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.

The IDEAL Program

COURSE: FYS-102-DL2 and FYS-102-DL2A: First Year Seminar
INSTRUCTOR: Camille A. Kramer, Adjunct Professor cakramer@bridgeport.edu
DURATION: Eight Weeks, March 9 through May 3, 2014
DATES: Weeks of March 9, 16, 23, 30, April 6, 13, 20, 27
LOCATION: ONLINE

COURSE DESCRIPTION:
The purpose of the First Year Seminar 102 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 students to be active participants and to acquaint (or re-acquaint) students with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner.
3 semester hours

**Note that this course is an ONLINE course, and you will be required to perform ALL work online in CANVAS - https://bridgeport.instructure.com/login .
Canvas Support: https://bridgeport.instructure.com/courses/829447/
UB tech support: 203-576-4606 Email: helpdesk@bridgeport.edu

CAMILLE A. KRAMER MISSION STATEMENT:
As an educator, writer, and business professional, it is my personal goal to spark in my students the love of learning and discovery as a lifelong passion and to empower and facilitate their journey. To this end, I am committed to a student-centered environment of helping my students achieve their own personal educational goals and encouraging them to enlarge their vision about what is possible for them.

REQUIRED TEXTS:
Carolyn H. Hopper. *Practicing College Learning Strategies*. 6th ed. Wadsworth/Cengage Learning, 2011. ISBN-13: 978-1-111-83335-0.
X. J. Kennedy, et. al. *The Bedford Reader for College Writers with Reader, Research Manual, and Handbook*. 10th ed. Bedford/St. Martin's, 2011. ISBN-13: 978-1-4576-3076-7 or ISBN-13: 978-1-4576-3104-7

COURSE GOAL:
To address and fulfill the unique needs of the adult returning student, the overarching goal of this class is the encouragement and enhancement of these three vital areas: critical thinking, writing, and communication skills. These form the foundation for success and solid intellectual achievement that will serve the students in all areas of their lives.

STUDENT LEARNING OUTCOMES:
By the conclusion of this course students should be able to:
- Feel a level of comfort navigating the college environment and a sense of empowerment, pride, and accomplishment in returning to school.
- Empathize with their fellow students in an atmosphere of tolerance, acceptance, and helpfulness.
- Feel confident in their ability to learn and help others learn.
- Learn by doing and becoming an active participant in the education process.
- Start building "transferable skills" that transcend the classroom into all aspects of their lives, including work and career.
- Gain solid experience in communicating, writing, and researching.
- Feel a sense of ease expressing informed opinions on issues.
- Learn to apply critical thinking when evaluating and making decisions.
- Begin to or enhance ability to think analytically and to draw upon textual references in expressing

their thoughts and ideas.

- Identify their strengths and build upon them while minimizing those areas that can hold them back.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas.
- Add study skills, analytical skills, and time management techniques to their list of accomplishments.
- Write a decent well formatted paper using formal English.
- Sharpen their reading comprehension.
- Use technology to support and enhance learning.
- Embrace the concept of education as a lifelong journey where progress is made over a lifetime.

Student Learning Outcomes to be measured by successful completion of all the course requirements.

COURSE REQUIREMENTS:
This ONLINE class is conducted on CANVAS. There will be weekly readings, weekly writing assignments to be posted on Discussions, six Reaction/Response papers, and one Research paper. APA Style required for all papers.

CLASS PREPARATION:
Students are expected to:

- Spend a minimum of ten-twelve hours per week on course material. This is required by the Ideal Program and is essential due to the nature of the accelerated format.
- Complete and submit all assignments by the due dates.
- Actively participate in discussions online.

CHECKING EMAILS:
It is the students' responsibility to access UB e-mail account on a daily basis as per the University's policy of sending written information only to the UB account. Technology Help Desk: (203-576-4606) Email: helpdesk@bridgeport.edu http://www.bridgeport.edu/myub/

TUTORING:
No need to struggle when academic assistance is always available. In addition to the Academic Resource Center (ARC) try e-tutoring at www.etutoring.org. See additional information listed on every syllabus under Academic Policies.

