



## COURSE SYLLABUS

### **CUH 100-05-1: First Year Experience Seminar – Fall 2023**

**Room:** Henry Hall, room 207

**Day/Time:** Wednesdays, 1:30-2:20 p.m.

**Instructor:** Prof. Justin Wyble

**Email:** justin.wyble@chaminade.edu

**Office Hours:** Mondays 1:30-4:00; Wednesdays 2:30-4:00 p.m., and Fridays 1:30-3:30 p.m. (and at other times by appt.)

**Phone:** (808) 739-8543

**Co-Instructor/Peer Mentor:** Isabella Frasure

**Email:** isabella.frasure@student.chaminade.edu

### **Mission Statement:**

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

### **Course Description:**

CUH 100 is a one-credit seminar course, open only to first-year students, which provides an introduction to the 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 Materials:**

There is no textbook required for this course. Students will receive a list of readings, which will be provided by the instructor and available via Canvas.

### **General Education Life Skills and College Success Learning Outcome:**

Students will evaluate their level of academic and social & emotional readiness for their university experience.

### **Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Explain CUH's mission in the context of the student's own educational and personal values.
2. Introduce basic skills necessary for academic success at the college level.
3. Demonstrate competence in academic program and career exploration.
4. Consider perspectives of diverse groups other than your own.
5. Identify university resources and support services for academic and co-curricular achievement.
6. Develop intrapersonal & interpersonal skills toward meaningful interconnected relationships.
7. Demonstrate an awareness of sustaining a community that promotes a healthy well-being.

### **Course Expectations**

Together, we will create a positive learning environment through:

- ***Being Present.*** Consistent course attendance and active class participation are integral to your success in this course. Attendance in this course is mandatory.
- ***Be Responsible and Accountable.*** The activities and discussions in this course are designed to help you explore your identity as a new college student, explore diverse perspectives and experiences, and to help you develop the skills and confidence to help you be successful (however you define success) in college and beyond. You must choose to put forth your best work and effort. If you have questions, be sure to contact your instructor or peer mentor well in advance.
- ***Be an Active Participant.*** Participation and meaningful engagement are an important part of learning, in general, but especially in this course. Being present, focused, and engaged in class discussions means being respectful of each other's views and time. We are all teachers and learners in our classroom. Be attentive, share, listen, and inquire.

### **Course Measurements:**

Course Participation (attendance, involved in discussions, etc.)	140 (14 sessions x 10 pts)
My Chaminade Experience: CUH 100 Portfolio Project (Paper, Artifact, and Presentation)	100
Total Points:	240

### **Grading Scale:**

CUH100 is a one-credit course, graded Credit/No Credit (CR/NC). To receive credit in this course, you will need to earn at least 70% of total assessment measures (> 168 points).

### **Accommodations for Students with Disabilities:**

Chaminade provides assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact Kokua Ike: Center for Student Learning at (808)735-8305 or email [ada@chaminade.edu](mailto:ada@chaminade.edu). Kokua Ike is located in the Student Support Services Building. It is important to contact Kokua Ike as soon as possible so that accommodations are implemented in a timely fashion.

### **Title IX Compliance:**

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will not be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. We are all committed in promoting a safe and healthy environment, and should anyone learn of any sexual misconduct, physical and/or psychological abuse, we 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.

### **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.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, including self-plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

*Chaminade University Undergraduate Catalog 2018/2019, pg. 55*

### **Marianist Educational Values:**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **1. Educate for Formation in Faith (M1)**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **2. Provide an Integral, Quality Education (M2)**

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and in practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it

**3. Educate in Family Spirit (M3)**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

**4. Educate for Service, Justice, Peace, and the Integrity of Creation (M4)**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

**5. Educate for Adaptation and Change (M5)**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,  
Published in 1999 by Chaminade University of Honolulu, St. Mary’s University  
and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

**Course Schedule**  
(subject to change)

<b>Weeks</b>	<b>Topics</b>	<b>Readings/Assignments</b>
Week 1	<p><b>Educate in Family Spirit</b></p> <p>Welcome, Introductions, Course Overview Social Connectedness Week 1 (M1,M3, SLO 1,4,6 &amp; 7)</p>	<p>1. Canvas: Introduction Discussion Thread (due Sunday, August 27, midnight)</p>
Week 2	<p><b>Educate in Family Spirit</b></p> <p>Social Connectedness Week 2: Cultural Identity &amp; Success (M1,M3, SLO 1,4,6 &amp; 7)</p>	
Week 3	<p><b>Educate in Family Spirit</b></p> <p>Social Connectedness Week 3: (M1,M3, SLO 1,4,6 &amp; 7)</p>	
Week 4	<p><b>Educate in Family Spirit</b></p> <p>Social Connectedness Week 4 (M1,M3, SLO 1,4,6 &amp; 7)</p>	
Week 5	<p><b>Educate for Formation in Faith &amp; Educate for Service, Justice, and Peace</b></p> <p>CUH Mission &amp; Values Focus Week (M1, M4, SLO 1,4 &amp; 7)</p>	

