

INTRODUCTION

STUDENT GUIDEBOOK

for the

Global Learning

First-Year Seminars



Hawai'i Pacific University
Fall Semester, 2008



**If you are reading this GUIDEBOOK on the HPU Website:
For any problems with links to other websites,
please copy and paste the website into your browser.**

**Prepared by the Office of Planning and Assessment, August, 2007
Updated August 2008
Send questions or comments to firstyear@hpu.edu
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Don't wait another day before checking out

HPU's First-Year Webpage:

www.hpu.edu/readyssetgo

WELCOME TO HPU'S FIRST-YEAR SEMINARS

The First-Year Seminars are courses that fulfill freshman requirements but offer special opportunities to develop global perspectives, explore Hawai'i and engage with the local community, and become part of HPU's international student community.

The Seminars include mentoring by your Seminar professor to help you connect your studies and your learning experiences with your interests. Field trips will give you the chance to learn more about Hawai'i. And you will learn about opportunities at HPU, such as services, student clubs and organizations, and campus activities that will add to your academic and social life. **(Please note: You should be enrolled in only one Seminar, in order to make room for other students and to avoid having to do the activities included in these courses twice.)**

Our goal is to help you succeed with your academic and personal goals. You came to HPU for your own reasons. Whatever your reasons, you want college to be what you want it to be – right? So yes, it's **COLLEGE**, but your goals are your own goals.

What do you want to get out of college?

**Good grades? Have a great social life?
Be a HPU star athlete? Find a chance to volunteer? Learn lots?
Take time to surf? scuba dive? Get a career? Speak new languages?
Make friends with people from other places?**

Some people call this “college success.” If you don't like the word “success,” then choose a word that works better for you. But whatever do, take some time this semester to think about what you want out of college. One goal of the First-Year Seminars is to give you some ideas about how to reach whatever goals you hope to achieve at Hawai'i Pacific University. And just like **ADVICE** – take what you can use and forget the rest.

This semester is about **BIG IDEAS!**

So here's a big idea: “GET CONNECTED!”

With Your Self, School, Others, the Community, and the World Beyond

A major goal of HPU's First-Year-Seminars is to help you get connected! This **GUIDEBOOK** is full of ideas to help you **GET CONNECTED** in **FIVE** important ways – with Self, School, Others, the Community, and the World beyond.

Connection means bringing two or more separate points together, and that is what college is all about. “*Connect the dots,*” as people say. So this guidebook is about connecting the dots between you and your college experience. The more you invest in **getting connected**, the better your college experience at HPU will be. And GUESS WHAT? Research shows that getting connected can make you more *successful* and more *healthy* during your first year of college.

You have everything to gain and nothing to lose!

What’s in This GUIDEBOOK?

Ideas and concepts about the five points of connection that invite you to expand your mind and your college experience. The goal is to make your freshman year a *way* better year. Some connections are course requirements (items 1-3 below) and some are presented as weekly readings, activities and exercises. Examples of **core requirements**:

1. Keep a “Portfolio” collection of your coursework – papers, journals, assignments and other evidence of learning – this includes work required to be submitted at the end of the semester.

WHY? You can see your accomplishments as you progress through the course

2. Keep a journal – a personal journal for your private record of things you see, think, discover, feel, and learn, and a Seminar journal for journal entries to be submitted as part of the course.

WHY? Journal writing makes you smarter, more effective with people, and even healthier (this has been shown by real research!)

3. Participate in the required number of community activities and field trips and write/submit a journal entry and any necessary evidence of your participation. One activity is the Fall Global Citizenship Student Symposium.

WHY? To get connected with Hawai‘i as the special place in which you have decided to pursue your college education.

Weekly modules of readings, activities and exercises are included in this GUIDEBOOK offer a foundation for the Seminars with helpful suggestions, survival rules, and hands-on practice with the ideas. The GUIDEBOOK presents weekly modules that offer a few pages of reading and suggested activities for each of the first nine weeks of the term. The modules present ideas and suggestions for **getting connected** with: your self, school, others, the community, and the world beyond.

What **topics** are covered? The following **topics** are covered with information and activities on the five areas for **GETTING CONNECTED at college!**

SUMMARY OF THE FIVE GET-CONNECTED TOPICS:

1. GET CONNECTED: WITH YOUR SELF

Who Am I?	Sense of Well-Being
Dealing With Homesickness	Using the Problem-Solving Method
Stress Management	

2. GET CONNECTED: WITH OTHERS

Making Friends/Living With Roommates
Your Family
HPU Staff and the University Community
Professors
Your Job

3. GET CONNECTED: WITH SCHOOL

Time Management	Memory
Taking Notes Effectively	Reading for Learning
Improving Test Taking	HPU Resources to Support Learning

4. GET CONNECTED: WITH THE COMMUNITY

This book also describes a variety of places to go to increase your CONNECTIONS with college life. All through this First-Year Seminar, in this GUIDEBOOK, and in class sessions you will be hearing about interesting resources in the University and in the community that will help make your college education a more successful and productive experience. The University's resources include advising, computer centers, the libraries, the Learning Assistance Center, a film series, clubs, and much more. **Don't wait another day before checking out the HPU First-Year Webpage:**

www.hpu.edu/readyssetgo

The community offers museums, cultural centers, entertainment, and opportunities for wonderful recreational activities. The information superhighway is an infinite source of learning opportunities and connection beyond the material confines of school and life in Hawai'i. Finally, connections with the world beyond are encouraged through virtual and actual opportunities relating to the international or global world.

5. GET CONNECTED: WITH THE WORLD

Your connections with the world beyond will emerge through the variety of connections you will make during your first semester at HPU. These connections with the world begin with you and extend through your HPU connections with fellow students from around the world, local communities, literature and films, books and classes, and instructors and staff.

Here are the **weekly modules** of readings and activities for each week during the first half of the term.

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How to use this GUIDEBOOK:

Skim the book to see what it’s about. At first, it might seem like a lot. But read the parts on time management and make a weekly schedule. You will soon gain a sense of manageability over the work at hand. Ask for help if it is puzzling to get the work and all your course requirements organized. Talk to an advisor or an instructor for some time-management advice. And check out www.hpu.edu/readyssetgo.

The first week – it’s all about YOU! Get **CONNECTED** with **Your Self**.

After that try **3 CONNECTIONS** each week relating to **Your Self, School, Others, Community**, or the **World Beyond**.

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars

WEEK # 1 – GET CONNECTED WITH YOUR SELF



1st Week of School – Get Connected With Your SELF!

Read about getting connected with your self below. Write a **journal** entry describing your arrival at HPU and the first few days – who did you meet? what did you do? what struck you as “great” or disappointing?

Did you know? Research by psychologist James Pennebaker shows that students who write journal descriptions of their initial experiences at school have better well-being and school performance the first semester. *Try it! **Get CONNECTED with your SELF!***

Survival Rules – Starting the First Week of School

1. Don't get behind
2. Ask for help before you need it and ask sooner, not later
3. Do the homework every week plus 1 “extra” study activity each week
4. Get a study partner or join a study group – you'll do better in school!
(students who join study groups do better in school)

Who Am I?

College is an opportunity to explore your ideas about yourself and your relationship with others, friends, family, career plans, and the world. It is a time in which you can examine your belief systems, culture, values, and consider if or how you might like to change. Have you ever known someone who was so rigid in his beliefs or ideas about life that it seemed impossible for him ever to change? It is almost as if such a person created a container called “my life” and the container was closed and nothing could alter it. We all have a box that we called life. For some of us, this container can still hold more items, and for others there is no room for any new challenges. Maybe you've even thought of yourself as limited or rigid.

One useful application of this idea is to consider thoughts and values that perhaps don't serve a person very well. For example, let's say that someone you know has struggled with math in the past. Maybe that student had difficulty understanding the teachers, doing homework, and passing tests. This could certainly lead a person to believe he or she was not good at math. And then when the person gets to college and has to take a math course, that box might still have the old message: “You are not good at math.” You might want to send that student the opposite message: “Why not get out of that box? Look at math (or anything else) from a different angle!” This doesn't mean denying that math is challenging. Instead it means affirming that one is smart enough, dedicated enough, and fully able to meet the challenge.

One way to “get out of the box” is to use the problem-solving approach: what can you do differently than you did before? Instead of fearing what is challenging, a person can try something different: use a new approach to a challenge, try it out, and evaluate how it contributes to success or failure with that challenge. See more details on the problem-solving method below, within this section.

Self-awareness is another way to get out of that box. College is a time to explore boundaries and beliefs. Do you believe you are bound by definitions of your home culture? Do these definitions and beliefs prevent you from living or pursuing your dreams freely? Maybe college can be a time to examine what you believe and consider whether anything holds you back in life. This can be a time to create healthier relationships that support the new evolving you. Do you ever find yourself in a conversation with someone who is negative about their job, life’s hard, school, and you want to say, “Get REAL?” This can be one thing college is about! You can get real. You can consider the value of the various personal forces in your life such as grumpy moods, poor financial habits, blaming others for your unhappiness or stresses, habitual tardiness and procrastination, unhealthy relationships and life choices. GET REAL!

One method of self-discovery is to keep a journal in which you periodically write about your experiences, your sense of what are learning and discovering, and evaluate the way your life is going. Research has shown that this self-reflective process provides you with a kind of mirror in which you can give feedback or *assessment* to yourself. The added benefit of keeping a journal is that you can go back and review what you were thinking at an earlier time.

Another method of self-discovery is to try out one or more of the self-assessment tools that are easily available on the web. Some are cited at the end of this section of the GUIDEBOOK. You are invited to look these up and consider whether you want to obtain this kind of feedback. There are various tools – some assess personality factors and others address school performance. For example, the “Big Five” personality test assumes that personality has five dimensions. On each one, a person might be more like one extreme or the other of that dimension, or somewhere in the middle. The Big Five assumes that the five personality dimensions are Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. You can read more about this test, try it out, and even receive feedback online at <http://www.outofservice.com/bigfive/>. Try out a test and see if the results are a good “match” with your own idea of yourself. Write a paragraph in your journal that describes your idea of your best strengths and the things that may be challenges for you at school.

Beyond the idea of assessment are other ideas about how to “get real.” Psychologists have offered basic “rules” or suggestions for how to be a more self-aware and authentic person within yourself and in relationships. One suggestion is to own your feelings, reactions, and results. It is easy to blame the traffic for making you late for class, the unexpected car repair for your financial stress, or the argument you had with your partner on your mood. But a more authentic approach is to say, “I am a participant in my life experiences!” When you work to take more responsibility for your part in things, you become a more active participant in your experiences and you have more choices about how you handle your life. As you increase your sense of responsibility for your own happiness and success, you will experience more control over your own attitudes in life. Living a balanced life is just as much about attitude as it is about time. If you want balance in your life, affirm it, commit to a plan, and ask for help along the way.

Another approach is to seek more choices in life. Over time, the personal shift to greater self-responsibility enlarges your sense of personal freedom. You can choose to leave earlier in the day to be able to make it to class on time. You have the choice of not purchasing things that aren’t necessary so you will have the money in reserve when you really want something. You can create options for how

to rectify a negative situation or experience if you try out different ways of responding to that situation. None of us can control the world, but we can control how we respond and how we participate in it.

Have you ever had someone say to you, “Get a life!” as if you didn’t know what you are talking about? Sometimes this is not said in a very user-friendly way. But if you set aside any reactions to the other person’s intentions and just look at the truth of that idea, then, **Yes! Wake up!** You’re at college – get a life! Our human life is often defined by time and the idea that time is limited. But college is a special time during which you can make conscious decisions or affirmations about your lifestyle, priorities, behaviors, and needs, so that you can have a sense of balance and order in your life. Getting a degree is usually a very orderly process. College life, on the other hand, is usually anything but orderly.

SUGGESTED WEBSITES FOR SELF ASSESSMENT

Personality Assessment: The “Big Five” test is available online.

