



CUH 100: First Year Experience Seminar Fall 2012

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Course Description

CUH 100 is a one-credit seminar course, open only to first-year students, which provides an introduction to the nature of a university education and a general orientation to the functions and resources of Chaminade University. The course is designed to help you adjust to college life, gain a better understanding of the learning process, and develop good academic skills that will benefit you in other classes. After this course is completed, you will possess a wide variety of tools that will help lead you to personal, professional, and academic success.

Course Learning Outcomes

Your CUH 100 instructor and Peer Mentor will guide you as you...

- **Learn about Chaminade University's distinct mission, goals of a Marianist education, academic expectations, policies and procedures.**
- **Develop interdependence** by creating mutually supportive relationships amongst your peers, with your CUH 100 instructor, Peer Mentor, and other members of the CUH community as you pursue your academic goals.
- **Accept greater personal responsibility** for the outcomes and experiences that you create in college; learn to better manage your time, finances, and energy to accomplish academic and personal goals.
- **Develop and improve skills that will help maximize your ability to learn and succeed.** Learn about and use academic support resources and enhance or gain essential study skills.
- **Explore majors and career opportunities.** Learn to explore possible majors and occupations that fit your unique passions, abilities, and values; begin to define short-term and long-term educational and career/vocational goals.

Mission Statement and Marianist Characteristics

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

An education in the **Marianist Tradition** is marked by five principles:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. We expect students to complete their own work. Chaminade University policy expects that students will not participate in any act of dishonesty and report any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records, alteration or grades, plagiarism, and cheating. Punishment for academic dishonesty may range from an "F" grade on the assignment to an "F" for the course to suspension or dismissal from the University. **See 2012-2013 CUH Student Handbook for complete policy.**

Accommodations for Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact Dr. June Yasuhara at (808) 735-4845 at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact Counseling staff as soon as possible so that accommodations are implemented in a timely fashion.

Course Rules for Success

Be Present

To succeed in this class, you must choose to attend every scheduled class session. You should notify your instructor prior to class when illness or personal matters prevent you from attending and make arrangements to complete missed assignments. **Attendance is factored into grading for this course.** Going to class is the single most important thing you can do to ensure your success in college.

Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than one week may lead to a grade reduction for the course. Any absence of two consecutive weeks or more must be reported to the Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. **See 2012-2013 CUH Student Handbook for complete policy.**

Be Responsible

To succeed, you must choose to put forth your best work when completing all assignments. If you have questions, be sure to contact your faculty member or Peer Mentor well in advance and not the night before or morning of the day an assignment is due. Two-way communication is essential.

Be an Active Participant

Your participation is an important part of your learning in this course. It is expected that you will stay focused and involved in every class. Participation also includes actively listening to your classmates. Cell phones should not be seen, used or heard during class and texting is not allowed.

Course Requirements and Grading

CUH 100 is a **one credit** course, graded **Credit/No Credit (C/NC)**. To receive Credit in this course, you will need to earn at least **490 (out of 575) points**, in addition to participating in the service experience, and completing the culminating project.

Assignment	Points
Participation in Class (attendance, involved in discussions, etc.)	100
Introduction E-Mail	20
Monster College Advantage Workshop attendance	30
Participation in Community Service Experience	50
Library Assignment	30
Community Service Reflection Paper	20
First-Year Student Life Survey	50
How to Recognize Plagiarism Quiz	20
Meeting with CUH 100 Faculty Member	50
Lifeline Activity	30
Family Work History Assignment	20
Meeting with non-CUH 100 faculty member	50
Financial Workshop (must attend at least one)	30
Completion of CUH 100 Culminating Project	75

WEEKLY SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

- Your name, the date, and Professor's name must appear at the top of each assignment you turn in.
- Assignments are to be submitted via eCollege, unless otherwise noted on syllabus or by instructor.
- You are responsible for knowing when assignments are due. Full, detailed explanations of all assignments follow the chart below.
- Assignments turned in after the due date, but within one week of the original due date, will still be accepted but you are only eligible to earn half of the maximum points allowed. No credit will be given for assignments more than one week late.
- All assignments, unless otherwise noted, must be typed, double-space, 12 point font, one-inch margins.

