

CHAMINADE UNIVERSITY OF HONOLULU
ED443 Hawaiian Culture and Language
Summer 2008

INSTRUCTOR:	Erika Cravalho, M.A. erika.cravalho@adjunct.chaminade.edu 808-348-6290
OFFICE HOURS:	By appointment
TIME and LOCATION:	Go to: http://webct.chaminade.edu July 7, 2008-September 11, 2008
ACCESS:	Choose "login to my WebCT" and enter your student user name and password. The course will be listed on the left side of the screen. Follow the commands. If you do not see your course listed or have difficulty logging in, please contact Jon Nakason at jnakason@chaminade.edu . Posting of the signature assignment will on LiveText. www.livetext.com
CATALOG DESCRIPTION:	This course examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawaii, and cultural/political significance of indigenous languages in the Pacific. Students will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse students.
PROGRAM OUTCOME:	Students will learn the effects the history of Hawaii has on Native Hawaiian students in classrooms today. Students will learn about indigenous educational model to enhance learning for all their students.
STUDENT LEARNING OUTCOMES:	Students will: <ol style="list-style-type: none">1. Learn the history of Hawaii, cultural traditions and significant aspects of its language.2. Become familiar with indigenous teaching models of education and create a unit using this information for their disabled and non-disabled students.
REQUIRED TEXT:	Chun, M.N. (2006). <i>A'o Educational Traditions</i> . Honolulu, HI: Curriculum Research and Development Group. ISBN: 1-58351-041-9 Meyer, M.A. (2003). <i>Ho'oulu: Our Time of Becoming</i> . Honolulu, HI. 'Ai Pōhaku Prese. ISBN: 1-883528-24-0
OTHER RESOURCES:	Ulukau: Hawaiian Electronic Library http://www.ulukau.org/english.php Ka Huaka'i: 2005 http://ulukau.org/elib/cgi-bin/library?c=nhea&l=en Na Honua Maui Ola www.olelo.hawaii.edu/pub/NHMO.pdf Hawaiian Place Names http://www.ulukau.org/cgi-bin/hpn?l=haw Hawaiian Dictionary http://wehewehe.org

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Ka'iwakiloumoku: Hawaiian Culture Center <http://hccp.ksbe.edu/kaiwakiloumoku/>

Puku'i, M.K. (1983) *ʻŌlelo Noʻeau: Hawaiian Proverbs and Poetical Sayings*. Honolulu, HI: Bishop Museum Press.

**ACADEMIC
REQUIREMENTS:**

Commitment: Student commitment is very important in this course. A 10% deduction will be made for the late submittal of any assignment. Students should notify the instructor in advance if assignments cannot be completed by the given deadlines. A zero will be given for any assignments not turned-in by the last class session.

Participation	50 points
Name Poem	10 points
Place Research	20 points
Application Paper (2 x 20 pts)	40 points
Reflection Paper (3 x 10 pts)	30 points
Lesson	25 points
Education Model	25 points

Attendance Students are expected to log in several times each week to a Chaminade WebCT course and to participate in the weekly on-line discussions that relate to assigned readings and other topics. Assignments should be posted to WebCT under the correct weekly discussion (by Learning Group) by 11:59 P.M. on Monday of each week. The Response Papers should be posted to the correct weekly discussion (by Learning Group) by 11:59 P.M. on Thursday of each week.

In addition to writing and responding, students need to log into discussions that will assuredly take place as a result of reading each other's response paper, within your learning group.

Assignments Learning Groups: Students will be placed into a learning group by the instructor during the first week. This will be part of your attendance and participation grade.

- Each learning group may have between 4-6 members
- The instructor will notify the students via WebCT email of their Learning Group number (1, 2, 3, etc).
 - In WebCT, click on **Mail**
 - Click on **Inbox**
 - Click on the message ED680 Learning Group

Each week by Monday, students must go to the **Discussions** folder of WebCT.

- Click on **Main**
- It will expand to display each week discussion session that the instructor has set up for the course.
- Click on the green triangle next to the folder for your group (for example, Group 1- Name Poem). It will expand to show the message posted by the instructor.
- Click on the weekly message from the professor.
- Read the message. I will include the reading(s) upon which the application/reflection paper is for.
- Write your paper using word processing software. Spell check and

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grammar check your work please.

- Post your paper by clicking **Reply** for the message posted by the instructor, copying and pasting your reflection in the message box, and then clicking on **Post**.
- Wait 3 days. On Thursday, log into WebCT again.
- Everyone in the group should read each person's paper and respond to it within a single page response, as described below.

