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

Application Form
(Fall 2010)

APPLICANT: J. Kimo Alama Keaulana E-MAIL: jkeaulan@hawaii.edu

COURSE ALPHA and NUMBER: HAW 261

COURSE TITLE: Hawaiian Literature in English

ESTIMATED NUMBER OF SECTIONS: Fall 01 Spring 01

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: Fall 2010 (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? 2/3

What percentage of CLASS MEETINGS focuses on this diversification area? 2/3

1. Please explain how the course SLOs align with the diversification area’s hallmarks.
DL Hallmark #1 is that the course "uses the terminology and/or cultural analysis." The SLOs that addresses this diversification hallmark are Objective #3: "study each selection as an example of the genre to which it belongs" and Objective #5: "learn a variety of literary terms for literary analysis."

DL Hallmark #2 is that the course "involves the study of the texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis." The SLOs that address this diversification hallmark are Objective #1: "explore a variety of indigenous Hawaiian literary works ranging from among folk tales, legends, myths, and poetry;" and, with Objective #4: "appreciate literary works as a product of social, historical, political and religious contexts."

DL Hallmark #3 is that the course "demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis. The SLOs that address this diversification hallmark are Objective #2: "realize that the native literature of the Hawaiians is as rich and varied as those in other civilizations and regions;" and, with Objective #6: "understand that there are universal themes and experiences that transcend cultural and time differences."

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.

HAW 261 is a Writing Intensive course. A research paper is assigned at the onset of the course. The research paper is on a topic of each student's choosing but it has to be based on literature that initially appeared in the Hawaiian language. Being that research papers are student-interest driven, the papers can range in topic and theme areas such as producing a comparative of similar works, garnering regional works and analyzing them, or discussing versions of the same or very similar story. Writing assignments also include a reaction paper, a comparison/contrast paper, and an analysis paper for a total of a minimum of 16 completed written pages. Writings are produced in the third person with the exception of the reaction paper which is produced in the first person. Each paper is designed to include one or more of the SLOs as a part of its focus. As an example, students are assigned to write a 4-page paper on the "Legend of Halemono" using universal themes as a discussion while explaining the experiences of characters and how their experiences transcend cultural and time differences. Students are assessed on their 2-tier effectiveness in addressing the themes as well as their writing skills in doing so. All papers are prefaced and closed with class discussions, lectures, guided text readings, audio presentations, and individual student conferences.

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?

Assessment findings are definitely considered in improving the HAW 261 course. It has been found that students generally do not like to read and write so guided reading and writing practices have been put into place. Feedback from student work and individual conferences help to tailor instruction towards individual needs. Student confidence is then reinforced and improvements in their work becomes evident. Each semester presents a new mix of students so teaching modifications are constant and adjusted accordingly.

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.

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**DIVERSIFICATION BOARD DECISION:**

☑ Approved

Re-Certification Due: 2016

☐ Not approved

If not approved, reasons for disapproval:

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Diversification Chair Signature: [Signature]

Date: 4/11/11

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HAW 261: Hawaiian Literature in English (WI)(DL)  
(Spring Semester 2011)

Instructor: J. Kimo Alama Keaulana  
Meetings: M & W 8:30-9:45 AM  
Office: Bldg. 7/Room 517  
Office Hours: M-Th 8:00-8:30 AM  
& 11:50 AM -12:20 PM  
or by appointment  
Email: jkeaulan@hawaii.edu

Room: Bldg. 7/Room 535A  
Course Code: 23229  
Telephone: 845-9121

Course Descriptors

Course Description: This course is a literary and cultural experience of the indigenous Hawaiian culture through reading, understanding and analyzing selected major works in English translations.

Prerequisites: A passing grade of "C" or higher in ENG 100 or placement in ENG 209-260

Credit Hours: 3

Required Text: Selections From Fornander's Hawaiian Antiquities and Folk-Lore edited by Samuel H. Elbert

Objectives: During the semester, learners will:
1. explore a variety of indigenous Hawaiian literary works ranging from among folk tales, legends, myths, and poetry;
2. realize that the native literature of the Hawaiians is as rich and varied as those in other civilizations and traditions;
3. study each selection as an example of the genre to which it belongs;
4. appreciate literary works as a product of social, historical, political and religious contexts;
5. learn a variety of literary terms for literary analysis;
6. understand that there are universal themes and experiences that transcend cultural and time differences; and,
7. gain more confidence and competence in producing grammatically correct, well organized and thoughtful writing.

**Writing Intensive Course Considerations**

It is assumed that the student who enrolls in a writing intensive course is allowing sufficient time in his/her schedule to complete the reading and writing assignments required in a writing intensive course. In order to complete the writing assignments, students must complete the required reading assignments. An overwhelming majority of the reading assignments will be completed and explained in class so attendance is vital, important and mandatory. Attendance will be taken in consideration in considering the final grade. Students are required to submit drafts of their writing, consult with the instructor and revise their work as needed.

Late work cannot be accepted without a written/printed valid reason such as an obituary notice, hospital release, jury duty notice, military orders, dentist note, etc. Late papers without a valid reason will be eligible for a maximum grade of 60% (D-).