ASSIGNMENT LATENESS:
One day late reduces grade by 10%, two days late by 20%, after two days late grade is zero.

REACTION/RESPONSE PAPERS:
Six Reaction/Response Papers using APA Style of two-to-three pages will be assigned based on the readings. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric

RESEARCH PAPER:
One Research Paper using APA Style of three-to-four pages will be due for the final class. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric

DISCUSSIONS:
Much of class activity, sharing, and written assignments will be conducted via Discussions in Canvas. Postings should all be in Standard English, with proper spelling and grammar. These are not text messages.

GRADING RUBRIC:
Information about how assignments are graded is posted on Canvas: Under Syllabus – Grading Rubric.

GRADING AND EVALUATION

Grading System:

Six Discussions on Reaction/Response Papers: 18%	(3 points x 6 = 18 points)
One Discussion on Research Paper: 3%	(3 points x 1 = 3 points)
Sixteen Discussions (all others): 32%	(2 points x 16 = 32 points)
Six Reaction/Response Papers: 36%	(6 points x 6 = 36 points)
One Research Paper: 11%	(11 points x 1 = 11 points)

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

EXTRA CREDIT OPPORTUNITY: (completely optional)
There is an opportunity to earn a small amount of extra credit by editing and resubmitting graded papers within a specified time frame. Although the additional credit is minimal, the main benefit to the student is the opportunity to see their paper in its best possible version.

ACADEMIC HONESTY:
Read detailed information at beginning and end of syllabus regarding Cheating and Plagiarism and Academic Dishonesty. **TurnitIn**, UB's plagiarism detection tool, will be used on all papers.

CLASS SCHEDULE AND ASSIGNMENTS:

WEEK 1: SUNDAY MARCH 9, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reviewing Assignment:**
- Due date: At your convenience during week of March 9
  Review at home and make sure you know how to navigate Canvas.
  Canvas Student Tutorial https://bridgeport.instructure.com/courses/985903
- **Viewing Assignment:**
  Due date: At your convenience during week of March 9
  Papers for this class must be done in APA Style. To learn how to do this style or to refresh your knowledge, please watch the video:
  APA Format Citations-Sixth (6th) Edition http://www.youtube.com/watch?v=9pbUoNa5tyY
- **Reading Assignment #1:** *The Bedford Reader for College Writers*

Due date: At your convenience during week of March 9

1. Read Chapter 1 Writing Processes pages 6-16
2. Read Chapter 3 Critical Thinking Processes pages 37-42

- **Reading Assignment #2:**
  Due date: At your convenience during week of March 9
  In preparation for writing Reaction/Response Papers that will be assigned weeks 2 through 7 and for the Research Paper that will be assigned for the final class, please read and familiarize yourself with the following documents that are posted on Canvas: Under Modules – Quick Reference
  - *APA Style Sample Paper*
  - *APA Style Quick Reference*
  - *Research Paper Quick Reference*
  - *Reaction-Response Paper Quick Reference*
- **Reading Assignment #3:**
  Due date: At your convenience during week of March 9
  In additional preparation for ALL assignments, please read and familiarize yourself with the following document which indicates how All assignments are graded.
  It is posted on Canvas: Under Syllabus – Grading Rubric
  - *Grading Rubric*
- **Writing Assignment #1 – Discussions (Expectations):**
  Due date: Sunday March 9 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Expectations -Week 1"
  The course description states, "… the Seminar course is designed to encourage students to be active participants and to acquaint (or re-acquaint) students with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner." What are your expectations for this class? What skills do you believe you already bring with you? And what strategies and new techniques to you hope to get from this course?
  1. Please post your response to these questions.
  2. Comment on postings of two other students (more if you like).
- **Writing Assignment #2 - Workbook**: *Practicing College Learning Strategies*
  Due date: Monday March 10 by midnight–DO NOT POST
  The writing of these exercises is for your own use and does not have to be submitted.
  1. Chapter 8 Learning Styles: Read pages 178-181 then do Exercise 8.2 pages 181-184 including the total rating on page 184
  2. Chapter 8 Learning Styles: Read page 186 Hemisphere Dominance then do Exercise 8.4 pages 187-190 including diagram on page 190
  3. Chapter 8 Learning Styles: Read page 196-197 Eight Kinds of Intelligences then do Exercises 8.6 and 8.7 pages 197-199
- **Writing Assignment #3 - Discussions (Workbook A)**:
  Due date: Tuesday March 11 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Workbook A-Week 1"
  a) Post a detailed discussion of your discoveries about your own learning style from this week's Chapter 8 exercises in *Practicing College Learning Strategies*.
     - What learning style do you have?
     - Did you know this already or were you surprised?
     - How does identifying your learning style help you?
     - What new techniques based on your learning style will you use to help you in your studies?
     - Any other comments about this topic? (optional)
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #4 - Discussions (Workbook B)**:
  Due date: Wednesday March 12 by midnight– POST ON DISCUSSIONS