Date	Class Topics/Assignments
WEEK 1 (week of August 27, 2012)	Introduction to Course and Review of Syllabus
WEEK 2 (week of September 3, 2012)	Introduction to the Marianists Marianist Characteristics and Native Hawaiian Spirituality DUE THIS WEEK: <ul style="list-style-type: none"> • <i>Introduction E-mail (send prior to start of class)</i> • <i>BCSSE Survey</i>
WEEK 3 (week of September 10, 2012)	Introduction to the Sullivan Family Library The Role of Service in Our Lives
SECTIONS 9-15: Wednesday, September 12, 2012, 12:30pm-1:30pm, Monster College Advantage Workshop, Ching Conference Center, Eiben Hall	
WEEK 4 (week of September 17, 2012)	Campus Resources DUE THIS WEEK: <ul style="list-style-type: none"> • <i>Library Assignment</i>

	<ul style="list-style-type: none"> • <i>Service Reflection Paper</i> • <i>Bring CUH Student Handbook to class</i>
Saturday, September 22, 2012, 8am-1pm – Service Experience for cohorts 5, 9, 10, 11, 12, 13, 14	
WEEK 5 (week of September 24, 2012)	Developing Integrity: Academic and Personal DUE THIS WEEK: <ul style="list-style-type: none"> • <i>First Year Student Life Survey (link on eCollege)</i> • <i>“How to Recognize Plagiarism” online quiz</i> • <i>Lifeline Activity for meeting with CUH 100 faculty member</i>
WEEK 6 (week of October 1, 2012)	Time Management Developing Purpose – Personal Branding DUE THIS WEEK: <ul style="list-style-type: none"> • <i>Report on meeting with non-CUH 100 faculty member</i> • <i>Time Diaries</i>
WEEK 7 (week of October 8, 2012)	Career Exploration, Part I DUE THIS WEEK: <ul style="list-style-type: none"> • <i>Family Work History Assignment</i>
WEEK 8 (week of October 15, 2012)	Career Exploration, Part II
WEEK 9 (week of October 22, 2012)	Academic Advising Culminating Project Presentations DUE THIS WEEK: <ul style="list-style-type: none"> • <i>Program Evaluation and Four-Year Plan (print and bring to class)</i> • <i>Culminating Project Presentation</i>
Friday, October 26, 2012, 11am-1:30pm, Career Fair (Ching Conference Center)	
WEEK 10 (week of October 29, 2012)	Culminating Project Presentations Course Wrap Up Course Evaluation DUE THIS WEEK: <ul style="list-style-type: none"> • <i>Culminating Project Presentation</i>

FINANCIAL WORKSHOPS

A series of five (5) financial literacy workshops will be offered over the ten weeks of this course. *You must attend one of the workshops listed below.* Due to the topics and limited space, each workshop is only open to a limited number of participants (see below). If you would like to attend a workshop, please arrive on time to secure yourself a seat (first come, first served).

- *Personal Budgeting Workshop*, Friday, September 7, 2012, 12:30pm-1:30pm, Henry Hall Room 109
- *Personal Credit Workshop*, Monday, September 17, 2012, 12:30pm-1:30pm, Henry Hall Room 109
- *Buzzkill: Credit Card Debt & Identity Theft*, Friday, September 28, 2012, 12:30pm-1:30pm, Ching Conference Center, Eiben Hall, 2nd floor
- *Ponzi Schemes: How to Avoid Being a Victim*, Wednesday, October 10, 2012, 12:30pm-1:30pm, Ching Conference Center, Eiben Hall, 2nd floor
- *Finances 101: Ideas for Financial Well-Being for College Students*, Monday, October 15, 2012, 12:30pm-1:30pm, Ching Conference Center, Eiben Hall, 2nd floor

Introduction E-mail (due before Week 2) – 20 points

From your Chaminade student e-mail account, you will send an e-mail to both your CUH 100 faculty member and Peer Mentor which includes: your name, intended major, hometown, what you are most excited about as you start college, and any concerns that you may have as you start your college years here at CUH.

