

## Chicago Quarter Program - Common Hour Overview for Faculty

Common Hour supports new students transitioning to the University by providing education and information on university life, resources, and how to be a successful student. Common Hour is delivered by current DePaul students (Chicago Quarter Mentors) and DePaul staff members (Staff Professionals).

Common Hour consists of ten one-hour lessons that are grouped in units; nine of those lessons are pre-determined and focus on the areas below. One lesson is open to allow mentors and staff professionals an opportunity to design a lesson that suits the needs of the students in their class.

### Community Unit

Welcome to Common Hour  
Sense of Belonging & Community  
Diversity, Community & Social Justice  
Involvement & Leadership

### Academic & Career Unit

Education & Career Planning  
Academic Success Skills  
University Technology & Registration

### Wellness Unit

Health & Wellness  
Financial Fitness

**Common Hour Design & Delivery:** The Office of New Student & Family Engagement leads the design of the Common Hour curriculum working very closely with a variety of university offices to ensure new students receive the most pertinent information during their first quarter here at DePaul. Each lesson includes activities and learning experiences aimed at hitting the lesson's learning outcomes. Mentors and Staff Professionals will follow the general structure of the lessons plans while will also adding their own personal touch and style to the lessons. Mentors and staff professionals will work together to think about and plan the way each lesson plan will be delivered, including deciding who will lead portions of the lesson. Mentors are always expected to add their experience to each lesson plan as a way to connect with new students.

**Common Hour Assignments & Grading:** Common Hour accounts for 20% of the final Chicago Quarter course grade. The required assignments are detailed in the lesson plans and in the syllabus template (a snapshot can be found below). Chicago Quarter Mentors and Staff Professionals will work together to grade assignments, share grades with new students, and ultimately share the final Common Hour grade with the faculty member. Chicago Quarter Mentors and Staff Professionals can work together to incorporate new assignments.

**Common Hour Lesson Outcomes:** Each lesson has several learning outcomes and some of the outcomes overlap and intertwine. Common Hour is intended to be an integrated learning experience for students where connections can be made to the previous lesson and to the next lesson. Common Hour can be connected to the academic portion of the course whenever an opportunity may arise. All the Common Hour lessons are available on the CQ 2015 D2L site.

#### Welcome to Common Hour

- Understand the purpose and the general expectations of the Common Hour.
- Connect with at least three of their peers and feel a part of a classroom community.
- Know who their CQM and Staff Pro are and how to contact them.

**Assignments:** None

#### Sense of Belonging & Community

- Identify the importance of Safe Space guidelines to be used during class dialogues.
- Articulate the invitation to participate in community as a core characteristic of DePaul's Vincentian mission.
- Name the three distinguishing marks of DePaul's mission: Urban, Catholic and Vincentian.
- Recognize how St. Vincent de Paul, his history and his call to serve are relevant to the DePaul University community today.
- Understand the Vincentian question: What must be done?

**Assignments:** Students have to watch the Vincent 101 video prior to the lesson and respond to reflection questions.

Video: <https://www.youtube.com/watch?v=8wlu8v6Dj2g>

#### Diversity, Community & Social Justice

- Define and apply core concepts related to diversity and social justice.
- Identify and describe their social identities and related experiences.

- Practice respectful dialogue with their peers related to diversity and social justice.
- Identify resources for continued learning and support on campus.

**Assignments:** Students have to watch an online module on the core concepts of diversity before the lesson. After the lesson they have to write a 1-2 page paper reflecting on the concepts of privilege and oppression related to two of their own identities.

### **Involvement & Leadership**

- Describe the benefits of getting involved at DePaul
- List the 5 dimensions of socially responsible leadership
- Describe what it means to be a leader, at DePaul specifically
- Identify a few ways they'd like to begin getting involved at DePaul
- Describe how involvement and leadership are connected to the mission of the university

**Assignments:** Students have to attend the Involvement Fair and make a list of organizations they are interested in. Students also have to create an OrgSync profile.

### **Education & Career Planning**

- Understand their interests based on the DePaul Interest Finder.
- Explore and brainstorm ways their interests connect to majors, careers and to the DePaul community.
- Contemplate ways their interests might connect to DePaul's mission.
- Reference two strategies or next steps to assist with this exploration.
- Identify campus resources to connect to during and beyond their first quarter for support.

**Assignments:** None

### **Academic Success Skills**

- Articulate what academic success means based on their own experience.
- List common things that get in the way of academic success.
- Reference one or two strategies or skills to become academically successful.
- Identify campus resources to connect to during and beyond their first quarter for support.

**Assignments:** After this lesson students will write a 1-2 page reflection paper on their understanding of academic success, how they will plan for academic success, and how they will manage challenges along the way. Closely related to this lesson is also the Library Assignment. Students have to check out an item and the write a reflection on their experience navigating the library. This can be tied to research in the academic portion of the class.

### **University Technology & Registration**

- Plan efficiently for registration (6th week of the quarter).
- Navigate the Student Center in Campus Connect to a successful registration.
- Identify additional online resources at the University.
- Understand how to identify and contact their academic advisor.

**Assignments:** None

### **Health & Wellness**

- Understand what it means to clearly consent to sexual activity.
- Name one way in which a student can safely intervene to prevent sexual violence.
- Name at least two ways to stay safe when drinking.
- Name one way in which a student can safely intervene to prevent a friend from severe alcohol intoxication.

**Assignments:** Students will complete the Alcohol EDU & Have online modules. See supplemental handout for details.

### **Financial Fitness**

- Create a plan for their money and/or understand how they relate to money
- Recognize if they are borrowing wisely based on their future earning potential.

**Assignments:** Students may have a task to complete prior to this lesson, however it will depend on the mentor and staff professional's choice for activities within this lesson.

**Common Hour Questions & More Information:** For more information, please attend today's session from 12:40pm-1:15pm or contact Toni Fitzpatrick at [afitzpa9@depaul.edu](mailto:afitzpa9@depaul.edu).