In Canvas, Discussions: See "Workbook B-Week 1"

a) Post one "success tip" you would give to another student about Learning Styles.
b) Comment on postings of two other students (more if you like).

WEEK 2: SUNDAY MARCH 16, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:** *The Bedford Reader for College Writers*
  Due date: At your convenience during week of March 16
  1. Read Chapter 12 Supporting a Position with Sources pages 222-227
  2. Read Chapter 20 Strategies for Stating a Thesis and Planning with Sources pages 398-405
- **Writing Assignment #1: Response/Reaction Paper**
  Due date: Sunday March 16 by midnight– UPLOAD PAPER
  Submit by uploading to Canvas link under Assignments
  Write a two-to-three page Response/Reaction Paper based on "The Lottery" by Shirley Jackson pages 260-266 from *The Bedford Reader*. Must be in APA Style. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric
- **Writing Assignment #2 – Discussions (Response/Reaction Paper):**
  Due date: Monday March 17 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Response/Reaction Paper -Week 2"
  a) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #3 - Workbook**: *Practicing College Learning Strategies*
  Due date: Tuesday March 18 by midnight–DO NOT POST
  The writing of these exercises is for your own use and does not have to be submitted.
  - Read Chapter 1 Making a Smooth Transition to College then do Summary pages 26-28
- **Writing Assignment #4 - Discussions (Workbook)**:
  Due date: Wednesday March 19 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Workbook-Week 2"
  a) Post one "success tip" you would give to another student about Making a Smooth Transition to College.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #5 – Discussions (Online Newspaper Research)**:
  Due date: Thursday March 20 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Online Newspaper Research-Week 2"
  For this assignment you will do a web search through newspapers for articles on adult learners. Then you will simply post the web address, name and date of article, and a quote you found interesting. You will also comment on postings of others.
  Instructions:
  1. Each week select a different one of the following word choices:
     - Adult learners
     - Active learning
     - Building transferable skills
     - Importance of writing
     - New student population
     - Nontraditional student
     - College credit for life experience
     - Working full time and returning to college
     - Your Choice of Words that describe you as a returning adult student

2. Then take your selected words and add it to the name of one of the following newspapers:
   - The New York Times
   - The Boston Globe
   - The Wall Street Journal
   - The Baltimore Sun
   - Chicago Tribune
   - The Washington Post
   - Los Angeles Times
   - Your Choice of Newspaper
3. Do an internet search by plugging in your choice words PLUS your choice newspaper into Google. (Example: Adult learner The New York Times)
4. Then search one internet article for an interesting quote.
5. Then post the webpage link, the title of the article, the date of the article, and an interesting quote in quotation marks.
6. No further comments required in your own posting (unless you want to)
7. Comment on postings of two other students (more if you like).

