University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition [ ] Regular or [ ] Experimental or [ ] Other (click and type to specify)
   - B. Deletion [ ]
   - C. Modification: [ ] in credits [ ] in title [ ] in number or alpha
     [ ] in prerequisites or co-requisites [ ] Other (click to specify)

2. New Alpha, Number and Title
   ENGLISH 271 Introduction to Literature: Genre
   Credits 3 credits

4. Old Alpha, Number and Title

5. Credits

6. New Catalog Description
   This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different genres); however, only three credits will be applied toward degree.

7. Select box and type specific information in text box.
   - Prerequisites [ ] Corequisites or
   - Recommended Preparation
   - A grade of C or better in ENG 100

8. Student Contact Hours Per Week
   3. Credits

9. Proposed Date of First Offering
   Semester Fall
   Year 2009

10. This course [ ] is proposed for the Liberal Arts Program Program. [ ] can fulfill * If Other, specify DL

11. This course [ ] Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>ENG 271 Introduction to Literature: Genre</td>
<td>KapiolaniCC</td>
<td>English 214 Types of Literature: Non Fiction</td>
</tr>
<tr>
<td>HonoluluCC</td>
<td>English 255 Short Story and Novel</td>
<td>KapiolaniCC</td>
<td>English 256 Poetry and Drama</td>
</tr>
<tr>
<td>HonoluluCC</td>
<td>English 256 Poetry and Drama</td>
<td>MauiCC</td>
<td>English 255 Short Story and Novel</td>
</tr>
<tr>
<td>KauaiCC</td>
<td>English 255 Short Story and Novel</td>
<td>LeewardCC</td>
<td>English 256 Poetry and Drama</td>
</tr>
<tr>
<td>KauaiCC</td>
<td>English 256 Poetry and Drama</td>
<td>*</td>
<td>Any CC English 257, depending on topic</td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - [ ] Already articulated with
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - [ ] Appropriate for Articulation with ENG 271 Introduction to Literature: Genre (DL)
   - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - [ ] Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   This change is part of an overall remodeling of literature courses offered at WCC, moving from a 250 to 257 series to the more streamline and flexible 270-272 series which will provide WCC with stable but capacious courses that allow faculty to teach an even wider range of materials within the parameters of fewer single numbered courses. These changes will make our introductory literature offerings identical to those at Manoa. Everything taught now in the 250 to 257 series will easily fit within 270-272 series. Currently, our Eng 255 and Eng 256 transfer to Manoa as Eng 271, so both of them, upon approval of this proposal, would be listed in the WCC Schedule of Classes as English 271 with the particular topic in parenthesis: (Short Story and Novel) and (Poetry and Drama).

Requested by: ____________________________ Date: ______________

Approved by: ____________________________ Date: ______________

Curriculum Committee Chairperson
Dean of Instruction

CCCMM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

[Signature]
Provost

1/27/07
Date

CCCM #6100 (Amended for WCC use October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: English 271 Introduction to Literature: Genre

1. Department Area (more than one departmental instructor's signature required)
   - [Signatures]
   - [Dates]
   - [Signatures]
   - [Dates]
   - [Signatures]
   - [Dates]

2. Department
   - [Signature]
   - [Date: December 4, 2008]

   Was this course discussed in a department meeting? [ ] Yes [ ] No

3. Division
   - [Signature]
   - [Date: 12/12/08]

4. Curriculum Committee Review
   - Approved [ ]
   - Disapproved [ ]

   Reason:

   - [Signature]
   - [Date: 01/18/09]

   Curriculum Committee Chairperson

CCCM #6100 (Amended for WCC use October 2002)
WCC Form for New Course Proposals
(This sheet was originally pink.)

1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

   This course, as will the other courses in the 270-273 series, will relate to these goals and needs exactly in the same way as the 250-257 series it is replacing. Additionally, the 270-273 series allows for greater diversity in the literature that can be taught, which will help the Language Arts Department meet its goal to "promote a global, multi-cultural perspective through the study of language and literature."

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

   Nothing additional is needed

3. Is a similar course taught elsewhere in the UH system? * If yes, provide details of how this course differs from existing similar courses.

   All the community colleges and the English dept at Manoa have introductory literature courses. This course, and the others in the 270-273 series, are identical to those at Manoa.

4. Is this course experimental and/or unique to Windward Community College? No. If yes, provide rationale and details of its impact on the College Curriculum

5. Is a similar course taught in the upper division level by a 4-year UH college? * If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

   No. All introductory literature courses are at the 200 level

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form  

WCC Form for Transfer Courses  
(To be completed for articulation with any 4-year UH campus)  
(This sheet was originally blue.)

Course Alpha and Number English 271  
Submitted by Robert Barclay  
Date December 2, 2008

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

UH Manoa has English 271, which would be identical to our English 271, and it satisfies the DL requirement for the B.A. degree. It is also writing intensive

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

All major colleges and universities teach and accept introductory literature classes; for example, Harvard and Yale.