BCSSE (Beginning College Survey of Student Engagement)

It is important to the staff & faculty that you get the most out of your time at Chaminade. We know what CUH has to offer you, but we really want to know what you think about your upcoming experiences here. Completing the Beginning College Survey of Student Engagement (BCSSE) will provide us with information directly from our new students to help us improve our curriculum and general campus life.

- The survey is available at <https://www.bcsse.org/> (see link on eCollege).
- Enter the CUH School ID: 141486
- If you have difficulty logging in with the School ID or forget the code, you can click on the link right above the box and choose “Hawaii” and then “Chaminade University of Honolulu”
- Please read the disclosure and click “I agree, proceed”.
- You will then be asked to enter your student ID, first 3 letters of your last name, and your gender.
- The survey will take approximately 15-20 minutes to complete.
- Students completing the survey will have an opportunity to win one of several \$25 gift cards.

Monster College Advantage Workshop – 20 points

Sections 9-15, Wednesday, September 12, 2012, 12:30pm-1:30pm, Ching Conference Center (Eiben Hall, 2nd floor)

Monster College Advantage is a dynamic and energetic presentation that will help you own your college experience and achieve the best possible result from your time in college – a degree and a great career. This interactive, on-campus presentation will help you recognize that the choices you make during your first year on campus can have a major impact on future opportunities.

Library Assignment (due Week 4) – 30 points

- To increase your awareness and comfort level with using the Sullivan Family Library, you will identify a topic of interest and find the following resources within the library in support of the chosen topic:
 - One *credible* internet source
 - One academic journal article
 - One book
- You will then submit a bibliography (via eCollege) citing these 3 resources in MLA or APA format.

Community Service Experience (September 15th or 22nd) – 50 points

As a member of this class, you will spend a few hours on a Saturday (September 15 or September 22) participating in a group community service experience. Your entire class will be assigned to one project. You are required to be present 8:00am-1:00pm. You should dress comfortably, in clothes that you do not mind getting dirty. It is strongly recommended that you wear close-toed shoes. Meet in front of Clarence T.C. Ching Hall at 7:45am for check-in and bring a water bottle.

- CUH 100 sections 5, 9-14 will participate in the service experience on Saturday, **September 22, 2012.**

Service Reflection Paper (due 1 week after completion of service experience) – 20 points

A reflection paper is an informal and introspective evaluation of an event from your perspective. Unlike other academic papers that you will be required to write, this reflection paper can be written in the first person (i.e. "I felt..." or "I thought that...") and can include your personal opinions regarding the subject matter.

After you have completed your community service experience, spend some time reflecting on the experience. What were your thoughts before and after the experience? What did you do? How did it compare to other community service you have done in the past? What did you take away from the project? Your paper should be a one-page, double spaced, summary of your thoughts submitted via eCollege.

"How to Recognize Plagiarism" Online Quiz (due Week 5) – 20 points

Read overview on "How to Recognize Plagiarism" at <https://www.indiana.edu/~istd/overview.html> (link also on eCollege). Follow the link for "Test" and click *Start the Test* under the title "If you are NOT an IU Student". You will need to complete the quiz, print out the certificate at the end and hand your certificate in to your instructor in class during Week 5.

Lifeline/Meeting with CUH 100 Faculty (due Week 5 or 6 during meeting with CUH 100 faculty) – 30 points

College is often thought of as a time of self-discovery and exploration. In order to know where we are going, we often need to look at where we have been. This activity will help you to reflect upon significant experiences in your life and how those experiences have lead you to be sitting here today as a Chaminade University student. You will need to bring your Lifeline with you when you meet one-on-one with your faculty member or Peer Mentor.

- Draw a horizontal line down the middle of a blank page. This line will represent your life from birth to this point in time right now.
- Along this line, you are to indicate what you believe were the major milestones that made you the person you are now. Draw dots or vertical lines at the significant moments in your life and label these events.
- As you complete this activity, reflect upon the following questions:
 - What made these experiences significant?
 - What did you learn through these significant experiences?
 - What trends or patterns do you see in your life?

