University of Hawaii Maui College Hawaiian Ethnobotany Lab

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	Course Alpha. See HELP for information.
	HWST
2.	Course Number. See HELP for information.
	211L
3.	Course Title/Catalog Title. See HELP for information.
	Hawaiian Ethnobotany Lab
4.	Number of Credits. See HELP for information.
	1
5.	Contact Hours/Type. See HELP for information.
٥.	Hour lab (3)
6.	Course Description. See HELP for information.
	Studies the interactions between the Hawaiian culture and plants/plant environments. Considers different levels and types of interactions and patterns of interactions between people and plants. Places emphasis on the importance of cultural upbringing. Includes field trips in lieu of labs.
	The control of people and planes. The cost compliance of containing approximating a people and a specific cost costs.
7.	Pre-Requisites. Please click on HELP icon for style sheet.
	BOT 105 Hawn Ethnobotany
\bigcup	HWST 211 Hawn Ethnobotany
	HWST 211 or BOT 105, either with a C or better (or concurrent onrollments)
R	Co-requisites
o.	Co requisites
α	Recommended Preparation.
٥,	Recommended Preparations
10.	. Is this a cross-listed course? See help for information.
- "	BOT 105 L -
11.	Reason for Proposal. Why is this course being proposed or modified? See help for information, as this question requires specific information as part of the explanation.
	Hour lab
	This course meets several of our UHMC 2003-2010 Strategic Plan goals. As a new BOT 105L/HWST 211L, 1-credit laboratory course offering, this class
	strengthens our liberal arts program offerings, increases the Natural Science laboratory courses now available, and helps to meet the surveyed student demand for more and different kinds of HWST courses.
<u></u>	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. See help for more information.

Spring 2013

- 13. Grading Method. What grading methods may be used for this course? See help for Information.
 - 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? See help for information.

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. See HELP for more information on SLOs.

Course SLO/Competency	Students	Students
	will develop	9
	new	discover
	perspectives	and
	on how we	explore
	interact with	
	plants in a	different
	laboratory	types of
	setting.	interactions
		and
		patterns of interactions
		between
		people and
		plants
		while
		performing
		laboratory
		exercises
Describe and practice the assigned method of performing scientific experiments.	M	Y
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'l.	V	<u> </u>

Course SLO/GESLO	Creativity	Critical	Information	Oral	Written
·	- Able to	Thinking -	Retrieval	Communication	Communication
	express	Apply	and	- Practice	- Write
	originality	critical	Technology	ethical and	effectively to
	through a	thinking		responsible oral	
	variety of	skills to	evaluate,	communications	that meet the
	forms.	effectively	and utilize	appropriately to	needs of
'		address	information	a variety of	specific
		the	effectively,	audiences and	audiences and
	-	challenges	ethically,	purposes.	purposes.
	1	and solve	and		
		problems.	responsibly.		
Describe and practice the assigned method of performing scientific experiments.	☑	M			
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'i.		Ø	V	Ø	Ø

Course SLO/PSLO	Students	Natural	The	The diversity	Techniques	Multiple
	will	systems and	individual	of human	of creative	dimensions
	demonstrate	environmental	in	conditions	expression	of Hawai'i.
	knowledge	issues.	relation	and cultures	and its	
	of:		to	in local and	evaluation.	
	ļ		behavior,	global		
	j		ideas and	communities.		
			values.			
Describe and practice the assigned method of performing scientific experiments.		▼	V	4	☑	T
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'i.		¥				

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

racintate the SEVS

Students will develop new perspectives on how we interact with plants in a laboratory setting.

Students will discover and explore many different types of interactions and patterns of interactions between people and plants while performing laboratory exercises..

