University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification
Application Form
(Fall 2010)

APPLICANT: LeiLani Hinds E-MAIL:
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COURSE ALPHA and NUMBER: Eng 257-Y

COURSE TITLE: Modern Fantasy in Literature and Film from Peter Pan to Edward Cullen

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:

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 used in the books and films we consider. 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 texts of fantasy books and films of the 20th and early 21st with attention to the choice of words, to the language used in the book, to the tone used for different characters at different stages in their development, and to the different literary forms used in the books. 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 and cinematic analysis of the books and films and then having students write essays which demonstrate their ability to analyze themes, characters, language, symbols, images, and so on, in the books and films we consider.

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.

Students will achieve the student learning outcomes for this course by participating in discussions of the books and films, by closely studying the books and films, by reading criticism of the books and films written by established scholars, by using information from references, and by referencing source material used in the creation of the books and films.

I will be using quizzes, two essay exams two to three pages in length, two essays four pages in length each, and two literary analysis papers four to five pages in length to determine if students meet the student learning outcomes. For example, for the first hallmark, students will have to answer questions on the two exams about themes, images, and symbols in the books and films we consider as well as including in some of their essays discussing mythology and archetypes appropriate terminology indicating their ability to analyze the books we consider. For the second hallmark, the students will be discussing and evaluating in some of their essays the literary forms and writing styles of the authors we read. In all of their essays the students will meet the third hallmark by using correctly documented information and commentaries from established literary and film scholars in supporting their viewpoints.

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?

This is a new course, so technically I should answer with N/A, but I would like to explain how I plan proceed. I will create a formal type of assessment by designing a knowledge survey with the help of a faculty member experienced in designing them and will be administering the knowledge survey at the beginning and end of the semester to assess students' learning outcomes. I will be using the information from the original assessment to
determine students' initial knowledge of the books and films at the beginning of the semester, and I will adapt the course content to what students already know, avoiding repetition of concepts they already understand. I have also used information on the assessment process to align specific student learning outcomes with course assignments. For example, one student learning outcome is for students to "recognize the need for literary evidence to support opinions and ideas regarding literary work." Students will demonstrate their mastery of this SLO by writing essays that identify, discuss, and analyze the themes in the books and films, by analyzing characters and the structure of the books and films, and by writing essays of informed opinion discussing the literary and cinematic value of the books, properly citing authoritative literary and academic scholars. Another SLO is "analyze the artistry of literary works and become better acquainted with writers as artists." This SLO will be met by discussing the writers' artistic achievements in their books on an exam. Other SLO's also have their own assignments or exams that measure students' achievements. Moreover, as the semester progresses I will use results from earlier essays and exams to revise the instruction for the later weeks of the course so that students may be more successful in achieving the SLO's.

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: 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: Fall 2015

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 11/22/10
Proposal Summary

This is a proposal for a modern fantasy literature and film course to be offered for the first time at HCC in the 2011-2012 academic year. There are several reasons for offering the course at this time. First of all, the course offers our students another choice for completing their literature requirements, broadening the offerings at HCC, which may help enhance enrollment and improve retention of our students. Also, other colleges in Hawaii, as well as many across the country, offer courses in fantasy literature and film to meet the needs of their students. Similar courses here in Hawaii include at Kapiolani Community College English 272N Literature and Film and English 272Q The Hero and at the University of Hawaii at Manoa English 271 Science Fiction, so it is not an untested idea to include both film and literature in the same course. The most important reasons for offering this course include the surge of interest in fantasy literature and film, a rising interest which is due to a number of reasons. More and more students are developing an interest in fantasy due to the increasing number of films with fantasy-based themes on the screens over the past few years with continued growth expected over the next ten years or more. This interest has been spiked by such films as The Lord of the Rings, The Chronicles of Narnia, the Harry Potter series, and the Twilight series of films, all of which are based on popular novels, many of them critically acclaimed and further promoted by Internet websites focused on young people. However, popularity alone is not an important enough reason solely by itself for initiating a new course. Rather these books and films speak to the deep concerns of adults living in the late 20th and early 21st centuries. Writers of fantasy novels, and the directors of films based on the books, discuss in their books and films such issues central to the world of the 20th and 21st centuries as the nature of good and evil, the choices people make to act with heroism or cowardice, the terrors of war, concerns about the environment and the future of our planet, racism versus diversity, the military, traditional and non-traditional roles of men and women, political issues, such as Nazism, leaving childhood to become an adult, loss, death and grief. Through novels and films set in "other worlds" writers talk to us about controversial issues in our own world, which we often avoid discussing. Thus, a novel may be set in a school for wizards and witches but actually have relevance to both World War II Nazis and the War on Terrorism; another fantasy may be the story of a boy who lives with fairies and never grows up but have at its heart an adult's lament for a small boy who lost his mother; and another fantasy about living forever in the twilight with one's first love may ultimately be concerned with the transformation of a self-centered teenager into a mature adult woman capable of putting others ahead of herself. Thus, this course has a wide appeal to the students of HCC, touching, as it does, on topics related to the majors of HCC students, on life experiences they have had in their work and family lives, and on personal problems they have experienced.
English 257V