****As you think about your life, you may feel memories resurface. If you are having a strong emotional response to this activity, please talk with your instructor, a staff member, someone that you trust, or visit the Chaminade Counseling Center.*

Meeting with Faculty Member (non CUH 100) (due Week 6) – 50 points

As a student, it is important to learn how to effectively communicate with faculty. Aside from being your course instructors, faculty can be key resources during your academic journey. Choose an instructor from one of the courses in which you are currently enrolled (outside of CUH 100). You will need to find out the faculty member's office hours and stop by to meet with her/him during this time. This is your opportunity to ask questions about the course you are taking, review material you may not understand, clarify an assignment, or find out more about the faculty member's area of expertise. You will turn in a report to your CUH 100 instructor (via eCollege) containing the following information:

- Faculty member's name
- Office location
- Office hours
- List of questions/topics that you discussed with faculty member during your visit

Family Work History (due Week 7) – 20 points

Why are you in college? Most students have a simple answer to that question, “So I can get a good job.” But most of us do not ask ourselves why we work. The most obvious reason is the money. Let’s face it, we cannot live without money, but that is not the whole answer. There are plenty of jobs out there, many of which you would never choose to do. So why do you want to work? What does work mean to you? How we look at work greatly influences what we want in a job and what type of jobs we are interested in. How we look at work is also greatly influenced by the people we have grown up with.

This assignment requires you to think about your family’s legacy regarding work. Keep in mind, family can be defined as your parents, grandparents, aunts and uncle, guardians, siblings and cousins. It can also include close friends and their family or anyone who has had an impact on your life. Sometimes the people who have influenced us most are not related by blood. Think about the types of work people in your family have done, and what work means to them. Draw a “family” tree and write down people’s jobs. Include as many people as possible, and if possible, go back at least two generations. When you are done, review the tree. Note the jobs people have done. Are there trends? Who in your family is considered successful, and why? Who do you admire, and why?

Bring your tree to class and be ready to discuss what you have learned.

Course Evaluation and Four Year Plan (bring to class Week 9)

Program Evaluation

- Go to main Chaminade University website. Under “Academics” tab, find “Academic Advising”. From there, select “How To”, and then “Get Program Evaluation”. You will have the option to view instructions using the CUH portal or WebAdvisor. Print out the evaluation for your intended major and bring to class.

Four Year Plan

- Go to main Chaminade University website. Under “Academics” tab, find “Academic Advising”. From there, select “Four Year Plans”. Find and print out the Four Year Plan for your chosen major. If you are still exploring major options, choose the one you are most drawn to at this time.

Culminating Project (due Week 9) – 75 points

“My Brand”

The CUH 100 course has covered a variety of topics all designed to focus on the establishment of your identity. Referencing the in-class discussions on personal branding, career exploration, and everything else that you have learned in this course, you are to create a portfolio focused on your personal brand. It can be in any multimedia format (i.e. journal, video, photo essay, scrapbook, diorama, etc.). You are encouraged to use your creativity to design the format of your portfolio. Please note that your in-class presentation should be approximately 2-3 minutes (if you choose a video format, your actual complete project should be 5-7 minutes).

Your 2-3 minute in-class presentation will take place either week 9 or week 10, as per your CUH 100 instructor. Your project must be turned in by week 9. If your project is in a text/multimedia format, submit via eCollege. Otherwise, please hand in to your instructor in class.

Your project should include the following information:

- Your personal brand logo or phrase (i.e. Nike swoosh or “Just Do It”)
- How does your personal brand reflect:
 - How you see yourself as a person (i.e. values, beliefs)?
 - How you would like others to see you?
 - Your personal career goals?
 - Your passions in life?
 - How your life will impact the world?

In refining your brand while a student at Chaminade, your portfolio should also include:

- Who will be your support, mentor, and/or guide?
- What skills do you hope to develop/refine during your time here at CUH that will assist you with your personal career goals?
- How do you see yourself utilizing your academic degree from Chaminade University upon graduation?
- How can your time here at Chaminade help you to more strongly define who you are as a person and assist you in being your best self? What resources are available to you?
- What role will service to the community play in your future? How will you give back to your community?

Be sure to discuss the resources and opportunities available at CUH that can assist you. This project should help you begin to explore the options for involvement and skill development in and outside of the classroom at Chaminade University and the surrounding community (even the world!) during your college experience.