<http://www.outofservice.com/bigfive/>

College Success Self-Assessment:

Skip Downing, *On Course*, Houghton Mifflin. Copies of this book are on reserve in the Libraries. Companion Website on college success self-assessment and resources:

http://college.hmco.com/collegesurvival/downing/on_course/4e/students/

Prentice Hall Publishers: www.prenhall.com/success/StudySkl/

ABC's of effective studying and test-taking techniques to save time, get organized, develop skills.

Oklahoma State University: <http://collegeprep.okstate.edu/homepages.nsf/toc/atcollege>

Wallawalla Community College -- Course on effective learning strategies:

http://www.wvcc.edu/cat/course_details.cfm?dc=PSY&cc=200&cl=100

Dr. Bob Kizlik: How to study and make the most of your time <http://www.adprima.com/studyout.htm>

Diablo Valley College College orientation self-assessment tool <http://www.dvc.edu/fye/orientation.htm>

Montana State Univ. Educational Opportunity Center:

<http://www.msun.edu/grants/eoc/studentsuccess.htm>

<http://www.nwlines.org/NWLINCSWEB/StuSuccess.htm> - Comprehensive website for student success, including self-assessment, how to study for math, learning styles, etc.

<http://adulted.about.com/od/studysmart> - Comprehensive website on student success for adult students.

<http://www.umanitoba.ca/faculties/arts/economics/cameron/success.html> - Describes successful students, student responsibilities, and compares the “A” and “C” student.

Website to help discover the right major: <http://www.careerkey.org/english/>

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STUDENT GUIDEBOOK for the Global Learning First-Year Seminars

WEEK # 2



About YOU:	
Read more about getting connected with your self. See what ideas you can apply to your own experiences when you read about homesickness, problem-solving and stress management. What's challenging or stressful for you in this first semester of college? Can you take a problem or potential problem and consider how to address it before it gets large?	
School:	
Put your class schedule into an appointment book and add times for reading/ homework for each course. As you get into your courses, put in assignments & deadlines. For each major assignment, put an entry into the calendar for 1, 2, or 3 weeks in advance, to signal you to start preparations.	
Others:	
<p>1. Journal entry - Write down as many ethnic groups/ or nationalities as you can see in all of your classes. Walk around school and the mall and look carefully for signs that people are from various places in the world and see what you see. Write it down! What do you think of this?</p> <p>2. Action – Introduce yourself to someone as ask them to take a break with you. Suggest trading stories about “How I got to HPU!”</p>	
Reading Topics:	About You – Sense of Well-Being Stress Management Hawai‘i is Your Community and Your Window on the World School Professors Making Friends and Living with Roommates

About You – Sense of Well-Being

This is not a guidebook on health practices. But it's worth noting that your sense of well-being can have a powerful effect on your motivation and your academic and social performance. Well-being includes physical, psychological, social, economic, and spiritual dimensions. Your happiness and success as a college student depend on your sense of well-being and the ways in which you develop and strengthen what you do to take care of yourself.

Physical well-being is highly dependent on rest, exercise, and eating a healthful diet. Sometimes healthy routines seem like an ideal, especially when you are facing stresses and other challenges. But that's when you most need to go back to basics. Have you heard of the “freshman twenty?” This refers to the twenty extra pounds many freshmen gain from eating junk food and chalking up too much couch-potato time. Personal and spiritual well-being deserve the same attention as your physical health. Take the time for self-reflection, problem solving, and the spiritual or religious practices that provide important foundations for daily living.

Your well-being in relation to others and to school is addressed in other sections of this GUIDEBOOK. The overall key to well-being is found in establishing and maintaining healthy CONNECTIONS across the dimensions we have outlined: Self, School, Others, the Community, and the World Beyond. Well-being is truly a global idea and a global reality.

About You – Stress Management

Got Stress? Worried About Tests? Behind With Your Deadlines? Stress is a common human response to change, loss, uncertainty, or worry. Stress can be emotional, physical, intellectual, spiritual – you name it. Stress can interfere with memory, give you a headache, make you feel cranky, make you feel weary, or give you a sense of depression. It affects mind, heart, body, and spirit. There are action steps you can take to manage stress, and even to relieve stress. Sometimes you can manage stress by yourself. Other times, it's a good idea to get some outside inputs.

Action: Write a page for your diary or journal – even if you don't even keep one. Do you know when you are stressed? What do you do? Describe your feelings and behaviors. Are you “stressing out?” Did you know that research has proven that writing about your thoughts and feelings in a journal reduces stress, increases your focus, and increases your chances of staying healthy this term? Psychologist and researcher James W. Pennebaker has reported research on the use of writing as a technique to relieve stress and emotional problems. In “Writing for Health: Some Practical Advice” he suggests that writing/journaling on a regular basis will improve mental and physical well-being. He suggests several subjects on which you can begin writing: something that you are thinking or worrying about too much; something you are dreaming about; something you feel is affecting your life in an unhealthy way; something you have been avoiding for days, or more. Dr. Pennebaker's home page is <http://homepage.psy.utexas.edu/homepage/Faculty/Pennebaker/Home2000/JWPhome.htm> Dr. Pennebaker has also published research on the “College Adjustment Test” which is also posted online: <http://homepage.psy.utexas.edu/homepage/faculty/Pennebaker/questionnaires/CAT.pdf>

Action: Confide a little bit about yourself to someone you know. Share something personal, like where you grew up or who your best friend was when you were 12. **Did you know:** sharing information about yourself with another person can reduce stress and lead to increased feelings of happiness (and you don't have to share anything you don't feel comfortable talking about).

Action: Tackle stress with an action-oriented approach. It's time to *GET REAL!* It's your stress and it's your big opportunity to learn new ways to be in charge of your life! You're in Hawai'i! Get involved in a sport or physical activity that creates fun, makes connections with others, and gives your body the activity it needs. Another approach is to use a meditation-based approach to help you get centered and to learn to quiet your mind. Yoga comes in various forms and is a well-known practice that supports good health, well-being, and calm. Look up the different types of Yoga to identify the type you would like to try – find a class so you learn to do it right! Don't forget – many things in life are easier to do with a friend or partner. Whether it's a sport or a quiet period of contemplation, a buddy system often helps a person to create discipline and regular use of stress-management methods. Ask someone you don't know very well to go to a Yoga class – you might gain a new friend as well as a healthier day.

Hawai'i is Your Community and Your Window on the World

When you come to college at Hawai'i Pacific University, you have journeyed to a foreign land. Hawai'i offers everyone a unique living experience in which there is great diversity and no one group holds a majority in the state's population. The four major groups making up over 85% of the population are Native Hawaiians, Japanese, Caucasians, and Filipinos. All students, even those from

Hawai'i, find themselves in an additionally diverse living community at HPU because the student population is internationally diverse. From one-fourth to one-third of the students come from more than 100 countries in any given year.

This unique diversity creates a global learning environment in which you can learn a lot about how to work with and have fun with people from many different places. "GETTING CONNECTED with Others" at HPU includes students, family, teachers, HPU staff and the university community, employers, and the social milieu and opportunities created by campus life.

School

It is very important to connect with the HPU community. Staff members in a variety of areas are standing by ready to support your learning and help you succeed. There are many events, clubs and associations that are open to all students and it is a great way to begin making friends. Look for the clubs and groups that challenge you to break your stereotypes and also look for the groups that invite you to explore yourself deeper.

Professors

Challenge yourself to connect with your professors. Many students are reluctant to approach their professors unless there is a specific question or reason to do so. Some students feel uneasy because of the professor's authority while others simply avoid the situation if they aren't sure what to say. But this may lead a student to incorrectly assume that teachers aren't interested or that they are too busy with their scholarship or with other students. A good rule to follow in life is: *Don't go beyond your data*. The truth is that most professors look forward to opportunities to talk with students and exchange ideas about school, the world, and what the future holds.

Whether your professors require you to come to office hours or not, it is a "must" that you go in for office hours to visit each instructor early in the term. Perhaps you wonder, "What am I going to go in and talk about?" Or, "I can't go in without a problem – what will I say?" Well, here are some suggestions for starting up a conversation:

- "How will your class help me in my major or assist in my life in the future?"
- "Can you recommend any literature or websites that would further explain (pick your subject or theme)?" If the instructor teaches in a major that you are interested in, ask them why they would recommend that major, "What types of jobs are available in that field?"
- "What kind of job can I expect with a bachelor's degree? With a graduate degree? Post graduate? What are the current trends or outlooks for job availability in that field?"

College offers an important opportunity for you to develop relationships with teachers and advisors, some of whom will be important people in your life for years into the future. Many of life's best opportunities are unplanned and result from the chance connections you make with people. Professors often open doors for you that lead to new ideas, new pathways of interest, and other people who will be important to you in the future. And for the short term, HPU teachers really do care about you and want you to have a great experience while you earn your college degree.

Making Friends and Living with Roommates

Most college graduates look back fondly on the many enriching connections that they made with their instructors and classmates. Yet some of us find that making connections with others can be challenging. For example, you may look at the classmate sitting next to and have the idea that the person might not be friendly, or might be too conservative, too liberal, too boring, or too different to make a connection. The real truth may be that the person is just as hesitant as you are. One way to meet this little challenge is to just take a chance and say “hello.” College is the perfect opportunity to branch out and make connections with people that you wouldn’t ordinarily connect with.

Action: Introduce yourself to one classmate you don’t know. Trade information on where you’re from and how you got to HPU. Invite the person to talk on the break or after class or offer to study together.

Another arena for friendships is created by your living situation and the people around you, whether in the residence halls or in apartment arrangements or with your family. The “forced socialization” that characterizes relationships with roommates or acquaintances in adjacent rooms/apartments presents both an opportunity and a risk. The opportunity, of course, that you may end up forming a lasting friendship. The potential risk is that living in close proximity creates strain over personal habits, styles of living, and needs for personal space. At the end of this section you will find a discussion on roommates with some tips for solving roommate problems.

Learning how to establish good relationships is essential knowledge for everyone, not only for roommates but also for your future career and other social activities. Some good ideas for building better relationships include (from: <http://www.udel.edu/reslife/parents/roommate.html>):

- Talk about ideas and feelings as well as just “things.”
- Be honest about your feelings, likes, and dislikes.
- Be willing to compromise, but know which issues you will not compromise on and which ones you are willing to negotiate.
- Give your roommate the respect and consideration you expect in return.
- Set the “tone” for talking and set aside the appropriate amount of time for a complete conversation (5 minutes before class is not the time for a heart-to-heart). Consider asking for “ground rules” with friends and roommates if you find you need to set limits on how much time you want to talk. There are wide differences between people about how much or how little they like to talk. These differences can create a lot of friction unless you practice telling people what you prefer and asking others what works best for them.
- Discuss roommate problems with your roommate or residence hall staff only and not with just anyone who happens to be walking by (you may regret it later).
- Values, feelings, and ideas change, and that’s OK...don’t feel betrayed if your roommate seems different after awhile. *It’s called growing.*
- Need to set a limit or let someone know you are distressed or bothered by something? A good neutral statement to start the conversation can be, “That doesn’t work very well for me...” and then go ahead and explain (gently) what’s on your mind.
- Review the information in this GUIDEBOOK about things to do in Hawai‘i to learn about the land and the cultures and use these activities to suggest connections with other students.

WEEK # 3

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your Self:

Go to the list of self-assessment methods in the GUIDEBOOK and look up some of the college websites. Spend an hour reading some of these websites to get a feeling for the kinds of things that colleges focus on to help first-year students succeed and enjoy a great first year of college. Are there areas mentioned that you wish HPU would do? If yes, send a comment to firstyear@hpu.edu (goes to Dr. Hedlund in Planning & Assessment).

Note: A Special Section to Support Getting Connected With School is included in this module to address the following topics that apply throughout the term:

Time Management	Memory
Taking Notes Effectively	Reading for Learning
Improving Test Taking	HPU Resources to Support Learning

School:

1. Read about **note-taking** and take part in the class discussion on what your FYS instructor considers good note-taking.
2. Go to office hours to meet your **instructors**. Go before you need to, so when you need some help, you won't be a stranger! Take some of your class notes with you; ask your instructors to talk about what makes good note-taking. Afterward, write journal notes on how it went, if you were satisfied, how could you make better use of the time.

