

**APPLICATION FOR GE CERTIFICATION
UNIVERSITY OF HAWAII AT HILO**

Name of faculty applicant	Joseph Keola Donaghy
College	Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
Division	
Department	Mokuna Ha'awina Hawai'i / Hawaiian Studies
Department Chair	William H. Wilson
Cross-Listed Program	Performing Arts
Cross-Listed Program Chair	Jacquelyn Pualani Johnson
Course Alpha	HWST/MUS
Course Number	175
Course Title	Intro Music Of Polynesia

A general survey of the indigenous and acculturated music of eight major Polynesian island groups: Tonga, Sāmoa, New Zealand, Cook Islands, Society Islands, Marquesas Islands, Easter Island and Hawai'i. Music is viewed as both an organization of sound and as a product of culture and people.

Check the General Education/Integrative category or categories for which GE certification is being sought . See pages 4-5 for criteria for each category. (Writing Intensive status is certified by the Writing Intensive Committee in a process separate from GE certification.)

- Basic:
- Composition
 - Quantitative Reasoning
 - Language Arts
 - World Cultures
- Area:
- Humanities
 - Social Sciences
 - Natural Sciences
 - Laboratory
- Integrative
- Hawaii-Pan-Pacific
 - Global-Community Citizenship

All courses that are certified as GE courses must:

1. list student learning outcomes on the course syllabus;
2. meet ≥ 1 learning outcome from the Critical Thinking category, plus ≥ 1 learning outcome, as appropriate, from one or more of the other GE learning goals (see page 3);
3. include rigorous written or quantitative assignments that assess the student learning outcomes. The assignments should total at minimum the equivalent of five double-spaced, typed pages, or 1,250 words; and
4. meet all criteria (e.g., for World Cultures, Language Arts, Natural Sciences; see pages 4-5) to which the course applies.

Course learning outcomes must include at least two GE learning goals, including Critical Thinking.

In the matrix below (page 3), please list just those course learning outcomes that align with GE learning goals and outcomes (pages 3-4). For each course outcome, identify the GE goal (A-F) and outcome (numbered on pp. 3-4). Not every course outcome has to align with a GE learning goal as long as at least two GE learning goals, including Critical Thinking, are met by the course. Indicate the numbers of the specific GE learning outcomes that best align with your outcomes. (Sample outcomes and more information are posted at <http://www.uhh.hawaii.edu/uhh/genedfac>.)

Course Learning Outcomes that Align with GE Goals and Outcomes	A. Critical Thinking	B. Information Literacy	C. Communication	D. Scientific & Quantitative Reasoning	E. Human Interaction and Cultural Diversity	F. Collaborative Skills and Civic Participation
In written examinations, identify, describe and differentiate the styles and characteristics of various genres of Polynesian music, both traditional and western-influenced.	1, 2, 6					
Find appropriate online scholarly resources, in print or online, and share their findings in class discussions.		7, 8, 9, 11				
In written examinations and in class discussions, explain the social and political influences that have affected the evolution of Polynesian music.			12, 13, 14, 15		21, 25	27

Perform a chant with the other members of the class requesting entrance into the classroom, as well as perform a modern Hawaiian <i>mele</i> as part of a group at the college's end-of-semester party					25	29
As individuals and in groups, present the results of research to their fellow students and instructor in an oral performance			12, 13, 14, 15			29

Describe the rigorous written or quantitative assignments:

This course requires a final research project, including a paper at least 5 pages in length (not including title or bibliography pages), using 12 point Times New Roman font only, 1-inch margins, double-spaced, resulting in a total of at least 1,250 words. Students also present the results of the research to the rest of the class near the end of the semester.

All research papers require the use of at least 3 sources, at least one of which is an article from a refereed academic journal, M.A. thesis, Ph.D. dissertation or other scholarly source approved by the instructor. The other sources may be newspaper or magazine articles, album/CD liner notes or other sources. Wikipedia is not allowed as a reference, nor are instructor's lectures or lecture notes. Students submit a topic proposal around week 8, a first draft around week 12, and their final paper in week 15.

Citation and Bibliography: All sources must be cited and included in a bibliography which may use any recognized format – MLA, Chicago, APA, etc..

Appropriate language, grammar and spelling are considered in grading. Clarity of thought, transition from point to point, grammar, appropriate use of terminology (Hawaiian and English) and spelling (Hawaiian and English) are all factored into the grade.

