University of Hawaii Maui College
ENG 316 - Adv Research Writing

1. **Course Alpha. Please click on the ? to the right for help.**

   ENG

2. **Course Number. Please click on the ? to the right for help.**

   316

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Adv Research Writing

4. **Number of Credits. Please click on the ? to the right for help.**

   3

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour lecture (3)

6. **Course Description. Please click on the ? to the right for help.**

   Provides advanced knowledge in planning, developing, organizing, and editing writing projects with clarity and precision. Emphasizes critical thinking skills; social, ethical, and political argument; and the ability to write a variety of work, including research projects in specific fields of study, using appropriate documentation styles.

7. **Pre-Requisites. Please click on the ? to the right for help.**

   ENG 209 or 210 or 225 with grade of C or better, or consent.

8. **Co-requisites.**

   None

9. **Recommended Preparation.**

   ENG 210 or 225 preferred.

10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    5-year review

12. **Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

    Fall 2015

13. **Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

    - Standard (Letter,Cr/NCr,Audit) (0)

14. **Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

    NO

15. **Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

Course SLO/Competency	Adopt a clear voice and stance;	Analyze, synthesize, and support complex ideas in clear, coherent writing;	Use form, content, language, and style appropriate to audience, purpose, and subject in	Use argument persuasively and ethically to support an analysis or position;	Interpret, evaluate, and use information discerningly from various primary and secondary	Present research through academic papers and other formats (e.g. oral presentations, newsletters, pamphlets,	Demonstrate knowledge of documentation styles and other academic conventions appropriate to the students' field of study	Develop an effective strategy for gathering, evaluating, and organizing research;	Use current available technology to maximize the effectiveness of information gathering and written and verbal communication;	Use multiple modes of inquiry; and	Recognize diverse perspectives.

			business and scholarly writing;		sources, including appropriate databases;	annotated bibliographies, research proposals);	(e.g. APA);					
Analyze and synthesize print and electronic information for a variety of research writing objectives and audiences, in order to prepare for senior-level projects, including capstones in various fields, including business, science, and technology;		✓			✓		·		✓	✓	✓	✓	
Effectively use voice, organization, and understanding of audience in writing essays, research papers, reports, newsletters, pamphlets, websites, articles, and/or presentations.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		

Course SLO
Analyze and synthesize print and electronic information for a variety of research writing objectives and audiences, in order to prepare for senior-level projects, including capstones in various fields, including business, science, and technology;
Effectively use voice, organization, and understanding of audience in writing essays, research papers, reports, newsletters, pamphlets, websites, articles, and/or presentations.

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
Adopt a clear voice and stance;
Analyze, synthesize, and support complex ideas in clear, coherent writing;
Use form, content, language, and style appropriate to audience, purpose, and subject in business and scholarly writing;
Use argument persuasively and ethically to support an analysis or position;
Interpret, evaluate, and use information discerningly from various primary and secondary sources, including appropriate databases;
Present research through academic papers and other formats (e.g. oral presentations, newsletters, pamphlets, annotated bibliographies, research proposals);
Demonstrate knowledge of documentation styles and other academic conventions appropriate to the students' field of study (e.g. APA);
Develop an effective strategy for gathering, evaluating, and organizing research;
Use current available technology to maximize the effectiveness of information gathering and written and verbal communication;
Use multiple modes of inquiry; and
Recognize diverse perspectives.

