



School Humanities Arts and Design
Religious Studies

RE 314 Hebrew Scriptures

Online | Credits: 3 | Section: -90 | Term: [Fall 2026]

Instructor Information

Instructor



David L. Coleman, Ph.D.

I have called Hawai'i home since 1966, with only brief interruptions for college and graduate study. My academic journey has always been part of a deeper spiritual journey. After graduating from St. Louis High School, I studied Western Philosophy at Chaminade University, earned a master's degree in Asian Studies at the University of Hawai'i at Mānoa, where I translated the writings of the 13th-century Zen master Dōgen, completed a Master of Religious Education at the University of San Francisco, and later earned a doctorate in Political Science with a dissertation titled *The Politics of the Sacred*. For more than 45 years I taught at Chaminade University, serving for 16 years as Dean of Humanities and Fine Arts, and I continue to teach online courses in ethics while remaining active in Catholic Social Teaching, Marianist spirituality and leadership, and the relationship between religion and civil society. I also continue my long association with Chuuk through the Caroline College and Pastoral Institute. Above all, I remain grateful to the many teachers and mentors who have shaped my life and continue to guide me. My deepest conviction is that God loves us beyond measure, and that by quieting our minds, letting go of the suffering we so often choose, and loving every person who comes into our lives, we will experience unsurpassed joy and come to know the movement of God's Love in our lives.

Email

dcoleman@chaminade.edu

Phone

Office Location

Virtual only

Virtual Office

Virtual Office Hours

[Days and times]

Communication

Virtual Office Hours: Set hours on Mondays for zoom (see the “Virtual Office” module). If you want an individual appointment, please email me so we can be sure to connect!

Please email me on CANVAS to make an individual appointment if you need one ... I will get back to you as soon as possible. Make sure you suggest a couple of times in your email so I can confirm a meeting immediately. You can also put your questions in the Virtual Office on CANVAS if it is applicable to everyone.

If you send an email to me, it will be answered within 48 hours. If you send it on Friday, it may not be answered until Monday. If your question concerns an assignment clarification, in addition to

answering you personally, I may answer it through the "Announcement" process so everyone gets the information.

School & Department

School	School of Humanities, Arts and Design
Location	Online
Phone	
Questions?	Contact your instructor or the School of Humanities, Arts and Design

Course Description & Materials

Catalog Description

This course introduces the God of the Old Testament and details Israel's relationship with its God over a two-thousand-year journey of faith. The sacred writings of the Pentateuch and both the Prophetic and Wisdom literature of Israel will be examined in detail. An understanding of Israel's speech about the God who spoke is worthy to study in itself, and an essential theological pre-history for understanding Jesus and Christianity. The significance of these texts for both contemporary Judaism and Christianity will be explored.

Prerequisite: RE-103, RE-205, or RE-211

Course Snapshot

Modality	Online Asynchronous
Time Commitment	<i>This is a three-credit hour online course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 65 hours reading texts and assigned articles/readings (average of 4.5 hrs/week); 33 hours on research essays, shared discussion topics and case studies (includes two shared presentation projects), 40 hours reviewing content video with quizzes; and 10.5 hours studying for and taking the final exam.</i>
Required Materials	Bible: The New American Bible is preferred; you will need a Bible with Apocrypha.

	The following texts have hard copies available at the school office. I will however be including electronic excerpts as needed in the course modules. Carmody, Timothy R., <i>Reading the Bible: A Study Guide</i>. New York: Paulist Press, 2004. (referred to as “Carmody” in assignments) House, Paul R. and Mitchell, Eric A. <i>Old Testament Survey</i>. 3rd Edition. Brentwood, Tennessee, 2023. (referred to as “Survey” in assignments) Various articles and other resources will be included in the modules for you to study and work with on assignments.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Canvas is the learning management system we will use throughout this course. It is where you will find the syllabus, weekly learning modules, readings, videos, assignments, grades, and course announcements. Each week is organized into a module that guides you step-by-step through the required materials and activities, so I encourage you to work through them in order. Be sure to check Canvas regularly, as it will be our primary means of communication outside of email. If you encounter technical difficulties, please contact the Chaminade Help Desk as soon as possible, and don't hesitate to let me know if a problem affects your ability to complete an assignment on time. My goal is to make the course as organized and accessible as possible so that you can focus your attention on learning and engaging with the course material. The course website for RE 314-90 is https://chaminade.instructure.com/courses/46222 The Course Website for RE 314-91 is https://chaminade.instructure.com/courses/48221

