



## **COURSE SYLLABUS IDEAL SPRING 2014**

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.

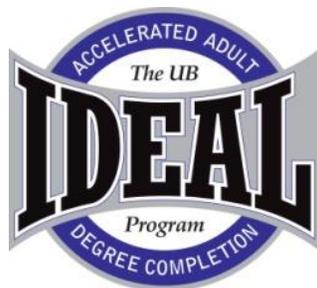
The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively 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.



## *FYS 102—First Year Seminar/IDEAL*

University of Bridgeport, Bridgeport Campus

**Course No. & Title:** FYS 102 ID8W1, First Year Seminar

**Semester and Term:** Spring 2014

**Day and Dates:** Saturdays, 1/18/14 – 3/8/14

**Time:** 9am – 12pm

**Campus Location:** Bridgeport

**Instructor:** Alessandra Sillo, MAT

**Email:** [asillo@bridgeport.edu](mailto:asillo@bridgeport.edu)

If you have any questions at all, please don't hesitate to email me. LOOKIN FORWARD TO WORKING WITH YOU! (Please feel free to email me with any questions or concerns. I will get back to you ASAP).

**Web:** Check out our Canvas page for updates.

### **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

## *TEXTBOOKS*

**Textbooks are required during all class sessions and for homework assignments. Please bring them to all class sessions:**

### **Required Textbooks:**

1. Carolyn H. Hopper. *Practicing College Learning Strategies*. 6<sup>th</sup> 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*. 10<sup>th</sup> 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.

**Other Required Items:**

- Access and knowledge of how to use Canvas.
- You should be checking your email and your Canvas page on a daily basis!

**COURSE INFORMATION****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.

### **Attendance and Participation:**

- Active participation and input is an integral part of the academic experience; therefore, students must be active participants in class. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. 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.
- Your feedback is essential for the purposes of this course!
- Much of the class will incorporate discussion, so your attendance and participation is vital and expected.
- We will have small group discussions and occasional short in-class writing assignments. Both of these activities will be counted toward your class participation grade, which will be evaluated at the end of the semester.
- Please discuss any extended absences with me.

### **IMPORTANT:**

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned 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.**

### **Classroom Participation and Preparation:**

- **Make certain that you have completed all reading assignments for the day and have engaged in actively reading all assignments. That means you should practice close reading and annotate all assignments.**
- Discussion and classroom participation are important elements of this course.
- Come to class prepared to learn, to ask questions, and to participate in all class activities.
- On the average, you should expect to spend at least two hours preparing for each class meeting, in addition to the time you spend on writing and revising essays.

### **Statement of Policies and General Guidelines**

- Be polite and respectful while you are in class.
- Please do not eat in class.
- Never interrupt class for any reason.
- This course is largely discussion based and it depends upon you coming prepared to all class meetings. We will sit in silence until a discussion begins!

### **Course Policies:**

- Turn off cell phones or other electronic devices during the class meeting time. This includes no text-messaging while in class.
- Do not leave class to make or take calls, except in emergency situations.
- All classroom behavior should show respect for the instructor and classmates.
- Students engaged in any form of disruptive behavior will be asked to leave and will be considered absent from class.
- **Please Note: Students who do not follow this protocol will be asked to leave the class and will be marked absent for the class.**

**Policy on Late and Missed Assignments:**

- Late work will be accepted with penalty.
- If you are not in class the day an assignment is due, you are still responsible for getting it in on time.
- Late work will lose one letter grade. Any assignment that is submitted later than two weeks cannot receive a grade higher than an D.
- Essays that contain outside source materials that have not been cited will receive an automatic F.
- I realize that emergencies happen and will consider documented instances on a case-by-case basis.

**MAJOR COURSE ASSIGNMENTS****Course Requirements:**

1. Informal **Reaction Papers:** These are short (1-2 page) informal reactions to the readings that you will hand in on a weekly basis.

**\*Reaction Paper Criteria** (compliments of Professor Peter Chepya):

- MLA format

For formatting: 1-2 pages in length, 12 point font, double spaced

- Write your reaction to the work as assigned;

- The paper must be in your own words covering such topics as theme, content, evaluation.