Please make sure you post your papers and responses in your group's appropriate folders.

Name Poem: You will create a Name Poem following the format of Choosing My Name by Puanani Burgess. You must use all of your names, including your last name. This self-identity assignment is to help give you a greater understanding of the importance of Hawaiians to know who they are and where they come from. A graphic organizer is also provided, which can be used to assist you in writing the poem.

Students will post their poem to their Learning Group via an attachment.

Application Paper/Reflection Paper: Several reading assignments will be given in the course and written application or reflection for each will be submitted. The **application paper** should be 2-3 pages each and your **reflection paper** should be 1-2 pages each.

Work submitted should reflect graduate expectations in terms of scope, depth, writing mechanics, appearance, and APA style for citations within discussions and reference list. Students are advised to type their papers on the computer in a word processing program, spell check and grammar check their work, and then copy their text and paste it into each week's discussion message in the body of the message. Although WebCT can accept attached files, the instructor prefers that all students copy/paste their work for these application/reflection papers into the body of the discussion message on WebCT. That way it will not matter if students are using different word processing software to write their papers.

Your assignment for each **application paper** is to relate the theories and/or concepts presented in the text to:

- Hawaiian culture, epistemology, and language
- application of these concepts/ideas in your educational setting
- citations from the respective text will be used in each paper to strengthen your rationale and application.

The **reflection papers** will be an assignment for you to share your ideas and experiences with the rest of the class.

Due on MONDAYS by 11:59 P.M. Hawaii time

WebCT Response Papers: Students will participate with WebCT discussions related to assigned reading. Students are to post their response to their Learning Group's application/reflection papers in the Discussion message part of WebCT. All students are expected to log into WebCT twice a week to read each other's reflections and to respond to each other's papers. A response paper is expected to be at least one page in length with a **robust** paragraph in response to each member of the group. An example follows.

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The student responding would type his or her name at the beginning of the response. That would be followed by separate paragraphs beginning with the group member's name the student is responding to. This means that all group members must make every effort to post their application/reflection papers on-time. This will assure all group members will have ample time to read, and then respond to each of the group members in this manner.

Refer to Sample Response Paper Below:

Your Name- response to group #

Student A: xx
xx
xx

Student B: xx
xx
xx

Student C: xx
xx
xx

Student D: xx
xx
xx

Note: The xxx represents the text the responding group member types in. The Student A, Student B, Student C, Student D, etc represent where the responding group member types in the name of the group member he or she is responding to. Each group member has to respond to each of the other group members, in the format shown above.

Due on THURSDAYS by 11:59 P.M. Hawaii time

Place Research: In order to better understand the importance of place in the Hawaiian frame of mind, you will do a short research project on the place that you live. This must include its cultural significance to Hawaiians all the way to its importance today. This assignment should be typewritten 2-3 pages in length. Use a minimum of two sources for your research and at least one of your sources must be a book. You must use APA format in writing this paper and the work cited page and the appendix are not included in the 2-3 pages assigned. Your appendix will include one of the following options:

- From your research find a wahi pana that can still be found in your place. Take pictures of the wahi pana and include a reflection about the feelings and experience you had while finding and visiting the wahi pana and add it in your appendix.
- Interview a kūpuna (must be Native Hawaiian) from your place. This would preferably someone from the place who has resided there a large portion of his or her life. Include the dialogue of your interview in the appendix.

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- Find a ha'i 'ōlelo of your place. This could be a legend or a story of your place. Include the ha'i 'ōlelo and its significance in your appendix with a citation of the source.

Students will post their place research to their Learning Group via an attachment. Each student member of the group will read and respond to the place research. Please use the attached format.

Lesson Plan: Develop and present a lesson plan that can be used to appropriately service your Native Hawaiian students. Incorporate what we have learned in our readings into the lesson. Use content you would use on your current class (O & P, Student Teaching class okay). The lesson plan must be in the format provided by the instructor.

Students will post their Lesson Plan to their Learning Group via an attachment. Each student member of the group will read and respond to the lesson plan. Please use the attached format.

Educational Model: Using the examples of indigenous educational models we discuss in class, you will create an educational model, which you know will better service Native Hawaiian and other Pacific Islander students. This model must be focused on native epistemology, native language and culture revitalization, spirit, or community. An example of each of these will be given to you. You must state the problem, then discuss how your model will address this problem, and also explain the expected outcome after implementation. This educational model must be type written 3-4 pages in length and include a minimum of three resources, one of which must be a book. The work cited page and/or any appendix are not included in the 3-4 page requirement.

