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 course 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. 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. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six 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.

University of Bridgeport ONLINE
IDEAL Program
Capstone 390
CAPS-390-DL1A-2013SP: Senior Seminar
Spring 2014 15 Weeks
Timeframe: January 13 – April 26, 2014
Instructor: Peter Chepya

1. Where to contact me:
pchepya@mybridgeport.edu
AND, in the same e-mail,
ALWAYS Cc me at:
pchepya@gmail.com
Explanation: one e-mail address backs up the other
Do not hesitate to email me, I will be pleased to help you.

2. My availability:
I am online everyday except Sunday, but not after 11am on Saturdays, and not 24/7.
I am usually able to reply to you within 48 hours if not sooner -- not counting Sundays.
If I am going to be away and offline for more than 48 hours I will let you know.

3. How to contact me:
REQUIRED for the Subject line of all e-mail you send to me:

- You **must** put **ALL** of the following in the **Subject** line of **ALL** e-mail you send to me:

UB ONLINE CAPS 390 DL1A SP 14

Then add what the e-mail is about, e.g., **Question about the Course.**
e.g., of ***correct*** **Subject** line:
UB ONLINE CAPS 390 DL1A SP 14: Question about the Course

For technical assistance: UB Online phone number is 1-800-470-7307

Course Description: (**from the UB catalog**)
"The Capstone Seminar is the culmination of learning in the Core Curriculum. As such, it reflectively builds upon learning from the various 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 readings and discussions."

Outcomes:
To expand comprehension through a series of challenging and interrelated texts and materials. To improve the understanding of, and potential for, creative verbal and written expression as the scholarly capstone of undergraduate experience.

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

Orientation to how we will be thinking about "A Meaningful Life".

In our Course we will juxtapose our materials by the thinking about them in groups of two, as follows:

- ***Radio Days*; and, *The Philosophy of Andy Warhol*;**
- ***THX 1138*; and, *You Are Not a Gadget*;**
- ***What I Saw*; and, *What's Going On***

… while enjoying and discussing the DVDs, Books, an CD for two weeks each.

There is a relationship between all of the materials under our overall Course Theme of "**A Meaningful Life**" and the groupings of two throughout our Course helps us focus on aspects of particular meaning(s) of life as understood from the perspective of each film maker, author, or musical artist.

Here are some brief examples:

"Radio Days"; and, "Warhol"
In *Radio Days* the story is of a close-knit family and the impact the radio has on them.
In *Warhol*, we encounter a writer who seems to be removed from the context we experience in *Radio Days* and is a solitary figure observing life from a distance.
By comparing and contrasting we are able to think about the elements of **A Meaningful Life** in either context.

"THX 1138"; and, "You Are Not a Gadget"
Both the movie (*THX 1138*) and the book (*Your Are Not a Gadget*) describe the reality of an "always-on" technology. We are led to wonder how we define our identity in 2014 and how is it affecting our behavior? How is our willingness to share personal information altering our sense or our Self and of that of others? Is our "expectation of immediacy" impacting our understanding of knowledge (as opposed to "information") and our respect for others? For example, we can find what we think is an answer to anything on Google; we expect someone to reply to our texts or e-mail immediately, if not sooner.

Is personal technology so pervasive in 2014 that it actually *inhabits* our Self and thereby changes our concept of **A Meaningful Life**? We can't seem to be without it or do without it. It is as if it has become a physical appendage to our bodies, and our Self. How do we understand what is happening to us and how do we describe what we have become as we try to understand how to lead **A Meaningful Life?**

"What I Saw"; and, "What's Going On"

Both the book (What I Saw) and the CD (*What's Going On*) deal with impressions and memories, from many decades ago.

How did we remember events now and did the quality, and even type, of our memories differ before personal technology and the Internet?

Has our continuous "screen-gazing" (my term), and the constant use we make of personal technology, changed the way we remember and what we remember? Do we remember any of the text messages or any of the e-mail we read and send all day long, each and every day without let up? How does this continuous, texting, e-mailing, and posting (e.g., on Facebook) affect our ability to remember anything?

How do all these activities impact our ability to have **A Meaningful Life**?

The book and the CD re-introduce us to the atmosphere of pre-digital times, to some extent the best place to contemplate what we have become.

Reading/Viewing/Listening List (ALL REQUIRED):

1. ***Radio Days*,** written and directed by Woody Allen
   (**DVD**; classic cinema)
   http://www.amazon.com

2. ***The Philosophy of Andy Warhol***, by Andy Warhol (**book**)
   ISBN 0-15-671720-4
   http://www.amazon.com

3. ***THX 1138*** , director: George Lukas
   (**DVD**; classic cinema)
   http://www.amazon.com

4. ***You Are Not a Gadget: A Manifesto***, by Jaron Lanier (**book**)
   ISBN 978-0-307-26964-5
   http://www.amazon.com

5. ***What I Saw: Reports from Berlin 1920 - 1933***, by Joseph Roth (**book**)
ISBN 13: 978-0393051674
http://www.amazon.com

6. ***What's Going On*** Marvin Gaye
(**CD; a music classic**)
http://www.amazon.com

Note on Books and DVDs and CD selections:

.As you can see from the **Reading/Viewing/Listening** list, we are using an interdisciplinary approach to the many aspects of our **Theme**; therefore, we'll arrive at an understanding of **A Meaningful Life** through an interdisciplinary multi-media approach using **classic cinema, books, and a CD.**

Discussion Forum Timeframes and Grading
All Discussions are two weeks

Online learning requires regular participation, therefore…

…to ensure an enriched learning experience you are required to post in the Discussions at least 4 times in each of the two weeks, as follows:

- **once by Wed of the first week (minus 25% for not doing this)**
- **once during Mon – Fri of the second week (minus 25% for not doing this);**
- **once on the first weekend of the timeframe(minus 25% for not doing this)**
- **never only on each Sat and Sun(minus 50% for doing this)**
- **never only on the last weekend only (minus 100% for doing this).**

All of the above is required, there is one warning only.

