

# COMMUNICATION 274: WRITING FOR MASS COMMUNICATION

Chaminade University

Eiben 127A

Mondays, Wednesdays and Fridays 2:30 p.m. – 3:20 p.m.

Instructor: Kim Baxter (she/her)

E-mail: kimberlee.baxter@chaminade.edu. You can expect an initial response within 48 hours.

Office Hours: Mondays and Fridays from 12:30 p.m. to 1:20 p.m.

## Course description

This class will help you build and enhance your skills of gathering and writing news and feature stories. From discussing ethical issues within journalism to writing on deadline, this course is structured to help you become better thinkers, observers and writers.

## Course Learning Outcomes (CLOs)

1. To improve your writing and grammar to being able to produce publishable work every time
2. To understand the audience and how to best address/reach the audience
3. To learn the art of research
4. To learn how to convey – clearly and concisely – your own opinions in writing
5. To understand how to utilize social media as a tool for reaching the audience and personal networking

## Program Learning Outcomes (PLOs)

Upon completion of the B.A. undergraduate program in Communication, students will be able to:

1. Communicate effectively, persuasively and ethically using oral, written, and technological platforms in interpersonal, small group, public, intercultural, and technological settings.
2. Apply the principles and laws of freedom of speech and press, including the right to monitor and criticize power, in order to promote service, justice and peace.
3. Actualize professional ethical principles in the pursuit of truth, accuracy, and diversity.
4. Locate, evaluate, incorporate, and properly cite multiple resources in visual and oral performances, papers, and communication campaigns.

## Text

“The Associated Press Stylebook,” current edition. You can use the print or online version ([www.apstylebook.com](http://www.apstylebook.com)).

## In-class expectations and Attendance

Students are expected to be in the classroom with their computers open to the course-related websites and prepared to discuss that day’s lesson at the start of class. Most assignments are due by the start of class, so please ensure your work has been submitted. Walking in late is disruptive and disrespectful to the professor and your fellow classmates and will be documented and penalized accordingly.

During class, students are expected to take notes and actively participate in the discussion. Students should honor diverse perspectives, though disagreements are allowed (and expected) as long as they are handled respectfully.

Your final grade will be severely hurt if you miss class. In-class assignments and quizzes cannot be made up if missed for a non-excused reason. Class participation and attendance are 10% of your final grade. You are strongly encouraged to attend every class.

The syllabus is subject to change at any time, and changes will be announced in class. If you cannot attend a class, please email the instructor about anything you might have missed. If you miss a class due to an emergency (medical or family), speak with the instructor about making up the quiz and/or assignments.

## Quick Reference — Absence Thresholds:

|                                       |                                                                                                               |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Excused Absence</b>                | Missing class for a documented school-sponsored reason, an illness or a family emergency                      |
| <b>Unexcused Absence</b>              | Any absence not pre-approved or documented                                                                    |
| <b>Warning Threshold</b>              | After 2 unexcused absences, the student will be notified.                                                     |
| <b>Grade Penalty</b>                  | More than 4 unexcused absences will result in a penalty of the final grade being lowered by one grade letter. |
| <b>Course Failure</b>                 | More than 6 unexcused absences will result in an F for a final grade.                                         |
| <b>Late Arrival / Early Departure</b> | Arriving more than 5 minutes late constitutes a tardy. 3 tardies = 1 unexcused absence                        |

## Deadlines

Deadlines are critical in the media. Barring an emergency, your grade will suffer for late papers and assignments. The first missed deadline will result in one letter grade lower on that assignment than what you would have received if you had turned it in on time. (For example, if your paper would have received a 45/50 if it was turned in on time, the late paper will receive a 40/50.) The second missed deadline will result in two letter grades lower. The third missed deadline will result in a 0.

You will have ONE WEEK after the original deadline to turn in a late assignment. After that, the assignment – regardless of whether it is a first missed deadline or the second missed deadline – will result in a 0. Most assignments will be due at the start of class. Coming to class late – even by just one minute – is a missed deadline. For assignments to be turned in by email, one minute late is a missed deadline.

