COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

CAPS 390 ID8W1, Capstone

Spring 2014
Tuesdays, 1/14/2014 – 3/4/2014
6pm – 9pm
Campus Location: Bridgeport

Course Description:

The Capstone Seminar is the culmination of leaning in the Core Curriculum. As such, it reflectively builds upon learning from the carious liberal arts. The course is conducted as a seminar and thus requires substantial reading and informed participation. All students write an original essay that integrates themes raised in course reading and discussion.
Prerequisite Courses: Completion of 90 credits and fulfillment of ALL other Core requirements.
Course Code: UC (**Seniors Only**)

THIS IS A "HYBRID/BLENDED" COURSE YOU ARE REQUIRED TO USE OR REFER TO THESE ONLINE RESOURCES AND THERE IS GRADED ONLINE WORK.

Course Theme:
The **Theme** of this Capstone Seminar is: **"A Meaningful Life"**

Learning Outcomes:
Upon completion of this course the student should be able to:

- Expand reading comprehension through a series of challenging and interrelated texts.
- Improve the understanding of, and potential for, creative verbal and written expression as the scholarly capstone of undergraduate experience.

Instructor & contact information:

Name: Debra Boss
Email: dboss@bridgeport.edu (always CC me at: boss.debrak@yahoo.com)

Put the following in the Subject line of your e-mail: CAPS 390 ID8W1

Then add what the e-mail is about; e.g., **Question about the Course**; etc.

EXAMPLES:

CAPS 390 ID8W1**: Question about the Course**

CAPS 390 ID8W1**: Zelig Reaction Paper**

I will delete without opening any e-mail that is not correctly identified

I am online everyday except Sunday but not 24/7. Otherwise, *I will do my best* to reply to your e-mail within 48 hours.

Required Textbooks:

• The Philosophy of Andy Warhol	Andy Warhol	ISBN #15671204
• What I Saw: Reports from Berlin 1920-1933	Joseph Roth	ISBN #9780393051674
• You Are Not a Gadget: A Manifesto	Jaron Lanier	ISBN #9780307269645
• THX 1138	George Lukas	DVD
• Radio Days	Woody Allen	DVD
• "What's Going On"	Marvin Gaye	CD

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Course Policies

1) **Policy on having course materials: You are required to have *all* the materials in hand *January 14th -- our first class meeting*. *Please note that under IDEAL policy*: I am not at liberty to accept ANY excuses for not having the materials in time to be prepared for the relevant Class Meeting.**
2) **Policy on Attendance:** Class begins at 6pm and ends at 9pm. ***This Course is governed by the UB-IDEAL policy on absences*. Medical reasons for any absence must be documented**
3) **Policy on Assignment Deadlines: LATE WORK NOT ACCEPTED. There are no make-ups; there is no "extra credit".**
4) **A hard copy of each assignment must be turned in on the due date specified and you must upload a copy of every assignment to canvas prior to class. Assignments that are turned in after 5:59pm on the day they are due will be considered late and will not earn credit.**

Assignment Prior to the First Class:

1) **Meaningful Life Personal Analysis**

   Part 1: Life Assessment Worksheet
   Go to the following website: http://www.livingfully.com/Life_Assessment_Worksheet.pdf follow the directions to fill in the chart (a copy of this chart will be on canvas under the "files" section so that you may type directly in the document). Fill out the chart (be prepared to bring it to class to share with your classmates) and write a 500 word reaction to your findings.
   Part 2: Reaction
   In 500 words explain how this Life Assessment Worksheet relates to the idea of creating a meaningful life. Focus on your ideas of what a meaningful life means to you and whether or not your results exemplify that idea.

2) **Online Discussion Post: Participate** in online forum class discussion.
   a) Answer a minimum of **two** online discussion prompts
   b) Respectfully reply to **at least 2** of your classmate's answers to discussion prompt.

