

Fall 2023 Syllabus
UNIV 110: University Experience

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Aloha, and welcome to the University of Hawai'i at Mānoa! Congratulations on completing high school and your decision to pursue higher education. This class is designed to provide you the skill set necessary to be successful in college. Further, this class seeks to help you build academic and social relationships with your fellow UH Mānoa Rainbow Warriors.

UNIV 110 seeks to accomplish the following course goals:

1. Cultivate a sense of community amongst students in UNIV 110.
2. Facilitate reciprocal relationships between students and the campus community.
3. Empower students through self-exploration.
4. Aid students in the pursuit of their own higher education goals.

Upon completion of the course, students will:

1. Identify institutional resources and services that support academic achievement.
2. Learn academic study strategies to help support online learning.
3. Develop interpersonal skills to build relationships with peers and instructors.
4. Develop introductory financial literacy skills.

Text Book:

Hawaii and Pacific Islands College and Career Success. 2nd Edition. By Marsha Fralick and Kau'ionalani Mead.

Instructions to purchase textbook can be found here: [Student Guide to Using Online Textbooks on the Human eSources Platform](#)

When prompted for an access key, enter **DYN8W3H**

(If you are considering dropping UNIV 110 due to the fee of the textbook, contact freshman@hawaii.edu to discuss an alternative access to the textbook)

In accordance with WI hallmarks, upon completion of this course, students will be able to:

WLO1. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres;

WLO2. Develop and organize appropriate and relevant content;

WLO3. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field; and

WLO4. Control style and mechanics to communicate effectively.

Note about WI portion: Students will get feedback from the mentor about their writing and will be provided with detailed guidelines on how to complete WI required assignments. Writing Intensive courses requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages [double spaced, 12pt Times New Roman font with 1” margins]. Assignments are listed, as well as page count required in assignment list and class requirements. Individual assignment minimums are subject to change, but total requirements will not.

Disability: If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili’uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

Title IX: The University of Hawai’i is committed to providing a learning, working and living environment that promotes personal integrity, civility, 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. If you or someone you know experiences any of these, UHM has staff and resources on campus to support and assist you. Staff also can direct you to resources in the community.

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. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to: <http://www.manoa.hawaii.edu/titleix>

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact the confidential resources available here:

<http://manoa.hawaii.edu/titleix/resources/#confidential>

If you wish to REPORT an incident of sex discrimination or gender-based violence

including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact: t9uhm@hawaii.edu

Basic Needs: Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

Department of Public Safety:

(808) 956-6911 (Emergency)

(808) 956-8211 (Non-Emergency)

<https://manoa.hawaii.edu/dps/>

Class Requirements:

Attendance & Participation (12 points)

Students will read and complete homework assignments before class. Furthermore, students will actively participate in class discussions. Attendance is required for every class.

Chapter Assignments (32 points)

Students will complete the chapter activities assigned through the class textbook in Hawaii and Pacific Islander College and Career Success textbook.

Mentor Meetings (6 points)

Students will meet with their mentor three times individually during the semester. These are general check-ins and provide students an opportunity to talk with their peer mentor.

Instructor Meetings (3 points)

Students will attend their instructor's office hours (for classes other than UNIV 110) at least three times.

Resume + Focus 2 (6 points)

Students will write a 1-page resume based on the Mānoa Career Center's presentation and the chapter reading. Students will also complete Career Center's Focus 2 worksheet prior to the class visit. Resume (4 points) + Focus 2 (2 points)

Mānoa Career Fair (6 points)

Students will attend the In-Person Mānoa Career Fair.

Budgeting Activity (8 points)

Students will track their expenses using MINT for 5 weeks and write a 2 page reflection about their experience. Reflection (4 points) + Activity (4 points)

Scholarship Activity (15 points)

Students will utilize STAR to complete the Scholarship Worksheet. Students will also write a 750-word essay (Personal Statement) describing their academic and professional goals. First draft (3 points) + STAR Worksheet (3 points) + Peer review (2 points) + Final personal statement (7 points)

Co-Cluster Activities (4 points)

Students will participate in two UH Mānoa related out-of-class activities designed by the mentor in discussion with the class. (2 points each)

Class Surveys (8 points)

There will be two surveys administered during the semester – one at the beginning (4 points) and one at the end of the semester (4 points). The survey link will be sent via email.

Grade Point Distribution:

A = 90-100	B = 80-89	C = 70-79	D = 60-69	F = <59
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Semester Schedule:

NOTE: Textbook Activities are embedded within each chapter. Anytime there is textbook reading, complete the embedded activities within the chapter.

Week	Topic	Reading Due	Homework Due	Homework Assigned
1 (08/21-08/25)	Welcome to University Life Review of the Syllabus			Ch 1 Textbook Activity Survey 1
2 (08/28-09/01)	Alcohol and Drug Education Presentation			Book 1st Mentor Meeting via STAR Balance
3 (09/04-09/08)	Cultural Identity and Success	Chapter 1 (Cultural Identity and Success)	Ch 1 Textbook Activity Survey 1	Begin Tracking Expenses (Budgeting Activity) Ch 2 Textbook Activity

4 (09/11-09/18)	Understanding Motivation	Chapter 2 (Understanding Motivation)	Ch 2 Textbook Activity	Focus 2 Instructor Meeting #1
5 (09/18-09/22)	Choosing Your Major (Manoa Career Center Presentation)		Focus 2	Ch 4 Textbook Activity Resume
6 (09/25-09/29)	Managing Time and Money	Chapter 4 (Managing Time and Money)	Ch 4 Textbook Activity Resume	Book 2nd Mentor Meeting via STAR
7 (10/02-10/06)	STAR Scholarships	None	Tracking Expenses (Budgeting Activity)	Scholarship Activity (STAR Worksheet and Personal Statement) Budgeting Activity Reflection Ch 5 Textbook Activity
8 (10/16-10/20)	Using Brain Science to Improve Memory	Chapter 5 (Using Brain Science to Improve Memory)	Ch 5 Textbook Activity	Ch 6 Textbook Activity Continue working on Scholarship Activity (STAR Worksheet and Personal Statement) Instructor Meeting #2
9 (10/23-10/27)	Using Brain Science to Improve Study Skills	Chapter 6 (Using Brain Science to Improve Study Skills)	Budgeting Activity Reflection Ch 6 Textbook Activity	Ch 7 Textbook Activity Continue working on Scholarship Activity (Personal Statement)
10 (10/30-11/03)	Taking Notes, Writing, and Speaking	Chapter 7 (Taking Notes, Writing, and Speaking)	Personal Statement STAR Worksheet Ch 7 Textbook Activity	Ch 8 Textbook Activity

11 (11/06-11/10)	Test Taking	Chapter 8 (Test Taking)	Ch 8 Textbook Activity	Ch 9 Textbook Activity
12 (11/13-11/17)	Thinking Positively About the Future	Chapter 9 (Thinking Positively About the Future)	Ch 9 Textbook Activity	Survey 2 Book 3rd Mentor Meeting via STAR Instructor Meeting #3
13 (11/20-11/24) Last Class 21st	Information Literacy- Visit from Hamilton Librarians	None	Survey 2	None
11/28	Cluster Activity	Custer Activity	Cluster Activity	Cluster Activity
12/05	NO CLASS	NO CLASS	NO CLASS	NO CLASS
12/12	FINALS WEEK	FINALS WEEK	FINALS WEEK	FINALS WEEK