<p>Week 6</p> <p><b><u>CLASS CANCELED</u></b></p>	<p><b>Provide an Integral, Quality Education</b></p> <p>Academic Success Week 1 (M1,M2, SLO 1,2,3,5 &amp; 7)</p>	<p><b>-Lifeline activity</b></p> <p><b>-PM scheduled 1 on 1 with students through classroom and the week</b></p>
<p>Week 7</p>	<p><b>Provide an Integral, Quality Education</b></p> <p>Academic Success Week 2 (M1,M2, SLO 1,2,3,5 &amp; 7)</p>	
<p>Week 8</p>	<p><b>Provide an Integral, Quality Education</b></p> <p>Academic Success Week 3: (M1,M2, SLO 1,2,3,5 &amp; 7)</p>	
<p>Week 9</p>	<p><b>Provide an Integral, Quality Education</b></p> <p>Personal Success Week 1: Financial Literacy Focus (M1,M2, SLO 1,2,3,5 &amp; 7)</p>	<p><b><u>- Financial Literacy</u></b></p>
<p>Week 10</p>	<p><b>Educate for Adaptation and Change</b></p> <p>Personal Success Week 2 Financial Literacy Focus (M1,M5, SLO 1,2,3,5 &amp; 7)</p>	
<p>Week 11</p>	<p><b>Educate for Adaptation and Change</b></p> <p>Personal Success Week 3 Financial Literacy Focus</p>	

	(M1,M5, SLO 1,2,3,5 & 7)	
Week 12	<b>Educate for Adaptation and Change</b>  Personal Success Week 3: Career Focus (M1,M5,SLO 1,2,3,5 & 7)	
Week 13	<b>Educate for Adaptation and Change</b>  Personal Success Week 4: Final Portfolio Due (M1,M5, SLO 1,2,3,5 & 7)	
Week 14	Thanksgiving Recess Week: <b>No class this week</b>	
Week 15	Wellness (SLO 1 & 7)	<u><b>Assignments Due:</b></u> • <u><b>Final Portfolio Due</b></u>

### **Important Dates To Remember**

- Monday, August 21 to Tuesday, August 29: Add/drop period
- Wednesday, August 23: Fall Spiritual Convocation, 11:30-1:20 pm (11:30 classes canceled)
- Monday, September 4: Labor Day holiday (no classes; offices closed)
- Monday, October 9: Indigenous Peoples' Day holiday (no classes, offices closed)
- Monday, October 30: Pre-Registration for seniors and athletes for spring 2024
- Wednesday, November 1: Pre-Registration for juniors for spring 2024
- Friday, November 3: Open Registration for spring 2024
- Friday, November 3: Last day to withdraw with a "W" from classes
- Thursday, November 10: Veterans' Day holiday (no classes; offices closed)
- Wednesday, November 15: Thanksgiving Services at 12:30 pm
- Thursday & Friday, November 23rd and 24th: Thanksgiving Recess & Holiday (no classes; offices closed)

## **Course Participation – 140 points**

This is an experiential learning course, and therefore, attending class regularly and being prepared will ensure the best results. Your grade is predicated on your active participation and attention to the following components:

*Class Readings and Daily Preparation:* Readings will be assigned weekly. These readings are noted on the Course Calendar or will be assigned in class. You are expected to read the assigned material before coming to class.

*In-Class Activities:* The nature of a seminar course is that the participants learn from one another. This will be an interactive course. We have planned activities and assignments that will appeal to a variety of learning preferences. In-class activities may include writing, group problem solving, and full class or small group discussions. Students who participate fully in all class activities will earn full credit and see the most benefit from this course.

*Outside-of-Class Activities:* As an experiential learning course, you will engage with campus resources and opportunities outside of the classroom to make the most of your Chaminade Experience.

## **Final Project**

### **CUH 100 Portfolio: Assignment Description and Deliverables**

This Portfolio is the culminating assignment designed to enhance your learning through reflection and a means of providing evidence of proficiency or distinguished meeting of all the CUH 100 Student Learning Outcomes. In order to successfully accomplish this, your Portfolio will consist of the following:

#### Part I: Introduction

- This is your opportunity to introduce yourself and speak about your background, interests, and experiences that brought you here to Chaminade University of Honolulu.
- Introduction should be an audio/visual (e.g., video of yourself introducing yourself, a representation of you like an animation that does the introduction, etc.).
- Introduction should be creative and representative of you and your personality.

