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: HUM C201 DL2, The American Dream
Semester and Term: FALL 2014
Day and Dates: October 20 – December 13, 2014
Time: Online
Campus Location: Distance Learning

Course Description:
An interdisciplinary course which employs history, literature and philosophy to examine and explain the cultures and values of a civilization over time and place. Works studied include primary historical and philosophical texts, as well as literary and artistic creations. Currently, the course looks at the civilization of the United States, focusing on the "American Dream," its origins, growth and significance.
Prerequisite Courses: ENGL 101
Course Code: HUM, LA

Instructor & contact information:
Faculty: Joyce Stashenko

Email: jstashen@bridgeport.edu

Office Hours: Email at any time, online "live" office hours and phone conference by appointment. My cell phone number is 860.309.8999.

Biography: I earned a Bachelor of Science degree in English from Central Connecticut State University in New Britain, Connecticut, and a Master of Arts degree in American Studies from Trinity College in Hartford, Connecticut. I have also done extensive graduate level liberal studies work at SUNY Stonybrook online, which was a revelation regarding online teaching and learning.

I taught both English and History at Granby Memorial High School for several years before retiring in 2013 to pursue college level teaching. While in Granby, I taught American Studies in the UCONN ECE program (AMST 1201), as well as, UCONN US History (HIST 1501, 1502), and Advanced Placement US and Comparative Governments courses. The study of America--its culture, its philosophy, and its politics-- has been my main interest. Writing has always been an interest of mine and a feature of my courses.

In addition to teaching Composition, Business Writing, and Humanities at The University of Bridgeport, I am teaching Composition II on ground and online at Tunxis Community College in Farmington.

Required Textbooks:

The American Dream: A Cultural History, Lawrence R Samuel, Syracuse University Press, 2012. (ISBN#0815610076)

Ragged Dick: Or, Street Life in New York With the Boot Blacks, Horatio Alger, Signet Classics. (ISBN#0451529839)

Black Boy, Richard Wright, Harper Perennial. (ISBN#0-06-092978-2)

O Pioneers! Willa Cather, Dover Thrift Edition. (ISBN#0-486-27785-2)

The Great Gatsby, F. Scott Fitzgerald, Scribner Paperbacks. (ISBN#0-684-80152-3)

In addition, please read Self Reliance, Ralph Waldo Emerson, available in full on the Internet.
I will also ask you to see Director Ron Howard's 2005 film Cinderella Man, starring Russell Crowe, Renee Zellwegger, and Paul Giamati and one other film, to be announced.

Many of these books are available used, at the library, or online. It doesn't matter which published version of the novels you purchase as long as you read them. Samuel's The American Dream is a new, hard cover text, and that will have to be gotten at the bookstore or online.
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..

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

- Understand the concept of "The American Dream"
- Recognize that the evaluation of The American Dream very much depends upon who is doing the "dreaming," what their background is, and what their expectations are.
- Appreciate how The American Dream has impacted every aspect of American life from art, music, literature, history and political science to sociology.
- Discern the contrasts between the earliest versions of The American Dream in the 19th century to the current 21st century views.
- Create a personal family narrative of The American Dream that places them at the center.
- Intelligently conduct online discussions via the Discussion Board in Blackboard.
- Think critically and analytically and draw upon textual references in expressing their thoughts and ideas.
- Appreciate the merits of primary documents, original materials from the period, in gaining a personal understanding of events.
- Attain a level of comfort expressing informed opinions on issues, both verbally and in writing.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas and working in teams.
- Gain additional experience in writing and researching.

First Assignment Prior to the First Class:
Please be sure to have your books prior to class, as we will be pressed for time in this intense eight-week course. Please read the Introduction to The American Dream by Lawrence R. Samuel carefully (pages 1-11).

For credit, write a two-page narrative on the American Dream and your place within it. Using your best writing skills and referring often to Samuel's ideas specifically and also to popular culture and media, tell the story of your dream. What is it? How does it differ from the dreams of your grandparent or from those of your contemporaries? How does your concept act as a catalyst in your life? Or is the American Dream no longer a viable aspect of American life and philosophy? You can say anything, of course, but you must explain yourself. What do you base your feelings upon? What actions, realities, and happenings have caused you to feel the way you do? Upload this first assignment on DAY 1 of class.

Assignments:
Check the weekly module for particulars, but assignments are of two types, Essays and Discussion postings.

Response Essays

There will be a three-page response paper due every other Sunday by midnight. That means you will be writing a paper every two weeks, including the first one which is due on DAY 1 of the course. The response paper should answer some question about the text, which you can ask yourself or get from the discussion board. Your answer should be supported by quotes from the readings. You must reference Samuel's The American Dream as well as whatever work of literature we are working with. The response should be uploaded in the module where it was assigned and should be about 750 words in length (approx. three double-spaced pages).

These 4 essays are worth a combined 60% of your grade.

Final Exam Essay

In addition, there will be a final exam essay in which you relate our study of the American Dream to ideas conveyed in a work of art, poetry or song lyrics for 20% of your grade.