Learning Outcomes

General Education Learning Outcome applied to this course is Formation in Faith

The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice.

This learning outcome will be assessed by using both exegesis and eisegesis methodology in studying the Hebrew Scriptures and its application to faith as relational, rather than as an adherence to a set of beliefs.

Program Learning Outcomes (PLOs)

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

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human

2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4. Generate a substantive project that is animated by the Marianist charism.

Course Learning Outcomes (CLOs)

At the end of the course, students will be able to

1. explain the major themes of the Hebrew Scriptures and their relevance to the Jewish and Christian faiths, and to contemporary society by applying appropriate hermeneutics using exegesis and eisegesis methodology; (GE, PLO 1, M/H 1, 2, 5)
2. discuss the images of God and their impact on the major themes, such as God's relationship with humanity, covenant, salvation; (GE, PLO 2.3, M/H 1, 3)
3. analyze the importance of service, justice and peace as expressed throughout the Hebrew Scriptures, particularly as emphasized within the Prophets; (GE, PLO 2, 3, M/H 4)
4. identify key events and persons within the Hebrew Scriptures; (GE, PLO 1, 2, M/H, 2)
5. describe various genres within the Old Testament and their function. (GE, PLO 1, 2, M/H, 2)

LEARNING OUTCOME ASSESSMENT:

Student's work will be evaluated for:

- knowledge of the subject matter from textbooks, discussions, videos, research, outside class activities;
- ability to apply the knowledge to a particular context;
- thorough explanation of the underlying principles in application to the specific context.

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, and integrity of creation.
5. Educate for adaptation and change.

RE 314 Hebrew Scriptures and the Marianist Characteristics

RE 314 *Hebrew Scriptures* reflects the Marianist educational mission by integrating **Education for Formation in Faith, Providing an Integral, Quality Education, Educating for Service, Justice and Peace, and Educating for Adaptation and Change**. Through the study of the major themes of the Hebrew Scriptures, students deepen their understanding of the Jewish and Christian traditions while developing the critical skills of biblical interpretation through exegesis and eisegesis. The course explores the many images of God, covenant, salvation, and the relationship between God and humanity, encouraging students to connect faith with contemporary moral and social issues. Special attention to the prophetic tradition emphasizes God's call to justice, peace, compassion, and care for the vulnerable, inspiring students to recognize their own responsibility for service and the common good. By examining the historical contexts, literary genres, and enduring significance of the Hebrew Scriptures, students learn to appreciate how biblical faith responds creatively to changing cultural circumstances while

remaining grounded in enduring religious values. The course also fosters respectful dialogue and shared inquiry, reflecting the Marianist spirit of learning in community and preparing students to apply the wisdom of Scripture to the ethical and spiritual challenges of today's world.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo 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 ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo 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 ('Ōlelo 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	1, 2, 5	1, 3	4	2	2
PLOs	PLO 1	PLO 2, 3	PLO 2, 3	PLO 1, 2	PLO 1, 2
Native Hawaiian Values	1, 2, 5	1, 3	4	2	2
Gen Ed Outcomes(if applicable)	GE Formation of Faith	GE Formation of Faith	GE Formation of Faith	GE Formation of Faith	GE Formation of Faith

