

## IDEAL PROGRAM COURSE SYLLABUS ONLINE

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL 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 our 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 of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

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

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. **If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.**
4. Login to your course a minimum of three times per week.
5. Complete all assignments to the best of your ability.
6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at [ubonline@bridgeport.edu](mailto:ubonline@bridgeport.edu).

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook.

### **E-mail correspondence**

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

**Have questions about taking an online course? Go to:**

"Instructions for Taking a UB Online Course"

[<http://www.bridgeport.edu/academics/online/yourfirstcourse.aspx>]

**The IDEAL Program**

**Course No. & Title:** PSCI 233 – The Legal System of the United States  
**Semester and Term:** Spring 2013  
**Day and Dates:** May 6 – June 30, 2013  
**Time:** Online  
**Campus Location:** Online

### **Course Description & Learning Outcomes**

This course is a study of the United States' legal system. Topics covered include the Constitution, the federal court system, the legislative process, legal procedure and the differences between public and private law. Students who successfully complete this course will be able to:

1. Appreciate the history of American law and the legal profession
2. Understand the American judicial system
3. Research and apply case law to practical situations in American society
4. Recognize the role of statutes and the legislative process in our legal system
5. Understand basic legal procedure as it applies to American courts
6. Identify the key differences between public and private law
7. Apply the principles and procedures of both public and private law to existing legal controversy

### **Instructor**

Jason Jakubowski, MPA  
[jjakubow@bridgeport.edu](mailto:jjakubow@bridgeport.edu)

This is my ninth year teaching online in the state of Connecticut. I hold both a Bachelor's Degree in Political Science and a Master's Degree in Public Affairs from the University of Connecticut, and I currently work as the Vice President of Government Relations at Hospital for Special Care. Prior to teaching I served six years in elected office in my hometown.

To me, political science is about more than just Democrats and Republicans. Political science is about understanding people and understanding how we, as a civilized democracy, choose to govern ourselves. A lot of people have a negative impression of politics and government – and that may never change. But whether you love it or hate it, politics and government affect everyone. Every time you drive on the street or mail a letter or send your child off to school, your life is affected by the decisions our elected and appointed leaders make. By understanding politics and government, you will be able to find ways to improve the lives of your family, your friends and your community.

I am very much looking forward to this class - and it is my hope that when it's over, you will have a greater understanding of (and appreciation for) our legal system. If I can be of any help throughout this semester, please do not hesitate to e-mail me at the address above.

### **Required Textbook**

The following textbook will be used for this course:

Farnsworth, E. Allan. An Introduction to the Legal System of the United States (4th Edition). New York: Oxford University Press, 1996. (ISBN: 9780199733101)

To order textbooks, go to [www.bridgeport.edu](http://www.bridgeport.edu).

## General Expectations

This is an on-line course - and as someone who works for a distance learning college, I am aware that some people see on-line learning as a “piece of cake” or as an “easy pass.” I can assure you that this course will be neither. I expect that every student will pass this course; however, I also expect that every student will work hard to pass this course.

If this was an on-site course, students would be in a classroom for three hours each week, plus they would spend time reading, studying and completing assignments outside of class. So, at an absolute bare minimum, students should expect to spend at least five or six hours on this course each week. Some weeks will be more, and some will be less; but generally speaking, five or six hours should be the minimal amount of time you spend on this class.

A quick word about deadlines and technology: Since you signed-up for this on-line course, it is assumed that you have a reasonable level of accessibility to the Internet. That said, all of the deadlines given in this course should be considered very strict. Claiming that you lost Internet access or that your computer just wasn't working right will not be acceptable excuses. This is one area that I cannot be flexible in. By signing up for this on-line course, it is your responsibility to gain access to the Internet. Enough public domains do exist (i.e. libraries, UB computer labs, etc.) for you to be able to complete your assignments under any technological circumstances.

## Evaluation and Grading

Grading for this course will be as follows:	Weekly Discussions	50%
	Group Project	50%

### Weekly Discussions

Each week in this course will run from **12:00 a.m. on Monday through 11:59 p.m. on Sunday**. All students are expected to read the required chapters in the textbook early in the week and then spend the rest of the week asking questions and participating in the on-line discussion.

Every Monday, I will post a question to prompt discussion. Thereafter, I am expecting students to maintain the bulk of the discussion (with my interjections when appropriate). Your weekly discussion grades will be based on the following elements:

- Quality = 40%
  - A one sentence question that actually provokes a quality discussion impresses me more than a two paragraph bland answer to a relatively easy question. In fact, the best entries will be those that thoughtfully answer one student's question while raising others in the process.
- Accuracy = 20%
  - Your entries should be both factually and grammatically accurate. Taking the initiative to answer a question will improve your grade, but answering a question with the wrong facts will not. By the same token, all messages should be grammatically correct (including spelling). And please: no “text-messaging” or “instant-messaging” acronyms.
- Initiative = 20%
  - Favorable consideration will be given to students who clearly take initiative in their discussion. For example: I will look favorably upon any student who answers another student's question before I have the opportunity to answer it. I will also look favorably upon students who post articles or web-links to emphasize their points.

