



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.

Course No. & Title: FYS 102 RB8W2, First Year Seminar

Semester and Term: Summer 2014

Day and Dates: Thursdays, 7/10/2014 – 8/21/2014

Time: 6pm – 9:30pm

Campus Location: Stamford

Course Description:

The purpose of the First Year Seminar course is to awaken intellectual curiosity and foster a strong commitment to academic culture. As an adult student in an accelerated program, the Seminar course is designed to encourage you to be an active participant in furthering your own education and to acquaint (or reacquaint) you with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner.

Prerequisite Courses: None

Course Code: UC, General Elective

Instructor & contact information: Elizabeth Hilts

ehilts@bridgeport.edu

Required Textbooks:

1. Carolyn H. Hopper. *Practicing College Learning Strategies*. 6th ed. Wadsworth/Cengage Learning, 2011. ISBN-13: 9781111833350
2. X. J. Kennedy, et. al. *The Bedford Reader for College Writers with Reader, Research Manual, and Handbook*. 10th ed Bedford/St. Martin's, 2013 ISBN-13: 9781457630767

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.

Required materials:

Two notebooks: one for in-class notes and writing assignments, one for your reading journal.

Purpose and Learning Objectives

The First Year Seminar (FYS 102) course is a requirement in the Core Curriculum, fulfilling the General Education requirement. The purpose of the course is to address the unique and specific needs of adult students returning to college toward becoming successful college students and complete an undergraduate degree. The FYS course seeks to help each student prepare a structure toward self-directed learning and gain insight into “how” to learn, including fundamental issues such as time management, learning styles, assignment completion, and other basic college responsibilities.

The primary intent of the FYS course is to prepare the adult students to utilize performance skills, thinking skills, and their personal qualities to succeed at the University of Bridgeport's IDEAL Program.

Performance Skills

Reading. A successful student will be able to: Locate, understand, and interpret written information in prose and documents--to perform tasks; learn from text by determining the main

idea or essential message; identify relevant details, facts, and specifications; infer or locate the meaning of unknown or technical vocabulary; and judge the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing. A successful student will be able to: Communicate thoughts, ideas, information, and messages in writing; record information completely and accurately; compose and create documents; use language, style, organization, and format appropriate to the subject matter, purpose, and audience. Include supporting documentation and attend to level of detail; check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Listening. A successful student will be able to: Receive, attend to, interpret, and respond to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

Speaking. A successful student will be able to: Organize ideas and communicate oral messages appropriate to listeners and situations; participate in conversation, discussion, and group presentations; select an appropriate medium for conveying a message; use verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speak clearly and communicate a message; understand and respond to listener feedback; and ask questions when needed.

Thinking Skills

Creative Thinking. A successful student will be able to: Use imagination freely, combine ideas or information in new ways, make connections between seemingly unrelated ideas, and reshape goals in ways that reveal new possibilities.

Decision Making. A successful student will be able to: Specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternatives.

Problem Solving. A successful student will be able to: Recognize that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identify possible reasons for the discrepancy, and devise and implement a plan of action to resolve it. Evaluate and monitor progress, and revise plan as indicated by findings.

Knowing How to Learn. A successful student will be able to: Recognize and use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note-taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning. A successful student will be able to: Discover a rule or principle underlying the relationship between two or more objects and apply it in solving a problem. For example, use logic to draw conclusions from available information, extract rules or principles from a set of

objects or written text; apply rules and principles to a new situation, or determine which conclusions are correct when given a set of facts and a set of conclusions.

Personal Qualities

Responsibility. A successful student will be able to: Exert a high level of effort and perseverance towards goal attainment. Work hard to become excellent at doing tasks by setting high standards, paying attention to details working well, and displaying a high level of concentration even when assigned an unpleasant task. Display high standards of attendance punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-Esteem. A successful student will be able to: Believe in one's own self-worth and maintain a positive view of self; demonstrate knowledge of own skills and abilities; be aware of impact on others; and know one's own emotional capacity and needs and how to address them.

Sociability. A successful student will be able to: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Assert self in familiar and unfamiliar social situations; relate well to others; respond appropriately as the situation requires; and take an interest in what others say and do.

Self-Management. A successful student will be able to: Assess one's own knowledge, skills, and abilities accurately; set well-defined and realistic personal goals; monitor progress toward goal attainment and motivate self through goal achievement; exhibit self-control and respond to feedback unemotionally and non-defensively; be a "self-starter."

Integrity/Honesty. A successful student will be able to: Be trusted and communicate openly. Understand and act according to the ethical values of academic behavior.

Specific Learning Objectives: By the end of the course you will be able to:

- Log in to MyUB and access the Canvas Learning Management System.
- Engage with others in class discussions, sharing reflection papers, and oral presentations.
- Identify, search for, and document sources of academic material effectively and correctly.
- Use the UB library database to locate academic resources.
- Conduct and present independent, college level research.
- Write clearly and persuasively using APA guidelines.
- Demonstrate the ability to read critically and actively.
- Access and contribute to an online learning environment.
- Work collaboratively in a group to produce an essay and presentation.