If you are going to miss a deadline, contact me before the deadline.

## Format for assignments

Please include your name and date at the beginning of the assignment. All assignments should be typed and double-spaced and submitted with no grammatical errors or typos.

## Quizzes

There will be a current events quiz every **Monday** (unless otherwise noted) to test your knowledge of the assigned reading materials and the major news of the week. Since this is a mass communications course, you will be expected to consume the news and other media and know what is going on locally, nationally and internationally on a daily basis. At the very least, you should read The New York Times and the Honolulu Star-Advertiser online every day. The quizzes will also include questions from the assigned readings.

## 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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Fabrication, plagiarism and cheating will not be tolerated. Identify yourself properly to new sources as a Chaminade University student. Collaboration on individual assignments or extensive rewriting done by a classmate will be considered cheating. Lifting information from the Internet or any other published work without attribution is also considered plagiarism.

Communication Department policy requires that, on the first offense, plagiarized assignments will be given an automatic 0 and the student's final grade will be reduced by one letter grade. A second offense will result in an automatic failure of the class.

## Generative Artificial Intelligence use policy

Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the [university's Academic Honesty Policy](#).

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. See the catalog section [Student Use of Artificial Intelligence in Academic Work](#) for further information.

Generative AI is artificial intelligence that can create new content like text, images, video, audio and code. The use of generative AI tools like ChatGPT, Claude, Google Gemini, Grammarly AI, to create work that is not your own **will be considered cheating that will result in a 0 on the assignment.**

Generative AI can be used as a tool to help gather information, assess arguments and provide feedback but should never be a substitute for your own thinking, creative work and voice.

Acceptable uses of AI include:

- brainstorming ideas for assignments or projects
- generating outlines or organizational structures
- improving grammar, spelling, and clarity of your writing.
- receiving feedback on drafts.
- research assistance, provided all facts and sources are independently verified.

AI may not be used to:

- generate assignments (or even pieces of those assignments) that you submit as your own work.
- fabricate citations, research, interviews, or production data.
- replace the critical thinking, observation, or creative decision-making expected in this course.

Students remain fully responsible for the accuracy, originality, and integrity of all submitted work. The majority of every assignment should demonstrate your own work, thinking, and creative decision-making. The purpose of this policy is not to discourage the use of emerging technologies but to help guide students in understanding how to ethically use these resources while developing the critical thinking, analytical, and creative skills that are essential to communication.

**Course assessment**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

**Credit-hour policy**

This is a three-credit-hour course requiring at least **135 clock hours** of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about:

- 35 hours – in class
  - 30 hours – preparing for the current events quizzes (2 hours X 15 weeks)
  - 32 hours – writing assignments
  - 5 hours – preparing for the in-class presentation
  - 20 hours – final assignments
  - 15 hours – additional work will average about 1 hour a week
- TOTAL = 137 hours**

**GRADING:**

|                                    |                     |            |
|------------------------------------|---------------------|------------|
| Class participation/attendance     |                     | 50 points  |
| Current Events Quizzes             | 10 X 10 points each | 100 points |
| In-class writing/editing exercises | 10 X 20 points each | 200 points |

Writing assignments

|                            |            |
|----------------------------|------------|
| • Intro                    |            |
| • Listicle                 | 20 points  |
| • Blog                     | 50 points  |
| • Press release            | 50 points  |
| • In-class presentation    | 50 points  |
| • Email correspondence     | 10 points  |
| • Social media             | 50 points  |
| • Column                   | 100 points |
| • News story               | 100 points |
| • Finals                   | 250 points |
| <b>TOTAL: 1,030 points</b> |            |

## BREAKDOWN:

All grades will be determined using the following points scale:

927 – 1,030 points : A : Outstanding scholarship and an unusual degree of intellectual initiative

824 – 926 points : B : Superior work done in a consistent and intellectual manner

721 – 823 points : C : Average grade indicating a competent grasp of the subject

618 – 720 points : D : Inferior work of the lowest passing grade, not satisfactory for the fulfillment of prerequisite course work

Less than 618 points : F : Failed to grasp the minimum subject matter; no credit given

## What's a "Grade?"

**"A"** students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete but go beyond more than just the minimum requirements. Their oral presentations are delivered on time, exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are outlined precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

**"B"** students miss a few classes during the semester. They usually read the assigned readings before class. Their speeches exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

**"C"** students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All speeches are presented on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

**"D"** students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Speeches are not always presented on time and only some rewrite opportunities are used. They don't keep up with current events.

