

## **EAST ASIAN LITERATURES & LANGUAGES**

### **EALL 261 Chinese Literature in Translation - to 850 (3) KCC AA/DL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

EALL 261 will survey landmark works in several genres of classical and early medieval Chinese literature, including lyric and ballad poetry, philosophical dialogues, essays and short stories. Through these readings, students will explore the roots and early development of culture, society and political thought in China from the earliest era to the Tang dynasty period. The goal of this class is to understand and enjoy representative literary works and to find common threads that link them to each other across historical periods as well as to students' own lives and cultures. In doing so, students will learn about the Chinese conceptions of virtue, truth and beauty.

Upon successful completion of EALL 261, the student should be able to:

1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
3. Recognize major themes in Chinese literature.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

### **EALL 262 Chinese Literature in Translation - 850 to the Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

EALL 262 will survey landmark works in several genres of medieval, late imperial, early modern and modern Chinese literature, including short stories, lyric poetry, essays, ghost stories, plays, and novels. Through these readings, students will explore different aspects of the changing politics, society and culture of China. The goal of this class is to understand and enjoy representative works of Chinese literature, and to find common threads that link them both across historical periods and to students' own lives and cultures. In doing so, students will learn about the Chinese concepts of reality and illusion, proper and improper behavior, and the interpersonal self.

Upon successful completion of EALL 262, the student should be able to:

1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
3. Recognize major themes in Chinese literature.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

### **EALL 269 (Alpha) Study Abroad (3) KCC AA/DL**

*90 hours per seminar*

*Prerequisite(s): Consent of instructor.*

*Recommended Preparation: Successful completion of a first-year college level language course (101 and 102).*

EALL 269 (Alpha) is a summer seminar tour of a country in East Asia, Southeast Asia, the Pacific or Europe. Students will study the language and culture of the country by participating in seminars/courses at a host university or institution and traveling to important cultural and historical cities.

Upon successful completion of EALL 269 (Alpha), the student should be able to:

1. Demonstrate, in a written examination and report, understanding of the people and culture of the country.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Understand and appreciate the practical application of sociolinguistic theory in analyzing the culture.
4. Understand the nuances of typical non-verbal communication.
5. Demonstrate, in an examination, increased competence in aural and oral skills.

**EALL 269J Study Abroad-Japan (3) KCC AA/DL**

*3-4 hours hands-on study per week for 13 weeks*

*Comment: Letter grade only. EALL 269J may not be audited. EALL 269J may not be taken credit/no credit.*

EALL 269J is a seminar tour of Japan. Students will study the language and culture of Japan by participating in seminars/courses at a host university or institution and traveling to important cultural and historical sites.

Upon successful completion of EALL 269J, the student should be able to:

1. Demonstrate, in a written report, understanding of the people and culture of Japan.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Examine and appreciate the practical application of social linguistic theory in analyzing the culture.
4. Identify the nuances of typical, non-verbal communication.
5. Demonstrate in a capstone project increased competence in aural and oral skills.

**EALL 271 Japanese Literature in Translation – Traditional (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

EALL 271 is a survey of major Japanese literary forms from the earliest era to mid-19th century. Knowledge of Japanese not required.

Upon successful completion of EALL 271, the student should be able to:

1. List and identify the major Japanese authors before the mid-19th century.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the earliest era to the mid-19th century.
3. Identify major themes in traditional Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in traditional Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Extricate Japanese moral and aesthetic values, thought, and culture from works of pre-modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.
7. Compare traditional Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
8. Effectively compose and convey your opinion and ideas on traditional Japanese literature, in papers and oral presentations.

**EALL 272 Japanese Literature in Translation – Modern (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

EALL 272 is a survey of Japanese literature from the mid-19th century to the present; emphasis on fiction. Knowledge of Japanese not required.

Upon successful completion of EALL 272, the student should be able to:

1. List and identify the major Japanese authors from the mid-19th century to the present.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the mid-19th century to the present.
3. Identify major themes in modern Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in modern Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Compare Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
7. Effectively compose and convey your opinion and ideas on modern Japanese literature, in papers and oral presentations.
8. Extricate Japanese moral and aesthetic values, thought, and culture from works of modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.

**ECONOMICS**

**ECON 120 Introduction to Economics (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for MATH 82 and qualification for ENG 100.*

ECON 120 focuses on general understanding of the functions of economic systems, including various approaches to the organization

of production and allocation of resources, and of policies to achieve national economic goals; these include the determination of national income, inflation, recession, unemployment, taxation, labor unions, environmental pollution, energy, and economic growth. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning.

Upon successful completion of ECON 120, the student should be able to:

1. Explain how the American Economic System works, including organization of production and the allocation of resources.
2. Explain how American Economic Policies are used to achieve national economic goals.
3. Specify tools of macroeconomic analysis in determining the level of national income and apply these tools to such problems as unemployment, recession, and inflation.
4. Analyze current events, government fiscal policies, and Federal Reserve policies using macroeconomic tools.
5. Specify tools of microeconomic analysis, e.g. demand and supply, diminishing returns, price and income elasticity, cost-benefit analysis, and externalities, and apply these tools to such economic problems as energy, environmental pollution, market power of business and labor, the world food problem, and poverty.

### **ECON 130 Principles of Economics (Microeconomics) (3)**

*3 hours lecture per week*

*Prerequisite(s): MATH 82 and qualification for ENG 100.*

*Comment: Students will complete one hour of lab per week outside of class time.*

ECON 130 focuses on the price system and market structures; theory of consumer behavior and market demand; production costs and the theory of the firm under competition, monopoly, oligopoly, and monopolistic competition; social costs, ecology, and externalities; public policy and income distribution; conservation and energy; food and the agricultural sector; and fundamentals of international economics. Emphasis will be placed on writing, problem-solving, critical thinking, and abstract reasoning. Students must fulfill one hour of lab work per week.

Upon successful completion of ECON 130, the student should be able to:

1. Explain how the American Economic System works, including various approaches to the organization of production and the allocation of resources.
2. Explain how policies of microeconomics nature achieve national and specific goals of public policy.
3. Describe the tools of microeconomics analysis and use them to formulate and analyze possible solutions to contemporary economic and social issues such as agricultural production, world food problems, poverty and the distribution of income, the energy crisis, and environmental pollution.

### **ECON 131 Principles of Economics (Macroeconomics) (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 82*

*Comment: Students will complete one hour of lab per week outside of class time.*

ECON 131 focuses on macroeconomics with emphasis on modern theory of income determination indicating how and why income, production, employment and price levels fluctuate; on the structure of the banking system and its role in the economy; and on public policy questions arising from changes in these aggregates. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning. Student must fulfill one hour of lab work per week.

Upon successful completion of ECON 131, the student should be able to:

1. Demonstrate how the American Economic System works.
2. Describe the tools of classical, Keynesian, and macroeconomics analysis, e.g. demand and supply, the consumption function, the multiplier effect, the quantity theory of money, and the accelerator effect, all of which analyze the change in and determination of national income.
3. Explain government fiscal and Federal Reserve policies and apply these to current economic events.
4. Explain other economic topics, such as economic forecasting and government taxation.

## **EDUCATION**

### **ED 276 Technology in Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for MATH 82; and qualification for ENG 100 or qualification for ESL 100.*

*Comment: ED 276 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 276 introduces students to the effective integration of technology to enhance 21st century teaching and learning. This course provides hands-on experience with technologies and collaborative applications to enhance student learning and professional development. Technologies and applications may include productivity, blogs, social networking, presentation, digital storytelling, graphics, multimedia, and other educational tools and emerging technologies. Topics such as technology standards for teachers,

learning frameworks, digital citizenship, copyright and fair use, universal design for learning principles, and assistive technologies will also be addressed.

Upon successful completion of ED 276, the student should be able to:

1. Integrate technology to enhance 21st century learning, community, communication, and collaboration, citing relevant technology standards and learning frameworks.
2. Create innovative samples of work demonstrating effective and ethical technology integration.
3. Use technology to enhance professional development and continuous learning related to technology integration in education.
4. Apply awareness of universal design for learning principles in designing learning experiences for diverse learners.
5. Create a comprehensive electronic portfolio of work produced for the course.

### **ED 277 Introduction to Multicultural Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 277 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 277 provides an examination of multicultural perspectives, principles, and practices to prepare students in becoming culturally competent educators and communicators. The significance of advocating for diversity, and understanding students' cultural backgrounds, assets, and strengths will be emphasized. Students will learn to create positive and inclusive learning environments and experiences for all learners. They will acquire strategies to develop and deliver culturally responsive teaching and instruction. Students will learn to utilize authentic assessments as a primary tool to guide instructional decision making. Students will conduct research on issues and challenges facing students and educators in today's culturally diverse classrooms.

Upon successful completion of ED 277, the student should be able to:

1. Develop an educational philosophy reflecting culturally responsive perspectives, principles, and practices.
2. Create positive and inclusive learning environments and experiences for all learners.
3. Interact and communicate with students, families, professionals, and community members in culturally respectful ways.
4. Develop and deliver culturally responsive teaching and instruction.
5. Use authentic assessments that represent present levels of performance.
6. Advocate for diversity within and beyond the classroom walls.
7. Devise and systematically conduct research on multicultural issues in education, using quantitative and qualitative methods.

### **ED 278 (Alpha) Special Topics in Education (2)**

*2 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 278 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 278 (Alpha) investigates current and controversial issues in the field of Education.