- Amount = 10%
  - Simply put: the more the better. I don't expect everyone to post 100 messages a week, but I do expect at least **3 or 4 postings**. If you just post one response each week, I consider that "average" and you will probably only get a C for the week. Also: I can see the number of posts that each student has read... and I do expect everyone to read everyone else's postings each week.
- Timing = 10%
  - Writing five messages on Monday and then never writing again for the rest of the week isn't going to cut it. Neither is writing five messages Sunday night in order to catch-up at the last minute. I'm looking for a free-flowing continuous discussion, not one that peaks at the beginning and end of each week. **As a rule, everyone should post at least once by Thursday each week.**

All e-mails, posts and chats in this course must conform to standard netiquette. Students should debate all issues in a constructive, respectful manner. No derogatory language or remarks will be allowed. Any violation of this policy will affect your grade.

Every Monday, I will review the discussion for the previous week and assign each student a numeric grade (from 0% - 100%) based on the criteria mentioned above. Your overall On-Line Discussion grade will be the average of the weekly grades.

### Group Project

At the start of the course, I will divide the class into groups of 3 or 4 students. Each group will then be assigned a specific case that has been ruled on by the U.S. Supreme Court. Over the course of the semester, groups should research their court case and deliver a final paper or project that specifically addressed each of the following elements:

- (1) The incident or problem that led to the lawsuit being filed in the first place
- (2) The laws, legislative processes or Constitutional provisions the case calls into question
- (3) The progression of the case (from the time it was filed until the Supreme Court issued its final ruling)
- (4) The final legal outcome (including which justices ruled which way and why)
- (5) The practical implication/application of the final legal outcome (i.e. How did it change America?)

All group activity should take place within the course website as much as possible. I have created a private discussion board for each group, and I have enabled group e-mail abilities via Canvas. I am always available to answer questions and will periodically monitor your progress/discussions/e-mails to be sure everyone is participating. You can approach the project as you'd like; however, I do suggest you begin by devising a "plan of attack" (i.e. who will do what; how you will get the information you will need).

I give you wide latitude in determining which format you wish to use for your project. You can write a collective term paper, you can produce a group PowerPoint, or you could even create a web-video/podcast. In the end, though, I do expect that the information contained in the final product should be the equivalent of what I would expect in a standard 20-page paper. Also, each group **MUST** include a written "Works Cited" page with its project regardless of the format you decide to use. Failure to cite all factual material within your projects would constitute plagiarism. Each group must post its final project on the full-course Discussion Board by the end of **Week 7** so that all of your classmates may view all of the projects.

During Week 8, each student must *individually* complete a brief project review. This confidential exercise will require students to review and comment on all three group projects (including their own). Students will also be asked to share with the instructor their own experience within their group. Each student will receive a project grade and an individual grade. Everyone in a group gets the same project grade; but individual grades will be based on: 1) the student's written project review, 2) the instructor's observations, and 3) comments from other group members (meaning that if everyone in a group unanimously says that Student A did not do his fair share, Student A will not get a great individual grade).

Your overall Group Project grade will be the average of the group grade and the individual grade.

**Course Schedule**

This course is set-up to run from Monday through Sunday. For the purposes of completing assessments and grading discussions, each week begins at midnight on Monday and ends at 11:59 p.m. on the following Sunday.

<u>Week #</u>	<u>Begins On...</u>	<u>Readings</u>	<u>Assignments</u>
1	5/6	Chapter 1: Historical Background Chapter 2: Legal Education Chapter 3: Legal Profession	Week 1 Discussion
2	5/13	Chapter 4: The Judicial System	Week 2 Discussion
3	5/20	Chapter 5: Case Law	Week 3 Discussion
4	5/27	Chapter 6: The Legislative System	Week 4 Discussion
5	6/3	Chapter 7: Statutes Chapter 8: Secondary Authority	Week 5 Discussion
6	6/10	Chapter 9: Classification Chapter 10: Procedure	Week 6 Discussion
7	6/17	Chapter 11: Private Law	Week 7 Discussion Group Project Due
8	6/24	Chapter 12: Public Law	Week 8 Discussion Project Review Due

\*\*\*This course will close and lock at 11:59 p.m. on **Sunday June 30<sup>th</sup>...** NO EXCEPTIONS!\*\*\*

## ACADEMIC POLICIES

### 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.

### Attendance Policy

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will be dropped from the course. If you cannot participate in all the course activities you should consider dropping the course.

### Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

### Starting Fall 2012

- Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start date.....100% Tuition Refund
- Drop prior to the second week of the course.....75% Tuition Refund
- Drop prior to the third week of the course.....50% Tuition Refund
- Drop during/after the third week of the course.....0% Tuition Refund

**\*\*Please note students will not be automatically dropped for not participating during the first week. Lack of participation for one week will reduce the final grade by one letter grade. If you have to miss the first week of the online course, *you must contact your instructor* in writing before the first week. However, a grade reduction will apply.**

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 Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

### Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, 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 computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document 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 as well as in the library. 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 classes; 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](http://www.indiana.edu/~istd/plagiarism_test.html)

## **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://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBN account.

### Obtaining a UBNET Account

Every registered student should obtain a UBNET Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in 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 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. Information on WebAdvisor is password protected and requires you to use your UBNET username and password. To access WebAdvisor, go to:

<http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNET username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

### Using the Library

You can access the library through the library’s website: <http://www.bridgeport.edu/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.

To access the online journals for research purposes, you will need a UBNET account (see above).

### IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.edu
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

### CAMPUS CONTACT INFORMATION



<b>Campus</b>	<b>Address</b>	<b>Telephone</b>	<b>Email</b>
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
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	<a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a>
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

<b>Directions to IDEAL Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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**To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.**