



UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE

HAW 202: Intermediate Hawaiian II  
4 Credits (CRN 63215)  
Asynchronous

**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 the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

**CATALOG DESCRIPTION**

Continuation of HAW 201. Further refinement of basic language skills including vocabulary development beyond the 201 level. Increased control over structures and idioms. Includes readings about history, culture, and diverse forms of literature. (4 hours lecture)

Pre-Requisite(s): Credit for HAW 201 or consent of instructor.

**STUDENT LEARNING OUTCOMES**

Upon completion of the course, the student will be able to or be able to produce:

1. Listen and sustain comprehension of connected discourse on a variety of topics
2. Demonstrate oral and written proficiency in grammatical patterns of greater complexity, with a working vocabulary of some 2, 000 words, plus idiomatic expressions.
3. Demonstrate the ability to initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
4. Demonstrate a basic familiarity with Hawaiian verbal art forms; ‘ōlelo no‘eau, mele, oli, pule, mo‘olelo, and ka‘ao.
5. 16 pages of writing in Hawaiian.

**HALLMARKS OF A WRITING INTENSIVE COURSE**

As this is a writing intensive course, below are the requirements for the course:

1. **The class uses writing to promote the learning of course materials.** Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
2. **The class provides interaction between teacher and students while students do assigned writing;** in effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who

requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.

**3. Writing assignments contribute significantly to each student's course grade.** Writing assignments must make up at least 40% of each student's course grade. If not, the course syllabus must state that students must satisfactorily complete all writing assignments to pass the course with a "D" or better.

**4. The class requires students to do a substantial amount of writing--a minimum of 4000 words, or about 16 pages.** This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000 word minimum.

**5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.**

## COURSE TASKS

Assignments and quizzes will be found in the courses online site in *Canvas*. The work is organized by modules. Please read the module overview before proceeding to the activities. The activities are listed in the suggested order that they are to be completed.

Week	Assignment	Description
Week 1	<ul style="list-style-type: none"> <li>Hui Heluhelu 1 (20 points)</li> <li>Ha'awina 22 (122 points)</li> <li>Journal 1 (20 points)</li> <li>Transcription 1 (30 points)</li> </ul>	<ul style="list-style-type: none"> <li>Reading club with ½ page post and response</li> <li>Mo'olelo Kahiko – <i>Kāne a me Kū</i></li> <li>Journal 1 (descriptive) - Describe a favorite person, place or thing</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Hui Heluhelu 2 (20 points)</li> <li>Ha'awina 23 (144 points)</li> <li>Journal 2 (20 points)</li> </ul>	<ul style="list-style-type: none"> <li>Reading club with ½ page post and response</li> <li>'Ōlelo No'eau – <i>E 'ai i ka mea i loa'a</i></li> <li>Journal 2 (narrative) – Use the above 'ōlelo no'eau as the main theme of your short story</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Hui Heluhelu 3 (20 points)</li> <li>Ha'awina 24 (84 points)</li> <li>Journal 3 (20 points)</li> <li>Transcription 2 (30 points)</li> </ul>	<ul style="list-style-type: none"> <li>Reading club with ½ page post and response</li> <li>Journal 3 (persuasive) - Argue for a certain plan of action, or something that should be done</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Hui Heluhelu 4 (20 points)</li> <li>Nūpepa (40 points)</li> <li>Individual Conferences (<i>mandatory</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Reading club with ½ page post and response</li> <li>Nūpepa – answer questions concerning the article and practice work</li> <li><b>Mandatory teacher – student conference on writing (week 5 or 6)</b></li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Retell 1: Mo'olelo o Kamehameha</li> <li>Retell 2: Mo'okapu o Hāloa</li> <li>Retell 3: Mo'olelo o ka Ho'i Hou 'Ana o Ke Aupuni/Nā Pā'ani Kinipōpō ma Mō'ili'ili</li> <li>Individual Conferences (<i>mandatory</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Retell mo'olelo</li> <li><b>Mandatory teacher – student conference on writing (week 5 or 6)</b></li> </ul>

<b>Week 6</b>	<ul style="list-style-type: none"> <li>Hui Heluhelu 5 (20 points)</li> <li>Article 1: Freewrite             <ol style="list-style-type: none"> <li>Freewrite</li> <li>Brainstorming</li> <li>1st draft of article (10 points)</li> <li>2nd draft of article (20 points)</li> </ol> </li> <li>Individual Conferences (<i>mandatory</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Article 1 – use your writings from the previous week create a 1st draft of your original article, edit, then a 2nd draft</li> <li><b>Mandatory teacher – student conference on writing (week 5 or 6)</b></li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>Article 2:             <ol style="list-style-type: none"> <li>1st draft of article (10 points) &amp;</li> <li>2nd draft of article (20 points)</li> </ol> </li> <li>Ka Leo Hawai'i Transcription – Self Recording</li> </ul>	<ul style="list-style-type: none"> <li>Article 2 – pick an article from the newspaper to mimic; freewrite about the article &amp; brainstorm sentences that can be used for your original article</li> <li>Self Recording - choose 30 seconds of one of your transcriptions to replicate to the best of your abilities</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>Article 3 final &amp; video (50 points)</li> </ul>	<ul style="list-style-type: none"> <li>Article 3 – write an article for your group's Hawaiian Language Newscast &amp; video it as well</li> </ul>

