homework: Read . View excerpts of “Himelyuri” documentary.

Week 7: 
Response 4 due. WWII, continued.
Homework: Read .

Week 8: 
Midterm exam. Okinawa between American and Japan.

Week 9: 
Response 5 due. The diaspora/emigrants. Conferences.
Homework: Begin Odori.

Week 10: 
Essay 2 due. Memory and history.
Homework: Continue Odori.

Week 11: 
Homework: Finish Odori.

Week 12: 
Focused Analysis due.
Homework: Read “Droplets” and “Mabuigumi” by Medoruma Shun.

Week 13: 
Response 7 due.
Homework: Read “Round Trip over the Ocean” by Sakiyama Tami; read A Cage of Fireflies by Daniel Akiyama.

Week 14: 
Response 8 due. Last conferences.
Homework: Write Essay 3.

Week 15: 

Week 16: 
Review for final exam.