

MESEISET
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SBA BUDGET APPROVED **for October 2017**

Students, your SBA budget for student activities during the month of October 2017 was approved by the Chuuk Campus Management Council at its special meeting on Monday, October 9. Your SBA Council now is authorized to spend a total of \$1,061.39 from your Student Activities fee. A student critic commented, *“Why so late the approval? We’re already half way through the semester.”* Well, better late than never!

SBA President Ryian Raymond and SBA Advisor Wilson Bisalen presented the budget request for four activities in October:

- **Activity 1: Basketball Tournament (to be announced) = \$460.00.** The objective is to develop participants, both male and female, in physical health and well-being, sportsmanship, self-esteem development, and self-confidence. For more information, contact SBA Sports Manager Kaseler Manny or newly designated SBA sports advisor, CRE’s Youth Agent Charles Sam.
- **Activity 2: Academic Dice Game, Oct 12-26 (M/T/W/Th/F, 8am—4pm) = \$261.39.** The objectives are to help individual students prepare for test-taking (including their final exams) and to raise SBA funds for future activities.
- **Activity 3: Micro Green-Up Day, Oct 27 (F, 3-4pm) = \$140.00.** The objective is to increase students’ value of environmental clean-up, beautification, and improvement on our own campus.
- **Activity 4: Title IX Awareness Workshop, Oct 30 (M, 12noon—1pm) = \$200.00.** The objective is to increase student awareness of sexual harassment. It is hoped that COM-FSM Director of Student Life Krystilyn Atkinson will lead the one-hour workshop in Chuuk.

The \$1,061.39 allocation is about 22% of the total SBA Fall 2017 funding of \$4,860. A Nov/Dec budget request will be submitted to the Management Council soon. ☺

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CALENDAR OF EVENTS (Oct 20-31)

- Oct 20 (F): Faculty Workshop
- Oct 20 (F): Last Day to **Withdraw** with “W”
- Oct 20-21 (F/Sat): **COMET** (testing on campus)
- Oct 21 (Sat): **Campus Clean-Up and Beautification**
- Oct 24 (T): **United Nations Day** (holiday)
- Oct 27 (F): **Micro Green-Up Day**
- Oct 30 (M): **Title IX Awareness** (Sexual Harassment)
- Oct 31 (T): Application **Deadline** (Spr 2018 graduation)
- Oct 31 (T): **Early Registration** for Spring 2018 begins

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Any expression of opinion or viewpoint of the writer(s) of an article in this Meseiset publication is solely the responsibility of the writer(s), not of the COM-FSM system.

Chuuk Campus News

STUDENT-FACULTY INTERACTION: A RECIPROCAL PARTNERSHIP

Educational research reveals convincing evidence that the best practice of student-faculty interaction is a reciprocal partnership.

First, it begins with instructors. They must value themselves as pro-active contributors to uplifting the campus environment — in and out of the classroom.

Second, students then take the lead by valuing themselves as learners. They see themselves as partners with instructors in the common goal of student learning.

Third, both students and instructors create a bond — a partnership of reciprocity. It is a give-and-take, a two-way involvement, both learner learning and teaching and teacher teaching and learning.

Fourth, the result is a very positive effect — significant student learning — with deep satisfaction on both sides. This is what we at Chuuk Campus must reach and grasp.

We can do this. What are we waiting for? Stretch, everyone! ☺

CCSSE #3: Academic Challenge

Students — are you academically challenged to do the best in your coursework? Instructors — do you challenge your students to do their best? If “yes”, then you are doing the following 8 CCSSE “best practices”:

3.1 analyze the basic elements of an idea, experience, or theory

3.2 synthesize and organize ideas, information, or experiences in new ways

3.1 and **3.2**: These two are generally opposites. Analysis refers to “*breaking down a general idea into specific parts*”. This is often called **deductive thinking**. On the other hand, synthesis refers to “*putting together specific parts into a general idea*”. This is called **inductive thinking**. The first is “from general to specifics”, and the second is “from specifics to general”. Both analysis and synthesis are called “**thinking skills**”. If you not sure what these two mean, you had better ask your instructor to explain and teach them to you.