**Required Writing Assignments**

There are 5 required writing assignments for the semester for total of 16 computer-printed pages. Each paper will be of varied length, scope and purpose. These writing assignments will include reaction papers, analysis papers, and a research paper. The research paper is due at mid-term.
Course Requirements

In order for each student to be successful in this course and other courses as well, there are some very basic and necessary requirements to adhere to:

- **Attend every class meeting and be in class on time.** Students who are inconsistent with attendance normally do not do well in any course. There will be a lot of material and/or experiences that will be presented in class that you will not be able to get out of a text alone.

- **Complete all of your work to the best of your ability.** All tests and augmented work will involve a lot of writing. All students should be able to write in essay form competently (note the ENG prerequisite).

- **Do not be a passive learner.** Get involved and take an interest in your education. Should you have a question, please ask. Should you have something to share, please share it. Please do not be afraid to ask a question because you may be ashamed to ask or that others might think that you are stupid. “There is no such thing as a stupid question” which is true (unless it was answered just prior to your question).

Self-Direction

Functioning in any situation with other people is important. Courteous observances in the classroom are vital and many should be common sense.

- **Turn off all beepers, cell phones, pagers and other things that will potentially make a sound and disrupt class.** This should be basic courtesy wherever you go and no one else needs to be distracted. In the case of an emergency situation, you may need the use of a pager or cell phone turned on but please let the instructor know before class begins. Organize your life so that personal pursuits do not conflict with educational ones.

- **Come to class on time.** Coming into class late is a distraction in itself. We all have to fight traffic, look for parking, etc. so if you know that you must do these tasks, just do it!

- **Come to class prepared.** Bring all of your necessary materials and work to class. It is not necessary to bring your textbook because the material in the text is supplementary to in-class presentations. When you bring yourself to class, make sure that your mind is functioning and prepared too!
Grading Policy

All graded work is graded on a standard percentage scale. There is no point system in this class. To find your average at any given time, simply add up all of your percentage scores and divide them by the total amount of given graded assignments. Any missing graded assignment is given a 0% which converts to an F. The standard scale is as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59-00% = F

No N or I grades will be given unless there is substantial documentation to warrant such a grade. These would include a doctor’s or a dentist’s note, a hospitalization release, military orders or jury duty orders or any other substantial form of documentation.

- **Make-up work.** To be fair with all students, graded make-up work can only be given if the absence and/or tardy is an excused one (refer to the documentation list above but add obituary notice of a family member) and the work was not passed back to the class (i.e., returned to students). You have the equivalent amount of days as your absence/tardy to do the make-up work outside of class (i.e., not during class time).

- **Exam/Test dates.** These will be announced in class prior to the exam/test.

- **Submission of work.** All assigned work must be submitted in person. Work cannot be submitted via email, fax or by any other electronic means.
Spring 2011 (Jan. 10 - May 13)
Please refer to the HCC website at http://honolulu.hawaii.edu for updated information.

See MyUH Portal

Registration for Spring 2011 classes begins (dates available in October 2010)

Dec 31, 2010
New Year's Day (Federal & State Holiday)

Jan 03
Faculty Duty period begins (for new 9-month instructional)

Jan 10
INSTRUCTION BEGINS

Jan 10-14
LATE REGISTRATION Period, $30 fee
ADD PERIOD for open classes only, $5 fee in person (no fee for online transactions)

Jan 10-Mar 28
DROP PERIOD, $5 fee in person (no fee for online transactions)
See also Refund & Academic Record deadlines below.

Jan 14
Last day to Drop/Withdraw with a 100% refund, $5 fee in person (no fee for online transactions)

Jan 17
Dr. Martin Luther King, Jr. Day (Federal & State Holiday)

Jan 31
Last day to Drop/Withdraw with a 50% Refund, $5 fee in person (no fee for online transactions)
Last day to Drop/Withdraw without a "W" grade on Academic Record

Feb 21
Presidents' Day (Federal & State Holiday)

Mar 04
Excellence in Education Conference (Non-Instructional Day)
(Tentative)

Mar 15
Last day to apply for SPRING GRADUATION

Mar 28
Last day to Drop/Withdraw with a "W" grade on Academic Record
Last day to change to CR/NC and AUDIT grading options
Last day for Students to submit Fall 2010 Incomplete ("I") make-up work to Instructors

Mar 21-27
Spring Recess - Campus Closed*

Mar 25
Prince Kuhio Day (State Holiday)

Apr 01
Last day to CHANGE MAJOR for Fall 2011 Early Registration

Apr 11
Last Day for Instructors to submit Fall 2010 Incomplete ("I") make-up grades to the Records Office

See MyUH Portal
Summer/Fall 2011 Registration begins (Registration Timetable available in March 2011)

Apr 22
Good Friday (State Holiday)

Apr 04
INSTRUCTION ENDS

May 05-06
Study Period; no classes, no exams. (Not applicable to classes on Military Bases)

May 07-13
EVALUATION PERIOD (See FINAL EXAM SCHEDULE in the HCC Registration Guide)

May 13
SPRING SEMESTER ENDS

May 13
GRADUATION

May 16
FACULTY DEADLINE to submit grades for Spring 2011 via MyUH Portal by 4:00 PM