Example A: Choosing *Nontraditional student Chicago Tribune* - below might be what you post:
Web address:
http://articles.chicagotribune.com/1990-01-04/news/9001010645_1_higher-education-non-traditional-students-enrollments
Article Title: Back on Campus to Experience Road Not Taken
Date: January 04, 1990 (note: this date indicates nontraditional students have been in the news for more than 20 years!)
Quote: "They said they expect higher education enrollments in the state to remain flat for the next several years, with a gradual decline in the number of graduating high school seniors offset by an increase in the number of adult or ``non-traditional`` students."

Example B: Choosing *Adult Learners The New York Times* below would be a valid posting:
Web address:
http://www.nytimes.com/2013/03/19/education/back-on-campus-to-experience-road-not-taken.html?_r=0&adxnnl=1&adxnnlx=1391886149-brohTaXu259U4VcG4LIACA
Article Title: Back on Campus to Experience Road Not Taken
Date: March 18, 2013
Quote: "In recent years, the array of college courses to attract nontraditional or not-fresh-out-of-college students has been enhanced. Yet they still seem to be divided between the kind that Ms. Roy termed "intellectual stimulation" and those that offer at least some version of career enhancement."

WEEK 3: SUNDAY MARCH 23, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:** *The Bedford Reader for College Writers*
  Due date: At your convenience during week of March 23
  Read Chapter 21 Strategies of Drafting pages 420-430
- **Writing Assignment #1: Response/Reaction Paper**
  Due date: Sunday March 23 by midnight – UPLOAD PAPER
  Submit by uploading to Canvas link under Assignments
  Write a two-to-three page Response/Reaction Paper based on "Mother Tongue" by Amy Tan pages 506-510 from *The Bedford Reader*. Must be in APA Style. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric
- **Writing Assignment #2 – Discussions (Response/Reaction Paper):**

Due date: Monday March 24 by midnight– POST ON DISCUSSIONS
In Canvas, Discussions: See "Response/Reaction Paper -Week 3"

a) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
b) Comment on postings of two other students (more if you like).

- **Writing Assignment #3 - Workbook**: *Practicing College Learning Strategies*
  Due date: Tuesday March 25 by midnight–DO NOT POST
  - Read Chapter 2 Applying Principles of Time Management then do Summary pages 47-48
  - Read Chapter 3 Critical Thinking then do Summary pages 64-65
- **Writing Assignment #4 - Discussions (Workbook)**:
  Due date: Wednesday March 26 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Workbook-Week 3"
  a) Post one "success tip" you would give to another student about Applying Principles of Time Management or Critical Thinking.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #5 – Discussions (Online Newspaper Research)**:
  Due date: Thursday March 27 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Online Newspaper Research-Week 3"
  Follow the instructions given in Week 2.

WEEK 4: SUNDAY MARCH 30, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:** *The Bedford Reader for College Writers*
  Due date: At your convenience during week of March 30
  1. Read Chapter 31 Working with Sources pages 639-641 and 651-653
  2. Read Chapter 32 Finding Sources in the Library, on the Internet, and in the Field pages 657-660
- **Writing Assignment #1: Response/Reaction Paper**
  Due date: Sunday March 30 by midnight– UPLOAD PAPER
  Submit by uploading to Canvas link under Assignments
  Write a two-to-three page Response/Reaction Paper based on "The High Cost of Manliness" by Robert Jensen pages 534- 537 from *The Bedford Reader*. Must be in APA Style. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric
- **Writing Assignment #2 – Discussions (Response/Reaction Paper):**
  Due date: Monday March 31 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Response/Reaction Paper -Week 4"
  a) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #3 - Workbook**: *Practicing College Learning Strategies*
  Due date: Tuesday April 1 by midnight –DO NOT POST
  <u>The writing of these exercises is for your own use and does not have to be submitted.</u>
  1. Read Chapter 4 Setting Goals then do Summary pages 84-85
  2. Read Chapter 5 Learning Principles then do Summary pages 120-122
- **Writing Assignment #4 - Discussions (Workbook)**:
  Due date: Wednesday April 2 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Workbook-Week 4"
  a) Post one "success tip" you would give to another student about Setting Goals or Learning Principles.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #5 – Discussions (Online Newspaper Research)**:

Due date: Thursday April 3 by midnight– POST ON DISCUSSIONS
In Canvas, Discussions: See "Online Newspaper Research-Week 4"
Follow the instructions given in Week 2.

