



**Scott Wylie, Ph.D.**  
**Education Division**  
**Brogan 115**  
**(808) 440-4268**  
**scott.wylie@chaminade.edu**

**Nicole Sagapolutele**  
**Peer Mentor**  
**Junior / English & Psychology**  
**(808) 425-3234**  
**nicole.sagapolutele@student.chaminade.edu**

**CUH 100: First Year Experience Seminar**  
**Fall 2017**

**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 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 of 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 2017-2018 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 staff in the CUH Counseling Center at (808) 735-4845 (located in the Student Support Services Building) 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.

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **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 2017-2018 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 (unless required by faculty) and texting is not allowed.

### Course Requirements and Grading

CUH 100 is a **one credit** course, graded **Credit/No Credit (CR/NC)**. To receive Credit in this course, you will need to earn **at least 335 points**.

| Assignment   | Points |
|--|--------|
| Participation in Class (attendance, involved in discussions, etc.) | 100    |
| Introduction E-Mail  | 15     |
| Marianist Characteristics  | 10     |
| Participation in Community Service Experience                      | 50     |
| Community Service Reflection Paper                                 | 30     |
| Weekly Reflection (weeks 4-9)                                      | 30     |
| Meeting with non-CUH 100 faculty/staff member                      | 20     |
| Create <i>Sokanu</i> Profile                                       | 10     |
| Create <i>Big Interview</i> Profile                                | 10     |
| Mind Map OR Infographic project                                    | 60     |

### 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 Canvas, unless otherwise noted on syllabus or by instructor. **Please see Canvas Guides for assistance on how to submit assignments or ask instructor.**
- Assignments are due on dates indicated below unless otherwise noted by instructor. 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<br>(week of September 1, 2017)  | Course introduction and Review of Syllabus<br>Peer mentor to give demo on how to login to portal, student email and Canvas.<br>*Please inform students that handouts about logging in and forwarding emails to personal account is in Canvas.<br>Pre-Course Assessment: <a href="https://www.surveymonkey.com/r/FA17preassess">https://www.surveymonkey.com/r/FA17preassess</a><br>Tutor Center Representative Presentation   |
| WEEK 2<br>(week of September 8, 2017)  | Introduction to the Marianists<br>Marianist Characteristics and Native Hawaiian Cultural Values<br>Role of Service in our Lives<br><b>DUE THIS WEEK</b> <ul style="list-style-type: none"> <li>• <i>Introduction E-mail (send prior to start of class)</i></li> <li>• <i>Read articles on value of service ("Inside Out" and "Finding God in Unexpected Places")</i></li> </ul>   |
|  | <b>Saturday, September 9, 2017 – Service Experience</b>   |
| WEEK 3<br>(week of September 15, 2017) | Introduction to the Sullivan Family Library (library tour) – <b><u>Meet at Library Main entrance</u></b><br><b>DUE THIS WEEK:</b> <ul style="list-style-type: none"> <li>• Marianist Characteristics: Which of the Marianist values have you experienced at Chaminade so far? Which Marianist values would you like to experience or experience more of at Chaminade?</li> <li>• <b><u>Service Reflection Paper from Sep. 9<sup>th</sup> service day due</u></b></li> </ul> |

|  |   |
|--|---|
| WEEK 4<br>(week of September 22, 2017) | <p>Campus Resources</p> <p>First Year Student Life Survey (bring laptop, tablet or smartphone to class<br/> <a href="https://www.surveymonkey.com/r/FA17studentlifesurvey">https://www.surveymonkey.com/r/FA17studentlifesurvey</a>)</p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• <i>Weekly Reflection</i></li> </ul>  |
| WEEK 5<br>(week of September 29, 2017) | <p>Developing Integrity: Academic and Personal</p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• <i>Weekly Reflection</i></li> </ul>  |
| WEEK 6<br>(week of October 6, 2017)    | <p>Developing Purpose</p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• <i>Report on meeting with non-CUH 100 faculty member or CUH staff member</i></li> <li>• <i>Weekly Reflection</i></li> </ul>   |
| WEEK 7<br>(week of October 13, 2017)   | <p>Reflection on Transition to College Environment</p> <p>Explaining the differences between High School and College</p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• <i>Weekly Reflection</i></li> </ul>  |
| WEEK 8<br>(week of October 20, 2017)   | <p>Career Exploration and Development Plan</p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• <i>Sokanu</i> profile to be completed</li> <li>• Set up <i>Big Interview</i> Account</li> <li>• <i>Weekly Reflection</i></li> <li>• Make an appointment with our Career Specialist via phone or email</li> </ul>   |
| WEEK 9<br>(week of October 27, 2017)   | <p>Mapping Out an Academic Plan</p> <p>Introduction to the Office of Retention, Advising, and Career Preparation</p> <ul style="list-style-type: none"> <li>• Receive CAP Packet from RACP advisor</li> </ul> <p>Explain difference between faculty advisor, advisor and staff</p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• <i>Program Evaluation and Four-Year Plan (print and bring to class)</i></li> <li>• <i>Weekly Reflection</i></li> </ul> |
| WEEK 10<br>(week of November 3, 2017)  | <p>Course Wrap Up</p> <p>Course/faculty evaluations</p> <p>Post Course Assessment: <a href="https://www.surveymonkey.com/r/FA17postassess">https://www.surveymonkey.com/r/FA17postassess</a></p> <p><b>DUE THIS WEEK:</b></p> <ul style="list-style-type: none"> <li>• Mind Map OR infographic Project Due, present in groups or individually according to instructor</li> </ul>  |