								,					T	
Competency/Content		1-2 weeks			1-2	1-2	1-2	1-2	1-2	1-2	1-2 weeks	1	1-2 weeks	1
	weeks	Religious					weeks	weeks	weeks	weeks	Food	weeks	Hula,	weeks
	Hawaiians	dimensions	Staple	Other	Other	Clothing	Clothing	Cordage	Houses	Canoes	transportation,	Chiefly	music,	Class
	and their	in	crops	land	land	and	and	for all	and	and	preparation	regalia,	adornment	project
	plants	Hawaiian	of	plants	plants	kapa	kapa	occasions	household	fishing	and storage	wooden		sharing
		agriculture	kalo	used	used				furnishing			religious		
		_	and	for	for				_			images		
			uala	food	food									
			uata	and	and							1		1

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Students will develop	€	$\overline{\mathbf{M}}$	₹	₩	V	 ✓	¥	 ✓	√ 1	€	 ✓	\mathbf{V}	V	4
new perspectives on]
how we interact with				l										
plants in a laboratory				1								l		1
setting.														
Students will discover	1	Y	₩.	₹	Y 1	Y	₹	₩.	Y	V	¥	V	E	
and explore many													I —	—
different types of													1	1
interactions and	İ											1	1	
patterns of interactions														
between people and														
plants while performing				1										
laboratory exercises														

17. Recommended Course Content and Timeline. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "RECOMMENDED COURSE CONTENT..." and enter text in that screen. Course content connects to and facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
1-2 weeks Hawaiians and their plants
1-2 weeks Religious dimensions in Hawaiian agriculture
1-2 weeks Staple crops of kalo and uala
1-2 weeks Other land plants used for food and drink
1-2 weeks Other land plants used for food and drink
1-2 weeks Clothing and kapa
1-2 weeks Clothing and kapa
1-2 weeks Cordage for all occasions
1-2 weeks Houses and household furnishing
1-2 weeks Canoes and fishing
1-2 weeks Food transportation, preparation and storage
1-2 weeks Chiefly regalla, wooden religious images
1-2 weeks Hula, music, adornment
1-2 weeks Class project sharing

18. Recommended Evaluation and Assessment Methods. See help for information.

- Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics. (0)
- Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter
 questions, critical thinking questions, class preparation; appropriate rubrics. (0)

- Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics. (0)
- Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics. (0)
- Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics. (0)
- Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics. (0)
- Other, not included in above (0)
- Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics. (0)
- Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics. (0)
- Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics. (0)

Method of	Includes,	Includes but	Includes, but	Includes, but	Includes but	Includes	Includes, but	Includes but	Includes,	Other,
1					is not limited		is not limited		1	not
Evaluation	but is not	is not limited								included
1		to:	•	, .	to: lab		to: research,	, , ,	1	1
	assignments		tests,		assignments,	_	art,	class talks,	term	in
		participation,		group	lab projects,			drama	papers,	above
	1	readings, art		projects,	field	reflective		presentations,		
	any	projects,	term and final		assignments,		service		creative	
1 :	discipline,			presentations,		mentoring	learning	, -,	writings,	
	such as	reviews,	exams,		projects,		projects,	capstone or	reports, or	
	math	1	quizzes of all	exercises,		_	portfolio	other class	reaction	
	problems,	speakers,	types, tests		teaching,			presentations,		
			may be				appropriate	oral	appropriate	
	1 '		written, oral,			growth	rubrics.	P	rubrics.	
			computerized,		1	journals,		using		
	questions,	reflective	in-class, take-	classroom;	projects;	professional		technology,		
		exercises;	home, at	appropriate	appropriate	logs, service		oral		
	thinking	appropriate	testing sites;	rubrics.	rubrics.	iearning		presentations		
	questions,	rubrics.	appropriate			logs;		given via		
	class		rubrics.		•	appropriate		technology;		
	preparation;			1		rubrics.		appropriate		1
	appropriate							rubrics.	1	
	rubrics.		l	1	1					
Course SLOs			***************************************							
Describe and										
practice the			i		1				1	
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method of									ļ	ļ.,
performing									1	1
scientific		1]	1	
experiments.										
Perform										
introductory				•						
laboratory		1	[l						
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demonstrating								ļ		
use of plants							ļ			
and their				•						
influence		1					İ	ĺ		
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upon the		1	1		1					1
culture of	1		1		1					1
Hawai'i.	1	1		1	1				<u> </u>	1
Course Comp	etencies	1			·					
Students will					}					
develop new					1				l	
perspectives		1			1				i	1
on how we		1			1	ļ	1	1	1	1
interact with							1	1		
plants in a					1	[1	1	1	1
laboratory	1				1	ł	1			
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Students will	1	1			l		i	İ		
discover and		1	1]	1	!	1	1
explore many		1	1	1			l			
different types		1	1				ŀ	l		1
of interactions			1							1
and patterns	1	1	1				<u> </u>	1		1
of interactions							l			
between	1		i	1				1		1
people and	1		İ		1					1
plants while	1				1					
performing	1		İ		1					
1.		•			•		-	•	-	-