WEEK 5: SUNDAY APRIL 6, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:** *The Bedford Reader for College Writers*
  Due date: At your convenience during week of April 6
  Read Chapter 17 Writing in the Workplace pages 352-364
- **Writing Assignment #1: Response/Reaction Paper**
  Due date: Sunday April 6 by midnight– UPLOAD PAPER
  Submit by uploading to Canvas link under Assignments
  Write a two-to-three page Response/Reaction Paper based on "Why We Crave Horror Movies" by Stephen King pages 561- 563 from *The Bedford Reader*. Must be in APA Style. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric
- **Writing Assignment #2 – Discussions (Response/Reaction Paper):**
  Due date: Monday April 7 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Response/Reaction Paper -Week 5"
  a) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #3 - Workbook**: *Practicing College Learning Strategies*
  Due date: Tuesday April 8 by midnight –DO NOT POST
  <u>The writing of these exercises is for your own use and does not have to be submitted.</u>
  The writing of these exercises is for your own use and does not have to be submitted.
  1. Read Chapter 6 Processing Information from Lectures then do Summary pages 148-149
  2. Read Chapter 7 Processing Information from Textbooks then do Summary pages 173-175
- **Writing Assignment #4 - Discussions (Workbook)**:
  Due date: Wednesday April 9 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Workbook-Week 5"
  a) Post one "success tip" you would give to another student about Processing Information from Lectures or Processing Information from Textbooks.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #5 – Discussions (Online Newspaper Research)**:
  Due date: Thursday April 10 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Online Newspaper Research-Week 5"
  Follow the instructions given in Week 2.

WEEK 6: SUNDAY APRIL 13, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:** *The Bedford Reader for College Writers*
  Due date: At your convenience during week of April 13
  Read Chapter 30 Planning and Managing Your Research Project pages 626-638
- **Writing Assignment #1: Response/Reaction Paper**
  Due date: Sunday April 13 by midnight– UPLOAD PAPER

Submit by uploading to Canvas link under Assignments
Write a two-to-three page Response/Reaction Paper based on "New Literacy" by Clive Thompson pages 584-586 from *The Bedford Reader*. Must be in APA Style. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric

- **Writing Assignment #2 – Discussions (Response/Reaction Paper):**
  Due date: Monday April 14 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Response/Reaction Paper -Week 6"
  a) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #3 - Workbook**: *Practicing College Learning Strategies*
  Due date: Tuesday April 15 by midnight–DO NOT POST
  The writing of these exercises is for your own use and does not have to be submitted.
  1. Read Chapter 8 Learning Styles (already read parts in Week 1 but should now read entire chapter) then do Summary pages 206-207
  2. Read Chapter 9 Test-Taking Strategies then do Summary pages 244-245
- **Writing Assignment #4 - Discussions (Workbook)**:
  Due date: Wednesday April 16 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Workbook-Week 6"
  a) Post one "success tip" you would give to another student about Test-Taking Strategies.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #5 – Discussions (Online Newspaper Research)**:
  Due date: Thursday April 17 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Online Newspaper Research-Week 6"
  Follow the instructions given in Week 2.

SESSION 7: SUNDAY APRIL 20, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:** *The Bedford Reader for College Writers*
  Due date: At your convenience during week of April 20
  Read Chapter 35 Writing Your Research Paper pages 700-706
- **Writing Assignment #1: Response/Reaction Paper**
  Due date: Sunday April 20 by midnight– UPLOAD PAPER
  Submit by uploading to Canvas link under Assignments
  Write a two-to-three page Response/Reaction Paper based on "The Hunger Games' Feral Feminism" by Katha Pollitt pages 554--556 from *The Bedford Reader*. Must be in APA Style. **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric
- **Writing Assignment #2 – Discussions (Response/Reaction Paper):**
  Due date: Monday April 21 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Response/Reaction Paper -Week 7"
  a) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #3 - Workbook**: *Practicing College Learning Strategies*
  Due date: Tuesday April 22 by midnight –DO NOT POST
  The writing of these exercises is for your own use and does not have to be submitted.
  1. Read Chapter 10 Managing Stress then do Summary page 258
  2. Read Chapter 11 Information Literacy then do Summary pages 285-287
- **Writing Assignment #4 - Discussions (Workbook)**:
  Due date: Wednesday April 23 by midnight– POST ON DISCUSSIONS

