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

APPLICANT: Charlene Gima
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COURSE ALPHA and NUMBER: ENG 257X
COURSE TITLE: Literature and Technology

ESTIMATED NUMBER OF SECTIONS: Fall 1 Spring

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: unknown (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? 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.

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.

For Hallmark #1, "uses the terminology of literary and/or cultural analysis," the SLOs #1 and #3, "focus on the interaction between technology and society and how works of literature reflect technology's influence on culture and human identity" and "write papers on different literary problems relating to technology as a motif" both require students to understand and use literary
terms in order to analyze literary texts and discuss their relationship to themes and issues involving technology. For Hallmark #2, "involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis," the SLOs #2 and 3, "recognize the universality in human experience in terms of the relationship between literature and technology" and "write papers on different literary problems relating to technology as a motif" require students to study texts, concepts, styles, theories, and issues in literary texts that focus on technology and its impact on human experience as expressed through literary texts. For Hallmark #3, "demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis, the SLO #3, "write papers on different literary problems relating to technology as a motif" requires students to initiate lines of inquiry, construct an argument, and use literary texts as evidence to substantiate their literary analysis of texts focusing on technology.

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 will use critical responses to the assigned readings, essays, a research paper, presentations, quizzes, and exams to assess students' progress toward achieving the course SLOs. All of these assessment strategies address the SLOs of "focus on the interaction between technology and society and how works of literature reflect technology's influence on culture and human identity," "recognize the universality in human experience in terms of the relationship between literature and technology," and "write papers on different literary problems relating to technology as a motif" by measuring how students demonstrate their knowledge of literary terms, genres, theories, styles; their critical thinking skills of analysis, logical argument, and research; and of their ability to present interpretation and analysis both orally and in written form.

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 course has not been offered for several years, so there are no previous assessment findings.

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: 5/01/14

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: ___________________________ Date: 4/11/14
ENGLISH 257X
LITERATURE AND TECHNOLOGY
MW 11:30 - 12:45
Building 7, Room 420
CRN 21140

Instructor: Charlene Gima
Office: 7-511
Phone/voicemail: 847-9840
Office Hours: MW 1:00 - 2:15, T Th 10:00 - 11:15 OR by appointment
E-mail: gimac@hawaii.edu

Course description:
Sometime between 1432 and 1450, Johannes Gutenberg invented the printing press, and the world of books and writing was never the same. This course examines the impact various kinds of technology has had on art, life, culture, literature, reading, and writing. We will also consider the ways technology has shaped our thinking about the definition and limits of human nature, the shape and construction of human (or artificial) consciousness, and possible societies for our future. We will be reading and discussing a variety of texts, ranging from essays on utopias and dystopias reached with technology, science fiction novels and short stories, films, and Internet/electronic texts and sites. Class requirements will take the form of critical responses, essays, reviews, oral presentations, and research projects.

Note: This course satisfies the Writing Intensive Focus requirement for Honolulu Community College’s General Education core.

Prerequisites: You must have taken English 100 and received a C or better.

Required materials:
other materials, as provided by the instructor
A student ID to use computer labs and library
Access to Laulima website (http://laulima.hawaii.edu)

Student Learning Outcomes:
Upon successful completion of ENG 257X, the student will be able to:

- Focus on the interaction between technology and society and how works of literature reflect technology’s influence on culture and human identity
- Recognize the universality in human experience in terms of the relationship between literature and technology
- Write papers on different literary problems relating to technology as a motif

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. You may also discuss the pre-reading questions that I will provide. 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: 2.

3) Focused analysis of technological inventions (MLA research): 3-4 pages, typed and double-spaced (750-1,000 words). Choose a technological invention or innovation, research it, and write a short analysis of it. I will provide you with a list of suggested inventions, or you may choose your own. At least two reliable sources of information are required (Wikipedia is NOT acceptable!), and I will show you how to document your sources. You will also present this analysis (very briefly) to the class, so while you are investigating and writing about your chosen invention, you may consider the following questions:

- What is the invention you are researching? Give a short history.
- Who developed it? What is its purpose?
- In what ways has it affected human society? Who benefits? Who suffers?
- What conclusions can you draw from this invention about attitudes toward or beliefs in technology, science, and human nature?
- How has your research of this invention affected your perceptions of technology, science, and human society?

We will meet in conference to discuss your draft, and I will return your final draft with comments and suggestions for revision. Total focused analysis: 1.

4) Film review: 3-4 pages, typed and double-spaced (750-1,000 words). Choose one of the following movies to view (they are all on reserve at the HCC Library). Your review will discuss the ways technology and its effects on human beings is presented or explored in the film. Keep in mind that we will be viewing two of the films in class. I will provide you with a formatting guide and guide you through the review process.

- Blade Runner (dir. Ridley Scott, 1982)
- Brazil (dir. Terry Gilliam, 1985)
- Dr. Strangelove, or: How I Learned to Stop Worrying and Love the Bomb (dir. Stanley Kubrick, 1964)
- The Matrix (dir. Andy and Larry Wachowski, 1999)
- Osamu Tezuka's Metropolis (dir. Rintaro, 2002)

Total film review: 1.

5) Quizzes and 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!

Grades:
Participation: 10%
Critical responses: 10
Essays: 30
Focused analysis: 10
Film review: 10
Quizzes: 10
Midterm exam: 10
Final exam: 10

**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’re late, please enter quietly without disturbing the activity in progress. Remember to find out later from me or another student what you missed. Turn in your assignments.
2) Turn off all cell phones and pagers (or put on “vibrate”) before entering the class. No texting in class!
3) Treat others with respect and courtesy.
4) Avoid any behavior that might disrupt the class or distract others from their work.

**Attendance is very important:** You must be in class and on time in order to get the most out of this course and to get a good grade! If you are absent for more than three classes without explanation, you will fail the class. If you do not call/email me promptly with a valid reason for being absent, you will be marked “unexcused.” Showing up late for classes or leaving early will also hurt your grade.

**Late papers** lose one-third letter grade for each day late. For example, a paper with an original grade of B+ that is late two days will receive a B-. After one week, all late papers will receive an F. If you are absent and miss a deadline, call me to arrange an extension. Keep in mind that late papers cannot be revised.

**You are required to type your essays.** Use a computer or a typewriter. If you do not own one, you may use the computers Building 2, in the Library, or at the Native Hawaiian Center on the fourth floor.

**Keep your records.** You are responsible for keeping track of your handouts, drafts, essays, assignments, and other graded work. Do not throw them away! (Wait until the semester is over.)

**Stay with the schedule.** We have a lot of things to cover and not much time, so deadlines will come quickly. Make sure you know when assignments are due and get them in on time. It is a good idea to exchange phone numbers/email addresses with other students so you can check on what you missed. Remember to check our Laulima website for any handouts or announcements.

**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 Wayne Sunahara at 845-9272.