Other, not included in above

laboratory exercises. Method of Evaluation Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics. Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics. Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, guizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics. Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics. Includes, but is not ilmited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics. Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics. Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics. Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics. Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.

19. 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 the HELP icon.

Program SLO
Students will demonstrate knowledge of:
Natural systems and environmental issues.
The individual in relation to behavior, ideas and values.
The diversity of human conditions and cultures in local and global communities.
Techniques of creative expression and its evaluation.
Multiple dimensions of Hawai'i.

20. General Education Student Learner 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
V	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
	☑ Preparatory Level
M	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
	₩ Preparatory Level
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.
V	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

🕎 Preparatory Lever

	Creativity	Critical Thinking	Information Retrieval and Technology	Oral Communication	Quantitative Reasoning	Written Communication
Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.	EG.	<u> </u>	€	☑		∞
Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.	⊠	₩	₩	<u>w</u>		S
Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, takehome, at testing sites; appropriate rubrics.	€ú	€	E	ے		€ í
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	€ í	K	₩			A
Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or handson projects; appropriate rubrics.	€	₩	€1	₩		₩
Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.	Y	⊠	Y	☑		S
Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.	€Ú	€	V	€		₹ í
Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.	S	જ	€	€		⊻ í
Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	⊻	¥		∀		V

Other, not included in above	₩	V	₩í	V í	lacksquare

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.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

- 21. Linking, CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING, See HELP for more information.
- 22. Method(s) of delivery appropriate for this course. See Help for information.
 - Classroom/Lab (0)
- 23. Text and Materials, Reference Materials, and Auxiliary Materials. See Help for information.

To be determined

24. Maximum enrollment. See Help for information.

20

25. Particular room type requirement. Is this course restricted to particular room type? See Help for information.

YES

On and off campus sites (lo'i, gardens, etc.) will also be used forhands-on teaching/learning.

26. Special scheduling considerations. Are there special scheduling considerations for this course? See Help for information.

NO

27. Are special or additional resources needed for this course? See Help for information.

Supplies, materials and small equipment to be used in labs will be needed.

28. Does this course require special fees to be paid for by students? See Help for information.

YES

There may be need for laboratory fees to be assessed to students depending on student numbers, time of year offered, and types and kinds of supplies required for the lab.

29. Does this course change the number of required credit hours in a degree or certificate? See help for information.

No

30. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. See Help for information.

	Degree	Program	Category
	AA Liberal Arts:	AA	EL - Environmental Awareness Lab/Course w/ Lab
ı			LE - Elective
	AS:	ANY	NS - Natural Science
Ì	AAS:	ANY	NS - Natural Science
Ì	BAS:	ANY	NS - Natural Science

Developmental/	
Remedial:	
4	

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

DY

32. 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.

2011-2012, pages 13, 14, 101, 122

33. General Education Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Charles A. William Communication	1
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.	2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	1.
Outcome 1.4 - Gather information and document sources appropriately.	2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	1
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.	2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	2
Outcome 1.8 - Demonstrate proficiency in revision and editing.	2
Outcome 1.9 - Develop a personal voice in written communication.	2
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.	0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	lo
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	o
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	0
Outcome 2.6 - Assess the validity of statistical conclusions.	0
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.	1
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	1
Outcome 3.3 - Recognize, identify, and define an information need.	1
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and	2

authenticity of that information.	1
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.	1
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.	1
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	2
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.	2
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2
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.	1
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.	2
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.	2

_34. Additional Information