

Course alpha: UNIV

Course number: 101

Course title: Paths to Academic and Lifelong Success

Course description: Designed for the first-time college student, this course is intended to promote the attitudes, behaviors, competencies, and skills that will increase students' academic success and foster their social integration into the college environment.

Meeting times (contact hours per week): 1

Course credit hours: 1

Prerequisite requirements: None

Instructor Name:

Office Location and Hours:

Contact Info:

The purpose of University 101 is to help new students make a successful transition to the University, both academically and personally. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, articulate to students the expectations of the University and its faculty, help students develop and apply critical thinking skills, and help students continue to clarify their purpose, meaning, and direction. ([Source](#))

Learning Objectives. Upon successful completion of the course, students will:
(1) Understand and use appropriate campus resources and opportunities to enhance and support their educational experience.
(2) Understand the purpose, value, and requirements of campus policies and procedures, deadlines, and the UH Hilo Student Code of Conduct
(3) Understand what it means to be a college student and a Vulcan in the context of the history and culture of UH Hilo and the surrounding community.
(4) Create a personal connection with UH Hilo
(5) Understand the ways in which high school study methods differ from those appropriate for college
(6) Apply appropriate academic strategies (note-taking, test-taking, and reading skills) to their courses and learning experiences.
(7) Understand and apply effective personal strategies (self-responsibility; time-management, goal setting, and prioritization skills) to their lives.
(8) Understand and apply skills, habits and practices that foster positive relationships with peers, faculty, and staff

Evaluation Methods and Criteria for Grading: at the discretion of the instructor

Academic Honesty/Integrity Statement: "Because the University is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Academic dishonesty includes cheating and plagiarism as defined [on this page]. Choosing to join the University community obligates each student to adhere to standards of honesty and integrity. By enrolling in the University, students accept the responsibility to become fully acquainted with the University's regulations and to comply with the University's authority. Ignorance of the definitions of cheating and plagiarism does not provide an excuse for engaging in acts on academic dishonesty." <http://hilo.hawaii.edu/catalog/academic-dishonesty.html>

Student Class Conduct: Student Responsibilities:

Students are expected to (1) demonstrate respect for the instructor and fellow students through all actions and communications, including those that take place electronically or online; (2) adhere to all assignment deadlines; (3) participate actively in all class activities and discussions; and (4) prepare for each class so that they can leverage the maximum learning benefit from the course. Electronic devices such as cell phones, computers, and other devices should be turned off or to vibrate during class; students may not make or accept phone calls during class time. Hats, caps or sunglasses should be removed during class. Eating during class is discouraged, although students who must consume a medically-necessary snack or meal may discretely do so, as long as it does not disrupt others' ability to participate in class. Non-alcoholic beverages are allowed in class. Students who arrive in class under the influence of alcohol or other drugs will be asked to leave class and will not be able to participate in that class session. Please note that students who disrupt class or otherwise interfere with other students' ability to learn and participate fully in the activities of the University may be subject to disciplinary action under the Student Code of Conduct.

Access Statement: Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Hale Kauano'e A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu - as early in the semester as possible.

Advising Statement: Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH-Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

Schedule of Topics**Module 1: Intro/Welcome/Get to know one another**

Instructor's choice icebreaker activity or simply introductions.

Why UNIV 101? This type of course has been shown to help with personal and academic success. For example, see U. of South Carolina's results here:

http://www.sc.edu/univ101/aboutus/pdf/u101_digest.pdf

If the instructor is comfortable doing so, introduce issues of being first-generation and/or working-class in college.

In the difference-education condition, panelists' stories provided this framework by linking the content of the stories to panelists' social-class backgrounds. For instance, panelists in the difference-education condition were asked, "Can you provide an example of an obstacle that you faced when you came to [university name] and how you resolved it?" One first-generation panelist responded, "Because my parents didn't go to college, they weren't always able to provide me the advice I needed. So it was sometimes hard to figure out which classes to take and what I wanted to do in the future. But there are other people who can provide that advice, and I learned that I needed to rely on my adviser more than other students."

<http://pss.sagepub.com/content/early/2014/02/18/0956797613518349.full.pdf>

Weekly schedule for time management (on Laulima). You are expected to spend 2-3 hours studying for each hour in class: <http://hilo.hawaii.edu/uhh/teaching/handbook/CreditHourPolicy.php>

Navigating STAR to plan and track your progress

Module 2: History and cultures of Hilo and Hawaii

Hawaiian language and culture resources: <http://ulukau.org/>

History of UH Hilo <http://hilo.hawaii.edu/blog/chancellor/history-uh-hilo/>

Hilo place slides and Liliuokalani book online

Module 3: What is the university? How does it differ from in the past?

What is a liberal education (or, why can't you just skip to your major courses)?

<https://www.aacu.org/leap/what-is-a-liberal-education>

"A Brief History of the University" presentation on Laulima

Why a college degree is necessary but not sufficient in today's job market

Module 4: Journey to Success

UH Hilo's unique program to help you plan and prepare for your most successful career

Module 5: Student Services/Student Life resources, including tutoring, mental/physical health, mental health counseling, suicide prevention (1)

Counseling Services website <http://hilo.hawaii.edu/studentaffairs/counseling/>

"Student Conduct and Concerns" PowerPoint on Laulima

Module 6: How to study. How college is different from high school; academic and time management strategies that foster academic, mental, and physical health. Stephen Chew's evidence-based "How to Study" video series. <http://www.samford.edu/how-to-study/>

Module 7: I bombed my midterm; now what? Continuation of previous week's "How To Study" topic

Module 8: You are a Vulcan now: UHH history, what it means to be an alum, how UH Hilo will always be part of your brand, getting involved now with RISOs and applied learning (4). Alumni website. Get involved now for career success later

<https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>

Module 9: Library Session

Students visit the library during the class period

Module 10: Critical thinking

How to spot a bogus argument and avoid making one yourself.

Module 11: Diversity.

Before class session, have every student complete the Implicit test implicit.harvard.edu

Discuss unconscious bias—we don't mean to be prejudiced, and often we don't even know we are.

Use resources from <http://www.understandingprejudice.org/demos/>

Or show 1-2 of the videos here <http://www.understandingprejudice.org/multimedia/>

Module 12: Making a Good Impression: Social class and unwritten rules

Module 13: Electronic etiquette: Effective and ethical use of campus resources, social media, email, privacy, and online presence

You're not as good at multitasking as you think you are. And your open laptop is hurting your classmates' grades. (Articles on Laulima).

Module 14: What does it mean to be an ethical member of the community?

What does it mean to be an ethical member of the UHH community? (2)

The purpose, value, and requirements of campus policies and procedures, deadlines, and the Code of Conduct including personal behavior and consent.

Go over Student Conduct Code http://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php

Use "Cheating or Fair Game?" Worksheet on Lulima to get class discussion going.

Module 15: Instructor's choice