Please see the submitted syllabus for further details on writing assignment and a grading matrix.

Submit pages 1 and 2 of this application form with course syllabus to the UH Hilo Congress General Education Committee as an attachment to uhhgened@hawaii.edu.

Questions? Email the GE Committee at uhhgened@hawaii.edu Or visit the Faculty Resources webpage at the New GE website: <http://www.uhh.hawaii.edu/academics/gened>

GE Learning Goals and Outcomes

GE Goals	Learning Outcomes
A. Critical Thinking	Students are critical thinkers if they can <ol style="list-style-type: none"> 1 Critique and interpret evidence (primary sources) 2 Identify relevant arguments 3 Analyze alternative assumptions 4 Identify ethical problems and dilemmas 5 Evaluate the validity of ethical arguments 6 Critically reflect on value assumptions
B. Information Literacy	Students show competence in finding and evaluating information if they can <ol style="list-style-type: none"> 7 Identify appropriate information required to address particular problems or issues 8 Access relevant information using appropriate resources 9 Evaluate different forms of data and sources 10 Analyze the economic, legal, and socio-political and other issues surrounding the use of information 11 Use computer technology to conduct research and find information
C. Communication	Students are effective communicators if they can <ol style="list-style-type: none"> 12 Articulate and pursue a line of reasoning using oral and written forms 13 Present ideas or results in a manner appropriate for college-level discourse (i.e. Structure, tone, syntax, and grammar) in written form 14 Present ideas or results using collegiate-level conventions (i.e. documentation, genres, and forms of presentation) 15 Identify their audience and adapt accordingly
D. Scientific and Quantitative Reasoning	Students who possess advanced skills in reasoning can <ol style="list-style-type: none"> 16 Use systematic, empirical approaches to address questions as part of the scientific process 17 Differentiate scientific and non-scientific methods of inquiry 18 Conduct planned investigations, including recording and analyzing data and reaching reasoned conclusions 19 Solve problems using mathematical methods and relevant technology 20 Use graphs, tables, etc. to represent and explain theoretical models
E. Human Interaction and Cultural Diversity	Students show evidence of multicultural knowledge when they <ol style="list-style-type: none"> 21 Analyze multiple perspectives and articulate how perspectives based on world views different from their own 22 Differentiate key values, assumptions, and beliefs among cultures 23 Explain why different racial, ethnic, religious, regional and gendered backgrounds shape experience 24 Explain or predict individual and collective human behavior 25 Recognize key aspects of the culture, language, economy, or history of Hawaii or of another indigenous culture or nation or region
F. Collaborative Skills and Civic Participation	Students are actively engaged in the community and demonstrate collaboration skills if they

	<p>26 Demonstrate attitudes toward community involvement that indicate belief in the individual's ability to contribute to society and willingness to participate in civic life</p> <p>27 Demonstrate the ability to analyze contemporary and historical social issues to identify causes and relationships with other social issues</p> <p>28 Evaluate the appropriateness of potential responses to those issues by society and individuals</p> <p>29 Demonstrate effective membership and participation in collaborative team work</p>
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GE and Integrative Categories

		Criteria
Composition 3 semester hours	ENG 100 or ENG 100T (ESL 100 or ESL 100T for non-native speakers of English only).	<ul style="list-style-type: none"> - Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences; - teach students to properly document sources; - require at least 5000 words of finished prose-equivalent to approximately 20 double-spaced, type-written pages.
Language Arts 3-4 semester hours	Any one English, Rhetoric, Hawaiian, Foreign Language, Linguistics or Communication course that satisfies the certification requirements and includes the learning outcomes	<ul style="list-style-type: none"> - Show students how language operates at a structural, functional and social level; - engage students in the in the process of constructing, analyzing, and employing language; -teach students techniques and forms that constitute effective communication of ideas, facts and information; -require students to show proficiency in analyzing and/or demonstrating modes of communication.
Quantitative Reasoning 6 semester hours	Any one lower-division math course and learning outcomes.	<ul style="list-style-type: none"> - Enable students to understand the use of mathematical or symbolic concepts as Representations of real world events and phenomena -require students to develop skills in chains of reasoning from data to conclusions - require students to develop skills in problem-solving using mathematical or symbolic concepts and techniques. - One or more rigorous quantitative assignments that assess student learning and are substantially correlated with the final course grade.
World Cultures 6 semester hours	Any two certified courses	<ul style="list-style-type: none"> -Analyze the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, the Middle East, Asia, Europe, and Oceania (Pacific Basin) -Offers a broad, integrated analysis of cultural, economic, political, scientific, philosophical, religious and social developments that recognizes the diversity of human societies, diverse cultural traditions and cross-cultural interaction.
Humanities 6 semester hours	Any two certified courses in two different humanities. These include courses taught in the Humanities Division and courses taught in the	<ul style="list-style-type: none"> - Use the terminology of the visual, performing, or creative arts; or of the study of philosophy, language, communication, or religion; or of literary representations; - engage students in the study of artifacts, texts, performances, processes, theories, or issues of of concern in studies of the arts, philosophy, language, communication, religion, or literature;