Others:

Introduce yourself to one classmate you don't know. Trade information on your classes and how school is going so far. Another conversation starter is to talk about where you're from and how you got to HPU. Invite the person to talk on the break or after class – maybe offer to study together.

Reading Topics:

Time Management
 Memory
 Taking Notes Effectively
 Reading for Learning
 Improving Test-Taking
 HPU Resources

Time Management

It has been suggested that the most important commodity we have is our time. Our world is one that requires us to multi-task and provides us with conveniences to “save” time. Our parents may have attended school without computers, but we know them to be an essential tool to success. Can you imagine writing a paper without a computer? We also know that computers can be a distraction (i.e.,

gaming and internet chats). This leaves us with a challenge: how do we best use our time? College offers us many ways to use our time: classes, assignments, studies, papers, clubs, jobs, new friends, new partners, new city to explore, new nightlife, etc. They are all important, but as you already know it can be challenging to balance it all and still find time to rest, eat, exercise, and take care of your needs (laundry, travel to and from places, and so on).

Create a schedule. Most people find that if they create a schedule and follow it, they can accomplish most of the things on that schedule. It takes some creativity and discipline, but it will free you in the end. For some, a daily planner works well. For others a weekly or monthly planner works best. In the perfect world you would have classes at the time of day that suits you (each person is different). However, you are a freshman and this is college, and most people have classes at random times, usually chosen by your need for the class and its availability at the time you register. (NOTE: early registration gives you the best option of class times.)

Write your class times in your calendar. Missing class is not an option for a successful student. Next, write the times that you are required to be at your job. Then enter realistic times to travel to both your classes and job. Great start! Now put in study times and assignments. Give yourself blocks of time to read and study—at minimum, 30-minute blocks, and no more than three hours at a time. Be sure to give yourself a ten-minute break every hour you study. That is ten minutes to microwave dinner or eat a snack, ten minutes to do a few Yoga stretches, ten minutes to dance to your favorite tune, or ten minutes to call a friend (remember, it is only ten minutes!).

After you have entered in your schedule classes, job and study times, and transportation time, you can put in times for personal needs such as shopping, errands, appointments, exercise, eating, bathing, and sleep. Now add recreational activities, such as clubs, friends, partners, and fun. Some may say that this type of scheduling kills spontaneity. It doesn't have to; life is full of surprises and you will be challenged on a regular basis to keep to your schedule. The important thing is that you create one, and adhere to it as much as possible. Remember, every choice that you make has a consequence. If you choose to create and adhere to a schedule, you will find freedom or a sense of well-being from this discipline. If you choose to live life randomly, your results will be random and it will be difficult to know what works and what doesn't work.

College requires a different kind of discipline, goal orientation, and self-assessment than high school required. Each major, each class, and each instructor has unique sets of hoops for you to jump through in order for you to successfully complete the program. A wise student soon realizes that subjects like mathematics need daily attention (like a diet or fitness regimen), while other classes require foresight in planning to complete projects and study for tests. It is easy to get stressed, anxious, bent out of shape, and behind. Ask each instructor to explain his or her expectations for how much you need to prepare for each class. You will find that some classes are more demanding than others. Some (like math) require a persistent diligence to getting homework finished on a regular basis. Other classes may require readings that are more intense at one point than another. Learn to discern which projects need more attention than others and pace your work through the semester.

Multi-tasking. We frequently hear that multi-tasking is a necessary skill to survive in our modern world. Multi-tasking can be as simple as looking at a task or habit in a new way. For example, you probably check email everyday. You sign on, check personal mail, maybe check out a chat room, and sign off. Why not make a list of topics that you wish to research on the web for classes and assignments? Then, each time that you log on, run a search one of those topics and see what comes up. Print out a couple of sites that look promising and save them for reading at a later date.

Many of us take public transportation to and from school and work. Some sit with earphones to an iPod or CD player and listen to tunes. Some just look out the window while others chat with friends on cell phones. Why not read assignments for class? If the bus is too noisy, push in a pair of earplugs to diminish the noise somewhat so that you can concentrate. Take advantage of time before class, after class, during work breaks, and even trips to the beach to do some reading for class. However, do not read while driving a motor vehicle! Find ways to make multi-tasking work for you. An approach to healthy meals is to prepare a large quantity of food you enjoy every weekend and eat from it all week for either lunch or dinner. Another idea is to prepare several dishes ready-to-go each weekend for the week ahead. A walking tour of Chinatown will orient you to some smart shopping opportunities for fresh fruits and vegetables. And on the subject of food, be sure to check out the campus meal plan.

Shaping personal time and habits. Everyone needs personal time. Most people “chill” in front of the TV. Some hang out with friends. Whatever your needs may be, do it. But give yourself parameters. Give your personal time some discipline. Does your schedule allow for any personal time? If not, schedule some the next day. Spend your time deliberately. Be as frugal with your time as you might be with your paycheck. The goal is to be a successful student, and every successful student becomes so through deliberate action, not by accident.

If you have scheduled study time and your friends call you to go to the beach, ask yourself the question, Can I do both successfully? If I can't, which is more important? We are driven by our habits in life. It is our habit to buckle our seat belt when we get into the car. That is a good thing. It is our habit to brush our teeth. That is a good thing. It is our habit to answer our phone when it rings. This isn't necessarily a good thing. If the phone rings while you are studying, you need to make a choice. Will this call distract me from what I need to be doing? Or can I answer this call and be back to my studies in two minutes? If the answer is “two minutes,” you are doing what you promised yourself you would do. Telephone habits may reflect a pattern of being willing to be distracted. You may decide to turn off your phone while studying until you are finished. You are the master of your phone, not the person calling you. After all, you pay the phone bill. Just remember that some of the people you meet are going to be doing the minimum for school and putting as little effort as possible into their studies. Remember to be conscious of your goals and be true to yourself.

Memory

Did you know that memory is a skill? People can take steps to enhance their memory skills. The secret to memory is retrieval: finding information that is stored in the memory parts of the brain so that the information can be used. Dr. Robert Feldman says that we can each develop the **P.O.W.E.R.** of memory.

P = Prepare: Remembering the Right Stuff. The average chapter in your textbook has nearly 20,000 words. It would be impossible to recall every word in a chapter, and it would be a huge waste of time. However, within those 20,000 words there may be only 20 different concepts that you need to learn, and within those concepts only 10 key words. These are the things that you need to know and where you need to focus your memory muscles. In other words, determine what is important to know and turn your focus upon that.

O = Organize: Relating new material to what you already know. You are not filling a vacant brain with new information, but instead you are putting new information into a brain that already has a lifetime of information collected. And while your brain cannot expand in physical size, it can be developed to be infinitely expandable. Connect the new information to something that you already know and it will be

much easier to recall. Dr. Feldman uses this example: “You need to remember information about the consequences of global warming, such as the fact that the level of the oceans is predicted to rise. You might think about the rising level of the ocean as it relates to personal experiences visiting the beach. You might think what a visit to the beach would be like with dramatically higher water levels, visualizing a shrunken shoreline with no room for sunbathing. Then whenever you think about global warming in the future, your mind is likely to associate this fairly abstract concept with its concrete consequences for beaches.”

W = Work: Using proven strategies to memorize new material. The following are examples of good strategies: (1) Rehearsal or re-hear-sal: When you review notes or reading, put down your book and test yourself on what you remember. Re-hear (yourself) on the material. (2) Mnemonics: Use memory aids such as acronyms, acrostics, rhymes, and jingles. Create your own or use the tried and true (“*i* comes before *e* except after *c*”). (3) Use multiple senses: Use your body, move while you recite, read aloud, draw and diagram material, use visualization techniques.

E = Evaluate: Testing your recall of new information. Test yourself by using in-text review questions and tests or creating your own. Team up with a friend or study group to test each other.

R = Rethink: Consolidated memories. The brain takes time to assimilate the information and make connections. So be patient. This is another reason why cramming for exams does not work. Instead, study consciously and with intent throughout your semester so that you continually commit information to memory.

Taking Notes Effectively

There are many different styles and systems created to take good notes. All of them involve distinct ways of organizing thoughts and information. This section will not analyze them individually but will address how to listen better and take more effective notes. It will also give you some websites to check out that can help you improve your note-taking skills.

Imagine that you are sitting in class, pen pointed to paper, when the instructor begins to lecture. What do you do? Do you attempt to write down everything you can while the instructor speaks? Do you listen and write words and phrases that capture your attention? Do you write down what is written in the overhead presentation? What about information written on the board?

Choosing from the options that can be considered for taking notes may seem like a difficult task. But note taking is not like court reporting. You don’t need to write word-for-word what the instructor says. Instead, use your critical-thinking and active-listening skills to discern the key concepts of the lecture and write notes using your own thoughts and interpretations. Not every idea that comes from a lecturer is equally important, and one of the most useful skills that you can develop is separating the key ideas from supporting information. A good lecturer will make only a few main points; the rest is explanation, examples, and other materials supporting the key ideas (Feldman, 2005).

Dr. Robert Feldman is a professor and author of textbooks on college learning skills. He encourages students to search for the meta-message that a speaker is trying to convey, that is, the underlying main ideas or the meaning behind the overt message. There are verbal clues that point to meta-messages such as: “don’t forget...” “be sure to remember that...” “you need to know...” “the most important thing that must be considered...” “there are three problems with this approach and they are...” “this

will be on the test....” When you hear a theme or a phrase used repeatedly, it is likely to be an important piece of information.

One recommendation is to use short abbreviated phrases in your notes rather than full sentences. Use abbreviations and symbols to make the writing faster. (Make some up for frequently used words or phrases, but remember to make a key somewhere on your notes in case you forget. For example, “GC” can refer to “global citizen.”) Some students find taking notes in outline form to be helpful. Outlines work when the lecture is well organized; however, it may be difficult to tell whether supporting information is supporting itself or the main idea. Sometimes you have to do your best, go back through the reading for the class, and then double check with your professor. Some instructors have their entire lectures available in outline form, sometimes online for downloading. These are great if you have access to them. Don’t ever miss an opportunity to use the instructor’s notes.

Be sure to copy information that is written on boards or projected from overheads. If your instructor has taken the time to write in on the board or project it to you, then you should take the time to copy it for yourself. This is especially true for definitions, quotations, phrases, and formulas. If you see it written, it is probably important information that will show up on a future test.

Listen closely during class discussions to the instructor’s response to comments and questions. If the instructor responds enthusiastically to a student’s comment, you may want to highlight that in your notes. Pay particular attention to points raised by instructors at the end of discussion and lecture classes. Often the instructor provides a summary of the discussion that is worthy of inclusion in your notes.

One of the most important responses and contributions that you can make to a class is to ask questions. Questions help you clarify and understand what you are supposed to be learning. It is likely that someone else in the class has the same question that you are asking. Questions make you an active learner by increasing your participation. Your questions also help the instructor assess what needs more emphasis or needs to be reviewed. If you feel shy or uncomfortable about asking questions in class, write down those questions as they come up. Then be sure to ask them after class or make an appointment with your instructor to bring up questions.

Be sure to review your notes directly after class time. You may find you wrote something that isn’t clear, and reviewing notes after class gives you the opportunity to edit them. It is important that you review your notes regularly and often as this helps keep you familiar with the material when test time rolls around. Take your notes to your professor’s office hours if you have questions, so you can make corrections to improve your accuracy.