Modern Fantasy Literature and Film from Peter Pan to Edward Cullen
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

Texts and Materials
Selected books and passages from the following list:

Peter Pan  J. M. Barrie
The Chronicles of Narnia  C. S. Lewis
The Lord of the Rings Trilogy  J. R. R. Tolkien
The Once and Future King  T. H. White
The Merlin Trilogy  Mary Stewart
The Dragonriders of Pern series  Anne McCaffrey
The Sword of Shannara series Terry Brooks
The Harry Potter series  J. K. Rowling
The Percy Jackson series Rick Riordan
The Twilight series Stephenie Meyers
3 ring binder
filler paper
blue or black pens
a flash (jump) drive

Recommended: DVD's of the films of the books listed above

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.

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 fantasy literature and film in the 20th and early 21st century and will discuss the themes, characters, images, and symbols in fantasy novels and films. The reasons for the resurgence in the popularity of fantasy in our era, storytelling techniques, and the structure of the novels and films will be analyzed as will the sources and origins of the books and films we consider. The artistic achievements and the relative successes of the books and films 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 V

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 the books and films.
2. Discuss symbols, images, and other literary and cinematic devices used in the books and films.
3. Identify, discuss, and analyze in effective essays the themes in the books and films.
4. Analyze characters and the structure of the novels and films and write essays describing the characters and the structure in the books and films.
5. Discuss the artistic achievements in the books and films.
6. Write essays of informed opinion discussing the literary value of the books and films.
7. Analyze and evaluate the effectiveness of films presenting the themes, characters, images, and symbols, and so on of the books we discuss.
8. Use correct grammar, effective language, and good writing style in essays.

Course Content

As we analyze the books and films we will consider several questions:

1. How did the writers' life experiences contribute to creating books that speak to people in the twenty-first century?
2. What themes are discussed in the books we consider, and what are their origins?
3. How are archetypes from the literary tradition used and transformed to create characters, and how believable are the characters in the books and films?
4. What storytelling techniques and literary and cinematic techniques are used in the books and films?
5. What literary forms are used in the books?
6. How successful are the writers as artists in creating their books?
7. How successful are the films we consider in translating the books to the cinema?

In answering these questions we will make use of comments on books from literary scholars, the writers' own comments on their writings, historical and cultural information about the 20th and early 21st centuries which influences the books and films, Western mythology, biographical information about the writers' lives, and information from film theory.

Course Organization

The course will focus on:

1. The origins and sources of the books in history, culture, language, and mythology weeks
2. The themes in the books, including friendship, the nature of heroism, the battle between good and evil, love, loss, death leadership, the willingness to make sacrifices for people one loves, aging, environmental concerns, the role of technology in society, racism, and traditional and non-traditional roles of men and women
3. Successes and failures in character development, including the use and transformation of archetypes from mythology and folktales
4. Literary images, metaphors, and symbols in the books and films
5. The structure of the books
6. The use of language in the books
7. The successes and failures of the films we consider in conveying the themes, in developing characters, in adapting the structure of the novels to cinematic structure, and in using language, imagery, and symbols consistent with the writers' 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
Colin Duriez The C. S. Lewis Chronicles
Colin Duriez Tolkien and C. S. Lewis: The Gift of Friendship
Douglas Gresham Jack's Life
Alan Jacobs The Life and Imagination of C. S. Lewis: The Narnian
John Keegan World War I
Harry Potter's Bookshelf John Granger
The Hidden Myths in Harry Potter David Colbert
The Lexicon Steve Vander Ark
From Homer to Harry Potter: A Handbook on Myth and Fantasy Matthew T. Dickerson and David L. O'Hara
From Alice to Harry Potter: Children's Fantasy in England C. N. Manlove
Ultimate Unofficial Guide to the Mysteries of Harry Potter
Rhetorics of Fantasy Farah Mendlesohn
Fantasy: The Liberation of Imagination Richard Matthews

**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 four papers which account for 80% of your course grade.

two literary analysis essays four pages each 10% each for a total of 20%

two longer literary analysis papers 4 to 5 pages in length 20%

There will be two essay exams which account for 20% of your course grade:

a midterm exam 2 to 3 pages in length 10%

a final exam 2 to 3 pages in length 10%

Total 100%

Students will be required to write essays and essay exams that analyze the themes, characters, images, and symbols, literary achievements of the books, the films of some of the books, and the sources used in the books. The essays must be backed up by comments from scholars and literary critics, by statements from the writers themselves, and by quotes from the books. I will assign students various topics, and on some papers students will have a choice of topics. 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.