3.3 make judgments about the value or soundness of information, arguments, or methods

3.3: Judging is another “thinking skill”. Making a judgment means, first, to cite your own **opinion** (good or bad, right or wrong) and, second, to cite **evidence** in defense of your opinion (just like a debate). If you have never participated in a debate, you really need to learn this “best practice”.

3.4 apply theories or concepts to practical problems or in new situations

(continued on page 3)

CCSSE #4: Student-Faculty Interaction

We have discussed in the past few weeks much about “student-faculty interaction”. However, do you know what CCSSE considers its six “best practices” of student-faculty interaction? Students and instructors — here are the CCSSE “best practices”:

4.1 use e-mail to communicate with an instructor

4.1: Obviously. However, many students do not communicate with their instructors through the email system. Some classes at Chuuk Campus have **100%** of their students doing email. Unfortunately, other classes are close to **0%**! It would be advisable for all instructors to require all students to use email to communicate back and forth.

4.2 discuss grades or assignments with an instructor

4.2: Some Chuuk Campus instructors say that most students do not discuss grades or assignments with them. Why not? Come on, students, talk to your instructors about your grades and your assignments. Do not be foolish!

4.3 talk about career plans with an instructor or advisor

4.3: Do you? That is, do you talk about your career plans? Your instructors are waiting and waiting and waiting for you to interact with them about your future employment opportunities. So, come on, students, get up and ask.

4.4 discuss ideas from your readings or classes with instructors outside of class

(continued on page 5)

United Nations Day



October 24

United Nations Day is Tuesday, October 24. It is the one and only **international** holiday.

The United Nations began officially on October 24, 1945, with headquarters located, at that time, in San Francisco, California. In 1948, the U.N. General Assembly declared October 24 as United Nations Day to “*be devoted to making known to the peoples of the world the aims and achieve-*

ments of the United Nations and to gaining their support for” its work.

In 1972 the U.N. also set the same date as the **World Development Information Day**. The message of this day is, as follows: “*Humanity has entered the era of **sustainability** – with a global commitment to fulfill the great promise of Sustainable Development.*” ☹



CCSSE #3: Academic Challenge — (continued from page 2)

3.5 *use information you have read or heard to perform a **new skill***

3.4 and **3.5**: Both describe the same thing. First, application is the use of information from one way of thinking to a new way of thinking. Second, the “**new**” way must be a different from the “**old**” way. Again, if you do not understand, then you should ask your instructor to explain how judgment and application work.

3.6 ***read** a number of assigned textbooks, manuals, books, or book-length packs of course readings (including hand-outs)*

3.7 ***write** a number of papers or reports of any length (paragraph, essay, or composition)*

3.6 and **3.7**: These two skills — reading and writing — are **complementary**. One without the other does not make sense. Many Chuuk Campus students are terrible readers and terrible writers. They hate to read their required textbooks and hand-outs. They are also poor writers of paragraphs, essays, and compositions. Every instructor — not only the ones who teach English — must teach reading and writing in his/her own subject. All students must read and write much, much better than what they can do now!

3.8 ***do your best** work on an exam/test/quiz that challenged you.*

3.8: Most Chuuk Campus students do not do well on an exam/test/quiz — unless the instructor

makes it super-easy.

We at Chuuk Campus have two vital problems. First, we have too many “**don’t care**” students — an estimated 60%. They do not study hard, because they just want to fool around on campus. On the other hand, 20% of our students really care and want to study, but they **do not know how to learn**. They lack study skills, note-taking skills, and test-taking skills. The remaining 20% may be academically slow at Chuuk Campus. They may not belong here.