	College of Hawaiian Language (Ka Haka 'Ula O Ke'elikolani College).	- demonstrate the methods or modes of inquiry employed in studies of the arts, philosophy, language, communication, religion, or literature.
Social Sciences 6 semester hours	Any two certified courses in two different social sciences. These include courses taught in the Social Sciences division, courses from the College of Business, or Agriculture Business courses and courses from the College of Hawaiian Language (Ka Haka 'Ula O Ke'elikolani College).	- Use the terminology of theories, structures, or processes in the social or psychological sciences; - engage students in the systematic study human behavior, both social and individual; - present theories, concepts, models, practices, research methods, or issues of concern in the study of human behavior and interactions.
Natural Sciences 7 semester hours including 1 semester hour of laboratory	Any two lecture courses from two different natural sciences and 1 lab course in biological or physical science. These include courses taught in the Natural Sciences Division and courses in the College of Agriculture and the College of Hawaiian Language (KaHaka 'Ula O Ke'elikolani College).	- use the terminology of computational, physical or biological sciences - include knowledge and theories of the computational, physical or biological sciences; - foster a student's ability to perform inquiry that is guided by the scientific method, including observation/experimentation and scientific reasoning/mathematics.
Writing Intensive	The Writing Intensive Committee certifies individual courses for WI status in a process separate from GE certification.	
Hawai'i-Pan-Pacific 3 semester hours	Any lower-division or upper-division course that satisfies the Hawai'i-Pan-Pacific criteria	- Investigate major aspects of the culture, language, economy, history, or natural environment of Hawai'i or of another indigenous culture or nation or region of the Pan Pacific region (Oceania, Asia, the west coast of the Americas); - foster critical understanding of different cultural perspectives, values, and world views and the ability to acquire additional knowledge about these.
Global and Community Citizenship 3 semester hours	Any lower-division or upper-division Course that satisfies the Global and Community Citizenship criteria.	- Enhance awareness of local and global community and environmental issues; - stress application of knowledge and skills to solving community or environmental challenges and/or benefiting the community through course conducted workshops; - encourage interaction with community, business and/or government sectors in order to effect positive change; - encourage students to become informed and active participants in their communities; -include, but not limited to, a field work, community workshop, service-learning component, or a research-based project that utilizes field work to explore ways in which one can contribute to the good of the global and/or local community.

HWST/MUS 175 Introduction to the Music of Polynesia – Fall 2012

The course is a general survey of the traditional and acculturated music of eight major Polynesian island groups - Tonga, Sāmoa, Aotearoa (New Zealand), Cook Islands, Society Islands, Nukuhiva (Marquesas Islands), Rapanui (Easter Island) and Hawai'i. Music is viewed both as an organization of sound and as a product of culture and people. It will include an introduction to the field of ethnomusicology, key concepts and theories of the field, and include writings by ethnomusicologists about various forms of Polynesian music. When available, guest lecturers and performers will present for the class.

Student Learning Outcomes

By the end of this course, the successful student will be able to:

1. In written examinations, identify, describe and differentiate the styles and characteristics of various genres of Polynesian music, both traditional and western-influenced.
2. In written examinations and in class discussions, explain the social and political influences that have affected the evolution of Polynesian music.
3. Be able to identify and distinguish various forms and characteristics of traditional and western-influenced Polynesian music as presented in recorded examples.
4. Perform a chant with the other members of the class requesting entrance into the classroom, as well as perform a modern Hawaiian *mele* as part of a group at the college's end-of-semester party.
5. Present the results of research to their fellow students and instructor in an oral performance.
6. Find appropriate online scholarly resources, in print or online, and share their findings in class discussions.
7. Use Lulima, the online course management software, to engage in auto-corrected practice exercises, to access PDF versions of in-class presentations, and to view instructor announcements.
8. A student may choose to create a traditional Polynesian musical implement using a printed reference work for guidance.

