



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

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

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

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

Course No. & Title: FYS 102 DL2, First Year Seminar

Semester and Term: Summer 2014 **Day and Dates**: 7/7/2014 – 8/23/2014

Time: Online

Campus Location: Distance Learning

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: Laura Jacob <u>ljacob@bridgeport.edu</u>

203.961.0227

Required Textbooks:

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

 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.

**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

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.

COURSE REQUIREMENTS:

This ONLINE class is conducted on CANVAS. There will be weekly readings, weekly writing assignments to be posted on Discussions, Reaction/Response papers, one research paper and one exam. 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/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. All assignments are due at 6 pm Eastern on the due date.

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.

Assignments:

| Week | Due | Assignment(s) | Discussion / Assignments |
|------|----------------------|--|---|
| | Date(s) | | |
| 1 | July 7 th | Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments Due date: By July 7 th make sure you know how to navigate Canvas. Canvas Student Tutorial https://bridgeport.instructure.co m/courses/985903 Hopper, chapter 1 "Making a Smooth Transition to College" | 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). |

| 2 | July 14 th | Hopper, chapters 2 Hopper chapter 8 "Learning Styles" Complete exercises 8.2 on page 181-184 and exercise 8.4 on page 187-189. Applying the Principles of Time Management, 4 Setting Goals Complete exercises 2.7 on pg. 45 in the Hopper text. Post on discussion board. Hopper chapter 9 Test Taking Strategies. | Reflection Paper 1: "The Right to Fail" William Zinsser (Bedford, p. 624-626) Summary of message and what failure has helped you succeed? a) Post one "success tip" you would give to another student about Applying Principles of Time Management or Goal setting b) Comment on postings of two other students (more if you like). Discussion Board – post your questions about test taking strategies |
|---|--------------------------|---|--|
| 3 | July 21st | Hopper, chapters 3 Critical Thinking and 5 Learning Principles. Bedford Guide, chapters 30 Planning and Managing Your Research Project and 35 Writing Your Research Paper. | a) Post one "success tip" you would give to another student about Critical Thinking b) Comment on postings of two other students (more if you like). Reflection Paper 2 The cost of a college education. Two links are provided here. One is a short essay Students on Edge over Rising Tuition, available on the following link: http://www.cbsnews.com/stories/2010/02/02/national/main6164634.shtml the second is a power point created by a UB student. It is available at the following link: http://www.slideshare.net/EmaniByam/speech-8496971/ View both and then write ONE reflection paper on the topic of the high/rising cost of tuition. 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). c) Post one "success tip" you would give to another student about Test-Taking Strategies. d) Comment on postings of two other students (more if you like). |
| 4 | July 28 th | Hopper chapter 10 Managing Stress. Bedford Guide, chapters 32 | Midterm quiz |

| 5 | August 4 th | Finding Sources and 34 Integrating Sources. Bedford guide Chapters 19 Strategies for generating ideas and 20, Strategies for stating a thesis statement. | Discussion posted on Canvas. How will you generate information for your final paper? Post your thoughts and comment on at least two other posts. |
|---|----------------------------|---|---|
| 6 | August 11 th | Hopper chapters 6 Processing Information from Lectures and 7 Processing Information from Textbooks. Bedford Guide, chapters 31 Working with Sources, and 33 Evaluating Sources | How do you process information from textbooks? Post your thoughts and comment on at least two other posts. |
| 7 | August 18t | Bedford Guide chapter 37 APA Style for Documenting Sources. | Discuss the benefits and challenges of writing to a particular writing style. Post your thoughts and comment on at least two other posts. |
| 8 | August 25 th | Bedford guide Chapter 23 revising and editing and 24 Strategies for Future Writing. | Research Paper based on topic of your choice due end of semester (1000 words minimum, plus Work Cited) |

Grading Criteria: Written Assignment Grading Rubric

| Grading Chteria: Written Assignment Grading Rubric | |
|--|--|
| Subject Matter (35%): | |
| | |
| Key elements of assignments covered | |
| Content is comprehensive/accurate/persuasive | |
| Displays an understanding of relevant theory | |
| Major points supported by specific details/examples | |
| Research is adequate/timely | |
| Higher-Order Thinking (15%): | |
| | |
| Writer compares/contrasts/integrates theory/subject matter | |
| with work environment/experience | |
| At an appropriate level, the writer analyzes and synthesizes | |
| theory/practice to develop new ideas and ways of | |
| conceptualizing and performing | |