Students will post their education model to their Learning Group via an attachment. Each student member of the group will read and respond to the education model. Please use the attached format.

Grading Scale The point value of assignments and participation is 200. Letter grades are based on the following system:

180-200	=	A
160-179	=	B

A grade of C or below will not be credited toward a graduate degree and the student will have to repeat the course.

**UNIVERSITY
POLICIES:**

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has

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been prepared by another individual.
In the cases of alleged academic dishonesty (such as plagiarism, cheating,

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The student and the instructor must discuss and sign the incomplete contract. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

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WEEKLY CLASS SCHEDULE: READING AND ASSIGNMENTS

Assignments are to be posted to WebCT by 11:59 P.M. on Monday of each week that the class meets. Response papers are due to be posted to WebCT by 11:59 P.M. on Thursday of each week that the class meets. Syllabus may be adjusted to meet the needs of the class.

Week 1 Part 1 Due Thursday 7/10/08

Email your name, phone number, and email address to the instructor via WebCT. Title your email Your Name- Contact Information.

Week 1 Part 2 Due Thursday 7/10/08

Post your introduction in the discussion folder entitled "Introductions." All introductions should be placed in the same folder for this week. Within your introduction, include the following:

- Name
- Where you live
- Your teaching experience, include where and what you are currently teaching if applicable.
- Where you are in the Chaminade program
- What you enjoy doing
- What is your understanding of Hawaiian history (short summary) and what do you hope to get out of the class.

I would also like you to attach a picture of yourself, your family, or students.

After you post your message, click on the **Update Listing** button at the top of the Discussing page. This will allow you to see what you just posted has indeed been posted.

Note: Responses are not required this week.

Week 2 Part 1

Begin working on your place research, which is due on Week 5. **Due Monday 8/4/08**

Week 2 Part 2

Create a Name Poem, using your entire name (including last name). See the example in the content folder, Choosing My Name by Puanani Burgess. **Due Monday 7/14/08**

Week 3 Part 1

Continue working on your place research. **Due Monday 8/4/08**

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Week 3 Part 2

Read Ho'oulu: Our Time of Becoming Part 4. Write an application paper about Hawaiian epistemology.
Due Monday 7/21/08

Log on to WebCT and write your response paper on each group member. **Due Thursday 7/24/08**

Week 4 Part 1

Continue working on your place research. **Due Monday 8/4/08**

Week 4 Part 2

Read A'o Educational Traditions. Write a reflection paper to this book. **Due Monday 7/28/08**

Log on to WebCT and write your response paper on each group member. **Due Thursday 7/31/08**

Week 5

Place research with citation and appendix (three to choose from). **Due Monday 8/4/08**

Log on to WebCT and write your response paper on each group member. **Due Thursday 8/7/08**

Week 6

Read assigned readings about Polynesian origins and missionary influence. Also read Ho'oulu: Our Time of Becoming Part 1. Write a reflection on Hawaiian History. **Due Monday 8/11/08**

Log on to WebCT and write your response paper on each group member. **Due Thursday 8/14/08**

Week 7 Part 1

Read assigned readings about plantation life, the development of pidgin, and the current statistics on Native Hawaiians, according to Ka Huaka'i.

Week 7 Part 2

Read Ho'oulu: Our Time of Becoming Part 2 & 3. Write an application paper on Hawaiian loss of identity.
Due Monday 8/18/08

Log on to WebCT and write your response paper on each group member. **Due Thursday 8/21/08**

Week 8 Part 1

Begin working on your lesson plan that is due week 9. **Due Monday 9/1/08**

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Week 8 Part 2

Also read In Our Mother's Voice Chapter 1. You do not need to include this reading in your reflection paper or your response paper.

Week 8 Part 3

Read assigned readings about local alternative education models (charter schools and immersion schools). Write a reflection paper on Hawaii's charter and immersion schools. **Due Monday 8/25/08**

Log on to WebCT and write your response paper on each group member. **Due Thursday 8/28/08**

Week 9 Part 1

Read In Our Mother's Voice Chapter 4, 7, 10, 15, which are sample educational models that are currently being used around the world.

Begin working on your education model that is due week 10. **Due Monday 9/8/08**

Week 9 Part 2

Post your lesson plan. **Due Monday 9/1/08**

Log on to WebCT and write your response paper on each group member. **Due Thursday 9/4/08**

Week 10

Post your completed educational model on WebCT. **Due Monday 9/8/08**

Log on to WebCT and write your response paper on each group member. **Due Thursday 9/11/08**

All late work must be turned in by Thursday, September 11, 2008 at 11:59 p.m. Hawaii Time.