More Note-Taking Help Online

Mary Helen Callarman Center for Academic Excellence at the University of Central Florida: <http://www.sarc.sdes.ucf.edu/learningskills/html>

Brigham Young University’s Career and Counseling Center:
www.byu.edu/cc/learning/note-tak.shtml

Dartmouth College “Taking Notes for Others”:
www.dartmouth.edu/acskills/docs/taking_notes_for_others.doc

Reading for Learning

Reading is an essential learning activity in college studies and it is important that you build it into a regular routine so that you can count on covering all of your assignments. First, know the best times of the day for you to read and to concentrate. Second, establish places where the concentration level is best. Despite your experience, noisy or chaotic places are not the best places to concentrate on reading texts, unless you have precautions such as earplugs to block out distractions. Also, a regular practice of Yoga or meditation assists in helping reading concentration. If you are having difficulty staying awake, take walks around the block or building, taking deep breaths and reiterating your positive study goals. It is best for you to set goals in your reading times, such as “I will read 20 pages of my sociology text in the next fifty minutes.” Then reward yourself with a 10-minute break to stretch, make a short phone call, or get a drink of water. Do your reading in blocks of time, rather than attempting to cram it all in at the end of the day or the start of one. Write questions on Post-it notes or in book margins to ask the instructor during the next class meeting. Highlight or underline only after you have read something and do so sparingly. Focus on the important parts of the text: the first and last sentence of each paragraph, and words that are in *italics* or **bold** print. Use the glossary (usually located at the back of the text) to define unfamiliar terms.

Are all textbooks equal? Quite simply, no. Some are better organized than others. Some are designed for particular kinds of learners. If a textbook is particularly difficult to understand, let your instructor know. That feedback can be checked against the experience of other students and may lead to a decision to use a different text. It is useful to consider that different types of textbooks (math, science, social science, and humanities) can require different skills or approaches. For example, **mathematics** textbooks are filled with many symbols. Each statement and every line in the solution of a problem needs to be understood. According to one guide to success, the material in math textbooks is often presented through definitions, theorems, and sample problems. You can increase your understanding of the topic by paying special attention to learning the definitions of terms (Gardner, Jewler, & Barefoot, 2006). Use sample problems and exercises in math textbooks to prepare you for working homework assignments and be sure to keep up with the homework assigned in math courses.

Your approach to **science** textbooks will depend on whether you are studying a math-based science, such as physics, or a text-based science, like biology. Either way, become acquainted with the overall format of the book. Review the table of contents, glossary, information tables, and appendices. As you read an assignment, skim the material to get a general idea of the subject. Learn the new vocabulary, and set a goal with your reading, such as, “Tonight I am going to read the assignment on calories and understand the principles.” It is easy to outline the chapters in a science text. You can usually identify main topics, subtopics, and specific terms under each subtopic in your text by the size of the print. Pay attention to topics covered in class. Compare your outline with classmates or ask the instructor for feedback. It is a good idea to revise your outline when preparing for a test.

Reading **social science** (sociology, psychology, anthropology, economics, political science, and history) texts is similar to reading science texts. You are introduced to new terms and jargon that you must assimilate into your vocabulary. These texts also describe research and theory building and will have references to primary sources (journal articles, etc.). Most likely they will present difference of opinions or perspectives. Not all social scientists agree about any one issue, and you may be introduced to a number of ongoing debates on different issues. Having different opinions to sort out makes your reading more interesting than learning one opinion and having it reinforced or repeated by others. The library and the internet will enhance that debate with a variety of sources.

Humanities texts (philosophy, religion, literature, music, and art) are full of facts, examples, opinions, and original material such as stories and essays. You are often asked to react to what you are reading. Your opinions matter in these classes, but you should be prepared to defend your views. Read a variety of opinions before formulating your own. Attempt to understand why each opinion is formed and the pros and cons of each argument.

Marking or highlighting your text should only take place after you have read your text once. Mark your text sparingly so that it indicates the most important points or ideas. The marked sections indicate the places to review on a regular basis, to remind yourself of the material and help prepare for tests.

More Reading Help Online

Middle Tennessee State University: <http://www.mtsu.edu/-sudski/Txtbook.html>

The “Study Skills Help” web page has a link to “Advice for Getting the Most from Reading Textbooks.”

Niagara University’s Office of Academic Support:

http://www.niagara.edu/oas/lc/Study&ReadingStrategies/21_tips_for_better_textbook_read.com

Read “21 Tips for Better Textbook Reading.”

HPU Resources

Academic Advising. Just as you have been encouraged to get to know your instructors, it is also important to get to know your advisors. Most students see an advisor once or twice a semester, but some students find themselves at the Academic Advising Office many times during the semester, often to add or drop a class. Like your instructor, advisors want students to succeed. They are on the front line representing the school to you and ensuring that you are put into classes that are appropriate to your success as a student. They don’t make up rules or impose restrictions on you on a whim; they simply follow the rules made up by the school to ensure that each student graduates, which means not sidestepping or missing a requirement that is important for completion of a degree. This is why it is important to establish a relationship with your advisor: so that the flow of communication can be complete and fully exchanged.

We encourage you to be a responsible student by asking questions and keeping yourself updated about any changes in requirements. Do yourself a favor; make an appointment with your Academic Advisor at mid-term and evaluate your successes and challenges with school and your life. If you have an advisor that you don’t feel connected with, ask to see another. The Academic Advising Staff wants you to succeed and they want you to grow and discover the meaning of relating to others as adults. Most Academic Advisors also serve as Personal Counselors. They are there to help you with a life crisis; feeling overstressed or unconnected; feeling sad, homesick, or angry; missing a friend; having disputes with roommates or instructors; facing ethical or moral questions; experiencing grief; or dealing with other physical, mental, and emotional challenges. You can find more information about the Academic Advising Center on the HPU website; go to Student Services, then Academic Advising

The Tutoring and Testing Center. “What? Me? Need a tutor? Don’t be ridiculous, I can do it on my own!” That is how some students respond to the idea of tutoring. But the successful student knows otherwise. If you are struggling with an assignment or with something that has you stumped in a course, perhaps the Tutoring Center can help. It is a peer-based program, which means that aid comes from other students who have a proficiency in the class in which you are struggling. The Tutoring

Center, located on the 6th floor of the LB building, is open weekends as well as weekdays. Its phone number is 544-9334. Hawai'i Loa Campus offers tutoring in Atherton Library four days a week. Call the Tutor Coordinator at 236-5804. Before going to either center, we recommend that you review the tutoring process on the HPU Website; go to Student Services, then Tutoring and Testing Center.

Learning Assistance Center (LAC). The Learning Assistance Center is the multimedia lab for the university. Many instructors assign multimedia texts (DVDs, videos, CD-ROMs, audio recordings, etc.), available to use in the center, to support what you are learning in the classroom. Successful students understand that it is a combination of learning sets (reading texts' attending class; doing web research, library research, and community research; using tutoring and multimedia) that implants the knowledge into our brains. It is not wise to rely wholly on an instructor for your knowledge, nor is reading enough. Everything is interconnected and works together to create a comprehensive understanding of the subject. This is an important realization! If for some reason you do not fully understand a subject, it isn't necessarily the instructor's fault, though most students want to blame the instructor. It is YOUR responsibility to utilize ALL the components in learning to educate yourself. You can utilize the services of the LAC during its regularly scheduled hours of operation. You can find them on the HPU website; go to Student Services, then the Learning Assistance Center.

Career Services Center (CSC). Some students find this office to be the most valuable resource on the campus. Why? It can prepare you for your career during and after school in all the ways that your academic life cannot. The CSC offers Career Counseling, Job Preparation, Job Search Assistance, Employment Listing, Cooperative Education and Internships, and Career Opportunities Referrals. We highly recommend that you begin your relationship with the CSC early in your academic career. Some students use it as a resource in helping them choose a major. Others use it as a vehicle to learn life skills and survival skills in the workplace. Your current and future employers may have a different set of criteria for career placement and success than your do instructors or HPU. The CSC has counselors to help you gain the skills and confidence it takes to get that choice career position you are seeking after college. They can also assist you in finding employment on or off campus while you are attending HPU. Find the center on the HPU website; type in "Career Services" and press "GO."

Student Life. Most people are social creatures to some extent; even people who identify themselves as introverts. HPU gives you many opportunities to discover the social and recreational activities that match up with your interests and add another dimension of "connection" to your college experience. Successful students engage and connect with campus life by joining clubs, forming study groups, and participating in University activities. National studies consistently show that participation in co-curricular activities enriches a student's college experience. At HPU, you will find many opportunities to get involved with the college community and develop social and professional relationships with other students outside of the classroom. Whether you are interested in art, writing, music, leadership, athletics, or academics, Hawai'i Pacific University has an opportunity for you to pursue.

Visit the Student Life web page to find examples of opportunities that will appeal to a wide range of interests (<http://www.hpu.edu/index.cfm?contentID=68&siteID=1>). You may be looking for connections relating to sports and athletics as well as programs relating to art, theater, and music. The HPU student newspaper, *Kalamalama*, is written, edited, and published every two weeks by HPU students. HPU's two student-governing bodies are the Associated Students of Hawai'i Pacific University (ASHPU) and the Graduate Student Organization (GSO). HPU has sixteen honor societies accepting HPU students who show superior academic achievement in a number of fields of study. Finally, the University has a wide range of student clubs and organizations for students to join. Visit

the web page on student clubs and organizations to learn more about opportunities to meet students who have similar interests (<http://www.hpu.edu/index.cfm?contentID=2629&siteID=1>). You will find a variety of co-curricular activities.

The officially-affiliated student organizations are called registered independent organizations (RIOs) and are categorized as:

- Academic and Professional organizations focus on either academic or professional fields.
- Activity organizations offering a wide variety of outdoor and indoor activities.
- Cultural and Religious organizations reflect the University's cultural, ethnic and spiritual diversity.
- Honor Societies recognize a student's academic achievements.
- Special Interest organizations reflect a range of student interests.
- Student Government represent the two student governing organizations.

Reminder: College Survival Rules

Rule #1. Don't get behind. Make a calendar and write down your class schedule and any assignments, readings, and class preparations to complete.

Rule #2. Ask for help before you need it! Go to office hours for each instructor, just to introduce yourself. Then when you need help, you won't be a stranger!

Rule #3. Do the homework every week.

Rule #4. Do one "extra" study activity each week.

Rule #5. Get a study partner or join a study group.

Rule #6. Go see an advisor just to check in. Ask for information about the Success Seminars. If you feel a connection, you will know an advisor to get help with registration.

Rule #7. Spend some time thinking about what you want out of college. Write down notes every day or two about school. What do you like? What worries you? What is challenging?

References

Gardner, John N., A. Jerome Jewler, and Betsy O. Barefoot. *Your College Experience: Strategies for Success*. Boston: Thomson-Wadsworth, 2006.

Feldman, Robert S. *Power Learning: Strategies for Success in College and Life*. Boston: McGraw-Hill, 2005.

Don't wait another day before checking out

HPU's First-Year Webpage:

www.hpu.edu/readyssetgo

WEEK # 4

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your Self: ASSESS yourself!

There are many self-assessment methods and surveys on the web. Go back to the list of methods in Week 2 readings and look up 3 of the tests. Pick at least 1 to complete online and review the feedback you receive. Is it true to you? Or off point? Write a journal entry about your strong points and weak points in school and dealing with others. Save the results and do a second test at 10 weeks.

School:

Read the section on reading (last week) and critique your own approach to **effective reading** so far this semester. Write down honestly how much time you are devoting to reading and reviewing notes for each class. Are you spending 6-8 hours a week on each course? Review your weekly schedule and be sure you are scheduling reading and study time for each course.

Put “college student success” into a search engine such as Google. Go to 5 websites to see what’s there (not just the first 5!). Find a college website that has a program or activities to help first-year students succeed with college. Print one guide or information page to review in a few weeks.

World Beyond:

Take some time to think about places in the world you know nothing about. Start a list of places. Start by learning one new thing about a place that is new for you to think about. Here are some place names: Doha, Gvozd, Tupelo, Umea, Tikal, Arequipa, Manchester, Nanakuli, Majuro. What country would you visit to find each one? What is one fact or interesting characteristic of each place?