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College      DATE SUBMITTED: December 2, 2008
COURSE ALPHA & NUMBER: Eng 271          SEMESTER CREDITS: 3
COURSE TITLE: Introduction to Literature: Genre
DATE OF OUTLINE: December 2, 2008          Year 2009

(** Representative outline, no multiple syllabi, please.)
1. Articulation committee to review this course:

   Standing Committees
   Written Communication
   Mathematical & Logical Thinking
   World Civilizations
   Languages
   Arts & Humanities
   Natural Science
   Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>English 255, 256, 257</td>
<td>DL</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>Eng 271</td>
<td>DL</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>English 257</td>
<td>DL</td>
</tr>
<tr>
<td>Hawaii CC</td>
<td>English 255, 256, 257</td>
<td>DL</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>English 255, 256, 257</td>
<td>DL</td>
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<td>Kapiolani CC</td>
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<td>Maui CC</td>
<td>English 255, 256, 257</td>
<td>DL</td>
</tr>
<tr>
<td>Windward CC</td>
<td>English 255, 256, 257</td>
<td>DL</td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in 'pdf' format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/25/2001
ENGLISH 271  INTRODUCTION TO LITERATURE: GENRE
(genre within parenthesis)
3 Credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
CONTACT:
EFFECTIVE DATE:

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works. Prerequisite: A grade of C or better in English 100 or consent of instructor.

REQUIREMENTS COURSE SATISFIES

This course satisfies one of the Arts and Humanities requirements (DL) and fulfills three of the six writing intensive credits needed for the Associate in Arts degree.

RECOMMENDED BASIC SKILL LEVELS

Ability to carefully read and take notes on short stories and novels (about two hours of reading and prep per class—slower readers will take longer). Ability to write papers that contain and follow a clear thesis statement. Ability to arrive in class on time and prepared for discussions.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
1. Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
2. Respond to a work of literature as an expression of a culture’s values and compare those values with the student’s own.
3. Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical significance.
4. Exhibit knowledge about selected writers and their characteristic themes and techniques.
COURSE CONTENT

Most of the semester will be devoted to discussing the assigned readings. These discussions, in which you will be called upon to actively participate, will begin in small groups and expand to include the entire class. Other than the assigned reading, your homework will include focused preparation for the discussions, preparations for quizzes and the vocabulary presentation and midterm, the keeping of a class diary, and the writing of three critical papers, one creative paper, and one self evaluation. Along the way we will address various schools of critical and creative thought, so that as the semester progresses you will become a greater critical, ethical, and analytical reader and thinker of fiction—and, as this is also a writing intensive course, you should become a greater writer as well. You will also maintain a portfolio of all writing assignments, which you will turn in at the end of the semester. Attendance will be taken daily via a short, easy quiz on the assigned reading, and your quiz scores will determine the Attendance and Participation portion of your final grade (I assume that if you do well on the quizzes, you are not only present but also prepared to contribute to the discussion). Also, be sure to activate and check your Hawaii.edu email account, as that is how I will communicate with the class at times.

TEXTBOOKS (as an example for the genre of Short Story and Novel)

The Kite Runner by Khaled Hosseini
Stories in various anthologies
Ishmael by Daniel Quinn
Kokopu Dreams by Chris Baker
MLA Handbook by Joseph Gibaldi (recommended)
Several other short stories and critical essays will also be provided in class

ASSESSMENT TASKS AND GRADING

You must complete ALL assignments to pass this class. No exceptions. Assignments that do not meet minimal proficiency (receiving an F grade) must be redone to receive passing credit.

Three critical papers: 5% each
One creative paper: 5%
Midterm: 5%. (must pass with C or higher to pass course)
Final Exam: 10% (must pass with C or higher to pass course)
Attendance and Participation (determined by quiz scores): 10%
Portfolio, including all drafts and peer reviews, Class Diary, and a 4-page Self Evaluation: 50%
Three Conferences with Instructor: 5% each
A = 90+; B = 80+; C = 70+; D = 60+; F = 59 and below

ATTENDANCE POLICY

This is not a correspondence course. There are no excused absences. Schedule medical appointments outside of class times. You are required to show up and participate. A failure to show up on time will be reflected in your daily quiz score and result in a lowering of your grade. If, for whatever reason, you think you will miss more than five classes this semester, then this is not the class for you. There will be no make-up quizzes and no extra credit. Six absences (amounting to missing three full weeks of the semester) lowers your final grade by 10%. Seven absences lowers it another 10%. Eight absences results in an F final grade. As such, you will be wise to not miss class except for real illnesses or emergencies. If you do miss class, it is
your responsibility to contact your classmates to find out what you missed, what changes have been made to assignments, and what you need to be prepared for the next class. If it is a day that we are conducting peer reviews of your drafts, you are still responsible to get that done. If life prevents you from regularly attending, then drop the course. If life prevents you from attending after the drop deadline, contact the Dean with proof of a valid excuse (medical emergency, death in the family) and you will receive a late withdrawal without penalty. Valid excuses for late withdrawal do not include employer or child care demands. **Bottom line: you must attend class, arrive on time, and be prepared to contribute.** This is not a hard class, but don’t think you can blow off a week and easily catch up. We will have moved on without you and you will have twice as much work.

