Make Life your Feast
Learning Community IS 130 - BOT 105
(Introduction to College, 3 credits – Ethnobotany, 3 credits)
MW 18:30 am – 9:45 am (CRN 61344) and 10:00 am – 11:15 am (CRN 61061)

INSTRUCTORS: Sarah Hodell Ed.D. and Ingelia White Ph.D.
OFFICES: Hodell (Akoakoa 212B), White (Imiloa 102)
OFFICE HOURS: Hodell (T/Th, 9:30 am – 11:00 am), White (MW, 1:00 pm – 4:00 pm) or by appointment
TELEPHONES: Hodell (235-7485), White (236-9102)
E-MAILS: shodell@hawaii.edu, ingelia@hawaii.edu
EFFECTIVE DATE: Fall 2012

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION
IS 103:
This course is designed to orient first-time students to a college setting. Students will learn (1) of the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) to gain insight into the programs and services of a postsecondary institution of higher education and (3) to design and implement a personal, comprehensive, postsecondary academic plan.
Pre-requisite: Placement into English 22 or instructor consent; concurrent enrollment in WCC Botany 105

BOT 105:
The scientific study of the interaction between human culture and plants, including the interrelationship of botany, socio-economics, belief systems and history that have shaped the cultural uses of plants in Hawaii, as well as Asia and/or the Pacific. Lecture/field work/field trip course with service-learning option (3 hrs. lect).
Course satisfies: DS at WCC (AA in Liberal Arts, CA Agripharmatech and CoC Plant-Food Production and Technology) and UHM (HAP focus)

Activities Required at Scheduled Times Other Than Class Times
1. Read assigned chapter or hand-outs prior to class sessions
2. Field trips, field work and/or service learning
3. Write field trip report and/or service learning report
4. Extra curricular activities (will be discussed on the first day of class)
5. Computer and Internet access
6. Homework assignments
STUDENT LEARNING OUTCOMES

Learning community student learning outcomes:
- Explore and evaluate what you have learned that flourishes you
- Recognize ways you contribute to yourself and others
- Define your goals based on what you have learned

IS 103 student learning outcomes:
- Identify, apply, and evaluate your attitudes necessary for college success
- Describe the various programs and services of a typical post-high institution of higher education
- Identify your short and long-term goals and prepare an educational plan to meet those goals
- Identify and demonstrate college-success techniques including time-management, personal organization, and stress management; effective study skills, note taking, critical reading, memorization and test taking strategies; and efficient completion of class assignments
- Communicate effectively in writing and in speech
- Find information from library, Internet, and other sources

BOT 105 student learning outcomes:
- Identify plants of major importance in various aspects of Hawaiian, Asian and Pacific Islands cultures
- Utilize the plants for food, medicine, and other material goods

COURSE TASKS

Multidisciplinary teaching and learning approach through lecture-discussions, videos, field work, field trips, guest speakers, research presentations, and service learning.

Research or Service Learning Project
A research or service learning project must be completed by each student, and presented in class.

Research Project:
A project appropriate to the course must be researched and presented in the class by the student, using materials and techniques as nearly like the ancient Hawaiian’s as possible. Judicious substitutions may be made and will, in some cases, be necessary. Actual plant specimen, or posters or finished products or cooking or lei making demonstration must be presented in the class.

You can select the following topics:
- Handcrafted wooden bowls or platters
- Fish nets and fishing implements
- Cordage and articles using cordage
- Implements for games and sports or agriculture
- Articles for clothing, sandals, rain cape etc.
- Food preparation (Hawaiian, Asian/Pacific Islander styles)
- Medicine preparation (Hawaiian, Asian/Pacific Islander styles)
- Plant bioproducts (fermented drink, teas etc.)
- Lei making, basketry etc.
**Service Learning:**
Students are encouraged to participate in Service Learning during the semester. Participants will submit a journal and a final summary describing their experiences. Two hours per week of active participation for a ten-week period is required to perform field work, or lab work, or working with students and the community members under the supervision of a mentor.

Learning Objectives:
- Apply theory into practice in the lab/field.
- Find and develop ways to solve problems encountered in or during the service.
- Help to foster civic responsibility.
- Understand the process of learning by “giving” (volunteering).

Activities:
- Participate in assigned activities regularly, promptly and responsibly (a minimum of 20 hours per semester).
- Keep a journal of your activities.
- Discuss monthly the progress of your work with your mentor and instructors.
- Submit a one page summary of student learning experiences / activities.

Service learning guidelines:
- If you choose to volunteer for this service learning project, please see your instructors during the first week of class to discuss your eligibility, to sign a contract, and Assumption of Risk and Release, and any other necessary documents.
- You are expected to conduct yourself in a responsible manner when you do your service in the classroom, laboratory, field and community.
- If you have problems or concern about your service in the community, you should talk to your on-site supervisor or instructor.
- The deadline for submitting your service learning summary and journal is the last day of class instruction.