Discussion Postings

The discussion boards are the "heart and soul" of an online course. Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely online class participation is essential to this course.

Each student must post at least twice a week – once (by midnight on Thursday) to explore an idea based on the week's reading assignment (a "thread starter") and once (by midnight on Sunday) in detailed response to a peer's posting. It is expected that postings will demonstrate a

close reading of and a thoughtful reaction to the assigned texts. This writing must be your own work and must not be taken from outside sources. Late work cannot be accepted as this is a community forum -- which depends upon participation by all. Discussion board postings are worth 20% of your grade.

Description of Weekly Sessions:
Check the module each week for the reading, discussion board, and writing requirements. Every week we will read a book, essay, or see a film. Every week you will be asked to discuss the reading in discussion board and also to respond to the ideas of your peers. Every two weeks you will write a short response paper.

Grading Criteria:

Literature Response Writing Rubric

	Mastery	Progressing	Emerging
Introduction: Purpose and Significance	• Essay's purpose is clear, shows originality or independent thought • Significance of the topic is given clearly and compellingly	• Essay's purpose is somewhat clear, but lacks originality and independent thought • The introduction gives the reader some sense of the significance of the topic addressed but falls short of fully developing the explanation	• Essay's purpose is unclear, or the paper appears to have more than one purpose • Significance of the topic is not clear
Thesis	• Thesis is not only argumentative, but is meaningful and thought provoking. Responds to assignment clearly and reflects author's purpose	• Thesis is argumentative, but could respond more specifically to the assignment or reflect the author's purpose more clearly	• Thesis is unclear or incomplete and does not respond to the assignment.
Supporting Evidence and Use of Sources	• Well-supported with a variety of specific, accurate, and relevant evidence. • Author demonstrates ability to read texts accurately and critically/analytically • Quotes/source details consistently used to support argument and are thoroughly and effectively incorporated with ideas of the author. • All sources are correctly referenced and cited	• Some specific, accurate, and relevant evidence is included. • Author's understands texts read, but could be more critical/analytical • Quotes/source details are occasionally used to support argument and are sometimes incorporated into the ideas of the author • Limited references to sources. Sources are incorrectly cited	• Evidence lacks specificity, accuracy, and/or relevance. • Author's reading of texts is inaccurate and uncritical • Few quotes/source details included. • Rarely used to support the author's argument. • No references to sources and no bibliography
Analysis	• Claims and ideas are developed logically and thoroughly, and are supported through relevant evidence and sound, thorough reasoning • Reflects a deep understanding of the topic and ability to infer/draw conclusions. • Essay focuses on supporting the thesis.	• Claims and ideas are developed somewhat logically with some support/evidence/ reasoning • Attempt is made to explain support's relevance to thesis.	• Claims and ideas are often underdeveloped and unsupported • Basic, literal points of the topic are discussed • Development/explanation shows weak understanding of topic.
Clarity	• Word choice is specific, purposeful, dynamic, and varied throughout essay • Sentences are clear, active (strong, active verbs), and to the point	• Word choice is often unspecific, generic, redundant, and clichéd • Sentences are simplistic and somewhat unclear, with excessive use of passive voice, vague phrases & inconsistent tense	• Word choice is excessively simplistic, redundant, clichéd, or unspecific • Sentences are very unclear (voice, tense, word choice, etc.)

Organization	• Well-organized writing flows smoothly from one idea to the next. • Transitions indicate relationships between paragraphs and among various ideas	• Organization of paragraphs is sometimes logical, but sometimes illogical and somewhat distracting • Transitions sometimes do not indicate relationships among sentences or between paragraphs	• Organization of paragraphs is often illogical and distracting • Few, if any, transitions are used. Ideas are just listed.
Polish	• Paper shows evidence of significant, effective revision and editing • The essay is just about free from grammatical or mechanical errors	• Paper shows scattered but effective evidence of revision and editing • Grammatical or mechanical errors are numerous and distract somewhat from reading	• Paper shows little or no evidence of significant revision or editing—reads like a draft • Paper is full of grammatical and mechanical errors and is very difficult to follow

Grading Rubric for Discussion Postings

	(Excellent)	(Good)	(Fair)	(Poor)
Contribution to the Classroom	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.
Inspires Reply Postings from Other Students	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	No effort is made to frame the discussion posting in such a way as to encourage others to reply.
Demonstrated Understanding of the Reading Assignment	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from	Posting demonstrates very little understanding of the reading assignment.

	several examples from the textbook and/or companion website.	example from the textbook and/or companion website.	the textbook and/or companion website.	
Grammar, Mechanics, Spelling, and Sentence Structure	**Posting is highly polished; no grammar or spelling errors.**	**Posting is polished; maximum of one grammar or spelling error.**	**Posting is adequate; maximum of two grammar or spelling errors.**	**Inadequate posting; more than two spelling or grammar errors.**

Course Activities and Grade Weights

Discussion Board Participation   20%

Paper Day 1   15%

Paper Week 2   15%

Paper Week 4   15%

Paper Week 6   15%

Final Exam   20%

Total   100%

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

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 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

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@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

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