Reading Topics: Using the Problem-Solving Method
Your Family
Homesickness
Connections With Your Job

Using the Problem-Solving Method

Problems are challenges that make a person feel like he or she doesn’t know what to do. A problem can seem insurmountable. Or it may be experienced as something difficult that no one else would understand. This sense of difficulty and uniqueness often leads people to feel stuck about how to move forward. The **problem-solving method** is a time-honored and fairly simple approach to such a challenge. This method of analysis is similar to the scientific method and can be applied to any situation that has you baffled. Here are four action steps that show how to apply the problem-solving method:

Action #1 – Define the problem: Write a page for your diary or journal – even if you don’t even keep one. Describe the problem as fully as you can. It allows you to see aspects of the problem you might not have seen when you were reacting emotionally. Describe your feelings and behaviors

relating to this situation. Then describe some possible solutions, even if they seem impossible or unlikely. Be sure to think up a number of ideas! Next, consider the advantages and disadvantages of each solution. What are the costs of one course of action versus another? What might be gained? lost? Are there principles involved, as to what is probably right or wrong in the situation?

Action #2 – Feedback: Confide a little bit about the problem to someone you trust. *But absolutely don't start by asking that person what you should do!* Instead, ask your friend to listen to you and then to give you feedback on what she or he hears you saying. If you are having a productive conversation, then you can consider asking your friend's viewpoints on the various solutions you are considering. Don't let yourself be pushed into deciding anything too quickly, just because of what someone else says she would do. For future reference – listening to another person without interfering and pushing a solution is a great gift. Find such a listener when you are solving a problem and remember to give this form of listening to friends when they need some feedback.

Action #3 – Gather information about the problem and define solutions: Find ways to learn more about the problem. It may be something that lends itself to looking for books or pages on the internet that help you feel more informed. Or you may need to talk with experts in some area. Once you feel sufficiently informed, choose one solution and make a plan for how to follow through on that solution.

- Set one or more goals for what you want to achieve.
- It's important that the goal be stated as something that can be achieved or not achieved, so you can evaluate your results.

Action #4 – Take action and evaluate: Try out a solution and pay attention to whether you do it as well as you had planned. Evaluate! What was the result? What are the details? What went well? what did not? Now go back to your journal and write about this situation – the solutions you considered, the one you chose, how it worked, and what is your result. Problem not solved? Use the problem-solving method and go back to a different solution to the problem and follow the same process of actions and evaluations.

Remember not to get too isolated during this process. Even if the challenge is personal or private, it is important not to get isolated because this can cause you to feel less confident about your ability to solve the problem. Be sure you are talking with other people, even if you are not talking about the problem you are trying to solve. Ask yourself how school is going. If school seems harder than you expected or you could use some help to get better organized about school, go talk to your First-Year Seminar instructor during office hours or talk with the first-year advisor, Lisa Ishikuro. Optimism and pessimism are “catching,” so stick with up-beat people and keep things around you in a positive mode.

Your Family

Your connections with family members may range all the way from extremely close to extremely separate. Families are often diverse in composition and family members may live in a different state or a different country. It is worth sitting down and making some journal notes about your family. Consider how you want to stay connected with family and what changes college is going to create for you in your family relationships. Think about the various members of your family and what degree of connection with each that you want to maintain or will be able to maintain through this first-year of college. Forming a general plan will make you feel clearer about these relationships and let you have more say about how things unfold. It is also a way for you to build in some social support that you can count on when you need it.

Some students will feel a real need to increase their sense of connection with family, while others eagerly anticipate the sense of emancipation they imagine college will create. No one can define the best level of connection for you to maintain with family members. However, it seems to be generally good advice to avoid going too far into extremes. This means it's a pretty good idea to avoid cutting yourself off. At the same time, we recommend that you not call home 20 times a day just because it's free. Either way, family members may think something is wrong and you will end up with a more complicated situation instead of a more comfortable and supportive one.

Homesickness

Homesickness is a natural part of college life, particularly when you go to a school where you may have limited access to friends and family. Home represents the familiar, and the familiar is almost always more comfortable than the unknown. Even if you are very excited about the new stage in your life, the many changes that take place and the many challenges you will face in college can cause you to seek out the familiar.

The first semester is generally the toughest, particularly the first six weeks. And each time you have a new experience, particularly a difficult one such as failing your first test; you may find yourself longing for home. Some students have a very difficult time adjusting to college life, and decide in their first semester that they are not ready to leave home. Most, however, are able to adjust to their new surroundings and eventually thrive on all the opportunities college life offers.

Here are some tips for combating **homesickness**:

- ★ Divide your efforts so that you “match” the time spent in contact with people from home with contacts and time spent with people here at school. In other words, balance your investment in friends and family with investing in the new things in your life that make up your life here at school
- ★ Don't call home 20 times a day just because you have a cell phone rate that's cheap. You'll scare your family. And later, when you feel better, they may still want you to call 20 times a day!!
- ★ Plan a trip home in the first semester, if you can. Or else ask friends to send you stuff from home to help you feel better.
- ★ Another sure-fire way to beat the homesick blues is to meet new people and participate in activities on-campus and in your community. In no time you'll find yourself having so much fun that you don't have time to miss home!

(Adapted from <http://www.saintmarys.edu/~smccc/studentconcerns.html>)

Additional related websites:

[Beating the Blues](http://www.collegeview.com/college/collegelife/campus/beating_blues.html) http://www.collegeview.com/college/collegelife/campus/beating_blues.html

[Teen Health: Going to College](http://www.teenshealth.org/teen/school_jobs/school/college.html) http://www.teenshealth.org/teen/school_jobs/school/college.html

[Dealing With Homesickness](http://www.rockhurst.edu/studentlife/reslife/CBIssue2/Content/rar2fe00.htm)

<http://www.rockhurst.edu/studentlife/reslife/CBIssue2/Content/rar2fe00.htm>

[Ten helpful hints to beat college student homesickness](http://idid.essortment.com/collegestudent_phu.htm)

http://idid.essortment.com/collegestudent_phu.htm

Connections with Your Job

If you are working and going to school, work only as much as you need to work. There is a never-ending list of reasons to spend money, including rent, food, entertainment, fashion, transportation, gifts, etc. But the more consciously you engage in the process of going to school *with a life*, the more you are able to differentiate between necessities and luxuries. Completing your degree is just as much an exercise in denying instant gratification as it is an exercise in study and learning. You want to be a team player for your employer, but it's also important that your employer respect your needs. Set boundaries: if the employer offers you 30 hours and you can live on 22, aim for only 22 hours. Investing in your studies now can add significantly to your earning power after you graduate.

Don't wait another day before checking out

HPU's First-Year Webpage:

www.hpu.edu/readyssetgo

WEEK # 5

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your SELF:

Read the GUIDEBOOK section on stress management in part 1 on connecting with your self. How are you doing with stress and well-being so far this semester? How do you show stress? Is it physical? emotional? spiritual? Many people don't know too well when they are stressed. Do you? Or do you just say, "I'm fine!" Try one new method of stress reduction this week. Write a journal entry to describe your own ways of showing stress and how your stress management works.

School:

By now, or during this week, go in to see an advisor and ask to meet the advisor for First Year Programs, **Ms. Lisa Ishikuro**. Write down the name of the advisor you meet with and make a few notes on how it went. What did you talk about? Were you satisfied with the experience? What would make it better? Will you do it again?

Others:

Consider your goals for college, or your expectations for what you'd like to happen. Have you set any goals yet for your social life or making friends? How is your social life? Need some help? Write your plans down so you can check back later this semester on how you are doing!

Reading Topics:

Stress Management

Anxious About Upcoming Exams – Got test anxiety?

Stress Management

Got Stress? Worried About Tests? Behind With Your Deadlines?

Stress is a common human response to change, loss, uncertainty, or worry. Stress can be emotional, physical, intellectual, spiritual – you name it. Stress can interfere with memory, give you a headache, make you feel cranky, make you feel weary, or give you a sense of depression. It affects mind, heart, body, and spirit. There are action steps you can take to manage stress, and even to relieve stress. Sometimes you can manage stress by yourself. Other times, it's a good idea to get some outside inputs.

Action: Confide a little bit about yourself to someone you know. Share something personal, like where you grew up or who your best friend was when you were 12. **Did you know:** sharing information about yourself with another person can reduce stress and lead to increased feelings of happiness (and you don't have to share anything you don't feel comfortable talking about).

Action: Tackle stress with an action-oriented approach. It's time to *GET REAL!* It's your stress and it's your big opportunity to learn new ways to be in charge of your life! You're in Hawai'i! Get involved in a sport or physical activity that creates fun, makes connections with others, and gives your body the activity it needs. Another approach is to use a meditation-based approach to help you get centered and

to learn to quiet your mind. Yoga comes in various forms and is a well-known practice that supports good health, well-being, and calm. Look up the different types of Yoga to identify the type you would like to try – find a class so you learn to do it right! Don't forget – many things in life are easier to do with a friend or partner. Whether it's a sport or a quiet period of contemplation, a buddy system often helps a person to create discipline and regular use of stress-management methods. Ask someone you don't know very well to go to a Yoga class – you might gain a new friend as well as a healthier day.

Improving Test Taking

You have been attending class regularly, taking copious notes and reviewing your notes regularly, and reading all of the assignments that have been given. Good job. This is all preparation for the tests that your instructor will give you. And if you have done the work so far you should be ready. Test taking is one of the instruments that instructors use to gauge your comprehension of the subject. It is often a dreaded process, but it need not be if you have continuously done the work to prepare for your tests. This section may help you prepare.

First, don't cram for the exam! As we pointed out before, attend class regularly, make good notes, and review them often. Read all your assignments and ask all the questions that you have from the readings and homework assignments.

Second, ask your instructor what will be covered on the test and what type of testing will be done. Will there be multiple choice, fill-in-the-blank, short answer, or essay questions? Ask for sample questions so you will understand the level of comprehension that is expected.

Third, set aside time to review and join a study group. Studying in groups is especially helpful with mathematics and science courses. It's a good way for students to test one another, and thus to improve their skills. It is also a great way to hang out with other students. But remember the focus is to study. Specify a time and location to meet, and the length of time that you plan to spend together.

Fourth, prepare physically and emotionally for the test. Get plenty of sleep the night before the test, and arrive at the test having eaten beforehand. Follow a regular exercise routine that helps you maintain stamina. Practice relaxing; this sounds easier said than done, but practice deep breathing, yoga or meditation. Use positive self-talk and repeat phrases such as: "I have attended all of the classes, have taken good notes, read the material, and reviewed them all thoroughly. I am prepared to take this test. I calmly remember everything that I can about the subject, and I articulate my knowledge through writing, filling in blanks, multiple choice, and short answers."

Once you arrive for the test be sure that you have at least two required writing instruments and extra paper (if needed). Having a pit in your stomach is an appropriate response – tests generate excitement. Use that "pit" the way athletes do in preparing to compete: take advantage of the feeling to energize yourself. Answer the easy questions first. Then finish the rest of the test. Review each answer and each blank space. Take your time during the test, read each sentence, and be clear what it asks. Pacing is important for longer exams. Write legibly and on only one side of the paper. If the instructor can't read what you've written, you're not going to get credit for it, no matter how brilliant your answer is. It is also a good idea to write on one side of the paper. This will allow you to go back and add or revise information (Feldman, 2005). When you are finished, review your test again. Look at each answer, not to question it, but to be sure that something else hasn't popped in your head since you wrote that answer. This is particularly important for short answer and essay questions. Again, look for any blank

spots. Fill them in, even if you don't know the answer. If all else fails, GUESS! (unless you are penalized for wrong answers). This is especially true for multiple choice and matching questions. After the test, review your performance in preparing and taking the test. Was the test harder than you expected? Did you know the material well or only so-so? How many questions came from the reading? How many came from lectures? These are important things to look at, to help you assess your preparation for future exams. What if you bombed a section of a test? It happens to everyone at one time or another, even if it is material with which you are well acquainted. Don't pout! Get over it! It's just one test, one of many you will have throughout your life. Failing a particular test shouldn't stop you from success. Instead, use any failure as information on what to do (or not to do) for future tests.