Assignments:

PLEASE NOTE: ALL ASSIGNMENTS WILL BE ANNOUNCED IN CLASS AND POSTED ON CANVAS. ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED THROUGH CANVAS UNLESS OTHERWISE REQUIRED.

Bring your textbooks, notebook, Reading Journal and a quiet snack to each session. We will have regularly scheduled breaks during each session.

Description of Weekly Sessions:

Each week will consist of a preselected topic discussion, readings from our two assigned textbooks, and in-class sessions on how to research and write a final research paper.

First Assignments, To Be Completed Prior To The First Class:

- 1) Read Chapter 2: Reading Processes (p. 17 in *Bedford Guide*) and "How My Illiterate Grandmother Raised an Educated Black Man" by Terrell Jermaine Starr (p. 493 in *Bedford Guide*). Write Response Paper One, a one-page typed essay in which you respond to Starr's essay (full assignment will be posted on Canvas). Submit through Canvas and bring printed copy to class for discussion purposes.
- 2) Read Chapter 8: Learning Styles (pages 178-209 in Hopper). Complete exercises 8.2 on page 181 and exercise 8.4 on page 187. Bring to class.
- 3) Log into the Discussion tab in Canvas and introduce yourself to the class, including some information about why you've enrolled in the IDEAL Program.

Week One

Thursday, 7/10

Assignment for next class (7/17):

Prepare for a visit from IDEAL Program Academic Advisor, who will be visiting to discuss such topics as: Expectations and responsibility of the IDEAL Student, Managing Stress, Financial Aid, etc. Please bring your questions.

- 1) Read *Bedford Guide*, Part One: A College Writer's Processes (Chapters 1 and 3).
"Making a Smooth Transition to College" (p. 3-29)
- 2) Write Response Paper Two (TBA) Submit through Canvas and bring printed copy to class.
- 3) Online Discussion (TBA).

Week Two

Thursday, 7/17

Visit from IDEAL Program Academic Advisor.

Assignment for next class (7/24):

- 1) Read Chapter Two: "Applying the Principles of Time Management" (p. 30-50, Hopper). Complete exercise 2.7, bring to class.
- 2) Read *Bedford Guide* Chapter 30: Planning and Managing Your Research Project"

3) Write Response Paper Three (TBA) Submit through Canvas and bring printed copy to class.

Week Three

Thursday, 7/24

Assignment for next class (7/31):

- 1) Read *Bedford Guide*, Part Two: Chapters 19 and 20.
- 2) Writing assignment (TBA).
- 3) Online Discussion (TBA).

Week Four

Thursday, 7/31

Assignment for next class (8/7):

- 1) Read Chapters 21 and 22 of *Bedford Guide*.
- 2) Write Research Paper Proposal (TBA)
- 3) Online Discussion (TBA).

Week Five

Thursday, 8/7

Assignment for next class (8/14):

- 1) Read Chapter 35: Writing Your Research Paper (*Bedford Guide*).
- 2) Research Paper—create annotated bibliography and outline. Submit through Canvas by Monday, 8/11.
- 3) Online Discussion (TBA).

Week Six

Thursday, 8/14

Assignment for next class (8/21):

Work on Research Paper/Presentations

Read Chapter 10: "Let's Find Out More About Managing Stress" (Hopper).

Online Discussion. Share your views on stress management in Canvas Discussion Board.

Week Seven—FNAL CLASS

Thursday, 8/21

RESEARCH PAPER DUE.

PRESENTATIONS

Reading Assignments:

There will be reading assignments to be completed *before* each class; as noted, these will be the foundation of class discussions it is, therefore, essential to complete your reading assignments in order to participate actively.

Reading Journals:

Each student must keep a reading journal in which to record and respond to assigned readings. I will, from time to time during the semester, collect and review reading journals. The reading journal is designed to help students capture ideas, responses, questions, et cetera related to assigned readings—in other words, to create a record of your analysis and critical evaluation activities. The reading journal will make up ten percent (10 %) of the final grade.

Response Papers:

Response Papers will be due for *each* of the reading assignments. ***Response Paper must be submitted through Canvas prior to the beginning of each class. ALSO bring a copy to class for discussion purposes.***

In-class Writing and Editing:

Time will be dedicated to this each session.

In-Class Discussion:

Because this is a seminar, students must be prepared to actively participate in class discussions (complete assigned readings; share insights, questions and ideas; respond appropriately to peers). Students will, from time to time, be called upon to introduce topics for discussion based on assigned readings.

Online Discussion:

Each week there will be an online discussion assignment posted on Canvas; these assignments are included in the participation grade.

Research Paper:

One four- to five-page paper (using APA style, including References page) based on topic of your choice, **due last session**. A detailed assignment will be posted on Canvas and distributed in class.

Group Presentation:

A detailed assignment will be distributed in class.

Grading Criteria:

Exams – there will be no exams, though there may be quizzes (which will be included in participation grade). Attendance and participation (in person and in writing—including online writing), is imperative! Your grades will reflect your effort.

- Response Papers 20 %
- Reading Journals 10 %
- Preparation and Participation 30 %
- Final Research Paper 30 %
- In-Class Presentation 10 %

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
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100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	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.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

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
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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