Course Overview

Schedule:	MWF 1-1:50 PM
Location:	_____
Instructor:	Keola Donaghy
Office:	PB12-7 ("Redwood City")
Telephone:	974-7798
Email:	donaghy@hawaii.edu
Office Hours:	MWF 12-12:50 PM or by appointment
Grading:	Three quizzes will be given, one each after the Sāmoa, Nukuhiva and Hawai'i lectures. Midterm Exam: the 8th or 9th week of the semester, depending on class progress.
Individual Final Project:	Research topic proposals are due Wed., Oct. __, 2011. First draft is due on Wed., Nov. __, 2011. Final paper is due on Mon., Nov __, 2011. Further information on this project is located on pages 5 & 6 of this syllabus.
Group Presentation:	The class will be broken into groups of 3-4 individuals, and each group given a reading that they will need to read and make a presentation for. These presentations will occur between weeks 3-10. See page 3 for more information
Presentation:	Regardless of your project option, you will be required to make a presentation, minimum of 15 minutes in length, 20 minutes maximum, in front of the class. The last four or five class meetings (depending on the size of the class) will be reserved for presentations. The presentation counts as part of your project grade.
Final Exam:	TBD.

Grading

Three Quizzes:	30% (10% each)
Midterm Exam:	15%
Group Presentation:	20%
Individual Final Project:	25%
Participation:	10% (participation in class discussions, performing a song with the class at the end-of-semester party, and attending rehearsals)

Please note: Quiz and exam make-ups will be allowed only in extenuating circumstances (student government & athletic activities, documented illness) and should be arranged in advance whenever possible. Attendance should be consistent and on time; students should inform the instructor of anticipated absences. While I do not count attendance toward your grade, please do not think that you will be able to use our web resources, take the quizzes and exams and pass the class.

Textbook: There is no textbook for this class. All required readings can be found online through the Mo'okini Library website. A recommended reading list is included in this syllabus.

Laulima: If you are a registered student in this class, you will have access to our class Laulima site. Simply log in with your UH ID at <http://laulima.hawaii.edu/>. There will be some resources placed there to enhance your experience in this class, including summations of our lectures, practice exercises and links to sites of interest. You are not required, but strongly urged, to take advantage of these resources.

Audio: Listen to and being able to identify some of the musical forms you hear is an important part of the class. We can no longer provide audio CDs at the library reference desk, so audio will be available via streaming from our Laulima site. We will also use YouTube for examples.

Disability Services: Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Hale Kauano'e A Wing Lounge, 933-0816 (V), 933-3334 (TTY), uds@hawaii.edu - as early in the semester as possible.

Extra Credit? Make a Polynesian instrument based on an existing model. Points will vary depending on difficulty and quality. It is not allowed as a make up—you must have completed all assignments and done all quizzes and the midterm to be eligible to do a project.

Required Reading – Entire Class

Week 2	Burrows, Edwin, Larry V. "Polynesian Music and Dancing". In <i>Journal of the Polynesian Society</i> , v. 49. (Available from the JPS website; link to article can be found on our class Laulima site)
Week 10	Bendrup, Dan. "War In Rapanui Music: A History Of Cultural Representation". In <i>Ethnomusicology</i> , Volume 38. (Available for download from our class Laulima site)

Group Reading Assignments

All readings are available for download as .pdf files on JSTOR except where otherwise noted. You will be assigned to a group during the first week of class, and informed of the week that your group will present.

Group __:	Shumway, Larry V. "The Tongan Lakalaka: Music Composition and Style". In <i>Ethnomusicology</i> , Vol. 25, No. 3, Pacific Issue.
Group __:	Balme, Christopher B. "Staging the Pacific: Framing Authenticity in Performances for Tourists at the Polynesian Cultural Center". In <i>Theatre Journal</i> , Vol. 50, No. 1.
Group __:	McLean, Mervyn. "Innovations in Waiata Style". In <i>Yearbook of the International Folk Music Council</i> , Vol. 9.
Group __:	Moulin, Jane Freeman. "What's Mine Is Yours? Cultural borrowing in a Pacific context". In <i>The Contemporary Pacific</i> , 8(1) (Not available via JSTOR. Available in UHH Library)
Group __:	Moulin, Jane Freeman. "Chants of Power: Countering Hegemony in the Marquesas Islands". In <i>Yearbook for Traditional Music</i> , Vol. 26.
Group __:	Lewis, George H. "Da Kine Sounds: The Function of Music as Social Protest in the New Hawaiian Renaissance". In <i>American Music</i> , Vol. 2, No. 2.