Words Commonly Used in Test Essay Questions

(Learning the distinctions among them will help you answer test questions more effectively.)

Analyze: Examine and break into component parts.

Clarify: Explain with significant detail.

Compare: Describe and explain similarities.

Compare and contrast: Describe and explain similarities and differences.

Contrast: Describe and explain differences.

Critique: Judge and analyze, explaining what is wrong – and right – about a concept.

Define: Provide the meaning.

Discuss: Explain, review, consider.

Enumerate: Provide a listing of ideas, concepts, reasons, items, etc.

Evaluate: Provide pros and cons of something; provide an opinion and justify it.

Explain: Give reasons why or how: clarify, justify, and illustrate.

Illustrate: Provide examples; show instances.

Interpret: Explain the meaning of something.

Justify: Explain why a concept can be supported by using examples and other types of support

Outline: Provide an overarching framework or explanation – usually in narrative form – of a concept, idea, event, or phenomenon.

Prove: Using evidence and arguments, convince the reader of a particular point.

Relate: Show how things fit together: provide analogies.

Review: Describe or summarize, often with an evaluation.

State: Assert or explain.

Summarize: Provide a condensed, precise list or narrative.

Trace: Track or sketch out how events/circumstances have evolved; provide a history, timeline.

(Feldman, R. S. *Power Learning: Strategies for Success in College and Life*. Boston: McGraw-Hill, 2005.)

More Test-Taking Help Online

The Academic Center for Excellence, University of Illinois at Chicago:

<http://www.uic.edu/depts/counselctr/ace/examprep.htm>.

Learning Centre of the University of New South Wales in Sydney, Australia:

<http://www.lc.unsw.edu.au/onlib/exam.html>

Help with multiple choice questions can be found at “The Multiple Choice Exam” from the U. of Victoria’s Learning Skills Program: www.coun.uvic.ca/learn/program/hndouts/multicho.html

“Simplified Plans of Action for Common Types of Question Words,” from the same program, can be found at: www.coun.uvic.ca/learn/program/hndouts/simple.html

Got test anxiety?

Everyone has some concern about tests, but some of us are nervous to the point that it interferes with doing well on the test. Are your grades affected by test anxiety? Be sure to read the pages in this GUIDEBOOK on getting connected with school, for more detailed information.

Action: Write in your journal about the first time you remember having test anxiety? How did things turn out? What are your specific symptoms – worry? can't sleep? last-minute cramming? poor appetite or overeating? illness? Most of these responses make the original problem worse, don't they? Now identify 3 approaches you are going to try, and make a commitment to facing this worry in your life (see suggestions below).

Action: There is no “magic bullet” for test anxiety! All the things people tell you to do are the things you have already heard about. But *this is your life* – and college is different! Be honest and ask yourself if you have sincerely tried to address this worry, or have you just talked about it? It's way easier to talk about it! And remember, worry isn't all bad. You need to be mobilized to perform well, but you want your worry level to be *manageable*. For the immediate worry, you need use a stress-management approach to calm your mind so that your intelligence and learning can come right through when you are taking the exam.

But the best approach to test anxiety is to be *proactive* – start preparations well in advance of a test, even if you never had to do this before now. Read more about the following in the section on GET CONNECTED With School:

1. Don't CRAM! Cramming does not make you think better and you forget really fast.
2. Develop a pattern of studying that is based on a daily schedule.
3. Take notes in class and on readings, write summaries, and review periodically.
4. If you like group problem solving, join a study group for some of your studying.
5. Make flash-cards (with questions & answers) and carry them with you so you can any time.
6. Get enough sleep before a test – pulling an all-nighter is for kids.

WEEK # 6

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your SELF:

Read the notes on problem-solving (week 4) and apply them to a problem or challenge you are experiencing. Identify 2 problems or challenges you've addressed in the past – one that you handled well and one you did not handle well. What's the difference? Identify a problem or challenge for you right now begin to apply the problem-solving method. Write a journal entry to describe your analysis of the problem and the solution you intend to try. Follow through with evaluation and make a note of what worked or did not work.

School:

Review the topic sections on **test anxiety (see last week)**. Whether you think you have test anxiety or not, consider each suggestion for successful test-taking and see which ones would strengthen your preparation or performance in this area. Have you joined a study group yet? If not, that might be a good way to add something to your school life that would be fun as well as productive.

Note: Special Section on Getting Connected With Your Community is

included below on: Fort Street Mall, Downtown, Historical Oahu, and Oahu Today

World Beyond:

Where in the world is Lake Victoria? What is the sustainability issue that is associated with Lake Victoria? What are the positive and negative dimensions of that situation? Your instructor may suggest a different place for this question.

GET CONNECTED: WITH YOUR COMMUNITY

This section provides you with information about selected community areas and places that give you a great beginning to your life in Hawai'i. Special attention has been given to suggesting places that will provide you with historical and cultural perspectives to expand your horizons about what life in Hawai'i is all about. Look for the ✨ indicating these places. You will often see that the prices include a *kama'aina* rate – *kama'aina* is a Hawaiian word that means you live here in Hawai'i. You can use your student ID confirm your *kama'aina* status.

Fort Street Mall

College is your opportunity to connect for a lifetime; a time to connect to a path of study, a community of learners, and the greater community of Honolulu.

✨ **The First Week, Get Connected on Campus.** Give yourself the time to explore the various buildings and offices on campus. If you're downtown, get to know Fort Street Mall. Sometimes the appearances are deceiving; there is a diverse crowd that gathers each day on Fort Street Mall: students, faculty, business people, homeless people, people transferring buses on their way to and from work.

We know that not everything that you will see and experience will be pleasant. This is a fact of life. You will encounter a wide variety of people in college and throughout your lifetime. How you decide to see them, judge them, or think of them is entirely up to you.

Notice who you make eye contact with and who you look away from. There is nothing to judge here, simply notice. Who attracts you? Who repels you? Walk the entire distance of Fort Street Mall; from Beretania Street down to Queen Street. Notice the changes from block to block. Notice the foods served in the cafes along Fort Street Mall. What is familiar to you? What is new? Did you try anything new to eat or drink? What are they selling in the shops that surround campus? Is there anything new, or is it the same old stuff, being sold in the same old way? Begin to visualize how you would like to see Fort Street Mall. What would you change? What would you keep about the way it is?

Downtown

We want to encourage you to fully engage with the greater downtown area of Honolulu. Downtown is the business hub of Honolulu, with thousands commuting to their jobs here each day. It is a relatively safe place to be, but always keep an eye on your valuables, and watch where you are going, especially when crossing a street. You may get a very expensive ticket for jaywalking if you cross Hotel Street or King against the light or outside the crosswalk. At the beginning of a semester safety officers hand out citations liberally, knowing that those who are ticketed will warn their friends, which means more pedestrians comply with laws designed to ensure their safety.

✂ **Tamarind Park** (located on the corner of Bishop and King Streets) is an entertaining place to eat lunch. There are several eateries and lots of places to sit and enjoy your afternoon. It's usually busy only in the early mornings and at lunchtime; at other times it is a great place to study. There are often free concerts and promotions taking place at Tamarind Park.

✂ **First Hawaiian Bank Building** is across the street from Tamarind Park on King Street. It is home to a traveling collection from the Contemporary Art Museum. Enjoy the art; it's open to the public each workday.

✂ **Chinatown** begins only one block from HPU's downtown campus. It is a bustling community with restaurants, lei stands, grocers, galleries, and other fun shops. Be careful in Chinatown. It once had the reputation of being an unsafe place, but residents and business leaders have worked very hard to change that reputation. Chinatown is the cheapest place to purchase fresh produce and many of its eateries appeal to students on a budget.

✂ **The Hawaii State Art Museum** is to the east of the downtown campus. Located at No. 1 Capitol District Building, 250 S. Hotel St., 2nd Floor, Honolulu HI 96813.

Website: www.state.hi.us/sfca. Hours: Tuesday–Saturday 10:00 am–4:00 pm; closed all State and Federal holidays. Admission: Free at all times

The Hawai'i State Art Museum (HiSAM) is dedicated to presenting the largest and finest collection of work by Hawai'i artists. The museum honors and inspires artistic excellence and promotes education and cultural enrichment. HiSAM marks a milestone for the State Foundation on Culture and the Arts (SFCA) and the fulfillment of a 35-year dream for a venue where the public can view a large selection from the SFCA's Art in Public Places Collection.

The Hawai‘i State Art Museum’s ongoing exhibition, *Enriched by Diversity: The Art of Hawai‘i*, includes 360 works by 284 artists that celebrate a rich artistic and cultural legacy. In a wide variety of materials, styles, and techniques, the exhibition illustrates the varied influences that fuel the creativity of Hawai‘i artists. Predominately comprising works dating from the 1960s to the present, the exhibition showcases artists and their contributions toward understanding the people of Hawai‘i and their aspirations.

The **Art in Public Places** program was created to enhance the environmental quality of public buildings and spaces throughout the state; cultivate the public’s awareness of visual arts; contribute to the development and recognition of a professional artistic community; and acquire, interpret, preserve, and display works of art expressive of the multicultural heritage of Hawai‘i’s people and the creative interests of artists.

You will find the ✂ **Hawaii State Capitol Building** across from the State Art Museum. It is the most modern of all the state capitols in the US. We recommend that you visit the website at www.hawaiischoolreports.com/symbols/capitol.htm to learn about its symbolism. You are invited to visit the capitol chambers when congress is in session January through May.

✂ **Iolani Palace** is located behind the State Capitol building on the corner of King and Richards Streets and is one of Hawai‘i’s most beloved structures. Admission is \$15. Call 522-0832 for a tour RSVP (RSVP highly recommended). Open Tuesday through Saturday (closed on State Holidays), with tours given from 9 am to 2 pm every 30 minutes.

Step back into time to the majesty of the Hawaiian Ali‘i. Built in 1882, the Iolani Palace gives a unique perspective into how the royalty lived, their emergence into a modern society, and what became of their way of life. The tour begins with a video, then a guided tour of the first and second floors. You will visit the formal living room, dining room, the King’s office, his bedroom, the music room and finally the throne room (also used as the ballroom). You will learn about Queen Liliuokalani’s internment in one bedroom as the United States took over governing the islands. Finally you will go down to the basement where you can leisurely enjoy the exhibits of jewelry, clothing, and other personal effects of the Hawaiian Ali‘i. This tour is highly recommended while you are on the island, and is easy to fit into a busy schedule.

✂ **Judiciary History Center** is located across the street from the Iolani Palace at 417 South King Street, Room 102, Honolulu. Website: www.jhchawaii.org Office: Monday–Friday 7:45 am–4:30 pm. Phone: (808) 539-4999 Fax: (808) 539-4996. Hours: Monday–Friday 9:00 am–4:00 pm; tours offered for school and community groups Monday–Friday 7:45 am–4:30 pm Admission: free; reservation required for guided tours

The Center is located in the historical Ali‘iolani Hale, built by King Kamehameha V in 1874, the Judiciary History Center features exhibits and multimedia presentations on Hawai‘i’s legal history and landmark court cases. The collections include the court building, Ali‘iolani Hale, (1874); exhibits and multimedia presentations on Hawai‘i’s legal history and landmark court cases

Programs and tours include: exhibits on the transition from the Hawaiian kapu to a western judicial system, and Hawai‘i under Martial Law; restored 1913 courtroom used for mock trials; history of Ali‘iolani Hale and the Kamehameha Statue; multimedia presentations on land-use law, water rights and a historic land tenure case; guided tours for school and community groups by reservation; teacher training and public programs

✂ **Kawaiaha‘o Church** is located down King Street from The Judiciary History Center. This is the Christian church in which most of the Ali‘i worshiped. Its grounds are home to burial plots of many esteemed residents of Honolulu.

Further down the street from Kawaiaha‘o Church is the ✂ **Mission House Museum**. 553 South King Street, Honolulu. Telephone (808) 531-0481. General Museum Hours are Tuesday - Saturday: 10:00 a.m. - 4:00 p.m. Guided Tours of the Visitor Center, Frame House and Printing Office (approx. 1 hour) on Tuesday - Saturday: 11 a.m., 1 p.m. & 2:45 p.m. There are Japanese language guided tours Admission \$6 with Student ID.