## ASSIGNMENTS

### **Weekly Reflections (due at the end of each week before next class)**

Each week of CUH-100 is focused on a particular set of skills or information that impacts your personal growth. The weekly discussion focuses on the previous week's class discussion. For example, week 4 focuses on the visit of the Sullivan Family library while week 5 focuses on the campus resources you learned about in week 4. In thinking about the focus of each week, you will write a reflection detailing how your learning will impact your life, personal growth, or future career goals. Your reflection should be thoughtfully written and submitted electronically for weeks 4-9 in your weekly Canvas discussion board under the heading name "Weekly Reflection". You have an option to comment on reflections posted by your peers. Minimum word count of 100. **Weekly reflections are due BEFORE the start of class.**

### **Introduction E-mail (due week 2)**

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.

### **Marianist Characteristics (due week 3)**

Following the discussion in Hale Malia about the Marianists, please write a reflection about the Marianist characteristics. Which of the Marianist values that you learned have you experienced at Chaminade so far? Which Marianist values would you like to experience or experience more of at Chaminade?

### **Community Service Experience (September 9<sup>th</sup>)**

As a member of this class, you will spend a few hours on Saturday, **September 9**, participating in a group community service experience. Your entire class will be assigned to one project, and you are required to be present. 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 for check-in and bring a water bottle.

### **Service Reflection Paper (due week following service day)**

- **September 9<sup>th</sup> Service Day – Reflection due week of September 11**

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. Your paper should be at least a one-page, double spaced, summary of your thoughts submitted via eCollege.

After you have completed your community service experience, complete a reflection paper that addresses the following:

- What were your initial expectations before participating in the experience? How did your expectations change after participating?
- In observing site facilitators, what did you notice about how they spoke about the project and their mission?
- What was your role during the service experience and what specific skills did you use?
- Did anything about your experience surprise you? If so, what?
- What were the most difficult or satisfying parts of your work? Why?
- Do you see benefits of participating in community service work? Why or why not?
- Has the experience affected your worldview or view of that particular community? How?
- Have your career options been expanded or affected through your experience?
- What did you take away from this experience?

### **Report on meeting with non-CUH 100 Faculty Member or CUH Staff Member (due week 6)**

As a student, it is important to learn how to effectively communicate with faculty and staff. Faculty and staff 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), or a staff member of your choosing. You will need to make an appointment or find out the faculty/staff member's office hours and stop by to meet with her/him during this time. This is your opportunity to ask questions, review material you may not

understand, clarify an assignment, find out more about resources on campus, and network. You are to interview the faculty/staff member and turn in a report to your CUH 100 instructor (via Canvas under week 6) containing the following information:

- Faculty/Staff member's name and field of study
- Where the faculty/staff member went to college and what degrees s/he has earned
- How did this faculty/staff member decide on her/his college major and eventual field of study?
- Why did you choose to meet with this faculty/staff member?
- Advice that faculty/staff member has for me in pursuing my career goal

### **Create Sokanu Profile (due week 8)**

Go to <https://www.sokanu.com/edu/chaminade/> and create a student profile. Please see handout on how to set-up Sokanu profile.

### **Create Big Interview Profile (due week 8)**

Link will follow\*\*

### **Course Evaluation and Four Year Plan (print and bring to class week 9)**

#### *Program Evaluation*

- Go to main Chaminade University website. Under "Academics" tab, find "Retention, Advising, and Career Preparation". From there, select "Advising", and then "View Program Evaluations". 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 "Publications" and select "Four-Year Degree 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.

### **Spring 2017 Course Registration Workshop**

TBD

### **Mind Mapping Project (due week 10)**

A mind map is a graphical way to represent ideas and concepts. They use images – Mind Maps *are* images!

It is commonly accepted that images convey much more information than a key word or even a whole sentence. Mind maps work as a study tool as they allow students in whole brain thinking and allow them to see the big picture. For your final project, please create a mind map on how to be successful as a college student. A successful college student can be described as getting a job on or off campus, joining clubs, being a tutor/ peer mentor or achieving a 4.0 GPA. Describe everything that you want to pursue in college that would make you a successful college student in your mind. You can draw pictures, use stickers or photos. Be as creative as you want!

### **Portfolio Project; Infographic (due week 10)**

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 life purpose, career exploration, and everything else that you have learned in this course, you are to create **two infographics**, one to be submitted to your professor week 9 that follows the details below, and a group infographic to be presented in-class week 10 that follows the guidelines below. You can use free-web-based products like *Canvas* or *Piktochart*. Whichever format you do choose, make sure you save it in a format that is easy for printing or displaying on the computer in class.

**Personal Infographic Assignment:** Your presentation will be due via email in week 10. This infographic will require the following information (listed below).

Your infographic should include the following information:

- Your life purpose(s) as you have determined at this time and why you have determined this to be your purpose. If you are unsure of your career path, include areas of interest and why you are drawn to these areas.
- How you see yourself as a person (i.e. values, beliefs) and how you would like others to see you.
- Who inspires you? Who will be your support, mentor, or guide?
- What you are passionate about and how these passions translate into your personal career goals. Be as specific as possible. Discuss the skills that you hope to develop/refine during your time here at CUH that will assist you in achieving your goals.
- How do you see yourself utilizing your talents, gifts, and academic degree to serve the greater community or world?