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 24 hours
 - Weekly graded work (discussions, assignments): within 5 school days of the assignment closing date
 - Major assessments/projects: within 10 school days of the closing date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Work is turned in on CANVAS unless otherwise specified. Assignments have due dates. After the due dates, the assignment is considered late and may have points deducted in proportion to the amount of time the assignment is late. Assignments also have expiration dates, after which they are not available to be submitted. If you miss an assignment altogether you will have to contact the instructor and negotiate an alternative, which may not be granted.
Extra Credit	<i>There will be some extra credit possibilities for this course. They will be announced in the weekly modules.</i>
Incomplete Grade	Incomplete grades will not routinely be given. You must make the request for an incomplete in order to be considered for one at the end of the semester. Please read the University policy and description of the purpose for an incomplete grade.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Assessment and Grading: We are all accountable for our performance in our jobs, in our service, and in our ministries. As various systems of accountability are formalized across our society, they often become burdensome and even somewhat scary and a cause for anxiety. I have outlined the “grade calculation” above so you can see how I will do the “grade” for the class. This is my evaluation of your personal performance and demonstration of the learning outcomes for this course. I will use portions of your work to assess the effectiveness of the

class and my work with you. Quizzes, discussion threads, and short answer essays, will contribute data to the assessment and grading process, which will be used to help us continually update and improve the learning process in the course.

Evaluation Tools

Quizzes: There will be regular quizzes and other assessment activities that will occur online. The online quizzes are open book and based on the readings and material covered in the readings and the accompanying video lectures on the materials. While students may range ahead in readings and discussion activities, quizzes, in general, are scheduled during the week following coverage of assigned readings, and only open for a limited amount of time.

Online discussion threads: you will be engaging a series of shared discussions online based on the assigned bible readings and the chapters you will be reading. These are asynchronous threaded discussions, in which you will generally post your primary response by Thursday of a given week and then respond to the posts of your classmates by the end of module week. The quizzes are primarily focused on the secondary texts and any other handouts.

Final Exam: The Final Exam is an objective test which will be taken online during final exam week. It will cover material from previous quizzes, online discussions, and the Characteristics of Marianist Education. The content may be modified based on the experience of the semester.

There will be approximately 700 points for the Online discussions; approximately 500 points for the quizzes; 100 points for the final exam; and 300 points for participation in the course based on attendance either online or in the computer lab. Participation points are based on you being present and participating, or by posting meaningful work online. (20 points per week). The total points for the semester will be approximately 1600 points.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range	Points needed for the grade shown
A	90% and above	1440 points or higher
B	80–89%	1280 points to 1439 points
C	70–79%	1120 points to 1279 points
D	60–69%	960 points to 1119 points
F	59% and below	Below 960 points

Important Information

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, plagiarism, and unauthorized and/or undisclosed AI

usage, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. 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. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. This course schedule lists readings due during each week. Due dates take you through the week and allow you to space your readings out over the week. The actual assignments (quizzes, threaded discussions and other activities are listed after this Weekly Course Schedule and will show in the modules and your "assignments due" list in CANVAS.

