INSTRUCTOR INFORMATION:
Name: Timothy Moore
E-mail: mooreta@hawaii.edu
Office: Room 124, Student Life Center
Phone: Office (808) 933-7627 Cell (808) 557-8494 (for emergencies only)
Office Hours: Monday - Friday by appointment

CLASS MEETINGS:
Trip Orientations: Thursdays, 6:45 PM – 7:15 PM- Hale Ika Lounge
EdVenture Trip/Activities: Saturdays, 7am-5pm (times will vary per week) trips will load vehicles in front of Hale Ika Lounge

COURSE DESCRIPTION:
Students will be exposed to a variety of experiential physical activities over the course of seven, all day field trips/excursions. The activities will be unique to the Island of Hawaii.

LEARNING OUTCOMES:
Upon successful completion of the course, students will be able to:
1. Demonstrate an increased knowledge of the land, fauna and flora unique to the Island of Hawaii
2. Acquire a better understanding of the history and cultural relevance of the volcanoes located within the Volcano National Park. Students will demonstrate understanding through the ability to lead peer educational session on assigned topics of the history and cultural relevance of the volcanoes.
3. Demonstrate an increased knowledge about celestial bodies and how observatories study the universe. Students will demonstrate knowledge through the ability to locate key celestial bodies and explaining how observatories study the universe.
4. Acquire a better understanding of Hawaiian history. Students will demonstrate understanding through the ability to lead peer educational session on assigned topics in the history of Hawaii, identification of prominent figures and explaining their contributions to the culture of Hawaii.
5. Acquire, develop and enhance interpersonal and cultural competency skills that enable them to build positive relationships with peers, faculty, staff and employers.
6. Perform with an increasing degree of proficiency, physical skills and techniques associated with outdoor recreational activities.
SYLLABUS CLAUSE AND CONTRACT:
This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructor may assign additional reading and/or assignments as needed. Additionally, the decision to remain in this class upon receipt of this syllabus serves as a student’s acceptance of this syllabus as a binding contract, meaning that you agree with the terms set forth and the expectations of being a member of this class.

COURSE MATERIALS:

Required Texts:
None Required

Supplemental Course Materials:
Peer education readings and/or materials will be provided by the instructor.

ACADEMIC ACCOMMODATIONS:
UH Hilo is committed to equitable access to educational opportunities for all students, regardless of physical, psychological, learning or medical disability. Any student with a documented disability who would like to request academic accommodations should contact the University Disability Services Office at 933-0816 (voice), 933-3334 (TTY), or shirachi@hawaii.edu (e-mail) as early as possible in the semester or prior to the start of the semester. In order to ensure that I can best assist you, please discuss with me as soon as possible your academic accommodation requirements so that I can make adjustments accordingly. Confidentiality regarding disability-related accommodations will be honored.

ACADEMIC ADVISING:
At the University of Hawai`i at Hilo, advising is designed to help students complete the graduation requirements of the University and of their individual majors. Students should consult with their advisor at least once a semester to decide on courses to register for, monitor progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Identifying the best pathways for graduation is a shared responsibility, but the final responsibility for meeting all degree-completion requirements does ultimately lie with you as the student. For more information, please visit

ATTENDANCE POLICY:
Students are expected to attend all pre-trip orientations and EdVenture trips/activities. Research has consistently shown that class attendance is one of the best predictors of student academic success. Students are regarded as adults who are responsible for their own learning; you are making an investment in yourself by pursuing a higher education degree, and as such, it is up to you to maximize the return on your investment. Because active participation necessitates your attendance on EdVenture trips, students are expected to come to every trip and to arrive on time. Frequent tardiness and/or absences will have a negative impact on your class participation grade. Students should exercise their own reasonable judgment when circumstances arise which preclude their being able to attend an orientation or trip (e.g., personal illness or injury, family death, etc.).

BEHAVIOR EXPECTATIONS FOR EDVENTURE TRIP/ACTIVITIES:
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 safety rules and regulations set forth by the instructor and various EdVenure Trip facilitators (i.e. Parks and Recreation Department, Nature Conservancy, etc.) ; (3) participate
actively in all trip activities and discussions; and (4) prepare for each trip/activity so that they can leverage the maximum learning benefit from the EdVenture. Electronic devices such as cell phones, pagers, Blackberries, PDA’s and computers should be turned off or tovibrate during active portion of trips (not including travel to location); students may not make or accept phone calls during active participation times. Alcoholic beverages are not allowed on trips/activities. Students who arrive for a trip/activity under the influence of alcohol or other drugs will to not be allowed to attend the trip or participate in the activity.

Please note that students who disrupt trip activities 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.

**Instructor Responsibilities:** Students have the right to expect that the course instructor will (1) demonstrate courtesy to all students at all times through actions and communications, including those that take place electronically or online; (2) provide constructive feedback designed to help foster students’ learning and development in a timely, fair and consistent manner, as well as help students know their academic progress in the course on a regular basis; (3) create and maintain a learning environment that is respectful of student rights, diversity of learning styles, and differences of opinion; (4) inform students of changes or adjustments to the course syllabus with a reasonable degree of advance notice so that students can plan accordingly; and (5) evaluate student performance in the course based on objective, transparent criteria.