Upon successful completion of ED 278, the student should be able to:

1. Critically examine current and controversial issues in the field of Education.
2. Devise and systematically conduct a research study on issues in the field of Education.
3. Disseminate research information to key stakeholders in the field of Education.
4. Advocate for a quality education system for students, teachers, and schools.

### **ED 278B Special Topics in Education - Teacher Accountability & High-Stakes Testing (2)**

*2 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 278B may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 278B investigates teacher accountability and high-stakes testing in the field of Education.

Upon successful completion of ED 278B, the student should be able to:

1. Examine the impact of teacher accountability and high-stakes testing on students, teachers, and schools.
2. Critically examine current and controversial issues in the field of Education.
3. Devise and systematically conduct a research study on issues in education.
4. Disseminate research information to key stakeholders in the field of Education.
5. Advocate for a quality education system for students, teachers, and schools.

### **ED 283 Family-Professional Partnerships in Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 283 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 283 focuses on collaboration and communication strategies for building partnerships with culturally and linguistically diverse families, including families of learners with disabilities. Students will explore family system theories, models of family engagement, and the changes in today's society influencing family-school dynamics. The differences in the value and belief systems of families, schools, and communities, and their impact on students' learning and the family-professional partnership will be examined. The laws and rights of families, and advocacy for all families will also be addressed.

Upon successful completion of ED 283, the student should be able to:

1. Apply appropriate theories, models, and effective family-professional principles and practices to various scenarios and situations.
2. Communicate and collaborate with families, school personnel, community members, and other professionals in a respectful, professional, ethical, and culturally responsive manner.
3. Explain how the changes in families, schools, and communities and the differences between their value and belief systems influence students' learning and the family-professional partnership.
4. Problem-solve issues and their impact on family-professional interactions.
5. Advocate for students' and families' rights for quality education.

### **ED 284 Foundations of Inclusion in Teaching (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 284 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 284 surveys the field of special education; related philosophies, perspectives, and practices; and learners with disabilities within an inclusive framework. Students will learn about relevant laws and rights, the special education process, types of disabilities, and advocacy. Learning environments, partnerships, approaches, strategies, interventions, assessments, and services to support learners with disabilities will be covered. Students will examine various forms of media to understand the culture of disability and will also conduct research on inclusion and disability issues in education.

Upon successful completion of ED 284, the student should be able to:

1. Articulate the importance of an inclusion framework when working with learners with disabilities.
2. Explain the disabilities classified under the state and federal guidelines, the special education laws and rights, and the special education process.
3. Implement appropriate approaches, strategies, interventions, assessments, services, partnerships, and learning environments to support learners with disabilities.
4. Examine media from varying viewpoints to understand the culture of disability.
5. Devise and systematically conduct research on inclusion and disability issues in education, using quantitative and qualitative methods.
6. Advocate for learners with disabilities and their families.

### **ED 285 Classroom Management within the Instructional Process (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 285 may require field assignments to be conducted at a preK-12 school/classroom setting.*

E ED 285 introduces principles and practices to classroom management. Creating positive and inclusive classroom environments, using proactive approaches to student behaviors, and providing positive behavior supports (PBS) will be examined. Learning styles and ways to keep students motivated and involved in their learning will be explored. Instructional planning, strategies, responses, approaches, and assessments to classroom and behavior management will be addressed. Students will discuss relevant issues and learn how to develop classroom discipline plans and individualized behavior plans.

Upon successful completion of ED 285, the student should be able to:

1. Create positive and inclusive learning environments.
2. Generate effective responses and proactive approaches to student behaviors.
3. Problem-solve classroom management, behavior, and instructional issues.
4. Develop classroom discipline and individualized behavior plans, integrating positive behavior supports (PBS).
5. Apply relevant instructional strategies to maintain students' motivation and involvement in their learning.
6. Create, conduct, and assess lesson plans for individual and group instruction.

### **ED 289 Educational Psychology (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 289 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 289 focuses on the application of major learning theories, concepts, principles, and practices in the field of education. Students will acquire a wide array of strategies and methodologies to motivate learners, deliver effective instruction, conduct appropriate teaching practices, and use relevant assessments. Students will understand the importance of understanding learners' diverse

backgrounds and needs and how these factors influence their learning and classroom/school experiences. The importance of creating equitable learning environments will be explored, and research regarding current issues in educational psychology will be conducted.

Upon successful completion of ED 289, the student should be able to:

1. Apply relevant learning theories, concepts, principles, and practices, when working with diverse students in the classroom.
2. Examine how schooling influences and is influenced by students' cognitive, personal, physical, social, and behavioral development.
3. Assess how students' diverse backgrounds and needs influence their learning and classroom/school experiences.
4. Devise and systematically conduct research on issues in educational psychology, using quantitative and qualitative methods.
5. Foster equity in the classroom and other learning environments.
6. Explain, use, and interpret various forms of classroom assessments and explain the advantages and disadvantages of using such measurements.

### **ED 290 Foundations of Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.*

*Comment: ED 290 may require field assignments to be conducted at a preK-12 school/classroom setting.*

ED 290 introduces students to past, current, and future contexts, conditions, and perspectives of education in Hawaii and the U.S. The teaching profession, rights of students and teachers, professional and ethical considerations, and relevant contemporary issues will be examined. Establishing equal educational opportunities, creating inclusive environments, and utilizing appropriate curriculum, instruction, technologies, and assessments for all learners will be addressed. Influences on student learning and achievement will be examined.

Upon successful completion of ED 290, the student should be able to:

1. Create a teaching philosophy.
2. Articulate past, current, and future contexts, conditions, and perspectives of education and the teaching profession in Hawaii and the U.S.
3. Examine the factors, challenges, and issues of education, and evaluate its impact on student learning and success.
4. Develop and implement inclusive learning environments, curriculum, instructional and technological approaches, and assessments for all learners.
5. Advocate for the rights of students and teachers to promote equal educational opportunities for all learners.

### **ED 294 Education Capstone Seminar and Practicum (3)**

*75 hours practicum, 20 hours seminar per semester*

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ED 276; and a grade of "C" or higher in ED 277 and a grade of "C" or higher in ED 283 and a grade of "C" or higher in ED 284 and a grade of "C" or higher in ED 285 and a grade of "C" or higher in ED 289 and a grade of "C" or higher in ED 290. Prerequisites may be waived by the consent of instructor.*

*Comment: Letter grade only. ED 294 may not be audited. ED 294 may not be taken credit no credit. ED 294 is offered in the Spring semester only. Students may be required to obtain fingerprint, background check, and TB test clearances, as required by their practicum site. Students will also be required to obtain liability insurance. In addition to completing practicum and seminar requirements, students must achieve target levels on their practicum evaluations and suitability ratings. A breach of confidentiality during the practicum experience will result in immediate failure of this class. This course requires students to fulfill their assignments at a practicum site.*

ED 294 provides a culminating experience for students to effectively apply their knowledge, skills, and dispositions gained in the Education Program. Under the direction of a mentor teacher, students will be expected to use appropriate teaching methods and learning principles, conduct classroom instruction and activities, and manage behaviors in small and large groups. Students will also be expected to demonstrate effective communication and collaboration skills in all interactions and situations. In seminar sessions, students will be expected to problem-solve relevant issues, share pivotal learning incidents, and appraise their personal and professional growth. Students will create a comprehensive professional portfolio.

Upon successful completion of ED 294, the student should be able to:

1. Effectively apply knowledge, skills, and dispositions gained in the Education Program to their practicum setting.
2. Use appropriate teaching methods and learning principles.
3. Conduct classroom instruction and activities and manage behaviors in small and/or large groups.
4. Apply critical thinking, reflection, and problem-solving skills to relevant issues.
5. Reflect on and appraise experiences in terms of personal and professional growth.
6. Demonstrate professional disposition and conduct, ethical behaviors, and effective communication and collaboration skills in all interactions and situations.
7. Complete a Professional Portfolio.

**EE 160 Programming for Engineers (4)**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): Completion of MATH 135 or higher level mathematics course or placement into MATH 140 or higher level mathematics course.*

*Recommended Preparation: MATH 140.*

EE 160, a course for prospective engineers, is an introductory course on computer programming and modern computing environments with an emphasis on algorithm and program design, implementation, and debugging. A hands-on laboratory to develop and practice programming skills is included.

Upon successful completion of EE 160, the student should be able to:

1. Use the fundamental techniques of selection, looping, assignment, input, and output to describe the steps a computer takes to solve a problem.
2. Utilize mathematical techniques to solve simple problems and express those solutions as algorithms.
3. Write, test, and debug small programs for inquiry-based laboratory investigations.
4. Compile, troubleshoot, and debug programs with sufficient documentation and commenting.

**EE 211 Basic Circuit Analysis (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): Credit in MATH 231 or credit or concurrent enrollment in MATH 243; and credit or concurrent enrollment in PHYS 272.*

EE 211 is the study of linear circuits, time domain analysis, transient and steady state response; phasors impedance, and admittance; network of system functions, frequency responses and filtering, and resonance.

Upon successful completion of EE 211, the student should be able to:

1. Utilize scientific knowledge and critical thinking to solve problems in electricity.
2. Utilize mathematical transforms to describe and analyze electric circuits.
3. Conduct inquiry-based laboratory investigations of resistive and energy storage elements.
4. Document test circuit results via written technical reports.