Second, whether or not they admit it, some instructors are not really that good in teaching. They definitely know the subjects which they teach, but they may **not know how to teach**. They lack teaching methods, and they need to learn in our faculty workshops. As Kind puts it, “*There’s always room for self-improvement.*” He is 100% correct.

Well, in a few weeks, you students will take the CCSSE survey and describe your perceptions of your own academic challenge. ☹



Do You Recognize Our FSM Presidents?

Our FSM has had eight national presidents since 1979 — for almost 40 years. Do you recognize them in the photos below? Their photos (left to right) are in order of administration of each president. Learn and remember each, by name and home state. ☹

				(1) Tosiwo Nakayama (CK) (1979-1987) (2) John Haglegam (Y) (1987-1991) (3) Bailey Olter (Poh) (1991-1996) (4) Jacob Nena (K) (1996-1999)
				(5) Leo Falcam (Poh) (1999-2003) (6) Joseph Urusemal (Y) (2003-2007) (7) Emanuel Mori (CK) (2007-2015) (8) Peter Christian (Poh) (2015-present)

ONLY IN CHUUK: 32 = 38 = 40 = 41

Have you ever looked at the Chuuk State flag? Sure, you have — but look again — carefully. The law itself states that there shall be 38 stars. However, look at the four flags below. Count the number of stars that encircle the coconut palm. How many stars are there? 32, 38, 40, and 41.



Well, the people of Chuuk may have a new number system in which 32 = 38 = 40 = 41. Well, maybe the law needs to be amended, or maybe we should re-teach students to count anew, or maybe Chuuk needs to be more careful about making flags. Well, whatever.... Only in Chuuk! ☹

TONGUE-IN-CHEEK: A Case of Chuukese Satire in English

by SS 150 Instructor Alton Higashi

A couple of weeks ago two students wrote **opinion** paragraphs in my SS 150 (History of Micronesia) class. My lesson = to present current events and to describe the “future history” of Micronesia. The two students’ topic = North Korea and its “plan” to bomb Guam with nuclear missiles. What they wrote turned out to be “tongue-in-cheek” statements. Read their unedited paragraphs:

Student #1: *“I’m so happy for what I have seen on the world news. North Korea plan is relate to population. Chuuk is over populated and Guam is also over populated because of those stupid Chuukese there. Please send the entire nuclear bomb to Guam so that the people of Guam and the Chuukese there would die. Dying of the Chuukese on Guam will help decrease their population.”*

Student #2: *“I am agree with the plan about sending missiles to guam so that all the Stupid chuukese that lives on guam will die. Because they are the one that making trouble with the Chamorros people. So please the first target that I really want to be destroy was Yigo because they were so many chuukese lives there.”*

It is easy to disagree with the **literal** (superficial) meaning in the written words. However, **read deeper** and find the meaning hidden **behind the words**. Both students have connected current events with deeper issues related to Chuukese on Guam — **overpopulation** and **homelessness**.

I do not agree with the writers, but I commend them for their **creative writing**. Both stated their opinions, cited “evidence” of the problems of overpopulation and homelessness on Guam, and offered a convergent solution. This kind of writing is labeled “**satire**” or “**irony**” — **witty sarcasm to attack the vices** of people — all stated as a **joke**. In normative English, this is called “**tongue-in-cheek**”.

Great writers in the past — such as William Shakespeare, George Bernard Shaw, and Samuel Beckett — have used satire, irony, sarcasm, tongue-in-cheek — to describe social problems and to offer solutions. If they could and did, then our own Chuukese students can and do. ☺

CCSSE #4: Student-Faculty Interaction — (continued from page 2)

4.4: This “best practice” has two key words — ideas and outside. This seems to be a hard thing for students to do — discuss IDEAS from your coursework with your instructors OUTSIDE of the classroom. One instructor here said that **not one** of his students does this “best practice”. Students, this is **your responsibility** — the instructor is not going to roam around the campus, looking for you. You must go to the instructor!