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

Content
1-16 weeks: Read and evaluate various essays/articles
1-16 weeks: Write responses to various essays/articles
1-16 weeks: Write several sustained argumentative essays
1-16 weeks: Learn and apply appropriate documentation styles

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

☑	**Creativity** - Able to express originality through a variety of forms. ☑ Preparatory Level
☑	**Critical Thinking** - Apply critical thinking skills to effectively address the challenges and solve problems. ☑ Preparatory Level
☑	**Information Retrieval and Technology** - Access, evaluate, and utilize information effectively, ethically, and responsibly. ☑ Preparatory Level
	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.
☑	**Written Communication** - Write effectively to convey ideas that meet the needs of specific audiences and purposes. ☑ Preparatory Level

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. **Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

21. **Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**
   - Cable TV (0)
   - Classroom/Lab (0)
   - HITS/Interactive TV (0)
   - Hybrid (0)
   - Online (0)

22. **Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

   - Faigley, Lester. The Brief Penguin Handbook. 4th. Pearson/Longman, 2011.
   - Hubbuch, Susan. Writing Research Papers Across the Curriculum. 5th. Thomson Wadsworth, 2009.
   - Palmquist, Mike. The Bedford Researcher. 4th. Bedford/St. Martin, 2012.

23. **Maximum enrollment. Please click on the ? to the right for help.**

   20

24. **Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

   NO

25. **Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

NO

26. **Are special or additional resources needed for this course? Please click on the ? to the right for help.**

    No

27. **Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

    NO

28. **Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

    No

29. **Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:	ANY	HU - Humanities
AAS:	ANY	HU - Humanities
BAS:	BAS - All	PQ - Pre-BAS Course
Developmental/ Remedial:		

30. **Course designation(s) for other colleges in the UH system.**

    None. ENG 316 is only taught at UHMC.

31. **Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

    2014-2015, p. 117

32. **College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.**

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		3
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		3
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		3
Outcome 1.4 - Gather information and document sources appropriately.		3
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		3
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		3
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		3
Outcome 1.8 - Demonstrate proficiency in revision and editing.		3
Outcome 1.9 - Develop a personal voice in written communication.		3
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		1
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		1
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		1

Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		1
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		1
Outcome 2.6 - Assess the validity of statistical conclusions.		1
Standard 3 - Information Retrieval and Technology. **Access, evaluate, and utilize information effectively, ethically, and responsibly.**		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		3
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		3
Outcome 3.3 - Recognize, identify, and define an information need.		3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		3
Standard 4 - Oral Communication **Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.**		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		3
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		3
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		2
Standard 5 - Critical Thinking **Apply critical thinking skills to effectively address the challenges and solve problems.**		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		3
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		3
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		3
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		3
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		3
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		3
Standard 6 - Creativity **Able to express originality through a variety of forms.**		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		2
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		1
Outcome 6.4: Apply creative principles to discover and express new ideas.		2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		2

| Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions. | | 3 |

33. Additional Information

UNIVERSITY OF HAWAII MAUI COLLEGE
ASSOCIATE IN ARTS DEGREE
REVIEW OF COURSES FOR DIVERSIFICATION REQUIREMENTS

Any UH course with a diversification or equivalent designation that transfers to another UH campus will be accepted with the sending campus' designation. At each participating UH campus, the diversification designation is consistent with the hallmarks described below. Courses are approved through a campus level process and reviewed at least every five years to ensure that the course continues to meet the hallmarks.

Banner Input Date:

SUBJECT ALPHA: ENG   COURSE NUMBER: 316
_____

     If the course is cross-listed, please provide the cross-listing: Subject _____ Course # _____

Catalog Input Date:
_____

COURSE TITLE: Advanced Research Writing

STAR Check Date:
_____

UH MANOA DIVERSIFICATION CATEGORY:

UHMC RECOMMENDED CATEGORY:DL
(Refer to attached Hallmarks)

AA Advising Sheet
Update Date:
_____

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the stated Hallmarks? ☒ Yes ☐ No

    If "No" and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.
        OR
    ☐ Recommend course be changed to another sub-category: _____
        OR
    ☐ Recommend course be used only as general elective