Assignments - "At-A-Glance" Chart of Assignments

ASSIGNMENTS	Points	Due Date
Week 1: Meaningful Life Personal Analysis	6	1/14/14
Week 1: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	1/14/14
Week 2: Lead Class Discussion (as assigned)	10	1/21/14
Week 2: Reaction Paper #1	7	1/21/14
Week 2: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	1/21/14
Week 3: Lead Class Discussion (as assigned)	10	1/28/14
Week 3: Reaction Paper # 2	7	1/28/14
Week 3: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	1/28/14
Week 4: Lead Class Discussion (as assigned)	10	2/4/14
Week 4: Critical Paper # 1	9	2/4/14
Week 4: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	2/4/14
Week 5: Lead Class Discussion (as assigned)	10	2/11/14
Week 5: Thesis Question and Annotated Bibliography	6	2/11/14
Week 5: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	2/11/14
Week 6: Lead Class Discussion (as assigned)	10	2/18/14
Week 6: Reaction Paper # 3	7	2/18/14
Week 6: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	2/18/14
Week 7: Lead Class Discussion (as assigned)	10	2/25/14
Week 7: Critical Paper # 2	8	2/25/14
Week 7: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	2/25/14
Week 8: Active Class Participation (in class) & Weekly Discussion Forum Posts (online)	3	3/4/14
Week 8: Final Paper: Research/Thesis Paper	15	3/4/14

Description of Weekly Sessions and Grading Criteria

Week One: 1/14/13 – Introduction to Course: Orientation and Overview				
	Details	***Due***	***Points***	
Participation: In Class and Online Weekly Discussion Forum Posts	**Participate** in class discussion. **Participate** in online forum class discussion. c) Answer a minimum of **two** online discussion prompts d) Respectfully reply to **at least 2** of your classmate's answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***	1/14	3	
Bring to Class	**Bring to class** 1) A copy of this syllabus 2) All of the Books and DVDs for this course	1/14	0	
Assignment: Meaningful Life Personal Analysis	**Meaningful Life Personal Analysis** • **Part 1: Life Assessment Worksheet** **Go to the following website:** http://www.livingfully.com/Life_Assessment_Worksheet.pdf follow the directions to fill in the chart (a copy of this chart will be on canvas under the "files" section so that you may type directly in the document). Fill out the chart (be prepared to bring it to class to share with your classmates) and write a 500 word reaction to your findings. • **Part 2: Reaction** In 500 words explain how this Life Assessment Worksheet relates to the idea of creating a meaningful life. Focus on your ideas of what a meaningful life means to you and whether or not your results exemplify that idea.	1/14	6	

Week Two: 1/21/13- Radio Days				
	Details	***Due***	***Points***	
Watch	Watch the DVD: ***Radio Days***	1/21	0	
Class Discussion:	**Leading the Class Discussion** (as assigned) - Prepare to lead a class discussion based on the DVD required for this week.	1/21	10	

Lead	- ***Please refer to the Lead Class Discussion Rubric for specifics on how you will be graded and the required format.***			
Participation: In Class and Online Weekly Discussion Forum Posts	**Participate** in class discussion. **Participate** in online forum class discussion. 1) Answer a minimum of **two** online discussion prompts 2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt.	1/21	3	
Reaction Paper #1: *Radio Days*	***Radio Days* Reaction Paper** A Reaction/Response Paper is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research paper and investigation into other sources is not necessary. Questions you might ask yourself: - How do you feel about the topic? - Do you agree with the author's conclusion based on the presentation of facts? - Could there have been another interpretation? - How has this reading/video impacted your view of the topic? - Did you realize something that was unknown to you before? - Did the reading/video simply reinforce ideas and beliefs you already had about the topic? - Did you in anyway identify with the topic? In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the paper is for you to understand your reaction/response to the topic and express it in a logical, succinct, and compelling manner. • **Two page MINIMUM, three page maximum. .** • Write **your** reaction to the work we are discussing. • It must be in your own words; address **the Theme of "Collapsing Certainties in terms of Self, Technium, and Memory**; be **your own opinion(s) and reactions**; be intellectually and emotionally honest; and be both inventive and compelling… and you can use it for the basis of your Active Class participation grade and when you Lead the Class Discussion. ***I will give you a rubric that details how you will be graded and the required format, make sure you use it.***	1/21	7	