**EE 260 Introduction to Digital Design (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): EE 160.*

EE 260 is an introduction to digital/logic design process using combinational and sequential logical circuits. Computer architecture, microprocessors and microcomputers are covered.

Upon successful completion of EE 260, the student should be able to:

1. Apply knowledge of logic gates, programmable logic, MSI, and CMOS to build digital circuits.
2. Use state diagrams, ASM charts, truth tables, and Boolean expressions to describe digital circuits.
3. Utilize CAD tools for simulation and optimization as part of the engineering design review process.
4. Work in groups to perform laboratory experiments and document the results with written reports.

**EE 296 Sophomore Project (3)**

*2 hours lecture, 3 hours lab per week*

*Prerequisite(s): A grade of "C" or higher in PHYS 170 or consent of instructor.*

*Comment: Letter grade only. EE 296 may not be audited. EE 296 may not be taken credit/no credit.*

EE 296 is a sophomore level individual or team project undertaken with pre-engineering faculty who give direction and guidance. The project provides design experience and develops practical skills for pre-engineering students intending to transfer to a four-year engineering program and major in Electrical Engineering.

Upon successful completion of EE 296, the student should be able to:

1. Utilize scientific knowledge to establish design parameters with respect to engineering standards and practical constraints.
2. Employ analytical reasoning to identify and define engineering design problems or needs.
3. Implement engineering design reviews to evaluate outcomes against requirements.
4. Communicate design and engineering concepts effectively via oral presentations and written reports.

**EMERGENCY MEDICAL TECHNICIAN**

### **EMT 110 EMT Internship (1-6)**

*45 internship hours per credit*

*Prerequisite(s): Current Hawai'i Emergency Medical Technician (EMT) license.*

*Comment: Credit/no credit grading only.*

EMT 110 is a supervised ambulance internship experience for EMT program graduates. EMT 110 is a work-study internship course designed to provide the supervised application of Kapi'olani Community College's EMT program knowledge and skill on an ambulance.

Upon successful completion of EMT 110, the student should be able to:

1. Demonstrate skill at an entry-level Emergency Medical Technician.
2. Demonstrate safe and accurate performance of all basic and advanced life support procedures as listed by the Department of Health and the Board of Medical Examiners rules for Emergency Ambulance Personnel.
3. Demonstrate ability to participate as a team member with another Emergency Medical Technician, or under the direction of a Mobile Intensive Care Technician (Paramedic) to ensure the safety and care of the patient.
4. Demonstrate the following skills safely and accurately in a non-patient care situation: cardiopulmonary resuscitation; basic patient history and physical examination; assessment and monitoring of vital signs; establish and maintain patent airway (basic and advanced); administer free-flow 100% oxygen safely; ventilate with bag-mask; correctly apply and use mechanical automatic heart/lung resuscitators; control hemorrhage; apply bandages; immobilize or splint fractures, dislocations, or sprains; immobilize or extricate motor vehicle accident victims; perform light rescue and triage; perform emergency delivery of baby and provide newborn care; initiate intervention with behavioral disorders; apply pneumatic anti-shock garment; correctly operate medical communication systems; operate emergency vehicle; perform 12-lead electrocardiogram and 3-lead electrocardiogram; provide necessary pharmacological interventions; and perform intravenous cannulation.
5. Demonstrate the process to obtain a basic history and physical examination, including assessment of the patient's condition.
6. Explain and demonstrate the initiation and continuation of emergency medical care, including the recognition of presenting conditions and initiation of appropriate noninvasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, pediatric emergencies, medical emergencies, trauma and shock.
7. Demonstrate rapport with the patient and others to decrease their anxiety and fear in the crisis.
8. Explain how an EMT would participate as a team member with another EMT, or under the direction of a Paramedic, to ensure the safety and care of the patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Demonstrate accurate communication with the medical care facility receiving the patient about the patient's condition, status, and estimated arrival time.
12. Demonstrate appropriate and accurate documentation related to the emergency situation and care of the patient.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
14. Demonstrate the use of the critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

### **EMT 111 Emergency Medical Technician (10.5)**

*A total of 132.5 hours of lecture, 48 hours of lecture/lab per semester. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the the islands of O'ahu, Kaua'i, Maui, and Hawai'i Island. However, all hours will be contained within a traditional semester.*

*Prerequisite(s): Department Chair approval.*

*Comment: Students may be required to purchase and/or obtain: uniforms (shirts, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan's Map (O'ahu, Hawai'i, Maui, Kaua'i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titers or boosters if needed. EMS 111 may not be taken credit/no credit. EMT 111 may be audited with Department Chair approval. Students will be required to have Internet access and will participate in service learning activities when offered.*

EMT 111 provides students with the didactic component needed for the National Registry certification as an EMT (Emergency Medical Technician). This includes both cognitive and psychomotor activities as required in the National Education Standards for Emergency Medical Technicians (EMTs). This course meets the curriculum standards set forth by the National Highway Traffic Safety Administration (NHTSA).

Upon successful completion of EMT 111, the student should be able to:

1. Define the role and scope of an Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and a paramedic in the State of Hawai'i and nationally and define a medical, trauma, and pediatric emergencies.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.



3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive treatment for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
4. Safely and accurately perform basic life support procedures as prescribed by the current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, and provide necessary basic pharmacological interventions.
5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.
6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.
7. Communicate with the medical care facility about the patient's condition, status, and arrival and document the details related to the patient's emergency care and the incident.
8. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices.
9. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

### **EMT 115 Practicum for Emergency Medical Technician 111 (1.6)**

*A total of 40 clinical hours, 8 hours assessment per semester*

*Corequisite(s): EMS 111.*

*Comment: Letter grade. EMT 115 may be audited with Department Chair approval. EMT 115 may not be taken credit/no credit.*

*Students may be required to purchase and/or obtain: uniforms (shirts, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan's Map (O'ahu, Hawai'i, Maui, Kaua'i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titers or boosters if needed. Students may be required to purchase and/or obtain liability insurance. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the islands of O'ahu, Kaua'i, Maui, and Hawai'i Island. However, all hours will be contained within a traditional semester.*

EMT 115 provides students with opportunities to apply EMT knowledge and skills in ambulances, hospitals, and/or clinics settings.

Upon successful completion of EMT 115, the student should be able to:

1. Perform within the national scope of practice for an Emergency Medical Technician.
2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the National EMS Education Standards for an Emergency Medical Technician.
6. Safely and accurately perform skills including the following: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain basic airway adjuncts, administer free-flow 100% oxygen, ventilate with BVM, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, externally stabilize pelvic fractures, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, assist with necessary pharmacological interventions in the scope of an EMT.
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Communicate with the medical care facility about the patient's condition status and arrival.
12. Document the details related to the patient's emergency care.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices in the clinical environment.
14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

### **EMT 120 Emergency Medical Technician - ALS Assist (1.3)**

*A total of 38 hours lecture/lab per semester*

*Prerequisite(s): Acceptance into the Certificate of Competence in Emergency Medical Technician program **and** a grade "C" or higher in ENG 100 **and** a grade "C" or higher in HLTH 125; **and** qualification for MATH 32 **or** qualification for MATH 82 **or***

qualification for a higher-level mathematics course **or** credit in MATH 32 **or** credit in a higher-level mathematics course.

Prerequisites may be waived by the National Registry of Emergency Medical Technicians (NR-EMT) certification and sponsorship by a recognized Hawai'i public safety agency (fire departments, ocean safety/water safety departments, law enforcement, or as deemed appropriate by Emergency Medical Services Department Chairperson).

Corequisite(s): EMT 111 (May be waived by Emergency Medical Services Department Chairperson upon proof of NR-EMT certification and assessment) **and** EMT 125.

Comment: Students may be required to purchase and/or obtain: uniforms (shirts, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan's Map (O'ahu, Hawai'i, Maui, Kaua'i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titer or boosters if needed. EMT 120 may not be taken credit/no credit. EMT 120 may be audited with Department Chair approval. Students will be required to have Internet access and will participate in service learning activities when offered. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the islands of O'ahu, Kaua'i, Maui, and Hawai'i Island. However, all hours will be contained within a traditional semester.

EMT 120 focuses on providing the cognitive knowledge and psychomotor skills necessary to become a licensed Emergency Medical Technician (EMT) in the state of Hawaii. Emergency Medical Technicians provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. EMTs also provide assistance in other healthcare arenas. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. Emergency Medical Technicians perform basic and limited advanced life support (including, but not limited to, intravenous access, 12-lead EKG application, manual defibrillation) typically performed on an ambulance in Hawai'i. State licensed EMTs also assist Paramedics in the performance of their duties. Emergency Medical Technicians are a critical link between the scene of an emergency and the health care system. This course meets the curriculum standards set forth by the National Highway Traffic Safety Administration (NHTSA).

Upon successful completion of EMT 120, the student should be able to:

1. Define the role and scope of an EMT, AEMT, and a paramedic in the State of Hawai'i and nationally and define a medical, trauma, and pediatric emergencies.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.
3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
4. Safely and accurately perform basic and limited advanced life support procedures as prescribed by the state Department of Health and current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, application of a 12-lead electrocardiogram, perform peripheral intravenous cannulation, perform manual defibrillation, provide necessary basic pharmacological interventions, and assist the Paramedic with their endeavors.
5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.
6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.
7. Communicate with the medical care facility about the patient's condition status and arrival and document the details related to the patient's emergency care and the incident.
8. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices.
9. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

### **EMT 125 Emergency Medical Technician - ALS Assist Practicum (3.8)**

*A total of 164 clinical hours, 8 hours assessment per semester*

Corequisite(s): EMT 120.