**PAPER AND ASSIGNMENT POLICY**

The writing assignments require you to turn in up to three drafts: a rough draft, a final draft and a revised final draft. The rough drafts must be complete drafts, and the rough and final drafts must be typed in MLA format, with one inch margins in 12 point Times New Roman font, including a works cited page, and fill at least four full pages. The revised final draft will address and correct all punctuation, grammar, and content issues that I mark on the final draft. Drafts are due on the dates specified. Late drafts lose one letter grade. Drafts more than a week late will lose two letter grades. Keep in mind that paper lengths are minimums. **Not completing all assignments will result in a failing grade for the entire course.** Do not submit papers as email attachments, or send email drafts to me for editing. If you want help with any of your papers (for this class or any other) come see me during my office hours or make an appointment. I am always happy to help. Consult your MLA book for proper MLA format.

**PLAGIARISM POLICY**

Plagiarism will not be tolerated. If you do plagiarize, you will be dis-enrolled from the course, receive a failing grade, and the incident will be filed within your permanent academic record. See the MLA Handbook for a detailed definition and explanation of plagiarism, including examples of how and how not to paraphrase. All sources used in your papers must be properly cited according to MLA format. If in doubt, come see me before turning in your paper.

**CONTENT WARNING**

Literature, as does the world it represents, sometimes contains violence, sexuality, profanity, depravity, and other graphic content that might offend you. Additionally, the purpose of a college education is not to reinforce our own existing beliefs, but to examine the world outside of them in its entirety, including—and sometimes especially—what we find offensive, distasteful, or otherwise disagreeable. If you would prefer not to expose yourself to these things in reading, then this is not the class for you.

**DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.
CLASS DIARY

Each week, except the first and last, you are required to write a typed, double-spaced 1/4 page paragraph that outlines your thoughts regarding the class. What is working, what isn’t? Is everybody coming prepared enough, or are people slacking? How might your group work together better? Are you achieving the Student Learning Outcomes for this course? How are you doing with your writing assignments? Throughout the semester you will address, in class, the concerns in your diary, and at the end of the semester you will include it in your portfolio. The smart students will take a good look at the Self Analysis writing assignment (see portfolio, next item), as this diary will help write the bulk of it, saving them much time and energy. Do not neglect this diary, as it must be fully completed in order to pass the course.

PORTFOLIO:

In a three ring binder, keep all of your writing assignments for this course. This includes your rough drafts, peer reviews, your final drafts, and revised final drafts that address and correct the items I mark on your returned final drafts. This also includes your weekly diary. Separate each assignment with tabbed inserts. Do not wait until the end of the semester to revise your final drafts. Revise them shortly after I return them to you and place them in your binder. You might also visit with me prior to revising your final drafts, so that I can help you.

In addition to revising your final drafts, you must also type in MLA format a three-page self-analysis of your writing and class experience this semester. To do so, first look at the Student Learning Outcomes for this course. Do you feel that you achieved these outcomes? How so? Do you feel that the course left you deficient in any of these outcomes? How so? Address all five outcomes, one at a time, and also give yourself a score, for each outcome, on a scale of one to ten. Then take a look at your writing assignments. What did you do well? Where did you make the most improvement? What do you still need to improve on? Your diary should contain much of this information.

This portfolio is worth 60% of your final grade, so as the semester progresses make sure you complete all drafts and peer reviews and keep up with your diary. Do not place papers in plastic sleeves. De-staple them and hole-punch them.

CONFERENCES WITH INSTRUCTOR

You are required, three times this semester, to sit down with me to discuss a draft of each of your papers. You may either stop by during office hours, or make an appointment, or use the class days reserved for this purpose. An appointment may help you to avoid waiting while I meet with other students. Do not neglect these conferences, as you cannot pass the course without doing them. The conferences should last less than ten minutes. I will sign the papers so you and I can keep track.
Portfolio Checklist

Checklist (make a copy of this page and check all items included)

Critical Paper 1
- Revised Final Draft
- Final Draft
- Grade Sheet
- Rough Draft
- Peer Review

Critical Paper 2
- Revised Final Draft
- Final Draft
- Grade Sheet
- Rough Draft
- Peer Review

Critical Paper 3
- Revised Final Draft
- Final Draft
- Grade Sheet
- Rough Draft
- Peer Review

Creative Paper
- Revised Final Draft
- Final Draft
- Grade Sheet
- Rough Draft
- Peer Review

Class Diary
- Typed Final Draft

Self Analysis
- Final Draft
- Rough Draft
- Peer Review