Recommended Reading / Research Materials

- Donaghy, Joseph Keola Donaghy
2011 "Puana 'ia me ka 'Okō'a: A Comparative Analysis of Hawaiian Language Pronunciation as Spoken and Sung". In *Language Documentation and Conservation*. Vol. 5, pp. 66-92.
- Handy, E.S.C. and Jane Winne
1915 Music in the Marquesas Islands. Honolulu: Bulletin 17 of the Bishop Museum.
- Kaepler, Adrienne L.
1971 Aesthetics of Tongan Dance". In *Ethnomusicology*, Vol. 15, No. 2
1972 Method and Theory in Analyzing Dance Structure with an Analysis of Tongan Dance". In *Ethnomusicology*, Vol. 16, No. 2.
1976 Study of Tongan Panpipes with a Speculative Interpretation." *Ethnos*. 39 (-4)
1991 "Me'etu'upaki and Tapaki, Paddle Dances of Tonga and Futuna, West Polynesia". In *Studia Musicologica Academiae Scientiarum Hungaricae*, T. 33, Fasc. 1/4
1994 "Music, Metaphor, and Misunderstanding". In *Ethnomusicology*, Vol. 38, No. 3
- Kanahele, George S., ed.
1979 **Hawaiian Music and Musicians: An Illustrated History. University Press of Hawai'i.**
1972-1978 **Ha'ilono Mele newsletters (available in Hawai'i-Pacific Room in Library and on the MELE site on Ulukau)**
- Lawrence, Helen Reeves
1992 "Is the Tahitian Drum Dance Really Tahitian? Re-Evaluating The Evidence For The Origins Of Contemporary Polynesian Drum Dance". In *Yearbook For Traditional Music*, Vol. 24.
- McLean, Mervyn
1965 "A Note on Maori Chants". In *Ethnomusicology*, Vol. 9, No. 1.
1965 "Song Loss and Social Context among the New Zealand Maori Song Loss and Social Context among the New Zealand Maori". In *Ethnomusicology*, Vol. 9, No. 3.
1968 "Cueing as a Formal Device in Maori Chant Cueing as a Formal Device in Maori Chant". In *Ethnomusicology*, Vol. 12, No. 1.
1974 "The New Zealand Nose Flute: Fact or Fallacy?". In *The Galpin Society Journal*, Vol. 27.
1999 **"Weavers of Song". Auckland University Press**
- Metraux, Alfred
1957 Ethnology of Easter Island. Honolulu: Bulletin 160 of the Bishop Museum. Easter Island. New York. Oxford University Press.
- Moyle, Richard
1972 "Samoan Song Types." *Studies in music*. 6.
1974 "Samoan Musical Instruments." In *Ethnomusicology*. 18 (1)
1975 "Conch Ensembles: Tonga's Unique Contribution to Polynesian Organology." In *The Galpin Society Journal*, Vol. 28.
1976 "Tongan Musical Instruments". In *The Galpin Society Journal*, Vol. 29 (JSTOR)
- Pūku'i, Mary Kawena
1949 "Songs (Meles) of Old Ka'u, Hawai'i" In *The Journal of American Folklore*. Vol. 62 No. 245.
- Silva, Kalena
1989 Hawaiian Mele Kāhea: Written Examples Revitalize Oral Tradition. *MELUS*, Vol. 16, No. 1, Folklore and Orature. (Spring, 1989 - Spring, 1990), pp. 15-19.
1989 Hawaiian Chant: Dynamic Cultural Link or Atrophied Relic? *The Journal of the Polynesian Society*, 98:85-90.
- Solberg, S. E.
1983 Hawaiian Music, Poetry and Dance: Reflections on Protection, Preservation and Pride. *MELUS*, Vol. 10, No. 1, Ethnic Literature and Music (Spring, 1983), pp. 39-63
- Stillman, Amy K.
1987 "Published Hawaiian Songbooks Published Hawaiian Songbooks". Notes, Second Series, Vol. 44, No. 2
1993 "Prelude to a Comparative Investigation of Protestant Hymnody in Polynesia Prelude to a Comparative Investigation of Protestant Hymnody in Polynesia". In *Yearbook for Traditional Music*, Vol. 25.
2005 "Textualizing Hawaiian Music Textualizing Hawaiian Music". In *American Music*, Vol. 23, No. 1.
- Tatar, Elizabeth
1981 "Toward a Description of Precontact Music in Hawai'i". In *Ethnomusicology*, Vol. 25, No. 3, Pacific Issue.