Comment: Letter grade. EMT 125 may be audited with Department Chair approval. EMT 125 may not be taken credit/no credit. Students may be required to purchase liability insurance. Students may be required to purchase and/or obtain: uniforms (shirts, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan's Map (O'ahu, Hawai'i, Maui, Kaua'i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titers or boosters if needed. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the islands of O'ahu, Kaua'i, Maui, and Hawai'i Island. However, all hours will be contained within a traditional semester.

EMT 125 provides students with opportunities to apply EMT knowledge, basic and limited advanced life support skills in ambulances, hospitals, and/or clinic settings.

Upon successful completion of EMT 125, the student should be able to:

1. Perform within the national scope of practice for an Emergency Medical Technician.

2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the National EMS Education Standards for an Emergency Medical Technician.
6. Safely and accurately perform basic and limited advanced life support procedures as prescribed by the state Department of Health and current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, application of a 12-lead electrocardiogram, perform peripheral intravenous cannulation, perform manual defibrillation, provide necessary basic pharmacological interventions, and assist the Paramedic with their endeavors..
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Communicate with the medical care facility about the patient's condition status and arrival.
12. Document the details related to the patient's emergency care.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices in the clinical environment.
14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

## ENGLISH

### ENG 22 Introduction to Composition (3)

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 21 or qualification for ENG 22 or consent of instructor.*

*Comment: Credit/no credit grading only.*

ENG 22 assists students in understanding the writing process and the appropriate use of grammar, word choice, punctuation and spelling. ENG 22 also assists students in shaping their ideas into effective essays according to academic conventions. All students in English 22 will complete a portfolio containing 12-15 pages of polished writing that demonstrates the learning outcomes.

Upon successful completion of ENG 22, the student should be able to:

1. Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
2. Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
3. Integrate source material according to academic conventions. Use ideas and information from source material accurately, without plagiarism, and according to academic conventions.
4. Proofread for effective grammar, word choice, punctuation, and spelling.

### ENG 100 Composition I (3) KCC AA/FW

*3 hours lecture per week*

*Prerequisite(s): ENG 22 with a grade of "C" or higher or qualification for ENG 100 on the KCC placement instrument.*

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Upon successful completion of ENG 100, the student should be able to:

1. Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.
2. Produce different forms of college-level writing for various writing situations, purposes, and audiences.
3. Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).

4. Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.

### **ENG 108G Editing (1)**

*3 hours lecture/lab per week for 5 weeks*

*Prerequisite(s): Qualification for ENG 100 or qualification for ENG 160 or qualification for ESL 100.*

ENG 108G offers the student intensive practice in identifying and correcting common problems in grammar, punctuation, and style.

Upon successful completion of ENG 108G, the student should be able to:

1. Recognize parts of speech and identify basic sentence structures.
2. Edit sentences to correct errors in grammar and punctuation.
3. Edit to eliminate redundancy and wordiness.

### **ENG 200 Composition II (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or ESL 100 or consent of instructor.*

ENG 200 students practice sustained argumentative and analytical writing with an emphasis on further developing the processes and skills acquired in ENG 100 or ESL 100. Analysis will focus on a range of texts (non-fiction, fiction, and other literary forms). Emphasis will be on rhetorical and literary principles, strategies, and techniques; stylistic concerns; and research methods and use of secondary source materials.

Upon successful completion of ENG 200, the student should be able to:

1. Write sustained thesis-driven argument and analysis for an academic audience.
2. Practice a multi-step writing process that includes idea-generation, thesis development, organization, drafting, revision, peer review and revision.
3. Select and evaluate the relevance and reliability of primary and/or secondary sources in a research project.
4. Demonstrate proficient use of direct quoting, paraphrasing, and summarizing in a research project using a standard form of documentation (MLA, APA for example).
5. Demonstrate a critical comprehension of rhetorical contexts, strategies and techniques in a variety of literary genres.
6. Produce biographical writing based on identity to explore one's own heritage in relation to other cultures.

### **ENG 209 Business and Managerial Writing (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100.*

*Comment: Letter grade only. ENG 209 may not be audited. ENG 209 may not be taken credit/ no credit.*

ENG 209 students master the principles of business communications through analyzing various kinds of business messages and writing informatively, analytically, and persuasively for business purposes. They consider multiple audiences and the implications for clear and complete communication. They produce letters and memos, a research project, and an in-depth analysis of an organization and its culture.

Upon successful completion of ENG 209, the student should be able to:

1. Describe the nature and functions of business communications.
2. Analyze business writing situations with regard to purpose, audience, and other factors, such as legal implications, organizational culture, and the wider culture.
3. Research and compose business messages as appropriate to specific purposes, audiences, and communication channels.
4. Design and format a variety of business documents, including memoranda, letters, reports, and electronic communications.
5. Revise, edit and proofread business documents for accuracy and effect.

### **ENG 225 Technical Writing (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100.*

*Comment: ENG 225 may not be audited. ENG 225 may not be taken credit/ no credit.*

ENG 225 emphasizes the principles and techniques used in technical communication, both written and oral. The course covers strategies for transmitting technical information in reader-friendly, well-written and -designed documents. Students will analyze rhetorical concepts as they apply to organizing and presenting technical information to specific audiences for specific purposes. The development of technical communication skills is promoted through the analysis of selected documents, by the discussion of the

writing and editing process, and by the composition of solutions to practical problems. Students will conduct an intensive semester-long research project and report findings both verbally and graphically. Students will write memos, letters, technical descriptions, procedures, proposals, reports, and make oral presentations.

Upon successful completion of ENG 225, the student should be able to:

1. Write clear, concise, consistent, and correct prose for technical purposes.
2. Write technical documents that demonstrate stylistic awareness and grammatical correctness.
3. Apply the basic format and design standards used in the technical writing community.
4. Analyze audiences and respond accordingly by adapting form, content, and language to suit both technical and non-technical audiences.
5. Evaluate documents for usability and readability for various audiences.
6. Conduct primary research and present findings.
7. Conduct library and electronic research and summarize findings.
8. Use word processing and graphics software to prepare professional reports, manuals, and correspondence.

## **200 LEVEL LITERATURE COURSES**

Upon successful completion of any 200 level literature course, the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
2. Examine a work of literature from various vantage points.
3. Examine and analyze the various elements of a literary work.
4. Use basic concepts and terminology particular to literary analysis.
5. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
6. Analyze structure; understand how form contributes to meaning.
7. Show greater sensitivity to language and literary devices that authors use in literature.
8. Appreciate the artistry of literary works and become better acquainted with writers as artists.
9. Recognize the need for literary evidence to support opinions and ideas regarding literary work.
10. Express opinions and responses to literature clearly and effectively in writing.

### **ENG 270 (Alpha) Introduction to Literature: Literary History (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 270 (Alpha) may be used as electives in the AA degree in Liberal Arts.*

ENG 270 (Alpha) focuses on significant literary texts from various historical periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 270 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.

### **ENG 270B Introduction to Literature: Literary History: American Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270B is a historical study of selected major authors in American Literature from the 19th, 20th, and 21st centuries. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270B, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.

3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in American literature.

**ENG 270E Introduction to Literature: Literary History: World Literature: Classical Times to 1600 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270E is a study of selected major authors from classical, medieval, renaissance, and non-western cultures. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270E, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretation and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Evaluate the works of some major world literature authors from classical times to 1600.
9. Write papers on different literary periods in world literature from classical times to 1600.

**ENG 270F Introduction to Literature: Literary History: World Literature: 1600 to the Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270F is a historical study of significant works of World Literature from 1600 to the present. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270F, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretation and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Evaluate the works of some major world literature authors from 1600 to the present.
9. Write papers on different literary periods in world literature from 1600 to the present.

**ENG 270M Introduction to Literature: Literary History: British Literature to 1800 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270M is a study of selected major authors from the Old English, Medieval, Renaissance, and Neoclassical Periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270M, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.

2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in British literature up to 1800.

**ENG 270N Introduction to Literature: Literary History: British Literature after 1800 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270N is a study of selected British short stories, major British plays, and major British poetry since 1800. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270N, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in British literature after 1800.

**ENG 271 (Alpha) Introduction to Literature: Genre (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 271 (Alpha) may be used as electives in the AA degree in Liberal Arts and the AA degree in Liberal Arts with a Concentration in English.*

ENG 271 (Alpha) focuses on the formal aspects of selected genres. Coursework includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 271, the student should be able to:

1. Analyze a work of literature as a reflection of its literary genre
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic achievement of literary works and writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.

**ENG 271D Introduction to Literature: Genre: Drama (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 271D is an introduction to the genre of drama. Using dramatic structure and theory, students will critically analyze selected major works of drama. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271D, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.

6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the distinctive features of a literary genre.
8. Write papers on different literary problems related to the study of drama.

### **ENG 271N Short Story and Novel (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 271N is a study of the form and content of selected short stories and novels. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271N, the student should be able to:

1. Analyze a work of literature as a reflection of its literary genre.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic achievement of literary works and writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Identify the distinctive features of the short story and novel.

### **ENG 271P Introduction to Literature: Genre: Poetry (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 271P is an introduction to the genre of poetry. Students will critically analyze selected major works of poetry. Coursework includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271P, the student should be able to:

1. Analyze a work of literature as a reflection of its literary genre.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic achievement of literary works and writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Identify the distinctive features of different poetry styles.