- Please do not re-state the “story” or write a summation of the material.

-Check Canvas for reaction topics

-Faculty support with Canvas is provided via the Distance Learning office. Contact Kris Bickell at [kbickell@bridgeport.edu](mailto:kbickell@bridgeport.edu).

- A Reaction/Response Paper is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a topic (this will become your thesis statement), while always making reference to the text. It is not a research paper and investigation beyond the text is generally not necessary.
  - In first paragraph must identify the name of the book, work, or article, the author or director or artist, and the year it was made and the publisher or studio that produced it
  - Reflect on how you can integrate this material into your current world.
  - Students will share the concepts in their papers in class
2. **Active Class Participation-** Be ready to discuss new concepts and groups and be ready to present newly learned information to the class!
  3. **Annotated Bibliography, Proposal, Final Research Paper, and Panel Presentation**

**1. Sample Annotated Bibliography****Annotated Bibliography**

Bauman, Sheri. "Associations among Bullying, Cyberbullying, and Suicide in High School Students."  
*Journal of Adolescence* 36.2 (April 2013): 341-50. *Www.scienceDirect.com*. Web.

The *Journal of Adolescence* article “Associations among Bullying, Cyberbullying, and Suicide in High School Students”, connects the outcome of cyberbullying, and bullying to the symptom that put youth at risk to commit attempts of suicide. This article includes the effects of bullying on females, males and how they differ. It describes the effects of depression and how that plays a role on suicidal thought process. It gives reports on the rate of suicide with the youth and high school age children. The article shows a high concern with cyberbullying and suicide attempts, how harmful bullying can be to a victim. Cyberbullying, bullying can also lead to depression that also is linked to suicidal behavior.

"Bullying and Suicide." - *Bullying Statistics*. N.p., n.d. Web. 18 Nov. 2013.

This is a small outline on the link between bullying and suicide it helps to connect the two and how it goes hand and hand. It can also help to incorporate some statistics taken on this subject.

Dilmac, Bulent. "Psychological Needs as a Predictor of Cyber Bullying: A Preliminary Report on College Students." *Theory and Practice* 9 (2009): 1307-1325-325. Web.

This article shows that not only is the youth affected by bullying but college students are also affected by cyberbullying as well. The use of texting, video, social networks and internet is a form of wide spread bullying that is repeated in person and in privacy. This leaves the victim hopeless and feeling alone, not being able to escape the pain associated with cyberbullying. This article brings out that students have reported being bully's, and victims too. This article also provides reported percentages on the different types of bullying. With this information it can further support that cyberbullying can be linked to students of all ages have considered suicide and how it can continue to affect them for many years after the initial act.

Fieldstadt, Elisha. "'She Should Be Here': Two Girls Charged in Case of Bullied Florida Girl Who Committed Suicide." *NBC News*. NBC News, 15 Oct. 2013. Web. 20 Nov. 2013.

This is a new article about a young lady who was cyberbullied and took her life. The girls who did the bullying didn't feel and remorse and posted how they didn't care that the young girl killed herself. This shows how we are hearing more and more bully victim are ending their lives to get away from the hurtful pain of their aggressors'. This is a clear connection of cyberbullying and suicide. It brings to life how many lives can be affected by bullying, not only did a young lady take her life, the girls who committed the act are now paying for the word they cannot take back.

Lieberman, Richard. "From the School Bullying and Youth Suicide: Breaking the Connection." [Http://www.nasponline.org/resources/principals/Bullying\\_Suicide\\_Oct2011.pdf](http://www.nasponline.org/resources/principals/Bullying_Suicide_Oct2011.pdf). N.p., n.d. Web.

This article addresses the efforts of suicide prevention, how and why victim are targeted and what are the research behind the importance of what causes suicide, who are a greater risk, what can make the difference so that the connection between cyberbullying and suicide can be broken. This article has information on triggers signs and conduct to look for to provide support to adolescents in this type of situation. It brings a clear look on the co-existing risk factors that come from depression. It shows again how boys seem to be at greater risk to fall into self-medicating with drugs and alcohol.