Organization (15%)

The introduction provides a sufficient background on the topic and previews major points/deliverables
Central theme/purpose is immediately clear
Structure is clear, logical, and easy to follow
Subsequent sections develop/support the central theme
Conclusion/recommendations that summarize major points/deliverables follow logically from the body of the

Style/Mechanics (35%)

Format--10%

paper

- Citations/reference page follow guidelines
- Properly cites ideas/info from other sources
- Paper is laid out effectively--uses, heading and other readerfriendly tools
- Paper is neat/shows attention to detail

Grammar/Punctuation/Spelling--15%

- Rules of grammar, usage, punctuation are followed
- Spelling is correct

Readability/Style--10%

- Sentences are complete, clear, and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- The tone is appropriate to the audience, content, and

assignment

Writing Requirements and Academic Honesty - Wikipedia Policy

In academic research, it is important to distinguish between informal media, which are useful for background information and idea generation, and formal media, which are acceptable sources to cite in academic papers. Informal media include blogs, online discussion forums, and Wikipedia (as well as other Wikimedia) All papers will be submitted to Turnitin.com to check for plagiarism. You can also submit your papers to turnitin.com as well.

None of these informal sources are acceptable as cited sources in your reference list. Papers that contain informal media including Wikipedia in their reference list will be subject to a grade penalty of 10% for each occurrence.

All papers must be typed, double spaced and free from typos and contractions and must be submitted in a WORD DOCUMENT.

All papers are graded on content, grammar, spelling and general writing ability. Please see grading rubrics below. If you have difficulty writing or English is not your first language please reach out to your Academic Advisor for assistance.

Letter Grading Scale:

| % of Points Earned | Letter Grade |
|--------------------|--------------|
| 100-94 | А |
| 93-90 | A- |
| 89-87 | B+ |
| 86-84 | В |
| 83-80 | B- |
| 79-77 | C+ |

| % of Points Earned | Letter Grade |
|--------------------|--------------|
| 76-74 | С |
| 73-70 | C- |
| 69-67 | D+ |
| 66-64 | D |
| 63-60 | D- |
| Below 60 | F |

Performance Skills

<u>Reading.</u> 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.

<u>Writing.</u> 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.

<u>Listening.</u> 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.

<u>Speaking.</u> 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

<u>Creative Thinking.</u> 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.

<u>Decision Making.</u> A successful student will be able to: Specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternatives.

<u>Problem Solving.</u> 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

<u>Responsibility.</u> 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.

<u>Self-Esteem.</u> 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.

<u>Sociability.</u> 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.

<u>Self-Management.</u> 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."

<u>Integrity/Honesty.</u> 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.

ACADEMIC POLICIES

Attendance Policy

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

IMPORTANT:

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of "B" in the course, the final grade would be a "C").
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on "vibrate") while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings <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

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet-click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for

information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

| Office | Telephone | Email |
|------------------------------|----------------|---------------------------|
| Bridgeport Campus Security | (203) 576-4911 | ubsecurity@bridgeport.edu |
| Bursar | (203) 576-4692 | sfs@bridgeport.edu |
| Cashier | (203) 576-4682 | sfs@bridgeport.edu |
| Financial Aid | (203) 576-4568 | sfs@bridgeport.edu |
| Registrar | (203) 576-4635 | registrar@bridgeport.edu |
| Emergency Notification Phone | (203) 576-4159 | |
| IDEAL Office | (203) 576-4800 | idealinfo@bridgeport.edu |

CAMPUS CONTACT INFORMATION

| Campus | Address | Telephone | Email |
|------------|---|----------------|----------------------------|
| Bridgeport | 126 Park Avenue Bridgeport, CT 06604 | (203) 576-4800 | idealinfo@bridgeport.edu |
| Stamford | 5 Riverbend Drive Stamford, CT 06750 | (203) 358-0700 | ubstamford@bridgeport.edu |
| Waterbury | 84 Progress Lane Waterbury, CT 06705 | (203) 573-8501 | ubwaterbury@bridgeport.edu |

| Directions to IDEAL Campus locations | http://www.bridgeport.edu/pages/2260.asp |
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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