### **ENG 272 (Alpha) Introduction to Literature: Culture and Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272 (Alpha) studies the theme of Literature and Culture through significant works of selected cultures and cultural formations focusing on the cultural contexts of literary texts. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 272, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.

### **ENG 272B Introduction to Literature: Culture and Literature: Multiethnic Literatures of Hawai'i (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*



ENG 272B explores selected works of multiethnic literatures of Hawai'i focusing on the interaction between and among cultures as reflected in literature from the 20th century to the present, dealing with such themes as cultural knowledge and values, identity, place, responses to change - assimilation and alienation - and postcolonial perspectives and the revival of Native Hawaiian culture. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272B, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to cross-cultural perspectives.

**ENG 272F Introduction to Literature: Culture and Literature: Women Writers on Women (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272F is a study of the images of women as reflected in the works of selected women writers with a focus on women's issues such as domesticity, autonomy, ethnicity, and psychological and physical constraints. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272F, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Identify some of the major women writers of the 19th, 20th, and 21st centuries.
7. Examine the major issues and motifs regarding women in literature.
8. Write papers on different literary problems related to women in literature.

**ENG 272G Introduction to Literature: Culture and Literature: Myths, Dreams, and Symbols (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272G explores the major archetypal patterns across cultures that appear in literature such as patterns that relate to character: the earth mother, the temptress, the divine feminine, the scapegoat, the double, the outcast, the Other; and patterns that relate to actions and themes: initiation, the quest, death and rebirth, transformation, and the return to the womb. The course also focuses upon archetypal patterns that may appear in dream-based and symbolic investigations. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272G, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Identify some of the major archetypal patterns in literature.
7. Write papers on archetypal patterns in literature.

**ENG 272M Introduction to Literature: Culture and Literature: Literature of Hawai'i, Oceania, and Asia (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272M engages students in the study and interpretation of selected literary works of Hawai'i, Oceania, and Asia, focusing on the

interaction between and among peoples and cultures as reflected in literature and exploring such themes as place and identity, migration and colonization, conflicts among cultural norms and ideals, and responses to change (resistance, assimilation, alienation, transformation). Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272M, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to cross-cultural perspectives.
7. Identify the literary achievements of selected writers and storytellers of Hawai'i, Oceania, and Asia.

**ENG 272N Introduction to Literature: Culture and Literature: Literature and Film (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272N examines the relationships between literature and cinematic adaptations of literature. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272N, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe cultural diversity of world views expressed in literary works.
6. Analyze a film with respect to the cultural contexts that have informed its production and both current and past reception.
7. Analyze significant literary works and their film adaptations and themes and techniques.
8. Use basic terminology particular to film analysis.

**ENG 272P Introduction to Literature: Culture and Literature: Landscapes in Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272P is a study of the relationship between humans and the natural environment as reflected in selected literature on themes such as portrayal of landscapes, sense of place, sustainability, and the changing environment and its effects on human experience. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272P, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to landscapes in literature.

**ENG 272Q Introduction to Literature: Culture and Literature: The Heroic Journey (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272Q is a study of heroes, heroines, antiheroes, and villains as treated in selected works of world literature and is deeply rooted in the discourse of archetypal and mythological investigations and critiques of these character types. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272Q, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to the study of the hero in literature.

**ENG 273 (Alpha) Introduction to Literature: Creative Writing and Literature (3) KCC AA/DL and AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 273 (Alpha) may be used as electives in the AA degree in Liberal Arts.*

ENG 273 (Alpha) studies significant works of selected genres through analytical and creative writing to improve student ability to understand and respond to such works, and to develop their analytic and interpretive skills. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creating literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273, the student should be able to:

1. Identify and analyze the basic elements of imaginative writing in one's own work and in the creative works of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes, planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.

**ENG 273C Creative Writing and Literature: Fiction and Poetry (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 273C introduces students to the basic principles and practices of the literary arts through the analysis and interpretation of fiction and poetry, and then through their own creative writing. Students will read and discuss works of published authors and will focus on creating and developing their own stories and poems.

Upon successful completion of ENG 273C, the student should be able to:

1. Identify and analyze the basic elements of imaginative writing in one's own work and in the creative works of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes -- planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Identify and analyze the basic elements of fiction and poetry.

**ENG 273N Introduction to Literature: Creative Writing & Literature: Creative Nonfiction (3) KCC AA/DL and AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 273N focuses on introducing creative nonfiction as a literary genre, critical analysis and writing of various kinds of creative nonfiction, such as autobiography, biography, nature and travel writing, writing on historical and scientific subjects, and cultural criticism. Emphasis will be on logical, rhetorical, stylistic, and aesthetic concerns of the genre. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creation of literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273N, the student should be able to:

1. Identify and analyze the basic elements of imaginative writing in one's own work and in the creative work of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes -- planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Distinguish the characteristics of various sub-genres of creative nonfiction.
7. Analyze language, point-of-view, and style in various texts and in own writing.
8. Analyze ways in which background, values, and beliefs may affect the composition of and reaction to a text.

**ETHNIC STUDIES**

**ES 101 Introduction to Ethnic Studies (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): ENG 100.*

*Recommended preparation: MATH 82.*

ES 101 will explore basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai'i, and their relation to colonization, immigration, gender, problems of identity, racism, and social class.

Upon successful completion of ES 101 the student should be able to:

1. Define race and ethnicity, incorporating theoretical and contextual approaches.
2. Explain basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai'i, and their relation to colonization, immigration, gender, problems of identity, and social class.

**ENGLISH AS A SECOND LANGUAGE**

**ESL 100 Composition I (3) KCC AA/FW**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ESL 100 on the KCC placement instrument or a grade of "CR+" in ESOL 94F/S or instructor recommendation.*

*Comment: ESL 100 satisfies ENG 100 requirements at Kapi'olani Community College.*

ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. In addition, students will receive instruction and feedback on English grammar structure and use. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Upon successful completion of ESL 100, the student should be able to:

1. Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.
2. Produce different forms of college-level writing for various writing situations, purposes, and audiences.
3. Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
6. Produce substantially error free and cogent evidence-based writing.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**ESOL 50 Intensive ESOL 1 (0)**

*10 hours lecture/lecture-lab per week*

*Prerequisite(s): A Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score 32-60 or equivalent level.*

*Corequisite(s): ESOL 52 and IS 54.*

*Comment: ESOL 50 is part of a three-course, one semester, intensive English program designed for international students holding the F1 visa, who are non-native speakers of English with an admissions test score of TOEFL iBT 32-60 or equivalent level, and who are interested in pursuing a degree program. Students in the Intensive Program in ESOL have been provisionally admitted to the College and must enroll in ESOL 50, ESOL 52, and IS 54 concurrently. ESOL 50 is a 0-credit course. Tuition for the Intensive Program in ESOL, consisting of ESOL 50, ESOL 52, and IS 54 is calculated at full-time (12 cr.) enrollment.*

ESOL 50 follows a content-based syllabus designed to accelerate vocabulary and grammar development in order to improve students' academic writing. Students will participate in a variety of academic tasks organized around the content, such as essay writing, oral presentations, academic lectures, and group work. These activities serve to strengthen students' language skills. ESOL 50 and its corequisite ESOL 52 serve the same cohort of students, covering similar content from different perspectives. ESOL 50 explores the content from the perspective of the individual, whereas ESOL 52 explores the content from the perspective of the group. Instructors of ESOL 50 and ESOL 52 collaborate extensively to better serve the students. The goal of both ESOL 50 and ESOL 52 is to prepare students to be successful in college-level courses.

Upon successful completion of ESOL 50, the student should be able to:

1. Independently write substantially error-free, well-organized, and coherent academic papers, totaling 4000 words of revised

text.

### **ESOL 52 Intensive ESOL 2 (0)**

*10 hours lecture/lecture-lab per week*

*Prerequisite(s): A Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score 32-60 or equivalent level.*

*Corequisite(s): ESOL 50 and IS 54.*

*Comment: ESOL 52 is part of a three-course, one semester, intensive English program designed for international students holding the F1 visa, who are non-native speakers of English with an admissions test score of TOEFL 32-60 (IBT) or equivalent level, and who are interested in pursuing a degree program. Student in the Intensive Program in ESOL have been provisionally admitted to the College and must enroll in ESOL 50, ESOL 52, and IS 50 concurrently. ESOL 52 is a 0-credit course. Tuition for the Intensive Program in ESOL, consisting of ESOL 50, ESOL 52, and IS 50 is calculated at full-time (12 cr.) enrollment.*

ESOL 52 follows a content-based syllabus designed to accelerate vocabulary and grammar development in order to improve students' academic writing. Students will participate in a variety of academic tasks organized around the content, such as essay writing, oral presentations, academic lectures, and group work. These activities serve to strengthen students' language skills. ESOL 52 and its corequisite ESOL 50 serve the same cohort of students, covering similar content from different perspectives. ESOL 50 explores the content from the perspective of the individual, whereas ESOL 52 explores the content from the perspective of the group. Instructors of ESOL 50 and ESOL 52 collaborate extensively to better serve the students. The goal of both ESOL 50 and ESOL 52 is to prepare students to be successful in college-level courses.

Upon successful completion of ESOL 52, the student should be able to:

1. Independently write substantially error-free, well-organized, and coherent academic papers, totaling 4000 words of revised text.