Piotrowski, Chris. "Cyberbullying: A Research-Based Content Analysis of the Psychological Literature." *Information Analyses; Journal Articles* 38.Fall (2012): 13-19. Web.

This article is an interesting one it takes the characteristics of traditional bullying and cyber bullying, it brings in the legal concerns, school participation, treatment and how does the psychological damage create situations where the victim of bullying feel there are no outlets in which the bullying stops, this is seen more with cyberbullying. It brings into play the psychological support in the schools and what is the legal reasonability of the school system to help in

preventing all types of bullying. The article provides research involving interventions, treatments, and profiling offenders.

## 2. PROPOSAL

Topic:

Question:

Main controlling idea:

Subpoints (what facts do you have to substitute your claim):

Thesis (include your main controlling idea and three sub points):

Consider audience analysis (demographics, age, gender, socioeconomic class, etc). Why do you think your audience will be interested in your topic? Explain.

Summarize the main points of your essay. Please be sure to include in-text citations to cite your material. What do you think your strongest point is?

Why do you think this information is important to relay to other students?

Explain why this issue is of particular importance to you.

## 3. FINAL RESEARCH PAPER

**Page requirement: 8-10 pages**

**Format style: MLA**

### 1. Introduction

- What is the problem or topic you wish to investigate? How will you approach this research? Why is this of interest to **you** and why should **we** be interested in this topic? Also remember to keep the project focused don't wander off! As you collect material and structure an outline keep referring to this section.
- If you need ideas for a paper look at the topics in assigned reading material. Is any specific and narrow sub-topic of interest to you? A web search is also useful as a source of ideas
- Now sketch out a rough outline. Below are some of the main categories you will want to have as sub-headings.

### 2. Body of your original research (peer reviewed journals) or case studies (personal interviews)

- Your actual research project will vary widely depending on the topic and on your methodological preferences. You should think about how you will do this research since there are a number of different approaches.
- The most common type of research done for a project of this scope would be a **literature review** which basically lays out a narrative of what has been written about this topic.
- Alternatively you could do a **statistical (quantitative) study** from either existing data (such as time series data collected over a period of years). Or alternatively you might want to do **original research** using interviews of a selected sample of people; for example experts on the subject. You can do this on the telephone with a set of questions you want answered by all respondents. Or it might be original case studies maybe from information you have gathered or plan to collect.

### 3. Conclusion

- Summarize your major findings. Make certain that you directly connect this section to the **introduction** you wrote and to what you said you were going to do in this research.
- Look at your introduction and make sure that you have clearly stated in that section what you intend to do in this work.

#### 4. Sources used- Annotated Bibliography-very important!

- At least 3 sources need to be peer reviewed
- 5 sources are required (only credible sources)

Use MLA format. Check out Purdue OWL Online Research Lab (an online research site) for MLA format.

#### Other Tips:

- **Cover page:** Put a clean and informative **cover** on your project with a title, your name, a date of submission, and for what class this project was submitted. You can put a useful graphic on the cover – be creative!
- **Number Pages:** You must number all pages since that is how others will cite your work. Use MLA format for this!
- **Font:** use standard size and style font. Use conventional margins left right and at top and bottom. Use one and a half spaces unless otherwise told. It makes it easier to read and write corrections/comments by the instructor.
- **Tables/Charts:** It is always helpful to have appropriate graphics, such as maps, tables, charts or other graphic representations in the paper. These should be used sparingly but they can make a paper richer and more professional.
- **Quotations:** I strongly believe that nothing is quite as effective as a few really significant quotations from authorities on whatever you are researching. A few well-chosen quotes that reinforce the major thesis or conclusions of your project are very useful.
- **Personal interviews:** Take advantage of students in the class who can attest to your thesis!
- **Be passionate about your topic:** if you are not passionate, change your topic!

## 4. PANEL PRESENTATION

- **PowerPoint Presentation is required**

Total minutes: 30 minutes

- You will deliver your paper to the class in the form of a Powerpoint presentation
- 8-10 minutes presentation
- 5 minute question and answer forum-please have 3-5 questions to ask the class.