Week Three: 1/28/13 – The Philosophy of Andy Warhol				
	Details	***Due***	***Points***	
Read	Read the Book: *The Philosophy of Andy Warhol*	1/28	0	
Class Discussion: Lead	**Leading the Class Discussion** (as assigned) - Prepare to lead a class discussion based on the book required for this week.	1/28	10	
Participation: In Class and Online Weekly Discussion Forum Posts	**Participate** in class discussion. **Participate** in online forum class discussion. 1) Answer a minimum of **two** online discussion prompts 2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***	1/28	3	
Reaction Paper #2: *The Philosophy of Andy Warhol*	*The Philosophy of Andy Warhol* **Reaction Paper** A Reaction/Response Paper is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research paper and investigation into other sources is not necessary. Questions you might ask yourself: - How do you feel about the topic? - Do you agree with the author's conclusion based on the presentation of facts? - Could there have been another interpretation? - How has this reading/video impacted your view of the topic? - Did you realize something that was unknown to you before? - Did the reading/video simply reinforce ideas and beliefs you already had about the topic? - Did you in anyway identify with the topic? In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the paper is for you to understand your reaction/response to the topic and	1/28	7	

	express it in a logical, succinct, and compelling manner. • **Two page MINIMUM, three page maximum. .** • Write **your** reaction to the work we are discussing. • It must be in your own words; address **the Theme of "Collapsing Certainties in terms of Self, Technium, and Memory**; be **your own opinion(s) and reactions**; be intellectually and emotionally honest; and be both inventive and compelling… and you can use it for the basis of your Active Class participation grade and when you Lead the Class Discussion. ***I will give you a rubric that details how you will be graded and the required format, make sure you use it.***			

Week Four: 2/4/2013 – THX 1138				
	Details	***Due***	***Points***	
Watch	Watch the DVD: *THX 1138*	2/4	0	
Class Discussion: Lead	**Leading the Class Discussion** (as assigned) - Prepare to lead a class discussion based on the DVD required for this week.	2/4	10	
Participation: In Class and Online Weekly Discussion Forum Posts	**Participate** in class discussion. **Participate** in online forum class discussion. 1) Answer a minimum of **two** online discussion prompts 2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***	2/4	3	
Critical Paper #1: January 14 – February 4, 2013	***Critical* Paper #1: Material from October 22-November 12** A Critical Essay paper is a short piece of writing that evaluates a particular work (a book, an essay, a movie, a painting, an article…). However, the critical essay is more than just a summary of the contents of the other work or your opinion of its value. The critical essay is an objective analysis of the work, examining both its positive and negative aspects. The critical essay is informative and stresses the work rather than your opinion. You need to support any observations or claims you make with evidence, supportive evidence within the work itself or in other external sources. • **500 words MINIMUM, 750 words maximum**	2/4	9	

	• **Under 500 words = F; INCLUDE THE WORD COUNT** • "Critical" means being analytical about the work by discussing elements of it that are appropriate to the work; Some examples (these are only examples and not intended as required): • Does the movie *THX 1138* help us understand the power of the technology? Explain. • Does the book *What I Saw* help us understand how the QUALITY or our pre-digital memory is different than our memory in 2012? Explain. Do not summarize the work. The Essays will be based on **YOUR** opinion, so YOU MUST state it clearly. **Outside sources are NOT permitted.** ***I will give you a rubric that details how you will be graded and the required format, make sure you use it.***			

Week Five: 2/11/13 You are Not a Gadget				
	Details	***Due***	***Points***	
Read	Read the Book: *You are not a Gadget*	2/11	0	
Class Discussion: Lead	**Leading the Class Discussion** (as assigned) - Prepare to lead a class discussion based on the book required for this week.	2/11	10	
Participation: In Class and Online Weekly Discussion Forum Posts	**Participate** in class discussion. **Participate** in online forum class discussion. 1) Answer a minimum of **two** online discussion prompts 2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***	2/11	3	
Thesis Question and Annotated Bibliography	**Thesis Question and Annotated Bibliography** **Part 1**: Create a Thesis Statement for your final Paper. **Part 2:** Annotated Bibliography For this assignment you are required to create an annotated bibliography consisting of five sources. Each article must relate to the theme of our class, your thesis statement, and must be in correct APA format. Do not	2/11	6	

	use any articles that I have introduced to the class. Please visit https://owl.english.purdue.edu/owl/resource/614/01/ for any questions you have on how to create an annotated bibliography. Also refer to the rubric below to know how points will be allocated for this assignment. **Each entry should include the following points/elements (paragraphs):** • Summation of the source [focus on what is *unique* about the source] • A brief evaluation statement(s) [is this a "scholarly" source or not] • How the work is relevant to your research [How, specifically, do you intend to use the source (e.g. as evidence to support a claim, as a counter-argument, etc.)] ***Please refer to the attached rubric for specifics on how participation will be graded***			