Class Schedule (Subject to Adjustment)

- Pule 1 Class overview: review syllabus, calendar, course requirements and expectations. *Ho'okama'aina*: getting to know each other, review of Ka Haka 'Ula O Ke'elikōlani, its history and programs, introduce the *kumu honua maui ola*. Begin learning *mele komo* (chant requesting entrance).
- Pule 2 Read "Polynesian Music and Dancing" before we meet on Wed. **Mon**: library visit for tutorial on Hawaiian-Pacific room, Voyager and journal resources. **Wed/Fri**: Discussion of Burrows reading. Assign project groups, continue learning *mele komo*.
- Pule 3 **Mon**: No class, Memorial Day Holiday. **Wed/Fri**: Lecture–The Pacific: migrations, colonization, overview of music, terminology.
- Pule 4 Tonga, its people and music.
- Pule 5 Sāmoa, its people and music. **Fri**: Quiz #1 (tentative).
- Pule 6 Aotearoa & Cook Island, their people and music. **Fri**: Group 1 presents.
- Pule 7 **Mon**: Discussion of research projects. **Wed**: Final paper proposals due (on paper) by 5:15PM. **Fri**: Group 3 presents. **Submit via Turnitin.com**.
- Pule 8 Society and Marquesas Islands, its people and music. **Wed**: Review for midterm: Polynesian music Jeopardy **Fri**: Midterm Exam
- Pule 9 Rapanui, its people and music. Read "War In Rapanui Music: A History Of Cultural Representation" before class on Monday. **Mon, Guest Lecture**: Dr. Dan Bendrups from U. of Otago. Rapanui lectures. **Fri**: presents Group 4 presents, quiz #2.
- Pule 10 "Traditional" music of Hawai'i: *oli* (chant) and *hula* (chant accompanied by dance) forms. **Fri**:
- Pule 11 Early western-influenced forms of Hawaiian music – *hīmeni*, *hula ku'i* and *hula 'ōlapa*, *hapa-Haole*. Modern Hawaiian music – instrumental and vocal genres. **Wed**: **First draft of final paper due!**
- Pule 12 Student Presentations: 2 each day MW. Practice learning song for *pā'ina pani kau* after presentations. **Fri**: **No class, Veteran's Day**.
- Pule 13 Student Presentations: 2 each day MWF. Practice learning song for *pā'ina pani kau* after presentations.
- Pule 14 **Mon**: **Final project reports due!** Student Presentations: 2 each on Monday and Wed. Continue learning song for *pā'ina pani kau* after presentations. **Thu**: **Thanksgiving**. **No class Friday**.
- Pule 15 Student Presentations: 2 each day MWF. Practice learning song for *pā'ina pani kau* after presentations
- Pule 16 **Mon**: Student Presentations: Final practice for *pā'ina pani kau*. **Wed**: Review For Final.

FINAL PROJECTS

Undertake a special research project on any topic involving the music or musical culture of any Polynesian island or island group. **Example:** a report on a Polynesian genre style not discussed in class, or a report which goes into much greater depth of a particular genre or performer than is presented in class.

Proposals Due: Wed, Oct. __, 2012.

First Draft Due: Wed, Nov. __, 2012.

Final Papers Due: Mon, Nov. __, 2011.

Proposals must be submitted on paper or online through TurnItIn.com - not by email and not by simply telling me. They should be a half-page or long paragraph with your name, the subject, and explanation of what you plan to write, and listing some possible sources. First drafts don't need to be complete, but should be comprehensive enough that they deal with the facts and issues that the paper will explore.

Regardless of the project option you choose, you will be required to make a short (10-15 minute) presentation to the class regarding your project at the end of the semester. You may prepare handouts, do a PowerPoint presentation, or simply an oral presentation. The last 5-7 class meetings (depending on class size) will be reserved for student presentations, and I will create a schedule the week before the presentations.

In your papers I will be looking for...

Length: Paper 5 pages in length (not including title or bibliography pages), 12 point Times New Roman font only, 1-inch margins, double-spaced. Don't use any other font, size, margin or spacing or your grade will be reduced. I'm serious.