Formal Presentation (see attached rubric) (13-15 minutes)

- 10-15 slides
  - Introduction
    - Background knowledge
    - Address technical jargon (example: what are freemasons?)
    - Explain why you chose the topic (audience analysis)
  - Thesis
  - Main points
    - Support from other sources
  - Conclusion

- Questions
- Youtube is permitted: no more than 60 seconds
- Slides should not be wordy
- Images are encouraged
- Long quotes are not encouraged on slides
- Take a look at the sample posted on Canvas

**Question and Answer Panel (15 minutes):**

- This is the most important part of your presentation!
- Be prepared to ask the class 3-5 questions (these questions should not be YES or NO)- They should be open-ended questions that beckon for class discussion
- This time is when you have the opportunity to truly demonstrate your extensive research and findings!

## *Course Calendar & Assignments*

### Reading Assignments

### IMPORTANT DUE DATES

[Practicing College Learning  
Strategies \(Hopper\)](#)

[The Bedford Guide for College  
Writers \(X.J. Kennedy et al.\)](#)

**The teacher reserves the right to modify the syllabus. Please check Announcement page/UB Email for updates.**

<p><i>Week One</i> Course Introduction &amp; Welcome <b>REFLECTION 1 DUE</b> <b>**See Canvas for Reflection Questions</b></p>	<p>Chapter 1: "Making a Smooth Transition to College" Chapter 4: "Setting Goals" Chapter 7: "Processing Information from Textbooks"</p>	
<p><i>Week Two</i> <b>REFLECTION 2 DUE</b></p>	<p>Chapter 2: "Applying the Principles of Time Management"  Chapter 3: "Critical Thinking"</p>	<p>Part One: A College Writer's Processes Part Two: A Writer's Situations</p>
<p><i>Week Three</i> <b>REFLECTION 3 DUE</b> <b>TOPIC PROPOSAL DUE</b></p>	<p>Chapter 10: "Managing Stress"</p>	<p>Part Three: Other Writing Situations</p>
<p><i>Week Four</i> <b>REFLECTION 4 DUE</b> <b>ANNOTATED BIBLIOGRAPHY DUE</b> (at least 5 sources; 3 peer reviewed using Eureka)</p>	<p>Chapter 5: "Learning Principles"</p>	<p>Part Four: A Writer's Strategies</p>
<p><i>Week Five</i> <b>REFLECTION 4 DUE</b> <b>ROUGH DRAFT DUE</b> <b>IN CLASS CONFERENCES</b></p>	<p>Chapter 6: "Processing Information for Lectures"</p>	<p>Part Five: A Writer's Strategies A Writer's Research Manual (continued)</p>
<p><i>Week Six</i> <b>ROUGH DRAFT DUE</b></p>	<p>Chapter 8: "Learning Styles" Chapter 11: "Information Literacy"</p>	<p>A Writer's Research Manual (continued)</p>
<p><i>Week Seven</i></p>	<p><b>PANEL PRESENTATIONS</b></p>	<p><b>PANEL PRESENTATIONS</b></p>
<p><i>Week Eight</i> <b>RESEARCH PAPER DUE</b>  <b>IMPORTANT: LATE COPIES WILL NOT BE ACCEPTED AND EMAIL ATTACHMENTS WILL NOT BE ACCEPTED.</b></p>	<p><b>PANEL PRESENTATIONS</b></p>	<p><b>PANEL PRESENTATIONS</b></p>

**GRADING BREAKDOWN****Grading:**

5 Reaction Papers	100 points
ACTIVE Participation in Class/Attendance	100 points
Proposal for Research Paper	50 points
Annotated Bibliography for Research Paper	50 points
Final Research Paper	200 points
Panel Presentation and PowerPoint Delivery	100 points

**Total Points: 600 points****Letter grade assigned to the numerical value:**

% 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 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](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 5<sup>th</sup> Floor of the Wahlstrom Library. 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 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](mailto: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 – 1<sup>st</sup> 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](http://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	<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