COURSE SYLLABUS

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

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

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

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

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

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: HUSV 350 ID8W1, Human Service Seminar
Semester and Term: FALL 2015
Day and Dates: Saturdays, 8/29/2015 – 10/17/2015- 8 weeks
Time: 9am – 12pm
Campus Location: Bridgeport

Course Description:
This seminar course is designed as a culminating experience incorporating primary readings and case studies. Students will have an opportunity to explore and discern current issues and personal interests in the human service field.
Prerequisite Courses: HUSV 201 or 203 and Senior status
Course Code: HS, PSY-PE (Seniors Only), HSM, DM-HPR

Instructor & contact information: Tracy Mello
Email: tfenster@bridgeport.edu

Required Textbook:

ISBN: 0-385-48451-8 or 1-57322-578-9

To order textbooks, go to the bookstore website at ubcampusstore.com

Learning Outcomes:
Upon completion of this course the student should be able to:

- Explore the complexities of human existence and relationships in our contemporary world.
- Discover the psychological and emotional resiliency of human nature and relationships. Explore diversity and common experience.
- Explore loss and grief issues from a variety of perspectives and experiences.
- Gain insight of and integrate personal life experiences to be better equipped in assisting others in the human services field.
Description of Assignments

First Assignment - Due prior to the First Class:

Canvas Discussion Assignment (CDA) #1   To be completed and submitted on canvas prior to the first class

There will be questions for each of you to answer about yourselves and your journey in the human service field. Each of you will need to respond prior to the first class for full credit. Responses need to be answered in as much detail as possible and grammatically correct to receive full credit.

Second Assignment - Due at the first class: 8/29/15

Personal Reflection Paper
3 page Personal Reflection Paper: Write a 3-page reflection paper that answers the question: What factors lead to resiliency in people? In responding to the question, compare and contrast your own experience with that of a famous person whom you admire or who has been a role model for you (i.e. politician, entertainer, spiritual leader, community leader author, etc.). Research what the literature says about the factors necessary to lead to resiliency and incorporate your findings into your paper developing a critical stance comparing the research findings with your own experiences. What significant critical thinking questions occurred as a result of your research and what issues would you like to discuss with your classmates in connection with resiliency?

Third Assignment – Due at the second class: 9/5/15

Current Events Article Reaction Paper

Find a current article that you feel discuses a group of individuals that you are not familiar with who are different than you. This can be a difference in culture, race, gender, age, sexual orientation, etc. Summarize the article then provide the following: What was your knowledge of this population prior to the article? What insights did you gain from the article? How would the humans service fieldwork with, support, advocate for this particular group? What would be some of the core issues for this population?

Fourth Assignment - Due PRIOR to the third class

Canvas Discussion Assignment (CDA) #2

The Color of Water Canvas discussion-What significant critical thinking questions occurred as a result of your research and what issues related to identity and diversity would you like to discuss with your classmates? Each of you will be required to post a question based on your book review prior to the 9/12/15 class.
Fifth Assignment - Due at the third class: 9/12/15

**Book review The Color of Water**

Summarize the key points and themes of the book. Describe your reaction to the author and his family’s experience. What insights did you gain from the book about diversity, identity, and family relations? How has your own identity and worldview developed? How will the insights you gained from the book help you in your work in the human services field?

Sixth Assignment – Due 9/19/15 or 9/26/15 (depending on class size)

**Group Perspective Presentations: 9/19 and 9/26 (depending on class size)** Group Topics will be discussed and class and picked by the group members. ***Each group member must be part of the oral Presentation and is graded separately on his/her own effort. If you are not in class, you cannot earn your group-work or class participation points.**  
**Presentation:** A **25-30 minute power-point presentation** of given “group assignment” will be graded on the following criteria: Content – facts of topic, Structure and Format - clear introduction and stated purpose, logical presentation, Delivery – eye contact, speed of delivery, clarity of voice, movement, Overall – Objective of assignment achieved.  
***A Video (Youtube.com) of your subject matter is required following each presentation. –due date subject to change depending on class size.***

Seventh Assignment - Due PRIOR to fifth class: 10/3/15

**Canvas Discussion Assignment #3**

*Tuesday’s with Morrie* canvas discussion- what significant critical thinking questions occurred as a result of your research and what issues related to loss and grief would you like to discuss with your classmates? Post one of your questions on canvas prior to class on Oct 3rd.

Eighth Assignment - Due at the fifth class: 10/3/15

**Book review Tuesdays with Morrie**

Summarize the key points and perspectives of the book. Describe your reaction to the author’s/character’s perspectives. How are these perspectives similar or different to your views? How does this book apply to your views about life and death? How will insights gained from this book be helpful to you in your work in the human services field?