### **ESOL 90F Beginning English for Speakers of Other Languages (7) Fall**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 90 or a grade of "CR" in ESOL 90F or a grade of "CR" in ESOL 90S or consent of instructor. With consent of instructor, students can self-place if they feel that their language proficiency is at the basic level.*

*Comment: Offered Fall Semester only. ESOL 90F is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).*

ESOL 90F provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100/ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90F, the student should be able to:

1. Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

### **ESOL 90S Beginning English for Speakers of Other Languages (7) Spring**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 90 or a grade of "CR" in ESOL 90F or a grade of "CR" in ESOL 90S or consent of instructor. With consent of instructor, students can self-place if they feel that their language proficiency is at the basic level.*

*Comment: Offered Spring semester only. ESOL 90S is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).*

ESOL 90S provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100 / ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and www 2.0 tools such as blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90S, the student should be able to:

1. Independently write substantially error-free, well-organized and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

### **ESOL 92F Intermediate ESOL (7) Fall**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 92 or a grade of "CR+" in ESOL 90F or a grade of "CR+" in ESOL 90S or a grade of "CR" in ESOL 92F or a grade of "CR" in ESOL 92S or consent of instructor.*

*Comment: ESOL 92F is offered in the Fall semester only. ESOL 92F is repeatable for credit with no maximum limit. ESOL 92F may*

*not be audited. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92F/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+ (earns credit for the course and is eligible for ESOL 94F/94S).*

ESOL 92F provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 92F, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 15 pages (3750 words) of revised prose.

#### **ESOL 92S Intermediate ESOL (7) Spring**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 92 or a grade of "CR+" in ESOL 90F or a grade of "CR+" in ESOL 90S or a grade of "CR" in ESOL 92F or a grade of "CR" in ESOL 92S or consent of instructor.*

*Comment: ESOL 92S is offered in the spring semester only. ESOL 92S is repeatable for credit with no maximum limit. ESOL 92S may not be audited. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92F/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+ (earns credit for the course and is eligible for ESOL 94F/94S).*

ESOL 92S provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 92S, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 15 pages (3750 words) of revised prose.

#### **ESOL 94F Advanced English for Speakers of Other Languages (Fall) (7)**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 94 or a grade of "CR+" in ESOL 92F or a grade of "CR+" in ESOL 92S or a grade of "CR" in ESOL 94F or a grade of "CR" in ESOL 94S or a TOEFL score over 500 or consent of instructor.*

*Comment: ESOL 94F is repeatable for credit with no maximum credit limit. ESOL 94F may not be audited. ESOL 94F may not be taken for a letter grade. Possible grades include NC (earns no credit for the course and must enroll in another semester of ESOL 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100).*

ESOL 94F provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing.

Upon successful completion of ESOL 94F, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 20 pages (5000 words) of revised prose.

#### **ESOL 94S Advanced English for Speakers of Other Languages (Spring) (7)**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 94 or a grade of "CR+" in ESOL 92F or a grade of "CR+" in ESOL 92S or a grade of "CR" in ESOL 94F or a grade of "CR" in ESOL 94S or a TOEFL score over 500 or consent of instructor.*

*Comment: ESOL 94S is repeatable for credit with no maximum credit limit. ESOL 94S may not be audited. ESOL 94S may not be taken for a letter grade. Possible grades include NC (earns no credit for the course and must enroll in another semester of ESOL 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100).*

ESOL 94S provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing.

Upon successful completion of ESOL 94S, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 20 pages (5000 words) of revised prose.

## ENTREPRENEURSHIP

### ENT 125 Starting a Business (3)

*3 hours lecture per week*

ENT 125 focuses on the structure and operation of the business environment and incorporates topics of business decision-making processes, marketing assessments, business financing and accounting, human resources, ethics, and government regulations. This course comprises the development of a business plan. ENT 125 is highly suitable for those who wish to start or are currently operating their own business.

Upon successful completion of ENT 125, the student should be able to:

1. Demonstrate the application of principles, concepts, and requirements of business operations/management including the major functional areas of human resources, marketing, finance, operations, accounting.
2. Relate the importance of relevant regulations, ethics, and laws for the selected business practices.
3. Identify and adopt entrepreneurship characteristics as it applies to oneself in the business market.
4. Differentiate among the various types of business (sole proprietorship, corporations, partnerships, Limited Liability Company [LLC], etc.), and business practices in Hawai'i.
5. Perform marketing analysis using marketing strategies and research methodologies.
6. Develop a comprehensive formal business plan.

### ENT 130 Marketing for Business (3)

*3 hours lecture per week*

ENT 130 is a marketing course covering key concepts and issues underlying the modern practice of marketing for the small business. The course provides a clear understanding of marketing's role in the management of a small business. The course covers marketing terminology, consumer-oriented approach to marketing, channels of distribution, correct usage of methods in marketing research, concepts and practices of retailing, wholesaling, and physical distribution, role of marketing communication, correct usage of procedures in personal selling, and principles and practices of marketing organization.

Upon successful completion of ENT 130, the student should be able to:

1. Develop your company brand.
2. Leverage low-cost marketing strategies, analysis, and/or research.
3. Implement effective selling practices using social media.
4. Develop an Elevator Pitch.
5. Develop a comprehensive marketing plan.

### ENT 150 Basic Accounting and Finance for Entrepreneurs (3)

*3 hours lecture per week*

*Recommended Preparation: Qualification for MATH 82 or qualification for a higher-level mathematics course.*

ENT 150 introduces accounting concepts and principles, procedures and systems for the Entrepreneur. Application skills include recording, summarizing, reporting, analyzing and using accounting information for a small business. The development of a financial plan for a small business will incorporate the basic concepts of financial statement and financial planning.

Upon successful completion of ENT 150, the student should be able to:

1. Apply concepts and principles of accounting and finance for the small business.
2. Apply an accounting program to record and prepare financial documents and reports.
3. Explain the importance of establishing an accurate and timely record keeping system.
4. Compute value of inventory; Last in, First Out (LIFO), First In, First Out (FIFO) and weighted average.
5. Distinguish between short- and long-term financing.
6. Describe advantages and disadvantages of various sources of capital.
7. Differentiate the basic financial reports - Balance Sheet, Income Statement, Statement of Owner's Equity and the Statement of Cash Flow.
8. Analyze financial statements and ratios in the management of business.
9. Create pro forma financial statements/plan and maintain a set of accounting books.
10. Explain the importance of cash management and methods of financing growth and expansion to the success of the small business.

## EXERCISE AND SPORT SCIENCE

### ESS 100 Introduction to Wellness and Fitness (3) KCC AA/DB

3 hours lecture per week

Recommended Preparation: BIOL 130 or PHYL 141 or ZOO 141.

Comment: Letter grade and audit only. ESS 100 may not be taken credit/no credit. ESS 100 is repeatable for a maximum of six credits. Permission is required for a student to repeat ESS 100.

ESS 100 explores the concept of wellness and fitness. The course is designed to provide students with the knowledge and skills to improve their own quality of life. The course provides clear and objective research-based information pertinent to personal wellness, behavior change, exercise, nutrition, weight management, disease prevention, stress management, and health risk reduction.

Upon successful completion of ESS 100, the student should be able to:

1. Describe and contrast the normal chronic responses to cardiovascular versus resistance exercise.
2. Explain the physiologic principles related to warm-up and cool-down.
3. Explain the common theories of muscular fatigue and delayed-onset muscle soreness (DOMS).
4. Contrast rest, sub-maximal exercise, and maximal exercise in terms of physiological adaptation following chronic aerobic & anaerobic exercise.
5. Apply the principle of specificity and reversibility and explain their application to improving fitness and implications for fitness programming.
6. Compare Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
7. Contrast muscular hypertrophy, atrophy, and hyperplasia.
8. Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis.
9. Analyze the potential risks associated with: straight-leg sit-ups, double leg raises, full squats, hurdler's stretch, yoga plow, forceful back hyperextension, and standing bent-over toe touch.
10. Analyze the risk-factor concept of coronary artery disease (CAD), the influence of heredity and lifestyle on the development of CAD, and how CAD risk factors may be favorably modified by physical activity.
11. Explain how lifestyle factors - including nutrition, physical activity, and heredity influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.
12. Explain the physiological basis for improvements in flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Analyze the principles of overload and progression and how they relate to exercise prescription.
14. Analyze modifications of exercise programming for participation at altitude, in different ambient temperatures, in a humid environment, and taking into consideration levels of environmental pollution.
15. Evaluate the importance of Activities of Daily Living (ADLs) in contributing to the overall health of the individual.
16. Demonstrate ability to model and prescribe appropriate exercise for improving range of motion of all major joints.
17. Compare and contrast the amount of physical activity required for health benefits and the amount required for fitness development.
18. Demonstrate the ability to determine training heart rates using two methods: Percentage of age-predicted maximum heart rate and heart rate reserve (Karvonen).
19. Apply training principles so as to distinguish between the goals of an athlete and an individual exercising for general health.
20. Demonstrate exercises designed to safely enhance muscular strength or endurance.
21. Apply the number of kilocalories per gram of carbohydrate, fat, protein, and alcohol to dietary food consumption.
22. Define the following terms: obesity, overweight, percent fat, body mass index (BMI), lean body mass, anorexia nervosa, bulimia nervosa, and body fat distribution.
23. Explain the relationship between body composition and health based on epidemiological data.
24. Explain the Female Athlete Triad and its effects on health.
25. Apply the behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support).
26. Apply the stages of motivational readiness and effective strategies that support and facilitate behavioral change.
27. Analyze the common obstacles that interfere with adherence to an exercise program and strategies to overcome these obstacles.
28. Identify, clarify, and set realistic behavioral goals for clients (e.g. S.M.A.R.T. goals).
29. Define the term wellness and its relationship to health and disease.
30. Identify major muscles involved in movement and exercise training.
31. Apply relaxation techniques to stress reduction/management.
32. Apply principles of behavior modification to assessing and reducing: stress risk, risk of common injuries, risk of back injury, cancer risk, addictive behaviors, risk of acquiring a sexually transmitted disease.