Wk of	Theme	Info / Activities	Due Dates
8/17	Bible Basics: Reading the Bible in Faith Beginning the Study	Read Carmody, pp. 1-23 Read Survey, pp. 1-20	August 19 August 21
8/24	Mythical Pre-History Old Testament Introduction Genesis 1:1-11:9 Themes: Who is God? Creation Narratives and Sin	Read Carmody, pp.24-38 Read Survey, pp.25-36 Bible: Read Genesis Chapter 1	August 26 August 28 August 24
8/31	Ancestral Narratives Genesis 11:10-50:26: God's Redemptive Plans through Abraham's Family Themes: Covenant Second Son Syndrome	Bible: Read Genesis Chapters 2 and 3 Read Carmody, pp. 60-68 Read Survey, pp. 36-58 Bible: Read Genesis Chapters 15-33	August 31 Sept 2 Sept 4 Sept 4
9/7	The Law Themes: Covenant and the Law Social Justice Exodus 1-4: Israel's Enslavement and Mose's Call Exodus 5-19: Israel's Exodus	Bible: Read Exodus 21 and 34 Bible: Read Leviticus 20 Bible Read Deuteronomy 5 Read Carmody, pp. 68-82 Read Carmody, pp. 82-85 Read Survey, pp.64-66 Read Survey, pp. 66-77	Sept 7 Sept 9 Sept 9 Sept 9 Sept 11 Sept 7 Sept 9
9/14	Exodus 20-24: The Heart of God's Covenant with Israel Joshua 23-24: Renewing the Covenant King Saul, King David and King Solomon	Read Carmody, pp. 77-82 Bible: Read Exodus 20-24 Read Survey, pp.132-135 Bible: Read Joshua 23-24 Read Survey, pp 180-191 Bible: Read 2 Samuel: 2-19	Sept 14 Sept 16 Sept 18
9/21	Losing the Land and the Prophets Elijah and Elisha The Latter Prophets	Read Survey, pp, 218-226 Bible: Read 1 Kings 17-19 and 2 Kings 1-13 Read Survey, pp. 243-248 Read Carmody, pp. 139-152	Sept 21 Sept 23 Sept 25
9/28	First Isaiah and Micah Second Isaiah and the Suffering Servant Chuuk State Constitution Day (CCPI holiday)	Read Survey, pp.250-272; 336-340 Read Carmody, pp.155-162 Bible: Read Isaiah 1-6 Bible: Read Micah 1-7 Bible: Read Isaiah 40-42; 52-53	Sept 28 Sept 30 Oct 2 October 1

Wk of	Theme	Info / Activities	Due Dates
10/5	Jeremiah	Read Carmody, pp. 162-172 Read Survey, pp.276-300 Bible: Jeremiah 13 Bible: Jeremiah 20:7-18; 21	Oct 5 Oct 7 Oct 7 Oct 9
10/12	Wellness Week	No New Assignments	
10/19	Hosea, Israel's Covenant Adultery Amos, Prophet of Justice United Nations Day (CCPI holiday)	Read Survey, pp. 315-320 Bible: Read Hosea 1-3 Read Survey, pp. 321-328 Bible: Read Amos 5	Oct 19 Oct 21 October 23
10/26	Psalms: Worshipping the Living God	Read Survey, pp.367-385 Bible: Read Psalms 1-3; 23; 104-106 Read Carmody, pp.125-131 Bible: Read Psalm 22	Oct 26 Oct 28 Oct 30
11/2	Job: How to Struggle with Life's Tests and Doubts November 3 FSM Independence Day (CCPI holiday)	Read Carmody, pp.116-124 Bible: Read Job 6-7 Read Survey, pp.387-402 Bible: Read Job 32-42	Nov 2 Nov 6 Nov 3
11/9	Proverbs: How to Grow in Wisdom November 11 Veteran's Day CUH and CCPI Holiday	Read Carmody, pp. 133-138 Bible: Read Proverbs 9 Read Survey, pp. 403-414 Bible: Read Proverbs 1-9; 30-31	Nov 9 Nov 13 Nov 11
11/16	Ruth: How to Overcome Personal Difficulties	Read Carmody, pp. 96-108 Read Survey, pp.415-423 Bible: Ruth 1- 4	Nov 16 Nov 18 Nov 20
11/23	Song of Songs: How to Celebrate Love November 24 FSM President's Day (CCPI holiday) November 26-27 Thanksgiving (CUH and CCPI Holidays)	Read Survey, pp.425-430 Bible: Song of Songs (Songs of Solomon) 1-8	Nov 23 Nov 24 Nov 26-27
11/30	Ecclesiastes: How to find Meaning in Life	Read Survey, pp. 431-438 Bible: Read Ecclesiastes 1-12	Nov 30 Dec 2
12/7	Final Exam/Project		December 10

Marianist Education: Mission for Life, Peace and Love

In the last analysis, all those who embrace the Marianist vision of education seek wisdom, a form of understanding that transcends knowledge. And educators who ultimately seek wisdom, who impart knowledge for the sake of love and who teach students to love freedom for the sake of service, sow seeds that will bear fruit for generations, and prepare the ground in which a culture of life, peace and love can flourish. (CMU, para. 50)

AI, Your Work and This Class

I recognize the importance and benefits of using Artificial Intelligence (AI) tools, which is why my position is to embrace and integrate them into a variety of course activities, like interactive projects, with full transparency about their use. However, using any AI tools during an exam or quiz is never permitted. The information and guidelines in this policy ensure that AI is effectively and ethically used in this course.