Week Six: 2/18/13 ***What I Saw: Reports from Berlin 1920-1933***				
	Details	***Due***	***Points***	
Read	Read the Book: *What I Saw: Reports from Berlin 1920-1933*	2/18	0	
Class Discussion: Lead	**Leading the Class Discussion** (as assigned) - Prepare to lead a class discussion based on the book required for this week.	2/18	10	
Participation: In Class and Online Weekly Discussion Forum Posts	**Participate** in class discussion. **Participate** in online forum class discussion. 1) Answer a minimum of **two** online discussion prompts 2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***	2/18	3	
Reaction Paper #3: *What I Saw: Reports from Berlin 1920-*	*What I Saw: Reports from Berlin 1920-1933* **Reaction Paper** A Reaction/Response Paper is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded	2/18	7	

1933	music or speech, etc. It is not a research paper and investigation into other sources is not necessary. Questions you might ask yourself: - How do you feel about the topic? - Do you agree with the author's conclusion based on the presentation of facts? - Could there have been another interpretation? - How has this reading/video impacted your view of the topic? - Did you realize something that was unknown to you before? - Did the reading/video simply reinforce ideas and beliefs you already had about the topic? - Did you in anyway identify with the topic? In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the paper is for you to understand your reaction/response to the topic and express it in a logical, succinct, and compelling manner. • **Two page MINIMUM, three page maximum. .** • Write **your** reaction to the work we are discussing. • It must be in your own words; address **the Theme of "Collapsing Certainties in terms of Self, Technium, and Memory**; be **your own opinion(s) and reactions**; be intellectually and emotionally honest; and be both inventive and compelling… and you can use it for the basis of your Active Class participation grade and when you Lead the Class Discussion. ***I will give you a rubric that details how you will be graded and the required format, make sure you use it.***			

Week Seven: 2/25/13 – Fahrenheit 451				
	Details	***Due***	***Points***	
CD	Listen to: *"What's going on"*	2/25	0	
Class Discussion: Lead	**Leading the Class Discussion** (as assigned) - Prepare to lead a class discussion based on the DVD required for this week.	2/25	10	
Participation: In Class and	**Participate** in class discussion. **Participate** in online forum class discussion.	2/25	3	

Online Weekly Discussion Forum Posts	1) Answer a minimum of **two** online discussion prompts 2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***			
Critical Paper #2: February 11 – March 4, 2013	***Critical* Paper #2: Material from February 11 – March 4, 2013** A Critical Essay paper is a short piece of writing that evaluates a particular work (a book, an essay, a movie, a painting, an article…). However, the critical essay is more than just a summary of the contents of the other work or your opinion of its value. The critical essay is an objective analysis of the work, examining both its positive and negative aspects. The critical essay is informative and stresses the work rather than your opinion. You need to support any observations or claims you make with evidence, supportive evidence within the work itself or in other external sources. • **500 words MINIMUM, 750 words maximum** • **Under 500 words = F; INCLUDE THE WORD COUNT** • "Critical" means being analytical about the work by discussing elements of it that are appropriate to the work; Some examples (these are only examples and not intended as required): • Does the movie *THX 1138* help us understand the power of the technology? Explain. • Does the book *What I Saw* help us understand how the QUALITY or our pre-digital memory is different than our memory in 2012? Explain. Do not summarize the work. The Essays will be based on **YOUR** opinion, so YOU MUST state it clearly. **Outside sources are NOT permitted.** ***I will give you a rubric that details how you will be graded and the required format, make sure you use it.***	2/25	9	

Week Eight: 3/4/13 – Final Class				
	Details	***Due***	***Points***	
Participation: In Class and Online Weekly	**Participate** in class discussion. **Participate** in online forum class discussion. 1) Answer a minimum of **two** online discussion prompts	3/4	3	