## ASSESSMENT TASKS AND GRADING

Assignment	Total Points	Breakdown of Points
<b>Journals:</b>	3 Journals x 20 points each 60 points total  Journal entries must be $\frac{3}{4}$ - 1 page in length, double spaced, using 12 sized font written in Hawaiian	6 points for length & format 5 points for content (did you write about the correct topic) 5 points for clarity (is it understandable to the teacher) 2 points spelling & grammar 2 points engaging in another's post
<b>Article Freewrites:</b>	1 Article Freewrite x 10 points each 10 points total  Article Freewrites must be $\frac{3}{4}$ - 1 page in length, double spaced, using 12 sized font written in Hawaiian	4 points for length & format 3 points for content (did you write about the correct topic) 2 points for clarity (is it understandable to the teacher) 1 point spelling & grammar
<b>Article Brainstorms:</b>	1 Article Brainstorm x 10 points each 10 points total  Article Freewrite must be 1 – $\frac{1}{2}$ pages in length, double spaced, using 12 sized font written in Hawaiian	4 points for length & format (did you achieve the sentence count) 3 points for content (did you write about the correct topic) 2 points for clarity (is it understandable to the teacher) 1 point spelling & grammar
<b>Article 1st Drafts</b>	2 Article 1st Drafts x 10 points each 20 points total  Article Freewrites must be 1 – $\frac{1}{2}$ pages in length, double spaced, using 12 sized font written in Hawaiian	3 points for length & format 3 points for content (did you write about the correct topic) 3 points for clarity (is it understandable to the teacher) 1 point spelling & grammar

<b>Article 2nd Drafts</b>	2 Article 2nd Drafts x 20 points each 40 points total  Article Freewrites must be 1 – ½ pages in length, double spaced, using 12 sized font written in Hawaiian	5 points for length & format 5 points for content (did you write about the correct topic) 5 points for clarity (is it understandable to the teacher) 5 points spelling & grammar
<b>Article 3 (final article)</b>	1 Final Article x 50 points total  a) Article Freewrites must be 1 – ½ pages in length, double spaced, using 12 sized font written in Hawaiian b) Record yourself presenting your article on video	10 points for length & format (is the video visually appealing, is it audible) 10 points for content (did you write about the correct topic & is it pertinent to the groups work) 10 points for clarity (is it understandable to the teacher) 10 points spelling & grammar 10 points for pronunciation & intonation
<b>Hawaiian Language Newscast</b>	1 Hawaiian Language Newscast x 50 points total	10 points for format (is the newscast flow well from part to part, is it visually appealing & audible) 20 points for content (is the content present for each topic) 20 points for language accuracy
<b>Transcriptions</b>	2 Transcriptions x 30 points each 1 recording x 20 points 80 points total  Transcriptions are to be written in Hawaiian	30 points for the transcription in Hawaiian 20 points for the self-recording

<b>Graded Work</b>	<b>Percentage</b>	<b>Total Points</b>
Hui Heluhelu (5)*	10%	100
Vocabulary Quiz (6)	13%	130
Comprehension Quiz (8)	15%	140
Exercises & Pili'ōlelo (9)	24%	225
<b>Writing Assignments:</b>		
• Retell (3)	6%	60
• Journals (3)	6%	60
• Freewrite (1)	1%	10
• Brainstorm (1)	1%	10
• Article (3)	11%	110

• Transcription (2)	6%	60
Recording	2%	20
Final Presentation	5%	50
<b>Writing Assignments (including Hui Heluhelu)</b>	<b>43%</b>	<b>410</b>
<b>Final</b>	<b>100%</b>	<b>642</b>

A total of 662 points maybe earned during the semester. As this is a writing intensive course, in addition to the above assignments, you must schedule an individual meeting with the instructor during week 4, 5, or 6. You also must produce a minimum of 16 pages of writing through the course of this class in Hawaiian. Failure to do meet with the instructor during that time and / or to fall below the 16 page count in Hawaiian will result in an F.

A breakdown of the grades are as follows:

- 90% - 100% A      577 – 642 points
- 80% - 89% B      513 – 576 points
- 70% - 79% C      449 – 512 points
- 60% - 69% D      385 – 448 points
- 0% - 59% F      0 – 384 points

### MANDATORY INDIVIDUAL CONFERENCE

Students are to schedule an individual conference with the instructor between weeks 4 - 6 via zoom to discuss and help with their writing. This is an absolute requirement of the course.

### LEARNING RESOURCES

All resources for this course will be accessible through the course's online site on Laulima. The following are recommended however not required.

*Hawaiian Dictionary* by Dr. Samuel Elbert and Mrs. Mary Kawena Pukui.

*Ka Lei Ha'aheo* by Alberta Pua Hopkins

*‘Ōlelo No‘eau: Hawaii Proverbs and Poetical Sayings* by Mrs. Mary Kawena Pukui.

### DISABILITIES ACCOMMODATIONS

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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, [royinouy@hawaii.edu](mailto:royinouy@hawaii.edu), or you may stop by Hale Kāko‘o 106 for more information.

## SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Jojo Miller, Confidential Advocate  
 Phone: (808) 348-0663  
 Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
 Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource  
 Phone: (808) 235-7393  
 Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
 Office: Hale Kāko‘o 101

Karen Cho, Deputy Title IX Coordinator  
 Phone: (808) 235-7404  
 Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)  
 Office: Hale ‘Alaka‘i 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/)

## ACADEMIC INTEGRITY

Work submitted by a student must be the student’s own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

## ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422