The museum’s website says: “Mission Houses Museum was established in 1920. Its three restored houses and research library provide a unique glimpse into 19th century Hawai‘i, and its temporary exhibition gallery expands the Museum’s relevance and positive impact on the community. Mission Houses Museum collects, preserves, interprets and exhibits documents, artifacts and other records of Hawai‘i’s “missionary” period of 1820 – 1863 and beyond. The Museum interprets its historic site and collections and makes these collections available for research, educational purposes and enjoyment. Altogether, the Museum’s collection holds over 3,000 Hawaiian, Western, and Pacific artifacts and more than 12,000 books, manuscripts, original letters, diaries, journals, illustrations and Hawaiian church records.

“The 1820-1863 ‘missionary’ period serves as a point of departure or touchstone for the Museum’s exhibitions and programs; however, 1820 is not the beginning point of the relevant stories to be told, nor is 1863 the endpoint. The Museum strives to promote cross-cultural understanding of Hawai‘i’s history, both past and present, and thus it places great emphasis on incorporating contemporary elements into nearly all of its exhibitions, adult and school programs, workshops and special events.

“Because of its historical roots, the Museum is in a unique position to offer multiple perspectives on Hawaiian history and culture. While the ‘missionary voice’ has a strong presence given the Museum’s name and collections, it is only one of a number of relevant voices that are valuable and meaningful to the Museum’s audience. By including the stories of the native peoples of Hawai‘i, the Museum is able to cultivate a more richly textured view of history.”

Make it a point to visit a couple of these places mentioned early in the semester. Go with a friend or another student. Ask yourself what was life like here before the missionaries arrived? What makes Honolulu unique as an American city? What things, if any, would you change about downtown Honolulu? What is your favorite thing about downtown Honolulu? What is your least favorite thing about downtown Honolulu?

Getting Connected Downtown Continues

There really is too much to do in downtown Honolulu to describe in one week’s journey. Check out this website for a description of these places: www.co.honolulu.hi.us/moca/historichonolulu.htm

✂ **St Andrews Cathedral** on Beretania Street near the State Capitol. Open to the public daily during the day. Take care to be respectful of any weddings or services that might be in progress at the time. This is home of the Episcopal diocese and has three often used areas: the cathedral, Parke Chapel and Tenney Theatre.

✂ **Washington Place** on Beretania Street. It was the home of many of the Hawaiian monarchs and for many years has been home to the governors of Hawaii. Today it is a fully restored historical treasure and is often opened for public events and receptions hosted by Hawai‘i’s governor.

✂ **The State Public Library.** Corner of King and Punchbowl. This is a great place to do research, especially on anything local, with a very knowledgeable staff to help your research project along. Library cards are free, but don’t lose them; replacements cost \$5. The lobby often host exhibits germane to island life.

✂ **Honolulu Hale.** Corner of King and Punchbowl. This is home to the Office of the Mayor and the City Council. The lobby often hosts a variety of interesting exhibits, so check it out often.

✂ The grounds of the **Iolani Palace.** Take a break and enjoy some lunch under one of the enormous shade trees. Imagine what life was like for the Ali‘i.

✂ Take a tour of the **Hawai‘i Theatre**, located behind HPU’s downtown campus on Bethel Street. As one of the leading cultural centers on the island, the Hawai‘i Theatre offers tours by its helpful staff. www.hawaiiitheatre.com

✂ Attending Honolulu’s **First Friday** is a **must!** Join local folks and visitors alike on the first Friday of every month for Chinatown’s evening festival. Chinatown and downtown galleries, museums, and studios are open to the public for this popular event that provides an opportunity to experience the artistic and cultural resources of Honolulu. Festivities include live music, street entertainment, open cafes and bistros, antique stores -- even a tattoo parlor. A free gallery walking map is available at all participating sites. For more information about First Friday, call 521-2903. Events begin at 5:30 PM www.gohawaii.com/pegge/first_fridays.aspx

Historical Oahu

You have already been exposed to a great wealth of resources that explore Historical Oahu. You have visited the Iolani Palace, home of the Hawaiian Ali‘i. You have visited St. Andrews Cathedral, Washington Place, Kawaiaha‘o Church, and the Mission Museum. Now it’s time to explore other Hawaiian landmarks and institutions that help preserve Hawai‘i’s incredible history.

✂ **Queen Emma’s Summer Palace** is sponsored by Daughters of Hawai‘i. Located at 2913 Pali Highway, Honolulu, Hawai‘i 96817. Telephone (808) 595-6291, FAX (808) 595-4395. Open daily 9am to 4pm with Kama‘aina rate \$4 – show student ID.

As their website states: “A past era comes alive at Queen Emma Summer Palace in historic Nu‘uanu Valley. Named Hānaiakamalama after the ancestral home of John Young II, son of the Englishman who was an advisor to Kamehameha I, it was willed to his favorite niece, Queen Emma, in 1857. Hānaiakamalama, now known as the Queen Emma Summer Palace was the ‘mountain’ home of Queen Emma Na‘ea, wife of Kamehameha IV. She had inherited it from her uncle, John Young II, son of the famous advisor to Kamehameha I, John Young I. Queen Emma used the home, which is located in historic Nu‘uanu Valley, as a retreat from the hot and dusty climate of 19th century Honolulu. Queen Emma, her husband, King Kamehameha IV, and their son, Prince Albert Edward enjoyed their stays at Hānaiakamalama where they planted rose and other flowering bushes and mango trees. Sadly, the young prince died suddenly at age four and his father died within the year marking the end of the

Kamehameha era.” You can catch Bus nos. 55, 56, 57, 57A or 65 from Alakea Street (Downtown) to the Queen Emma Summer Palace

✂ **Bishop Museum** is a special and fine museum located at 1525 Bernice Street, Honolulu, Hawai‘i 96818. Telephone: 808-847-3511. Website: www.bishopmuseum.org. Open daily 9am to 5pm and admission with student ID is \$7.95

Discover the history of Hawai‘i at the world renowned Bishop Museum. Founded in 1889 by Charles Reed Bishop in honor of his wife, Princess Bernice Pauahi Bishop, the museum was established to study, preserve and tell the stories of the cultures and natural history of Hawai‘i and the Pacific. Located in Kalihi and is an easy bus ride from downtown Honolulu, The Bishop Museum is an excellent resource for students doing projects on the Hawai‘i or Hawaiiana. All cultures that had an impact on the Hawaiian Islands are explored there: the migration of the Polynesians, as well as, Asian and Caucasian influences. A new permanent exhibit allows visitors to experience the effects of the natural environment in Hawai‘i. Guests will experience lava melting, volcanic eruptions and explore the origins of Hawai‘i. Each day brings a variety of performances and presentations to the Museum, everything from Hula to Hawaiian Quilting are demonstrated at different times throughout the week. And special exhibits are brought in regularly. You can catch Bus no. 2 from Hotel Street towards Chinatown from Downtown to Bishop Museum.

✂ The **USS Arizona Memorial** is another important historical place of interest that is most worthy of a visit. Open daily 7:30 am to 5:00 pm, there is no admission charge. This is perhaps the most recognized war monument in the United States and it commemorates the Japanese attack on U.S. naval and army bases on December 7, 1940. This solemn memorial is a testament to the many lives lost and resiliency of a nation stunned by the attack.

The memorial begins in the entry room for group assemblies. Here you will view a film that characterizes the days leading to, and footage of the tragedy. From there you will board boats that will take you to the shrine room that floats above the USS Arizona that entombs some of the 1102 crewmen who died that day. Many visitors find the memorial an emotionally moving experience. To some, it was their version of the 9/11 tragedy and a marker that every person alive during that time remembers with respect and solemnity. Historically it was the catalyst that brought the US into World War II.

There are easy bus routes from downtown and Waikiki. Many vendors in Waikiki sell bus tours that include the USS Arizona Memorial. It is highly recommended that you arrive early in the day. It is a popular tourist attraction and the lines for the boats to the Memorial can be long. You can take Bus nos. 40, 40A, 42, 62, A Express for Waipahu from Beretania Street (Downtown) to the Arizona Memorial.

Besides these historical components of Oahu, we also recommend getting in touch with the *aina* (the Hawaiian word for land) which the ancient Hawaiians dearly valued as part of their very being. Try these two hikes:

✂ **Makapu'u Point State Wayside** is off Kalaniana'ole Highway (Hwy. 72) from either Waimanalo or Hawai‘i Kai. There is a 1-mile hike (one-way) along the former roadway to the lighthouse. At various points there are sweeping views of the southeastern O‘ahu coastline and whales may be visible. You can make the uphill climb to a 500-foot elevation, usually under hot, dry, and windy conditions. **No drinking water or restrooms are available.** Views of Maui and Molokai are available on clear days. Often at full moons, hikers go in at sunset and enjoy viewing the moon over the ocean. Bring water and a cell phone. You can catch bus no. 57 for Sea Life Park from Alakea Street (Downtown)

✂ **Diamond Head National Monument** is located off Diamond Head Road Between Makapu‘u Avenue and 18th Avenue, Honolulu. Entrance gates of certain parks on O‘ahu are closed at nights. The open hours are 7 a.m. to 7:45 p.m. from April 1 to Labor Day, and 7 a.m. to 6:45 p.m. from the day after Labor Day to March. One of Hawai‘i's most famous landmarks. There is a large tuff cone which was formed by a short series of explosive eruptions some 100,000 years ago. A National Natural Landmark. Picnicking is an option on the crater floor in a landscaped meadow that offers detachment from the city. Considered a moderate family hike (bring a flashlight) with panoramic view of Honolulu; trail 0.7 mile one-way and with some hazards. Viewpoint of Kahala plain. Park gate open 6 a.m. to 6 p.m. Advice to hikers, bring water and a cell phone and go as early in the day as you possibly can. You can catch Bus no. 3 Rugers at Hotel Street (Downtown).

Modern Oahu

Modern Oahu is full of culture, night life, and meeting people. We recommended earlier attending the First Friday festivities which fall on the first Friday of each month Downtown and Chinatown. Almost every week end at Kapiolani Park in Waikiki some sort of culture is being celebrated. The activities vary from Hawaiian, Japanese, Korean, Filipino, American Indian, just to name a few. Also, each year several cultural festivals take place McCoy Pavilion at Ala Moana Beach Park; they include the Greek Festival, the Gay and Lesbian Pride Festival, the Storytellers Festival. Waikiki and Chinatown are hosts to several parades and festivals each year (check newspapers for details). All of these festivals are great opportunities to meet the people of Honolulu – both residents and tourists.

For those who are interested in the Hawaiian Culture, take advantage of the many classes, seminars and entertainment opportunities that are taught by local experts. There are classes in hula, Hawaiian language, Hawaiian quilting, lei making, feather lei making, and most of the Hawaiian arts and crafts located all over Oahu. In addition the Honolulu Academy of Arts offers through their Academy Art Center many art classes each semester. These classes often include top notch local instructors that will help you discover the inner artist that lives within you.

✂ The **Honolulu Academy of Arts** is located at 900 South Beretania Street, Honolulu, Academy 96814-1495. Hours: Tuesday through Saturday 10 a.m.-4:30 p.m.; Sunday, 1-5 p.m. (Except Third Sundays--Bank of Hawai‘i Sundays, when the hours are extended to 11 a.m. to 5 p.m. with free admission). Student admission is \$4. Theatre admission varies on performance.

A jewel of an oasis in the midst of chaos of the city, HAA offers a distinctive collection of Hawaiian and Asian Art, as well as, the prestige of some of the best national touring collections. You can enjoy art, luncheon at the outdoor café, browsing a well appointed gift shop and preview films or watch an intimate performance in their theatre. In addition, The Academy Art Center located across the street on Victoria St. is a working studio where all residents can take art classes in a variety of media. Many of the Art Classes offered at HPU are classes at The Academy Art Center. This is a good place to explore your artistic and creative life.