Research: All research papers require the use of **at least** 3 sources, at least one of which is an article from a refereed academic journal, M.A. thesis, Ph.D. dissertation or other scholarly source. The others may be newspaper or magazine articles, album / CD liner notes or other sources. You may **not** use Wikipedia as a reference, nor may you cite my lectures or lecture notes. However, you may use either to locate other sources. You may use only one of our class readings as a reference, and it cannot count as your sole scholarly resource – you must find one other through the use of online databases or printed journals (you will find many useful articles in JSTOR in particular).

Citation and Bibliography: All sources must be cited and included in a bibliography (you may use any recognized format – MLA, Chicago, APA, etc.). Bibliographies are not simply a list of the books and articles you looked at! Information from them must appear in your article and be cited appropriately.

Writing, Grammar and Spelling: Your paper should begin with a paragraph which introduces your topic to the reader, leads them through your topic and closes effectively. Clarity of thought, transition from point to point, grammar, appropriate use of terminology (Hawaiian and English) and spelling (Hawaiian and English) all count. If you have not written a university-level paper or otherwise need help, you should visit the UH-Hilo Writing Center:

http://www.uhh.hawaii.edu/uhh/otdl/acs/src/writing_center.php

Submittal: Final papers must be submitted online through TurnItIn.com not by email, and not on paper.

Final Project Grading

A+ (100% or above) Excellent work showing sophisticated and independent thought. The student has shown superior understanding, comprehensive research, and impeccable presentation. Exceeds all expectations for a 100-level paper.

A (92-99%) Work is distinguished by its clarity of thought and presentation. Demonstrates sophisticated comprehension of the topic, and a familiarity with research in the area. Writing and organization are excellent with correct use of citation.

A- (90-91%) Work of a high standard. Ideas could be of 'A' quality material but the overall effect was undermined by some limitation or inconsistency in one area or inconsistency. Demonstrates solid research, good writing skills, effective selection/structuring of material, and a general clarity and sense of purpose.

B+ (88-89%) Work which exhibits a good standard of research and of writing. Demonstrates effective preparation and planning. This work may demonstrate insight and perception but this standard is not maintained through the whole work.

B (82-87%) Consistently good work and still above average. May demonstrate above average or contextual knowledge, but without integrating these elements or is lacking in some aspect of research or understanding. May have problems with writing, organization, or research.

B- (80-81%) Good work but may not be consistent and thus falls short of 'B' quality in one or more respects. It is adequately informed by research, but there is less attention to the detail. There may be problems with the structure, the writing style, the selection of material. There may also be problems with organization, expression, and grammar.

C+ (78-79%) Work demonstrates lack of sufficient research - hence it will tend to demonstrate a reliance on lecture material. Work in this category may have deficiencies in structure and organization, and/or the writing style.

C (72-77%) Satisfactory completion of set tasks and a basic engagement with the subject matter. May be poorly planned and constructed, with serious problems of clarity and expression. May not have used or have acknowledged appropriate sources. May be purely descriptive. There may be some significant problems with writing, research or organization.

C- (70-72%) Satisfactory completion of set tasks only such that it only warrants a passing grade. The student may have failed to adequately respond to all aspects of the assignment, which has reduced the grade. The submitted work may demonstrate serious problems regarding expression, grammar and spelling. May not have used or have acknowledged an appropriate range of sources or any sources at all. May be purely descriptive and based on the students experience and/or opinions.

D (60-70%) Misses the point of the exercise or has failed to respond adequately to it. The work is deficient in important respects to the extent that it cannot be regarded satisfactory at this level. A 'D' grade response may contain some elements of attaining a pass grade.

F (0-59%) This category implies that the submitted material is well below the achievement minimum (in a range of respects) for work at this level. The work demonstrates not one, but several of the deficiencies outlined for a 'D' submission—it may be well short of the prescribed length, badly written, poorly conceived, ill structured, hastily prepared, full of technical or other inaccuracies.

Miscellaneous Info/Services

Kilohana: The Academic Success Center provides academic support opportunities for all UH Hilo students that foster their development into independent, self-motivated learners. Students who visit Kilohana have access to subject-specific and academic skills tutoring from UHH students selected for their academic achievement and dedication to helping others succeed. Kilohana is located on the lower level of the Mookini Library and on the web at <http://hilo.hawaii.edu/kilohana/>