**"F"** students fail to attend class consistently, miss exams and speeches, written assignments; don't use rewrite opportunities.

## Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

## SCHEDULE OF ACTIVITIES

### WEEK 1

**Monday, Aug. 17:** Introductions, review the syllabus

**\*\*Assignment:** Write an introduction (300-500 words) about yourself. Post in the proper Discussion in Canvas. **DUE** by start of class on Wednesday, Aug. 19

**Wednesday, Aug. 19:** What is news? News judgment, news values.

**\*\*Assignment:** Pick a news story that interested you and break down the news values in the story. **DUE:** Friday, Aug. 21, at the start of class.

**Friday, Aug. 21:** In-class critiques of news values. AP Styleguide.

**\*\*Assignment:** AP editing assignment A-G. **DUE:** Start of class on Monday, Aug. 24

### WEEK 2

**Monday, Aug. 24:** Fake news

**Wednesday, Aug. 26:** Fake news

**\*\*Assignment:** AP editing assignment H-M. **DUE:** Start of class on Friday, Aug. 28

**Friday, Aug. 28:** Writing listicles

**\*\*Assignment:** Top 10 listicle. **DUE:** Start of class on Monday, Aug. 31

### WEEK 3

**Monday, Aug. 31:** Peer edit at least three classmates' Top 10s.

**\*\*Assignment:** Take note of your classmates' critiques and edit your Top 10. **DUE:** Wednesday, Sept. 2 by the start of class

**Wednesday, Sept. 2:** Blogging

**\*\*Assignment:** AP editing assignment N-S. **DUE:** Start of class on Friday, Sept. 4

**Friday, Sept. 4:** In-class writing/editing assignment #1

**\*\*Assignment:** Create your blog and your first post by Wednesday, Sept. 9

#### **WEEK 4**

**Monday, Sept. 7:** LABOR DAY – No school

**Wednesday, Sept. 9:** Work on blog

**\*\*Assignment:** AP editing assignment T-Z. **DUE:** Start of class on Friday, Sept. 11

**\*\*Assignment:** Create two blog entries (three total) by the start of class on Monday, Sept. 14

**Friday, Sept. 11:** In-class writing/editing assignment #2

#### **WEEK 5**

**Monday, Sept. 14:** Press releases

**\*\*Assignment:** Continue blogging with at least three more posts (six total). **DUE:** By the start of class on Monday, Sept. 21