Please visit [http://hilo.hawaii.edu/uhh/vcaa/documents/AcademicComplaintPolicy_004.pdf](http://hilo.hawaii.edu/uhh/vcaa/documents/AcademicComplaintPolicy_004.pdf) to learn more about your rights as a student and the process for filing an academic complaint.

**Guidelines for Class Participation:** This course is designed to maximize the exchange of ideas, perspectives and experiences between the instructor and students as well as among the students. To ensure that dialogue remains constructive and civil, I would like to encourage that students adhere to the following ground rules during class:

- **Respect others’ rights to hold opinions and beliefs that differ from your own.** Challenge or critique the idea, but not the person. Find points on which you can agree, and agree to disagree on the rest.
- **Listen thoroughly to what others are saying even when you think you may disagree with what is being said; comments that you make (e.g., asking for clarification) should reflect that you are genuinely trying to understand the speaker’s comments.**
- **Be courteous; refrain from interrupting others, engaging in private conversations while others are speaking, or displaying dismissive or derogatory non-verbal cues.**
- **Support your assertions; use evidence and/or observable behavior and provide rationale for your points.**
- **Allow everyone the chance to contribute to the conversation.** If you have a lot to say, purposely hold back a bit. If you are hesitant to speak, actively look for opportunities to contribute to the discussion. If you notice that some people are not participating, ask them for their thoughts or feelings on the matter.
- **If you are offended by something that has been said or believe someone else might be, speak up and say something.** This is preferable to waiting or hoping for someone else to speak up.
- **Respect the privacy of your classmates; because of the course content, some individuals may self-disclose personal experiences of pain and/or hurt.** Please maintain the confidentiality of what your classmates share.
GRADING:

CREDIT: 1 Credit
Credit can only be obtained through the participation in all seven trip orientations and EdVenture Trips...

As part of each student’s class participation, s/he will be assigned educational information (historical facts, scientific information, etc.) relating to a trip location (information to be provided by the instructor). Each student will be asked to act as a peer educator and facilitate a class discussion on their assigned topic during two EdVenture trips. Additional instructions will be forthcoming, but note that the assignment is meant to be an informal opportunity to engage in discussions about the Big Island in a more substantive manner.

TENTATIVE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thursday</td>
<td>6:45pm-7:15pm</td>
<td>Pre-Trip Orientation</td>
<td>What to bring, meal schedule, detailed overview of trip and learning outcome goals</td>
</tr>
<tr>
<td>Week 1</td>
<td>Saturday</td>
<td>(all day)</td>
<td>Service Learning-Nature Conservancy</td>
<td>Hike along the southern tip of the Big Island. Ground clearing and planting will be required</td>
</tr>
<tr>
<td>Week 2</td>
<td>Thursday</td>
<td>6:45pm-7:15pm</td>
<td>Pre-Trip Orientation</td>
<td>What to bring, meal schedule, detailed overview of trip and learning outcome goals</td>
</tr>
<tr>
<td>Week 2</td>
<td>Saturday</td>
<td>(all day)</td>
<td>Volcano National Park</td>
<td>Hike within the Volcano National Park</td>
</tr>
<tr>
<td>Week 3</td>
<td>Thursday</td>
<td>6:45pm-7:15pm</td>
<td>Pre-Trip Orientation</td>
<td>What to bring, meal schedule, detailed overview of trip and learning outcome goals</td>
</tr>
<tr>
<td>Week 3</td>
<td>Saturday</td>
<td>(all day)</td>
<td>Mauna Kea Summit Hike/Sunset/Star Gazing</td>
<td>Excursion to the observatories on top of Mauna Kea</td>
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<tr>
<td>Week 4</td>
<td>6:45pm-7:15pm</td>
<td>Orientation</td>
<td>SCUBA Experience</td>
<td>SCUBA Dive education at the Student Life Center Pool/classroom</td>
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<tr>
<td>Week 4</td>
<td>Saturday</td>
<td>(all day)</td>
<td>SCUBA Experience</td>
<td>4th of July-- No Trip</td>
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<tr>
<td>Week 5</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Thursday</td>
<td>6:45pm-7:15pm</td>
<td>Pre-Trip Orientation</td>
<td>What to bring, meal schedule, detailed overview of trip and learning outcome goals</td>
</tr>
<tr>
<td>Week 6</td>
<td>Saturday</td>
<td>(all day)</td>
<td>Manta Ray Dive</td>
<td>Diving/snorkel experience in Kona</td>
</tr>
<tr>
<td>Week 7</td>
<td>Thursday</td>
<td>6:45pm-7:15pm</td>
<td>Pre-Trip Orientation</td>
<td>What to bring, meal schedule, detailed overview of event and learning outcome goals</td>
</tr>
<tr>
<td>Week 7</td>
<td>Saturday</td>
<td>(all day)</td>
<td>YMCA Service Learning Activity</td>
<td>Organize and lead recreational activities for local youth</td>
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</tbody>
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