In Canvas, Discussions: See "Workbook-Week 7"

a) Post one "success tip" you would give to another student about Managing Stress or Information Literacy.
b) Comment on postings of two other students (more if you like).

- **Writing Assignment #5 – Discussions (Online Newspaper Research)**:
  Due date: Thursday April 24 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Online Newspaper Research-Week 7"
  Follow the instructions given in Week 2.

WEEK 8: SUNDAY APRIL 27, 2014

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Writing Assignment #1: Research Paper**
  Due date: Sunday April 27 by midnight– UPLOAD PAPER
  Submit by uploading to Canvas link under Assignments
  Details:
  - Write a three-to-four page page Research Paper based the topic of The Adult Learner/Non Traditional Student.
  - Your weekly online research through newspaper articles can be referred to as sources.
  - Issues to be researched may include:
    - Why are there so many adult learners returning to universities?
    - What are their special needs and challenges?
    - How are universities meeting their needs?
    - How do nontraditional students compare to traditional students?
  - Please DO NOT write this as a question and answer paper.
  - The questions posed are just to give you ideas. This must be an actual research paper.
  - In the paper you should also address your own experience as an adult learner compared to what the research indicates. Is your own "story" reflected in the data?
  - At least two outside sources must be used to defend the students' arguments.
  - Use of at least one primary source will be required.
  - References required.
  - Must be in APA Style.
  - **More Details:** On Canvas: Under Modules – Quick Reference AND Under Syllabus – Grading Rubric
- **Writing Assignment #2 –Discussions (Research Paper):**
  Due date: Monday April 28 by midnight– POST ON DISCUSSIONS
  In Canvas, Discussions: See "Response/Reaction Paper -Week 8"

  a) Post 3 or 4 comments about your Research Paper that might be of interest to your classmates.
  b) Comment on postings of two other students (more if you like).
- **Writing Assignment #3 – Discussions (Evaluation):**
  Due date: Sunday March 9 by midnight – POST ON DISCUSSIONS
  In Canvas, Discussions: See "Evaluation-Week 8"

  The outcome goals for this class as stated on the syllabus were:
  - By the conclusion of this course students should be able to:
  - Feel a level of comfort navigating the college environment and a sense of empowerment, pride, and accomplishment in returning to school.
  - Empathize with their fellow students in an atmosphere of tolerance, acceptance, and helpfulness.
  - Feel confident in their ability to learn and help others learn.

- Learn by doing and becoming an active participant in the education process.
- Start building "transferable skills" that transcend the classroom into all aspects of their lives, including work and career.
- Gain solid experience in communicating, writing, and researching.
- Feel a sense of ease expressing informed opinions on issues.
- Learn to apply critical thinking when evaluating and making decisions.
- Begin to or enhance ability to think analytically and to draw upon textual references in expressing their thoughts and ideas.
- Identify their strengths and build upon them while minimizing those areas that can hold them back.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas.
- Add study skills, analytical skills, and time management techniques to their list of accomplishments.
- Write a decent well formatted paper using formal English.
- Sharpen their reading comprehension.
- Use technology to support and enhance learning.
- Embrace the concept of education as a lifelong journey where progress is made over a lifetime.

a) Please post comments about how your own personal outcomes reflected the goals.
b) Comment on postings of two other students (more if you like).

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 <u>without citing his sources</u>. 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

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) 576-4472	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	finaid@bridgeport.edu
Grade & Fee Report	203) 576-4692	grade_fee@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