The Discussion Forum Timeframes and Books and DVDs for each of them are as follows:

Jan 13 - 19 **ONE WEEK TIMEFRAME**

YOU MUST POST IN THE INTRODUCTIONS FORUM during January 13 - 19
This is IDEAL Program policy

Jan 20 – Feb 2
Discussion Forum on:
Radio Days, written & directed by Woody Allen (**DVD; classic cinema**)

Feb 3 - 16
Discussion Forum on:
The Philosophy of Andy Warhol, by Andy Warhol (**book; classic non-fiction**)

Feb 17 – March 2
Discussion Forum on:
THX 1138 director: George Lukas (**DVD; classic cinema**)

March 3 – 16
Discussion Forum on:
You Are Not a Gadget, by Jaron Lanier **(book; non-fiction)**

March 17 – 30 **Discussion Forum on:**
What I Saw: Reports from Berlin 1920 - 1933, by Joseph Roth (**book**; "**essays"**)

March 31 – April 13
Discussion Forum on:
What's Going On Marvin Gaye (**CD**; **a music classic**)

April 14 - 26 **Prof's Roundtable Discussion and, Researching & Writing Weeks**
Time reserved for you to research and write your Research Paper

-- Course ends on SATURDAY, April 26th --

Policy on Plagiarism / Academic Dishonesty:

- It is perfectly acceptable to broaden your knowledge about the various topics listed on the Syllabus through the use of outside resources. In fact, the **Research Paper** requires this, but these resources are not a substitute for reading the

materials. Any outside sources that you use, including during your Discussion postings, must be referenced.

- **Failure to cite sources and any other form of Academic Dishonesty will result in dismissal from the Course.**

- **Having someone else edit or otherwise write your work is also Academic Dishonesty**.

- **All Papers and Postings are checked through reference-checking websites.**

Note on Quality of postings in Discussion Forums (50% of Final Grade)

- A one or two sentence comment or observation is **not** sufficient.
- Postings will be graded on quality (insights; writing; spelling; grammar; originality; interactivity with classmates).
- **No "text message" language**, e.g., lol etc.

Explanation of *Critical* Essays: (30% of Final Grade)

- **500 – 750 words** in length (not counting any quotes you use from the Books, DVDs, or the CD) in 12 point font; There is NO Format requirement.
- **UNDER 500 WORDS = F; include your word count at the end of the Essay**

Some examples (these are only examples and not intended as required):

- Is **A Meaningful Life** possible in *THX 1138* ? Explain.
- Does the book *What I Saw* help us understand how memory is important for **A Meaningful Life**? 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.

Explanation of *Research* Paper: (20% of Final Grade)

- This will be **a minimum of 2,500 words** in length (not counting quotes from the 3 outside sources noted below)
- Choose **one** (**ONLY**) of the **Books or DVDs or CD** we have covered in the Course

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 book or DVD or CD you choose to research.

Some examples (these are only examples) of how to approach the **Book or DVD or CD** you choose:

- What do critics, and others, think of the impact of *You Are Not a Gadget*?
- How did critics react to the album/CD *What's Going On* at the time and subsequently, 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.

Schedule of Due Dates and Topics for Papers

DUE DATES:

1. Sunday, Feb 16th (no earlier than Friday, Feb 14th) Critical Essay #1

choose **the Book OR the DVD covered ONLY on or before Feb 16th**

2. Sunday, March 16th (no earlier than Friday, March 14th) Critical Essay #2

choose any **ONE Book or DVD or CD covered ONLY AFTER Feb 16th (i.e., Feb 17th onward)**

Note: **can** include *What's Going On*

3. SATURDAY, April 26th (on this day or on Friday April 25th) Research Paper

(choose **any ONE Book or DVD or CD** covered in the Course; **it CAN be a Book or DVD or CD on which you wrote a Critical Essay)**

Methods of Evaluation

50% Discussion Forum postings:

Note: "ABSENCE" POLICY:

- **not posting in a Forum, or any week of a two week Forum, will result in the deduction of one full grade level from your Final Grade each time it happens;**

e.g. , "A" becomes "B" etc.)

- **there is one warning (only).**

30% 2 Critical Essays (15% each):

DUE: Feb. 16th ; and March 16th

- **Must be posted online in Canvas, copy and paste; do not e-mail these Essays.**

20% Final Research Paper:

DUE on SATURDAY (not Sunday), April 26th

(or on FRIDAY April 25th)

this is the Last Day of our Course:

- **Must be posted online in Canvas, copy and paste; do not e-mail this Paper.**

-- End of Syllabus --

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

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:

- An absence (lack of participation) in any week of the course, 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").
- An absence of two or more weeks will be cause for 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	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@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