4.5 receive prompt feedback (written or oral) from instructors on your performance

4.5: “Feedback” is the instructor’s evaluation of what you do in class. So, feedback is the **instructor’s responsibility**. For instance, you take a test, and you want to know your grade. The grade is the feedback. However, there is more to understand. For one thing, feedback must be prompt — you should know your grade within a couple of days after the test, or at the most one week. Also, feedback is an explanation why your letter grade is high, middle, or low. The instructor must explain (i) your strengths and weaknesses on

a test, and (ii) ways to overcome weaknesses.

4.6 work with instructors on activities other than coursework.

4.6: Well, this is another problem for students. Students and faculty rarely work together outside of classroom. What kind of extra-curricular work is available? More than an academic advisor, the instructor should be a coach, a club advisor — someone who helps and guides you outside of the classroom. For instance, at our campus clean-up and beautification, does your instructor work with you? Is he or she your regional club advisor?

Dean Kind Kanto considers student-faculty interaction as his highest priority among the five CCSSE benchmarks. Why? It is the lowest among the five (only 40% of our students perceive positive interaction with their instructors), and Kind wants that percentage to rise. In effect, 60% of you students need to interact more with your instructors.

Come on, everyone, let’s do our thing — correctly. ☺

The Higashi Murder Mystery: A Case of the Scientific Method

[submitted by SC 117 Instructor Kind Kanto]

Professor Alten Higashi, a well-known educator in Chuuk and FSM, is found dead on the floor of his house in Nantaku at 7:00pm Saturday night. He was shot in the heart. Detective Wagner Wiley of the Chuuk State Department of Public Safety is called in to solve the mystery. He discovers the following facts:

- Higashi was shot with a Ruger .22 pistol. The pistol is not in the house now.
- His neighbor heard a shot at 4:40pm. He thought it was just somebody playing with fire-crackers on the road.
- Dr. Juju from the Chuuk State Hospital, who looked at the body at about 8:00pm, said Higashi was already dead for 3-4 hours at that time.
- Two persons recently threatened Higashi. Jerzy Nowell hated him because Alten gave him an F in his class last summer; therefore, he could not graduate. As a result, he was unable to fill a position at United Airlines, and his girlfriend left him. Divine Ayer, a student in Higashi's class this semester, was thrown out from his class on Friday, and was told he will be with-



fall semester. Friday night Divine was down at the Hard Wreck Bar, yelling, "People like Higashi ought to be shot!"

- Jerzy says he was at a meeting at the FSM PetroCorp Nepukos Plant from 2:00pm until 5:00pm Saturday afternoon.
- Divine ran into a telephone pole at 3:30am Saturday. He has been in the hospital ever since with a bad concussion.
- Redly Killion, Jr., manager of the FSM PetroCorp, says that Jerzy left the meeting early, at about 4:30pm, because of a doctor's appointment with Dr. Felix Yomay. Dr. Yomay says that Jerzy had no appointment with him on Saturday.

From these facts, Detective Wiley guesses that Jerzy killed Professor Alten Higashi. He gets a search warrant and searches Jerzy's house and car. He finds a Ruger .22 pistol hidden under the front seat of his car. In a police lab test, the gun fired a bullet marked exactly like the one found in Higashi's body.

Jerzy is arrested and a murder case is solved scientifically by Detective Wiley. ☺

[Excerpted from Nancy F. Knapp, *Breakthrough in Science* (1997).]

[Editor's Note: The events and names in this murder case have been changed to protect the innocent (and guilty). Any similarity to real events and characters is coincidental.]

DO YOU REMEMBER THESE FIVE EMPLOYEES?



Chuuk Campus has hired many employees. They come and go. Five of these workers are pictured above. Do you remember them, by name?

Of course, you do! The five are (in order, left to right) Mariano, Gardenia, Joakim, Tente, and Jayleen. Do you remember their last names as well as positions on campus? Let's hope that you do! ☺

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