✂ **The Contemporary Museum** is located at 2411 Makiki Heights Drive in Honolulu. The Museum and Museum Shop Hours are Tuesday – Saturday, 10 am – 4 pm; Sunday noon – 4 pm. The Café is hope Tuesday – Saturday, 11:30 to 2:30 pm and Sunday Noon – 2:30 pm. Closed Mondays & major holidays: New Year’s Day, Easter Sunday, Independence Day, Thanksgiving Day and Christmas Day, Admission: Adults \$5; Seniors & Students with valid ID \$3. Free to children 12 and under. Free to the public on the third Thursday of each month. Free admission to The Contemporary Museum Café and The Museum Shop.

Once a private estate, the Contemporary Museum is a great escape from the city and only a short distance to find. Home to both a wonderful permanent collection and a world famous traveling exhibits it provides respite to art lovers, dining patrons and folks that enjoy a quiet afternoon in its garden. You can catch Bus no. 4 University at King Street (Downtown,) get off at Alapai St. Catch the no. 15 bus to The Contemporary Museum. Ask the no. 15 if they are going to The Contemporary Museum.

✂ **Hawai'i Religious and Spiritual Communities.** Many people find comfort and strength in their religion or their spirituality. The islands have been a magnet for many spiritual and religious communities. Look in the phone book to find a listing of churches, mosques and synagogues that have regular times of worship and programs. There are also an abundance of spiritual groups that explore everything from yoga and mediation, to New Age to Metaphysics to Huna (Hawaiian Spirituality).

✂ **Business, Politics and Activism.** Oahu has an abundance of groups, associations and organizations that specialize in business, politics or activism. These groups are formed to educate, advocate, and to ultimately create effective change for our community. If you have an interest about any issue, there is probably a group on the island for you. These groups are an excellent vehicle to learn more about issues that you are questioning and for a chance to connect with others that share your views.

✂ **Non-profit Organizations.** Like the business, political and activism groups there are many non-profit organizations that serve the greater Oahu community in many areas of need. Some of these organizations are educational, some provide services to a specific community, some advocate, and some enrich the greater good. If you have a passion or a concern there is likely an organization that can help educate you, and would love to use your support with service toward their mission. Many students find a great deal of satisfaction with their community service work. Non-profit organizations can often provide you with valuable “work” experience that you can list on your resume.

WEEK # 7

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your SELF:

Review the section on getting connected with yourself relating to dealing with **homesickness** (Weeks 4 & 6). How are you feeling about being away from home (if you are) and about being at college? Even if you are from Hawai‘i and even if you live at home, you might feel you have taken a step outside your family. College is a big step! There is both a loss and an opportunity in “leaving home.” Homesickness is the response to the loss part of this equation. But the opportunity is that you can gain a new sense of self sufficiency and competency in your life.

School: Analyze how you are doing with school. What work do you need to do with regard to:

1. Keeping up with reading assignments
2. Keeping up with weekly homework
3. Performance on writing assignments
4. Going to office hours and asking questions as needed
5. Checking in with an advisor

World Beyond:

See Special Section on Getting Connected With The World Beyond

below: Who Am I In The World? Global Citizenship and HPU; Service Learning

Questions: What do you know about the occurrence of AIDS around the world? What are your ideas about solutions? Learn something new about AIDS this week – about global considerations relating to treatment or prevention.

GET CONNECTED: WITH THE WORLD BEYOND

If you ask most students why they attend college, they’ll tell you they seek a degree that will prepare them for a career they will find both financially and personally rewarding. And yet deciding on a major that offers the best chance of leading to that career can be a daunting task. The world may seem too interesting and too multidimensional to narrow your interests to one area for the length of time it takes to get a degree, let alone pursue one career for a lifetime.

Who Am I In the World?

Who am I? is a good question. Who am I in the world? Another good question. Finding your place in the world is easier said than done, for the world keeps changing and career directions and opportunities change with the world’s fluctuations. Although some students feel that declaring a major must wait until the question is answered and their interests are more formalized, other students make a commitment early so they can get started on a specific path. There is some wisdom to the idea that declaring a major *early* adds a focus and may eliminate the problem of taking courses that later don’t

count toward a particular major. And it is worth noting that some degrees can only be completed in the regular four-year sequence if certain required courses are completed in the first year.

Professors and advisors may encourage you to declare your major early for the reasons cited above. However, others may make compelling arguments for taking the time to learn more about your interests. In the end, it is a personal decision that no one else can make for you. So investigate career ideas early, talk with an advisor, and use the resources of the Career Services Center to learn more about how your interests might align with various career paths. You will also find there is much to learn about how various majors can position you for a range of future opportunities, including graduate school, travel, and work. A website that may offer you some help with discovering the right major is: <http://www.careerkey.org/english/>

Remember that you might have a change of heart or you might be a person who has several careers in different fields in a lifetime. Remember, too, your career or professional path is not likely to be the very same as your first job after graduation. The degree you pursue now is important, but it may not be the last degree you obtain. Many people will seek a graduate degree or advanced training. The world is changing and you are part of that change: you are in college, you can create a plan to graduate on time, and you can pursue your career dreams. Don't be afraid! Get excited, get connected—you can help change the world.

Global Citizenship at Hawai'i Pacific University

You are going to hear a lot about global citizenship at HPU. So what does that mean? Instead of prescribing a particular definition of global citizenship, it means that you will create your own definition. Our goal is to create learning opportunities in which you will ask questions, engage in inquiry, and take time to pursue activities and experiences that provide you with knowledge about the community and the world beyond. Our goal is that each student will develop an individual definition of global citizenship that embraces ideas about places or challenges in the world, values and beliefs about citizenship and justice, and a commitment to actions or practices that demonstrate citizenship. This is a tall order but a worthy one! And you can be assured that the University stands ready to support your learning and continuing development of your understanding of citizenship.

Hawai'i Pacific University's mission is the foundation of our commitment to global citizenship:

“Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.”

Beyond the idea of “citizenship,” the University offers learning opportunities to students so they can become increasingly interested in the world, knowledgeable about the world, and competent in the skills and abilities that the world requires. These skills and abilities include cross-cultural abilities, language skills, thinking and problem-solving abilities, development of value systems and moral reasoning abilities to support ethical conduct in a career path, and the commitments and abilities needed to promote justice and democratic principles in the world.

Some people use the term “worldmindedness” to refer to this way of viewing life using world perspectives. The word “diversity” is also often used to refer to the multicultural realities of the world. But it is important to understand that “diversity” is also used to refer to beliefs about justice in the world and the rights of all people to have equal access and opportunity to education, health care, and other dimensions of what we refer to as “human rights.”

How did the University come to have this mission? HPU has a long-standing tradition of international student enrollment with students from more than 100 countries in any given year. The University’s commitment to this tradition started with President Chatt G. Wright’s early experience in the Peace Corps. After he became president, he became committed to the vision of an internationally diverse student population and began recruiting students from other countries as well as the U.S. Mainland and Hawai‘i. The president believed his vision could only be actualized in Hawai‘i, which offered a unique sociocultural environment for learning about races and cultures from around the world. The result was an exceptional international learning community that has continued to the present day.

So your college education at HPU is founded on an enduring commitment to internationality and to the development of global citizenship. The University defined “**Five Themes**” to articulate the foundation of HPU’s General Education program, which is the liberal arts foundation of a college education. The **Five Themes** embrace the learning and commitments of a liberal education, which prepares graduates in the arenas of:

- Communication
- World Cultures
- Global Systems
- Research and Epistemology
- Values and Choices

You will hear more about the Five Themes as you review the syllabus for each course you take and see how your courses address learning in one or more of these themes.

Service Learning

As you progress with your studies this first semester, you will increasingly see that a great way to get connected with the world beyond is to link your studies with experiences in the community in which you can contribute and learn at the same time. This habit of linking learning with service takes you many steps beyond a tourist’s conception of “seeing the world.” It creates experiences in which you can learn about the world by rolling up your sleeves and working with people who need your help and who can teach you about people and places that are different from your own origins. The approaches and habits you learn in service-learning projects will serve you well for the rest of your life as you live and work in various places that may go far beyond anything you imagine for yourself today.

You can learn more about service learning at HPU at <http://www.hpu.edu/servicelearning>.

You can learn more about service learning in general by going to the website for the National Service Learning Clearinghouse: http://www.servicelearning.org/welcome_to_service-learning/glossary/index.php. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning combines service objectives and learning objectives with the goal of changing both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge.

In 1990, the Corporation for National and Community Service said that service learning

- Promotes learning through active participation in service experiences
- Provides structured time for students to reflect by thinking, discussing, and/or writing about their service experience
- Provides an opportunity for students to use skills and knowledge in real-life situations
- Extends learning beyond the classroom and into the community
- Fosters a sense of caring for others (as adapted from the National and Community Service Act of 1990)

Source: http://www.servicelearning.org/welcome_to_service-learning/service-learning_is/index.php

Hawaii Pacific University's Service Learning Program responds to the following areas of need identified by the Hawaii/Pacific Islands Campus Compact: health education and promotion, senior care, and environmental stewardship. Our service-learning initiative is a cross-curricular collaboration of the School of Nursing, Social Work Program, College of Natural Sciences, and College of Communication. This initiative fosters collaborations between at least 28 faculty, 500 students, and over 130 community agencies statewide.

WEEK # 8

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your SELF:

How are you doing with **well-being** this semester? How many times a week do you exercise? How many meals a week are hi-fat/hi-carbohydrate fast-food meals? How many salads or vegetables have you had in the past 7 days? And how often have you engaged in a practice of calming, meditation, mindfulness, or journaling? Take stock of how you are doing and if you are enjoying a feeling of well-being. If there are missing elements, make a plan for how to address these.

School:

Do one thing this week that's **NEW!** Have you been to one of Hawai'i's many beach parks? Or seen a film in the **Viewpoints** series? or at a local theater? How much have you learned about cultures other than your own? Try out a restaurant that offers a type of food that you haven't eaten before.

World Beyond:

What do you know about **sustainability?** Have you seen Al Gore's movie about global warming? Have you analyzed your **ecological footprint?** Look this up on Google and go a website that has a calculator and compute your ecological footprint. Talk about this with others.

Don't wait another day before checking out

HPU's First-Year Webpage:

www.hpu.edu/readyssetgo

WEEK # 9

STUDENT GUIDEBOOK for the Global Learning First-Year Seminars



Your Self: ASSESS yourself!

Remember the self-assessment methods and surveys on the web. Look up these methods again. Take one that's new and take for a second time the one you took at the beginning of the semester. What does the feedback tell you? Is it true to you? Or off point? Write a journal entry about your strengths and weaknesses in school and how these have affected this first semester of college. For example, have you improved in an area of weakness? Or lost some ground in another area? Take stock – there is still time to make changes that will make school go better.

Others: Journal entry

Go back to your 2nd week journal entry on diversity where you wrote about all the ethnic groups/ or nationalities you could see. What do you now think about diversity? Write a couple of “fat” paragraphs on how this is a good thing, or a challenging thing, and some ideas about coping with the challenges.

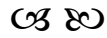
World Beyond:

How much do you know about some of the world problems that are cited as part of discussions about **human rights**? Do you know about the United Nations Millennium Goals? How well do these goals work in providing information about progress in the world with addressing poverty? or infant mortality? or control of epidemics of infectious disease, such as AIDS or tuberculosis? Pick a world problem and get **curious**. Link this problem to the work you are doing in one of your courses. Learn something new about this problem every week.

Don't wait another day before checking out

HPU's First-Year Webpage:

www.hpu.edu/readyssetgo



In conclusion, welcome to Hawai‘i Pacific University! We invite you to get connected in every way possible, with your Self, Others, School, the Community, and the World Beyond. The weekly schedule of readings and activities can be used to pace yourself and try out some of the ideas described in this book. Questions? Write to firstyear@hpu.edu and let us know what’s on your mind.

GET CONNECTED!