Discussion Forum Posts	2) Respectfully reply to **at least 2** of your classmates' answers to discussion prompt. ***Please refer to the attached rubric for specifics on how participation will be graded***			
Final Paper: Research/Thesis Paper	***Research/Thesis Paper*** • **This will be a minimum of 2,500 words, not including any quotes you use.** • Choose **one (ONLY)** of the **Books, CDs, or DVDs** we have covered in the Course • **INCLUDE THE WORD COUNT** What does "Research" mean? Answer: **you must use at least three (3) outside sources** (books; articles; commentaries) you find anywhere (on the Internet would be a good idea) which express an appreciation (positive or negative, or both) of the work you choose to research. Some examples (these are only examples) of how to approach the **Book or DVD** you choose: • What do critics, and others, think of the impact of *You Are Not a Gadget*? • How did critics react to *Zelig* at the time, and why? The Thesis (point of view) of the Paper: • This Paper should represent a critical defense of a point of view based on the chosen work and outside research. • You can conclude the Paper with your opinion but the main purpose of the Paper is to find and use the opinions of others and defend one of the points of view.	3/4	15	

Grading Criteria:

Meaningful Life Assignment		6 points
In Class and Online Weekly Discussion Forum Posts	(3 points per week)	24 points
Lead Class Discussion		10 points
Reaction Papers	(7 points each)	21 points
Critical Papers	(9 points each)	18 points
Thesis Question and Annotated Bibliography		6 points
Research/Thesis Paper		15 points
		Total: 100 Points

Grading Criteria/Rubrics for Assignments

The following grading rubrics will be used for the assignments in this class. Please become familiar with these forms and used them to evaluate your assignments prior to submission.

Participation Rubric (Online and Class)

	Excellent	Fair	Poor	Failing
Completes 2 online discussion posts. Each post analyzes course concepts and information correctly, using examples or supporting evidence. Validates position with applicable knowledge. Utilizes correct grammar, spelling, and style. Submitted on time.	Points: 1.5	Points: . 75	Points: .25	Points: 0
Peer Responses: Collaborates with at least 2 fellow learners, relating the discussion to relevant course concepts and extending the dialogue. Addresses all required response elements. Utilizes correct grammar, spelling, and style. Submitted on time.	Points: 1	Points: .5	Points: .25	Points: 0
Fully participates during in class discussion for the entire class period.	Points: .5	Points: .25	Points: .12	Points: 0

Thesis and Annotated Bibliography Rubric

	1.5	.75	0	Comments:
Content	You clearly state the thesis of your paper. Your sources are interesting and they are all clearly related to the theme of the class.	Your thesis is stated but is abstract. Your sources cover the class theme, but they are less interesting and the relationship to the themes of the class is unclear.	You do not state your thesis. Few, if any, of your sources are related to the class theme.	
Relative Importance to Subject	You select a variety of research sources that are all written at the appropriate level for this paper's purpose. The connection between your sources and the thesis of your paper is clear.	The sources you selected are less varied, but most are written at the appropriate level for this project's purpose. At times the connection between the sources and the thesis of your paper is unclear.	You select mostly one source type (i.e., Internet sites, books, etc.) Quite often the connection is unclear if there is one at all.	
Annotation: Includes all 3 points.	Your annotation follows the 3 points and provides the main conclusions of each source. -Summation of the source [focus on what is unique about the source] -A brief evaluation statement(s) [is this a "scholarly" source or not] -How the work is relevant to your research [How, specifically, do you intend to use the source (e.g. as evidence to support a claim, as a counter-argument, etc.)]	You clearly summarize the main conclusion of each of your sources, but fail to include most of the annotation points.	You try to summarize your sources, but have trouble focusing on the main idea. You make little or no attempt to include all 3 points for annotations.	
Conventions: Proofreading, Spelling, Grammar, APA Style	You correctly cite at least 5 sources using the APA style described in class. Your work in ABC order and proofread!	You cite less than 5 sources and try to use APA style described in class, but have some difficulty.	You cite fewer than 5 sources using your own citation style or use APA style but there are many errors	

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of "B" in the course, the final grade would be a "C").
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on "vibrate") while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

> Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.
>
> Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay

written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

> Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.
>
> Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243