Robyn Tasaka
    Instructor's Printed Name

Instructor's Signature   12/3/14
    Date

    Michael Takemoto
Approved by: Diversification Chair Printed Name

    12/11/14
Diversification Chair Signature   Date

2/2012

316 Advanced Research Writing
Prereq: ENG 209 or 210 ... with grade C better, or consent. Recommended. J 210 or 225 preferred.
Provides advanced knowledge in planning, development, organiz... and editing writing projects with clarity and precision. Emphasizes critical thinking skills, social, ethical, and political argument, and the ability to write a variety of work, including research projects in specific fields of study, using appropriate documentation styles. 3cr., 3hr. lect. (DL)

377 Colonial Literature of the Pacific
Prereq: ENG 100 and ENG 210, 250, 251, 252, 253, 254, 255, 256, 257, 257E, 257F, or 257R both with grade C or better.
Examines and researches travel journalism and fictional texts in the English language, written by colonial travelers to the Pacific islands in the nineteenth and early twentieth centuries about the islands and their culture. Emphasizes postcolonial theory and its application to Polynesian culture through some of the great literary voices of the period. 3cr., 3hr. lect. (DL)

📖 Family Resources(FAMR)
J. Powers, L. Stein, E. Yamashita

140 Guidance for Children in Group Settings
Recommended: ECED 131, or consent.
Addresses positive ways to support children's social-emotional development. Focuses on adult-child and child-child interactions and relationships. *(Crosslisted as ECED 140.)* 3cr., 3hr. lect.

230 Human Development
Prereq: ENG 22 or higher, or consent.
Studies concepts, issues, and theories of human growth and development from conception to death. Explores systems approaches to inquiry into factors affecting growth and development. 3cr., 3hr. lect. (DS)

235 Child, Family, Community
Prereq: ENG 22 with grade C or better, or placement at ENG 100, or consent.
Develops communication skills in establishing effective partnership relationships with diverse families and other adults. Introduces students to the local resources available for family referral. *(Crosslisted as ECED 245.)* 3cr., 3hr. lect.

📖 Fashion Technology (FT)
C. Maeda

25 Ready-to-Wear Clothing Production
Explores efficient and economical techniques in fabric layout, cutting, and sewing. Offers practice in aloha shirt and blouse construction. 3cr., 2hr. lect./3hr. lab

40 Fabric Analysis
Analyzes the latest fabrics on the market. Explores how fiber content, fabric development, and color application affect fabric care. 3cr., 3hr. lect.

60 Advanced Pattern Making
Prereq: FT 215, or consent.
Develops skill in making patterns for children's and women's apparel. Studies advanced pattern design and construction techniques using quarter and half scale pattern blocks. 3cr., 2hr. lect./3hr. lab

61 Advanced Pattern Drafting & Clothing Construction
Prereq: FT 215 and FT 217, or consent. Coreq: FT 60, or consent.
Explains development of a basic pattern from personal measurements. Explores flat pattern designing from illustration and individual student sketches. Emphasizes accurate pattern and garment construction to fit the figure. 3cr., 5hr. lect./lab

90 Special Topics in Fashion Technology
Provides knowledge and training in new techniques and/or specialized areas in the sewing industry that are not included in the basic fashion technology curriculum. *(May be repeated without limit for credit.)* 1-4cr

Special Topic: Advanced Fashion Illustration
Prereq: FT 216, or consent.
Studies advanced illustration techniques for drawing the fashion figure. Stresses development of each student's individual style of fashion illustration. 3cr., 3hr. lect.

Special Topic: Sewing Activewear
Prereq: FT 113 and FT 115, or consent.
Provides specialized training in the design and construction techniques used in the development of active sportswear. Stresses ready-to-wear production techniques. 3cr., 5hr. lect./lab

Special Topic: Home Furnishings
Prereq: FT 25, or consent.
Provides specialized training in design, measurement and construction techniques used in the production of draperies, pillows, table linens, bed linens, slipcovers, and other home furnishings. 3cr., 5hr. lect./lab

*One of
the ENG 250 series: 250, 251, 252, 253, 254,
255, 256, 257, 257E, 257F, or 257R.*