**ASSESSMENT TASKS AND GRADING**

**Evaluation**
Competency in the subject matter of the course will be evaluated through in-class examinations covering materials discussed in class, hand-outs, by satisfactory completion of in & out of class assignments, and by satisfactory completion of a research or service learning project. Be prepared to respond to all readings, complete all assignments on-time, attend both IS 103 and Botany 105. Keep all class materials in an organized manner, and follow all email and laulima assignment. Contact instructor in emergency situations.

**Course Content – Elements of student success related to:**
Self knowledge, self esteem/self confidence, decision making, attitude health, time, memory, reading, note taking, test taking, discipline, thinking, communicating, diversity, money.

**Skills & Competencies**
- Use strategies to increase recall
- Use various reading styles
- Improve note-taking skills
- Use test-taking strategies
- Use critical and logical thinking skills
- Use encoding, decoding, and active-listening skills (an important quality of life)
- S - Make it, Protect it, and Spend It – compare to protection of Hawaiian plants
- Use and protect the “human machine” – compare & relate to use of Hawaiian plants.
Delivery of Course Topics and Information

- Some course concepts will be illustrated/experienced via experimentation and use of Hawaiian plants.
- Student will do “safe writes”/self-reflection, in response related to caring for and using Hawaiian plants.
- Students will approach class learning by solving case studies.
- Students will work in teams and individually.
- Students will make an oral presentation regarding their self-awareness as a result of care for and use of Hawaiian plants.

Grading

<table>
<thead>
<tr>
<th>BOT 105</th>
<th>IS 103</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Lecture-discussion participation, attendance</td>
<td>Attendance/Activities</td>
<td>25</td>
</tr>
<tr>
<td>Quiz 1: morphological generative</td>
<td>Quizzes for first 6 chapters</td>
<td>100</td>
</tr>
<tr>
<td>Quiz 2: morphological vegetative</td>
<td>Quizzes for second 6 chapters</td>
<td>100</td>
</tr>
<tr>
<td>Lecture exam I (plant uses part 1)</td>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Lecture exam II (plant uses part 2 - final exam) non-cumulative</td>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Field trip report</td>
<td>Field trip report</td>
<td>25</td>
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<tr>
<td>Garden work at BMGC &amp; individual planting</td>
<td>Garden work at BMGC &amp; individual planting</td>
<td>25</td>
</tr>
<tr>
<td>Extra curricular activities</td>
<td>Extra curricular activities</td>
<td>25</td>
</tr>
<tr>
<td>Research presentation or Service Learning</td>
<td>Research or Service Learning presentation</td>
<td>25</td>
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</tbody>
</table>

Total: 525 points

Grade scales:
A = 90 – 100% of total points
B = 80 – 89% of total points
C = 70 – 79% of total points
D = 60 – 69% of total points
F = less than 60% of total points

I (incomplete), given at the INSTRUCTOR’S DISCRETION when you are unable to complete a small part of the course because of circumstances beyond your control. It is YOUR responsibility to make up incomplete work with a minimum level (or better) of achievement. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change from “I” to the contingency grade identified by the instructor (see catalog).

CR (credit), 60% or above in total points. You must indicate an intent to take the course as CR/N in writing by October 29, 2012 (see catalog). NC (no credit), below 60% or total points (see catalog). The NC grade will not be used as an alternative grade for an “F”. Last day to withdraw without a “W (withdrawal)” grade is September 10, 2012. Last day to withdrawal with “W” grade is October 29, 2012 (see catalog).
LEARNING RESOURCES

Required texts for IS 103:
• Dave Ellis, *Becoming a Master Student*
• Other copied reading as assigned

Required texts for BOT 105:
• Kraus, Beatrice H. Ethnobotany of Hawaii. University of Hawaii, Department of Botany, Manoa.
• White, Ingelia. Ethnopharmacognosy Series II: Pharmaceutical & Neutraceutical Values of Honohono Grass
• White, Ingelia. Ethnopharmacognosy Series III: Pharmaceutical & Nutraceutical Values of Honohono Orchid
• Hand-outs
• My websites: [http://www.wcc.hawaii.edu/facstaff/white-i](http://www.wcc.hawaii.edu/facstaff/white-i)  
  [http://www.wcc.hawaii.edu/facstaff/white-i/plantID.html](http://www.wcc.hawaii.edu/facstaff/white-i/plantID.html)

Additional Information

Nondiscrimination and Affirmative Action
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 ʻAkoakoa 213 for more information.

The University of Hawaii is committed to a policy of non-discrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, or veteran status in all of its programs, policies, procedures, or practices. This policy covers admission and access to, participation, treatment and employment in university program and activities.