33. Explain the following: musculoskeletal injuries: contusions, sprains, strains, and fractures.
34. Summarize the effects on wellness of the following cardiovascular conditions: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
35. Distinguish between the following metabolic abnormalities: Fainting/syncope, hypoglycemia/hyperglycemia, and hypothermia/hyperthermia.
36. Apply the kilocalories equivalent of losing one pound of body fat to weight loss/management goals.

### **ESS 140 Anatomy and Physiology for Fitness Professionals (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 190 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 140 may not be audited. ESS 140 may not be taken credit/no credit. ESS 140 is offered in the fall semester only.*

ESS 140 presents those systems in human anatomy and physiology that relate most directly to the knowledge needed by individuals working in a fitness or sport performance setting. This course includes a study of the skeletal, muscular, respiratory, circulatory, and nervous systems along with a section on metabolism. The emphasis of this course will be to guide students towards acquiring the foundational knowledge they need in order to understand the acute and chronic adaptations to exercise and physical activity.

Upon successful completion of ESS 140, the student should be able to:

1. Explain the basic structure of bone, skeletal muscle, and connective tissue.
2. Describe the functional relationship between the musculoskeletal, cardiovascular, and pulmonary systems.
3. Explain the basic anatomy of the cardiovascular & respiratory systems.
4. Explain the terms lordosis, scoliosis, and kyphosis.
5. Explain the difference between aerobic and anaerobic metabolism.
6. Explain the normal acute responses to cardiovascular exercise.
7. Explain the normal chronic responses to resistance training.
8. Identify the major muscles trained for improved strength, power, & performance.
9. Identify the major bones that major muscles attach to.
10. Explain the classification of the types of joints in the body.
11. Explain the terms: hypertrophy, atrophy, and hyperplasia.
12. Explain the physiologic basis for: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Explain the anatomical components used during a Valsalva maneuver and its associated risks.
14. Explain the following musculoskeletal injuries: contusions, sprains, strains, and fractures.
15. Explain the following cardiovascular complications: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
16. Explain the following metabolic abnormalities: Syncope, hypoglycemia, hyperglycemia, hypothermia, and hyperthermia.
17. Discuss the effects of aging on the musculoskeletal and cardiopulmonary systems.
18. Explain how metabolic processes contribute to the ability to engage in exercise and sport.
19. Explain how lifestyle factors - including nutrition, physical activity, and heredity - influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.

### **ESS 180 Introduction to Careers in Exercise Science (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 100; and ESS 140 or PHYL 141 or ZOO 141; and ESS 190 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 180 may not be audited. ESS 180 may not be taken credit/no credit. ESS 180 is offered in the fall semester only.*

ESS 180 will introduce students to a variety of career pathways related to Exercise Science and Sports Science.

Upon successful completion of ESS 180, the student should be able to:

1. Describe the emergence of exercise science as an academic discipline from a historical perspective.
2. Summarize the anatomical and physiological systems approach of exercise science.
3. Compare and contrast the normal acute responses to cardiovascular exercise versus resistance exercise.
4. Distinguish between exercise physiology and clinical exercise physiology and their integration into the discipline of exercise science and sports medicine.
5. Describe the role of the strength and conditioning specialist as part of the athletic performance team.
6. List the personal, professional, and educational requirements within the field of personal training.
7. State how athletic training is integrated into the healthcare delivery system.
8. Describe how sports nutrition is integrated into the discipline of exercise science.
9. Explain how psychology is applied to the discipline of exercise science. Explore the history of human motor behavior and

- its contributions to exercise science.
10. Analyze how biomechanics is integrated into the discipline of exercise science and sports.
  11. Analyze the risk-factor concept of coronary artery disease (CAD) and the influence of heredity and lifestyle on the development of CAD.
  12. Discern between several different subdisciplines and career pathways in exercise science and sports medicine.
  13. Identify the various instruments used for exercise testing in both clinical and fitness settings and how the data collected from such equipment is used.
  14. Summarize the career and professional issues in exercise science related to level of education, professional certification, licensure, continuing education, membership in professional organizations, and potential employment.
  15. Give an informed opinion on the future course that the study of and careers in exercise science may take.

## FILIPINO

### **FIL 101 Elementary Filipino I (4)**

*4 hours lecture per week*

FIL 101 is designed for beginners of Filipino. Study of the basic structures of Filipino with emphasis on listening, speaking, reading and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture in class dialogues/conversations about basic greetings, names, family, likes/dislikes, asking questions, and talking about daily schedules.

Upon successful completion of FIL 101, the student should be able to:

1. Listen and comprehend the meaning of short, learned utterances and some sentence-length utterances, particularly where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background, social conventions, and routine tasks.
2. Speak simple and short statements and ask simple questions, relying primarily on memorized utterances and/or expansion through a recombination of these learned elements.
3. Write simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and letters.
4. Interpret spoken Filipino from peers, instructor, and materials such as videos and recordings.
5. Interpret simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and letters. Demonstrate an understanding of main ideas from simple reading materials in Filipino.

### **FIL 102 Elementary Filipino II (4)**

*4 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FIL 101 or consent of instructor.*

FIL 102 further develops basic structures of the Filipino language with an emphasis on listening, speaking, reading, and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

Upon successful completion of FIL 102, the student should be able to:

1. Listen and comprehend sentence-length utterances, which consist of recombination of learned elements in a limited number of content areas, particularly if strongly supported by the situational context.
2. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background and needs, social conventions and routine tasks, such as getting meals, receiving simple instructions and directions, and describing people, objects, and places.
3. Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above.
4. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation.
5. Perform such tasks as ordering a meal, asking and giving directions and instructions, talking about likes and dislikes, extending and accepting invitations.
6. Read and interpret written language where vocabulary and word bases have been learned.
7. Guess meanings of new vocabulary words based on context and application of cultural/background knowledge and understanding of Filipino affixes.
8. Comprehend main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
9. Write short email messages and simple descriptions of people, objects, places, and events as well as simple autobiography, friendly letters and letters of excuse, and interview questions.

**FIL 201 Intermediate Filipino I (4) KCC AA/HSL**

*4 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FIL 102 or satisfactory score on language placement test or consent of instructor.*

FIL 201 is designed to refine the basic structures learned in FIL 101 and FIL 102 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

Upon successful completion of FIL 201, the student should be able to:

1. Construct and carry on a conversation covering limited topic areas, such as family and friends, places, the weather, leisure activities and sports, food and diet.
2. Express compliments, complaints, feelings and reaction toward some object, event or people.
3. Read, evaluate and interpret simple texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts.
4. Follow directions and instructions, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use common idioms and popular riddles in context.
6. Narrate an event with details about time, place, and physical location.
7. Describe and compare things, places, events, and people.
8. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
9. Use appropriate language in specific situations, paying particular attention to cultural considerations.

**FIL 202 Intermediate Filipino II (4)**

*4 hours lecture per week*

*Prerequisite(s): FIL 201 with a grade of "C" or higher or satisfactory score on language placement test or instructor's consent.*

FIL 202 is designed to refine the intermediate grammar structures learned in FIL 201 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will actively participate and experience the Filipino culture through co-curricular cultural presentations, activities and events.

Upon successful completion of FIL 202, the student should be able to:

1. Construct and carry on a conversation covering topic areas such as comparing old-fashioned ways with the new ways of courtship and getting married, planning for baptism, and understanding the Filipino thoughts on "leaving the nest".
2. Express compliments, complaints, feelings and reactions toward some object, event or people integrating new and previously learned elements.
3. Read, evaluate and interpret complex texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts integrating new and previously learned elements.
4. Follow directions and instructions integrating new and previously learned elements, e.g. directions to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use idioms and popular riddles in context integrating new and previously learned elements.
6. Narrate an event in detail and to describe and compare things, places, events and people integrating new and previously learned elements.
7. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
8. Use advanced language in specific situations, paying particular attention to cultural considerations.

**FOOD SERVICE and HOSPITALITY EDUCATION**

**FSHE 185 The Science of Human Nutrition (3)**

*3 hours lecture per week*

FSHE 185 is an introductory biological science course that integrates basic concepts of science with the study of human nutrition. This course will provide elementary aspects of several biological sciences that are needed to understand the scope of nutrition. Emphasis is on providing a science-based nutrition background that will help students make appropriate, informed choices from the vast array of foods available in today's marketplace.