**Wednesday, Sept. 16:** In-class writing/editing exercises #3

**Friday, Sept. 18:** Press releases

#### **WEEK 6**

**Monday, Sept. 21:** Press releases

**Wednesday, Sept. 23:** In-class writing/editing exercises #4

**Friday, Sept. 25:** Press releases

**\*\*Assignment:** 500-word press release. **DUE:** Rough draft due Monday, Sept. 28

#### **WEEK 7**

**Monday, Sept. 28:** Peer edit press releases.

**\*\*Assignment:** 500-word press release. Final draft. **DUE:** Start of class on Wednesday, Sept. 30

**Wednesday, Sept. 30:** Public speaking

**\*\*Assignment:** Prepare a 2 ½ - to 3-minute presentation to be given in class. **DUE:** Friday, Oct. 9

**Friday, Oct. 2:** In-class writing/editing exercises #5

#### **WEEK 8**

**Monday, Oct. 5:** Research and prepare presentations.

**Wednesday, Oct. 7:** In-class writing #6

**\*\*Assignment:** Prepare a 2 ½ - to 3-minute presentation to be given in class. **DUE:** Friday, Oct. 9

**Friday, Oct. 9:** In-class presentations

**\*\*Assignment:** Critique classmates' in-class presentations. **DUE:** By 11:59 a.m. on Tuesday, Oct. 13

#### **WEEK 9 : WELLNESS WEEK**

**Monday, Oct. 12:** INDIGENOUS PEOPLES' DAY – No school

**Wednesday, Oct. 14:** TBA

**Friday, Oct. 16:** TBA

#### **WEEK 10**

**Monday, Oct. 19:** Writing for social media

**Wednesday, Oct. 21:** Writing for social media

**Friday, Oct. 23:** In-class email and correspondence

**\*\*Assignment:** Email professor. **DUE:** Sunday, Oct. 25, by 11:59 p.m.

**\*\*Assignment:** Writing social media blurbs. **DUE:** Start of class on Monday, Oct. 26

#### **WEEK 10**

**Monday, Oct. 26:** Critique social media blurbs

**\*Assignment:** Write social media blurbs. **DUE:** Start of class on Wednesday, Oct. 28

**Wednesday, Oct. 28:** In-class writing/editing exercises #7

**Friday, Oct. 30:** Writing columns

#### **WEEK 11**

**Monday, Nov. 2:** Writing columns

**\*\*Assignment:** Write a 500-word column. **DUE:** Start of class on Friday, Nov. 6

**Wednesday, Nov. 4:** In-class writing/editing exercises #8

**Friday, Nov. 6:** Rough draft of columns

**\*\*Assignment:** 500-word column. **DUE:** Start of class on Monday, Nov. 9

#### **WEEK 12**

**Monday, Nov. 9:** News writing

**\*\*Assignment:** 300-word news story. **DUE:** At the end of class on Friday, Nov. 13

**Wednesday, Nov. 11:** VETERANS' DAY – No school

**Friday, Nov. 13:** Fix news story.

**\*\*Assignment:** 300-word news story. **DUE:** Start of class on Monday, Nov. 16

#### **WEEK 13**

**Monday, Nov. 16:** Discuss news stories

**Wednesday, Nov. 18:** In-class writing/editing exercises #9

**Friday, Nov. 20:** Finals

#### **Week 14**

**Monday, Nov. 23:** Work on finals

**Wednesday, Nov. 25:** In-class writing/editing exercises #10

**Friday, Nov. 27:** THANKSGIVING BREAK – No school

#### **Week 15**

**Monday, Nov. 30:** Finals

**Wednesday, Dec. 2:** In-class final

**Thursday, Dec. 4:** In-class final. Last day of instruction.

#### **Finals Week**

**Monday, Dec. 7:** I'll be in my office from 1 p.m. - 3 p.m. Finals due in Canvas by 11:59 p.m.

*Please note: This syllabus is not set in stone and is subject to change. It is imperative you attend class as changes will often be announced in class. Please contact the instructor with any questions.*

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- 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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

- 1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
- 2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
- 3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
- 4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
- 5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

|                                | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|--------------------------------|-------|-------|-------|-------|-------|
| Marianist Values               | X     |       | X     | X     |       |
| PLOs                           | X     | X     | X     | X     | X     |
| Native Hawaiian Values         |       |       | X     | X     |       |
| Gen Ed Outcomes(if applicable) | X     | X     | X     | X     | X     |



Academic Honesty

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For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started

- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services**

Chaminade offers free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (include, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe.

Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Course Expectations**

Your final grade will be based on your performance on exams and quizzes, speech assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Active student participation in all required discussions and weekly assignments is required.
- Honest communication with me personally or via e-mail is expected if any unexpected changes occur in your life.

Note: In case of class cancellation, you will be notified via Canvas and your Chaminade email.

### **Disability Access**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make an arrangement to complete missed assignments. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus

extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook

(<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>)

### **Hazing Prevention Resources and Athlete Helpline**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/> | <https://hazingpreventionnetwork.org/how-to-report-hazing/>

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.