#### Part II: Documentation of Student Learning Outcomes

- Artifacts and descriptions.
  - Artifacts (sample of your work either academically or professionally). Present a minimum of one (1) artifact for each of the seven (7) CUH 100 Student Learning Outcomes.
  - Artifact Descriptions
    - Description of Each Artifact (Name of the artifact and document when the artifact was submitted/completed)
    - Purpose of the Artifact (why or for what purpose was this artifact completed)
    - The Artifact as Evidence (how does the artifact provide evidence that the applicable SLO was proficiently demonstrated.)



### Part III: Reflection & Assessment Narrative

- The narrative is an analytical reflection of your journey from a high school graduate to your first semester at Chaminade University of Honolulu. (minimum 2 double-spaced pages.) Discuss your journey from when you began the transition from high school to where you are today at Chaminade University of Honolulu by addressing the following prompts:
  - What have you learned about yourself and how have you grown emotionally and intellectually?
  - Based on your first semester at Chaminade University of Honolulu, do you feel you were ready for the academic rigor of your classes? Why do you think so?
  - Based on your first semester at Chaminade University of Honolulu, do you feel you were ready socially and emotionally for the university experience? Why do you think so?

### Part IV: Portfolio Assessment

- Each student will complete the Portfolio Assessment in Google Forms.
- Link: <https://forms.gle/krQTNK7an8HogzNu8>

The Portfolio demonstrates how well you have achieved mastery of the CUH 100 Student Learning Outcomes and how you have adapted to being a university student. In order to receive credit for this assignment, you must receive a minimum average proficient score of 70% for the entire Portfolio.

Your Portfolio must be submitted in Google Drive.

Since this Portfolio is a showcase of you and all of your accomplishments, personalization is highly recommended and valued.

If you need assistance with Google applications and/or any other technology-related challenges, please contact Chaminade University's Help Desk at (808) 735-4855 or [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu).

**CUH 100 Portfolio Scoring Rubric**

<b>Portfolio Section</b>	<b>Needs Improvement (no points)</b>	<b>Approaching (half points)</b>	<b>Meets Expectations (full points)</b>	<b>Score</b>
<b>Introduction</b>	Does not apply principles of effective communication in the overall design of the Portfolio, including an introduction that speaks about the student's background, interests, and experiences, in a coherent framework along with appropriate labeling, navigation, creativity, and personalization.	Presents a Portfolio in where the introduction includes only limited information about the student's background, interests, and experiences, in a coherent framework and/or does not include appropriate labeling, navigation, creativity, and personalization. An introduction is present but not an audio/visual one.	Applies principles of effective communication in the overall design of the Portfolio, presenting a Portfolio that includes an exemplary audio/video introduction that speaks about the student's background, interests, and experiences in a coherent framework along with an efficient manner in which labeling, navigation, creativity, and personalization allows the reader to easily view the Portfolio.	____ / 20
<b>Selection of Artifacts</b>	Most artifacts do not provide evidence that the CUH 100 Student Learning Outcomes were proficiently demonstrated.	Few artifacts were presented, and/or the artifacts and respective descriptions did not provide evidence that the CUH 100 Student Learning Outcomes were proficiently demonstrated.	All artifacts provide evidence that the CUH 100 Student Learning Outcomes were proficiently demonstrated.	____ / 30
<b>Reflection &amp; Assessment Narrative</b>	Does not submit a narrative or the narrative lacks reflection of personal growth and development. Not all of the prompts were responded too.	Demonstrates in the narrative, a superficial reflection of personal growth and development without statements of personal insights showing evidence of personal growth and development. Learner provides a vague (lacking breadth and/or depth)	Demonstrates in the narrative, a deep analysis and reflection of their personal growth and development through tangible experiential recollections. Learner provides a thorough evaluation of their level of academic and social & emotional	____ / 30

		evaluation of their level of academic and social & emotional readiness for their CUH experience.	readiness for their CUH experience.	
<b>Portfolio Assessment</b>	Learner does not complete the Portfolio Assessment in Google Forms.	Learner claims to have completed the Portfolio Assessment in Google Forms but evidence of this claim is not clearly evident.	Learner completes the Portfolio Assessment in Google Forms.	____ / 20

**Total Points** \_\_\_\_ / 100

\*The Portfolio demonstrates how well you have achieved mastery of the CUH 100 Student Learning Outcomes. In order to receive credit for this assignment, you must receive a minimum average proficient score of 70% for the entire ePortfolio.