Upon successful completion of FSHE 185, the student should be able to:

1. Identify current USDA MyPlate principles and food groups. (ACF)
2. List the nutrient contributions of each food group. (ACF)
3. Discuss the nine areas where dietary guidelines make recommendations. (ACF)
4. Develop recipes and menus using dietary guideline recommendations, food guides, and food labels. (ACF)
5. Evaluate recipes and menus using dietary guideline recommendations, food guides, and food labels. (ACF)
6. Discuss characteristics, functions, and best sources of each of the major nutrients. (ACF)

7. List the primary characteristics, functions, and sources of vitamins, water and minerals. (ACF)
8. Describe the process of human digestion. (ACF)
9. Determine energy needs based upon basal metabolic rate and exercise expenditure. (ACF)
10. Discuss and demonstrate cooking techniques, storage principles, and portion sizes for the maximum retention of nutrients and effective weight management. (ACF)
11. Discuss exchange groups. (ACF)
12. Identify common food allergies and determine appropriate substitutions. (e.g. gluten, sugar, and lactose free). (ACF)
13. Discuss contemporary nutritional issues (e.g. vegetarianism, heart healthy menus, and religious dietary laws). (ACF)
14. Apply emerging technologies (computerization) for nutrient analysis (e.g. Internet and recipe analysis software). (ACF)
15. Discuss weight management, exercise, and nutrition over the life cycle. (ACF)
16. Discuss marketing of healthy menu options. (ACF)
17. Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated: 1. Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. (ACF)
18. Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated: 2. Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation. (ACF)

## FRENCH

### **FR 101 Elementary French I (4) KCC AA/HSL**

*4 hours lecture per week*

FR 101 introduces students to the sounds and basic structures of the French language emphasizing the acquisition of speaking, writing, reading, and listening comprehension skills for communicative proficiency, and an appreciation of the essential elements of the culture of French-speaking people.

Upon successful completion of FR 101, the student should be able to:

1. Produce the sounds of French and read words with acceptable pronunciation.
2. Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
3. Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
4. Read aloud familiar materials with pronunciation comprehensible to a native speaker.
5. Write phrases in French that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
6. Demonstrate knowledge of basic concepts of French culture presented in class, including important holidays, some contrastive cultural practices and the names and capitals of French-speaking countries.

### **FR 102 Elementary French II (4) KCC AA/HSL**

*4 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FR 101 or satisfactory score on language placement test or consent of instructor.*

FR 102, a continuation of FR 101, further develops basic French sentence structure, vocabulary, reading, oral and written communication skills and an enhanced appreciation of the cultures of French-speaking people.

Upon successful completion of FR 102, the student should be able to:

1. Reproduce patterns of speech based on classroom models with acceptable pronunciation.
2. Respond orally in natural conversation to demonstrate communicative competency.
3. Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
4. Write simple sentences in French that demonstrate appropriate use of grammatical forms in familiar contexts.
5. Demonstrate knowledge of basic concepts of Francophone cultures presented in class.

### **FR 201 Intermediate French I (3) KCC AA/HSL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FR 102 or satisfactory score on language placement test or consent of instructor.*

*Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 201, filling out the back credit form for French language is also recommended.*

FR 201 is a continuation of FR 102. Students will refine basic language skills acquired in FR 101-102 through reading, conversation, writing, listening, vocabulary development, and functional language structure review. Through communicative practice, articulated

multimedia lab activities, interaction with peers, instructor, and native-speakers, students will gain confidence and fluency in written and oral expression. Cultural presentations will enhance knowledge and appreciation of the presence and influence of French language, and the cultures of French-speaking countries, territories, and provinces.

Upon successful completion of FR 201, the student should be able to:

1. Discuss personal and simple social topics with more grammatical accuracy and fluency than in 1st year.
2. Respond orally during spontaneous discussions based on chapter themes and readings.
3. Read with increased understanding culture-based texts in French, including such topics as everyday life, work, family travel, etc.
4. Write compositions of 3-4 structured paragraphs based on these themes, describing and narrating in past, present and future.
5. Discuss and compare orally and in writing the cultural norms in one's own country and the French-speaking world.
6. Increase active use of vocabulary.

### **FR 202 Intermediate French II (3) KCC AA/HSL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FR 201.*

*Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 202, filling out the back credit form for French language is also recommended.*

FR 202 is a continuation of FR 201. Students will refine basic language skills acquired in FR 201 through reading, conversation, writing, listening, vocabulary development, and review of functional language structure. Through communicative practice with peers, instructor, native-speakers, and articulated multimedia lab activities, students will gain confidence and fluency in written and oral expression. Cultural readings and presentations will enhance knowledge and appreciation of the presence and influence of the French language and the influence of French culture in Hawai'i and the world.

Upon successful completion of FR 202, the student should be able to:

1. Demonstrate strategies appropriate to the audience and the ability to read and talk about short non-technical articles related to daily life and society of the cultures of French-speaking people, and our own.
2. Use language, techniques, and strategies appropriate to the audience and occasion to communicate orally in French on topics related to the daily life, society, and cultures of French-speaking people with pronunciation comprehensible to a native speaker.
3. Access and retrieve information through print and electronic media at Web sites in French-speaking countries-evaluating the accuracy and authenticity of that information.
4. Use writing to discover and articulate ideas in French using logical reasoning.
5. Identify and state problems, issues, arguments, and questions contained in a body of information in French as a basis for writing and class discussion.
6. Write and discuss in French the essentials of history, culture, thought processes, value systems, and worldview of French-speaking societies in comparison to our own.

## **GEOGRAPHY**

### **GEOG 101 The Natural Environment (3) KCC AA/DP and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

GEOG 101 explores the surface environment of our planet. Global and local patterns and processes of earth's atmosphere, lithosphere, biosphere, and hydrosphere are examined. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

Upon successful completion of GEOG 101, the student should be able to:

1. Describe geographic patterns of earth's surface environment.
2. Explain observed environmental patterns in terms of physical and biological processes.
3. Identify interrelationships between natural systems components.
4. Assess the impact of human activities on the environment.
5. Critically analyze concepts and issues within the framework of the course.

### **GEOG 101L The Natural Environment Lab (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in GEOG 101 and qualification for ENG 100 and qualification for MATH 82.*

GEOG 101L is a laboratory exploration of earth's atmosphere, lithosphere, biosphere, and hydrosphere. The course includes lab work, field data collection, analysis, and reporting. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

Upon successful completion of GEOG 101L, the student should be able to:

1. Gather and record data, analyze data, formulate conclusions, and report findings in written form.
2. Use a variety of measuring instruments to gather environmental data.
3. Apply the metric system, scientific notation, graphing, and basic statistical measurements to analysis of geographic data.
4. Demonstrate the ability to read, construct, and interpret graphs and maps.

### **GEOG 102 World Regional Geography (3) KCC AA/FGB and KCC AA/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 82 or higher.*

GEOG 102 is a survey of the world's major cultural regions. Environmental, cultural, political, and economic characteristics of each region and regional interactions are explored from a geographic perspective.

Upon successful completion of GEOG 102, the student should be able to:

1. Identify the earth's major cultural regions and their distinguishing characteristics.
2. Explain how historical, social and environmental processes shape the world's major cultural regions.
3. Describe globalization and regional interactions and explain how they affect cultural, economic, political, and environmental change within regions.
4. Critically analyze concepts and issues within the framework of the course.

### **GEOG 151 Geography and Contemporary Society (3) KCC AA/FGC and KCC AA/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 82 or higher.*

GEOG 151 provides a global thematic survey of human society and culture. Geographic distribution, historical development, and current issues in economic, resource, population, political, and environmental systems are examined.

Upon successful completion of GEOG 151, the student should be able to:

1. Identify major themes in human society and culture and their distribution.
2. Explain the nature, history, and diffusion of cultural and societal characteristics.
3. Synthesize cross-cultural perspectives on current issues in population, economy, politics, language, religion, customs, and conflict.
4. Critically analyze concepts and issues within the framework of the course.

## **GEOLOGY and GEOPHYSICS**

### **GG 101L Introduction to Geology Laboratory (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in GG 103.*

GG 101L is the study of rocks and minerals, interpretation of topographic and geologic maps, and exercises in the basic procedures of geologic investigations.

Upon successful completion of GG 101L, the student should be able to:

1. Describe basic principles of geology.
2. Identify the major rock and ore-forming minerals.
3. Classify the common igneous, metamorphic, and sedimentary rocks.
4. Use topographic and geologic maps to study landforms, structure, and geologic history of an area.
5. Calculate quantities relevant to the subdisciplines of geology such as geomorphology, geophysics, sedimentology, and geochemistry.
6. Identify landforms and structures produced by various geologic processes.

### **GG 103 Geology of the Hawaiian Islands (3) KCC AA/DP and KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: Qualification for ENG 100.*

GG 103 is a survey of Hawaiian geologic processes, volcanoes, rocks and minerals, landforms, groundwater and environmental

problems. Field trips will be taken.

Upon successful completion of GG 103, the student should be able to:

1. Explain basic geologic principles, including aspects of earth science, physics, chemistry and environmental science that are important in the understanding of the Hawaiian Isles and their geological processes.
2. Discuss the earth's physical processes that bear on geology of the Hawaiian Isles and Pacific Isles.
3. Explain basic geological terms, locations, concepts, theories, and methodology.
4. Recognize landforms, structures and products of volcanoes and other igneous phenomena.
5. Recognize and explain the existence of products of marine and terrestrial sedimentation in Hawaii.
6. Explain Hawaiian landforms produced by various weathering and erosion processes
7. Discuss humans' association with the geological environment, vulnerability to geologic hazard, and dependency on natural resources such as groundwater, and environmental impacts.
8. Discuss the important aspects of the regional and historical geology of the Hawaiian Isles.