Description of Weekly Sessions:

- 8/29/15-
  - Introductions
  - Review of syllabus and assignments

*Personal reflection paper is due

- Prior to class you will need to have familiarized yourself with canvas and answer introductory questions about yourself on canvas.
9/5/15-
Current events article and reaction paper due.
Class discussion about current events and relevant human service related issues will be discussed.

9/12/15-
In class review of The Color of Water- in class activities that focus on the topic of resilience.
Book review is due. See description of assignments for further details.
CDA (Canvas Discussion Assignment) #2 is due prior to this class.

9/19/15-
Group perspective presentations on current events topics, which will include a video of subject matter and time for discussion and questions from the class.

9/26/15-
Group perspective presentations on current events topics, which will include a video of subject matter and time for discussion and questions from the class.

10/3/15-
CDA (Canvas Discussion Assignment) #3- due prior to Oct 3rd.
In class discussion and activities dealing with the topics of death and dying and the stages of loss.
Book review Tuesdays with Morrie – due Oct 3rd (6th class)

10/10/15-
The House I Live In-
Documentary that exposes the Economic and moral failures of the U. S. War on Drugs.
In class discussion and reactions on documentary and it’s relavents to the human service field.

10/17/15-
Final Class-
In class final exam
This exam will be taken from the in class handouts and activities on the topics of resiliency and the stages of grief.
**Grading Criteria:**

3 Canvas Discussion Assignments - 10 points each = 30 total  
Current Events reaction paper = 5  
Group Perspective Presentation – =10  
2 Book Reviews and Personal Reflection Paper (10 points each) =30  
Final exam =15  
Participation =10

**Attendance/Participation**

* Attendance and participation are key components to completing this course successfully.

* To earn points in this area you must attend class and actively participate.

* Students who attend class late, or leave early will not earn full participation points for that class.

* Missing one class session (5 or 8 week term) will drop the final grade by one letter grade. (exp.: An earned “A” in the course will become a “B” as the final grade.)
Reaction / Response Essay

Description: A Reaction/Response Essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

Questions you might ask yourself:

- How do you feel about the topic?
- Do you agree with the author’s conclusion based on the presentation of facts?
- Could there have been another interpretation?
- How has this reading impacted your view of the topic?
- Did you realize something that was unknown to you before?
- Did the reading simply reinforce ideas and beliefs you already had about the topic?
- Did you in anyway identify with the topic?

In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the essay is for you to understand your reaction/response to the topic and express it in a logical, succinct and compelling manner.

Essay Format:

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2-3 Pages or 650-1,200 words.
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.

Introductory Paragraph:

- Introduce the presentation of the topic; Book or Article Title, Author, and the year it was published.
- Very brief summary of the topic.
- Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate etc.

Organizing Ideas, Opinions, and Viewpoints:

- Thesis statement forms the basis of the essay.
- Decide on a few key ideas that express your thesis statement.
- Describe at least three of these key ideas.
Develop your ideas in each paragraph by using examples, giving details, and using material from the presentation.

While the use of the first person “I” is generally not appropriate for academic essays, it is appropriate for a response/reaction essay since it is your personal response.

**Body of the Essay:**

Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.

While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

**Concluding Paragraph:**

Reiteration of your thesis statement and restatement of your response/reaction.

Conclude.
## GRADING RUBRIC REACTION/RESPONSE ESSAY

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<tr>
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<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<td>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer's reaction and builds an expectation in the reader.</td>
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<td>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</td>
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<td>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</td>
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<td>Grammar &amp; Mechanics: Sentence forms are accurate. Word choice is accurate and varied. Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase). In-text and end-text references are complete and in the right format.</td>
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The following is a guide to use for the research paper.

**Description:** A Research/Thesis Paper is a writing assignment where you may either:

a) research a specific topic to gain better insight and then express your interpretations and evaluations, or,

b) make a persuasive argument or take a stand on an issue and then provide evidence to prove the validity of your points.

It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the Declaration of Independence is a secondary source, while the actual Declaration of Independence is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

**Paper Format:**

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Minimum 3 pages
- Use at least two (2) reference sources. One can be the book.
- Double spaced
- 12 point font (Times New Roman generally preferred)
- Works Cited: Required

  *Course Name:*
  *Instructor’s Name:*
  *Research/Thesis Paper #______ :*
  *Date:*

**Introductory Paragraph:**

Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your paper.

**Organizing Ideas:**

- Thesis statement forms the basis of the paper
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using quotes
- The use of the first person “I” is not appropriate for a research paper.
Body of the Paper:

- Present your ideas in a logical way with references to texts.

Concluding Paragraph:

- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.
Letter Grading Scale:

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<tr>
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<td>C+</td>
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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

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

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

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

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

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

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

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

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

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

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury
Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
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CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is [001416].
Federal Student Aid Information: 1-800-433-3243