What are AI tools?

AI tools mean something different to each person, especially related to education, so I've grouped them into categories and named a few tools for each. Please note that countless AI tools exist, and the omission of a specific tool doesn't mean its use is permitted. If you have questions about a certain tool, do not use it until we've discussed it and I indicate that its use is allowed.

Type	What they do	Example tools
Chatbots	Generates written responses, answers questions, & checks work	ChatGPT (and GPT- 4), Google Gemini, Bing AI, Jasper AI
AI writing assistants	Edits, rephrases, & rewrites text to improve writing	Grammarly, QuillBot, Hemingway Editor
Applications	Answers questions & completes numerous “homework help” tasks	Course Hero, Photomath, Wolfram Alpha, Socratic
Voice assistants	Takes voice commands to provide answers to questions & operate portions of devices.	Siri, Alexa, Google Assistant, Cortana

Acceptable use of AI tools

We'll use AI in this course to enrich your learning experience with interactive activities and as a way for you to gain practical experience with important technologies.

Key takeaways for AI use in this course:

- Do not use any AI tools during any exams or
- Do not use AI tools during any assignments or activities without specific permission and instructions.
- Credit and cite any time you use
- Except during exams and quizzes, you may use writing assistants to check your written work for grammar and punctuation.
- Writing assistants and other AI should not be used to write, paraphrase, or change the style and composition of your writing.
- Using AI as a supplement is permitted. Examples include using browser extensions or apps to check your answers to practice
- Never enter any personally identifiable information or other relevant information into AI tools.

Citations of AI work require that you print out the entire prompt and response you used and include it with the assignment. This will show how you used this fascinating tool to help your develop your ideas, demonstrating a critical use of the tool and showing your own work.

The negatives of using AI tools

- Integrating AI into course activities helps create interactive and engaging learning experiences. However, it's crucial that you adhere to the guidelines about the use of AI tools because it impacts the entire learning experience and your data privacy.
- Inappropriate or unauthorized use of AI tools to gain an unfair advantage and any other forms of academic dishonesty not only devalue your education but also jeopardize the integrity and reputation of the entire course and program you and others have invested in. That said, I ask that each of you fully, honestly, and ethically commit to using AI only as instructed.

Data privacy

I trust that you're careful with personally identifiable information, but it can be mistakenly shared, such as when you're checking your written work in ChatGPT. Let's assume the assignment allows you to use ChatGPT, and you copy all of the text from the document and paste it into ChatGPT, including your information at the top of the page:

- First & last name
- ID number
- Date & time
- Course name
- Instructor name

While not likely, others could receive any or all of that information, which could be enough information to determine who you are, your institution or organization, and your location. So, please do not use any personally identifiable information or other relevant information about yourself or others in any AI tools.

AI Policy enforcement

I take academic integrity very seriously, and I will address any violations of this policy and follow Chaminade University of Honolulu disciplinary policies and procedures. If you have any questions about the information, policies, and guidelines in this statement, I urge you to contact me to discuss them. This policy goes into effect on the first day of this course, January 8, 2024.

I trust that each of you will make ethical decisions about the use of AI tools in this course and I'm looking forward to a rewarding experience for everyone, including myself.

(template accessed August 20, 2023 at https://honorlock.com/blog/ai-policy-online-education/?utm_source=pardot&utm_medium=email&utm_campaign=ip_warmup#1691523817996-c1ed7c9d-418d)