



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 of your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

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

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

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

Semester and Term: FALL 2014

Day and Dates: Thursdays 8/28/2014 – 10/16/2014

Time: 6pm – 9pm

Campus Location: Bridgeport

Course Description:

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

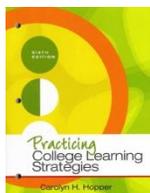
Prerequisite Courses: None

Course Code: UC, General Elective

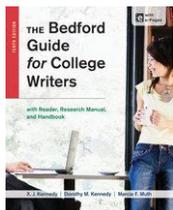
Instructor & contact information: Caroline Lieber

Email: clieber@bridgeport.edu

Required Textbook:



1. Carolyn H. Hopper. *Practicing College Learning Strategies*. 6th ed. Wadsworth/Cengage Learning, 2011. ISBN-13: 9781111833350



2. X. J. Kennedy, et. al. *The Bedford Reader for College Writers with Reader, Research Manual, and Handbook*. 10th ed Bedford/St. Martin's, 2013
ISBN-13: 9781457630767

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

About the Course Texts:

Carolyn Hopper's *Practicing College Learning Strategies* is intended to bring the returning adult learner into the mainstream of higher education. The chapters in this text will provide the framework for the adult learner to achieve academic success. *The Bedford Guide for College Writers* is designed to bring the returning, adult learner into the mainstream of academic research, writing, and critical thinking.

****Note that this course is a HYBRID course, and you will be required to perform work online in CANVAS - <https://bridgeport.instructure.com/login> . For example, upload papers to Canvas, participate in weekly discussions and read content in the online classroom posted by the instructor.**

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.

First Assignment Prior to the First Class:

- READ:
 - Hopper - Chapter 1 and Chapter 2: Applying the Principles of Time Management
 - Kennedy (Bedford) - Part One: A College Writer's Processes
 - Chapter 28: Read articles by Clive Thompson, [New Literacy](#) and David Gelernter: [Computers cannot teach children basic skills](#) and write a one page reaction to these articles, including your reflection and opinion on the topic.
- CANVAS:
 - Participate in the discussion board and introduce yourself in CANVAS
 - View Presentations in CANVAS
 - Begin your Time Management Log (in CANVAS)

Description of Weekly Sessions and Assignments:

Week 1

Course Introduction/E-Technology

- Read Hopper Chapter 1 and 2: Applying the Principles of Time Management
- Read Kennedy (Bedford) Part One: A College Writer's Processes
- Chapter 28: Read articles by Clive Thompson, [New Literacy](#) and David Gelernter: [Computers cannot teach children basic skills](#) and write a one page reaction to these articles, including your reflection and opinion on the topic.
- Participate in class discussions and discuss readings
- Introduce yourself in CANVAS
- View Presentations in CANVAS
- Begin your Time Management Log to submit next week (in CANVAS)

Week 2

Setting Goals

- Read Hopper - Chapter 4: Setting Goals
- Read Kennedy (Bedford) - Chapter 19: Strategies for Generating Ideas
- Chapter 28: Sherry Turkle, [How computers change the way we think](#) and Michael Agger, [Lazy Eyes](#)
- Time Management Log due by the start of Week 3
- Goals Presentations in Class
- Readings and Discussion in Canvas

Week 3

Critical Thinking

- Read Hopper -Chapter 3: Critical Thinking
- Read Kennedy (Bedford)- Chapter 20: Strategies for Stating a Thesis and Planning
- Chapter 9: Taking a Stand
- Chapter 29: Juliet Schor, *The Creation of Discontent* and Llewellyn H. Rockwell Jr., *In defense of consumerism.*
- Goals Presentations in class

- Reaction Paper #1 due
- Readings and Discussion in Canvas

Week 4

Learning Principles

- Read Hopper: Chapter 5: Learning Principles
- Read Kennedy (Bedford): Chapter 21: Strategies for Drafting
Chapter 12: Supporting a Position with Sources
Chapter 26: Men and Women
- Thesis Statement Due
- Readings and Discussion in Canvas

Week 5

Information Literacy

- Read Hopper : Chapter 11: Information Literacy
- Read Kennedy (Bedford): Chapter 22: Strategies for Developing
Chapter 25: Families
Refer to Quick Format Guide A-1
- Readings and Discussion in Canvas
- Reaction Paper #2 due

Week 6:

Learning Styles

- Read Hopper: Chapter 8: Learning Styles
- Read Kennedy (Bedford) Chapter 33: Writing your Research Paper
Refer to Quick Research Guide A-20
- Introduction and Outline due
- Readings and Discussion in Canvas

Week 7:

Revising/Editing

- Read Kennedy (Bedford) Chapter 24: Strategies for Revising and Editing
Refer to Quick Editing Guide A-39
- Presentations
- Annotated Bibliography Due
- Readings and Discussion in Canvas

Week 8:

Managing Stress

- Read Hopper: Chapter 10: Managing Stress
- Research Paper Due
- Presentations
- Discussion in Canvas

Description of Learning Activities:

Class Discussion:

In class we will discuss various situations and problems in the business world and interweave discussions of texts and their techniques of writing with our own writing projects. We will also analyze each other's writings as well as workshop

our projects. Since the success of our class depends on your active participation, I expect you to take part in class discussion. This include in-class AND online discussions

Your final paper will be a research assignment in essay format of five pages, and will comprise of 20% of your grade. Good spelling and grammar are expected on all of your assignments. You will be working on the components of your final paper throughout the class, through creation of a thesis statement, outline and references page (bibliography) before you complete your final paper.

You will have two reaction papers due in Week 3 and Week 5, and will involve critical thought and consist of your own original ideas. Criteria includes:

1. One to two pages in length, 12 point font;
2. Reaction to be based on the work as assigned;
3. 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.

No late work will be accepted without prior consent. Please note dates and times and adhere to them. It is the student’s responsibility.

The instructor reserves the right to modify the syllabus based on the needs of the students.

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

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	(203) 576-4800	idealinfo@bridgeport.edu

	Bridgeport, CT 06604		
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

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