ENGL 101-DL2 - Composition and Rhetoric I IDEAL PROGRAM COURSE SYLLABUS

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL 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 our 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 time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-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. If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.
- 4. Login to your course a minimum of three times per week.
- 5. Complete all assignments to the best of your ability.
- 6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
- 7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

Cheating and Plagiarism

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook.

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. <u>The University can no</u> longer correspond to your personal e-mail account(s).

Have questions about taking an online course? Go to:

http://www.bridgeport.edu/Media/Website%20Resources/documents/continuinged
/dl/Taking_online_classes.htm

If you cannot perform these expectations, it is recommended that you drop the course. <u>If you do</u> not participate during the first week of the course, you will be dropped from the course.

UNIVERSITY OF BRIDGEPORT SUMMER 2013 ENGL 101-DL2 - Composition and Rhetoric I July 1 – August 23, 2013

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 this June 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. Writing has always been an interest of mine and a feature of my courses.

In addition to teaching at The University of Bridgeport, I will be teaching Composition II on ground at Tunxis Community College this fall.

Required Textbook:

Lunsford, Andrea; Ruszkiewicz, John; Walters, Keith; *Everything's an Argument: With Readings*, Bedford-St. Martin's, 6th Edition, ISNB-13: 9781457606045.

To order textbooks, go to the bookstore website at: http://www.bridgeportbookstore.com Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Course Description

This course will provide an introduction to the elements of effective writing, concentrating on structure, logic, specificity, focus, grammar, sentence structure, and mechanics. Frequent writing will be required.

Students will strive to become both critical readers and critical writers. Through use of the textbook readings, written assignments and weekly Discussion Board threads, students will formulate and craft persuasive and analytical written arguments. We will explore topics of interest and concern to students, and articulate them in ways that employ mastery of English grammar, sentence structure, and punctuation rules.

By the end of the course, students should be able to compose and organize a grammatically correct and adequately developed expository essay.

Learning Outcomes

After completing the course the student will be able to:

- Master the basic rules of writing
- Understand the most common tools used in arguments
- Compose rhetorical analyses
- Explore use of hard evidence vs logical and emotional appeals
- Perform audience analyses
- Understand Intellectual Property and Academic Integrity

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.

Course Activities and Grade Weights

Discussion Board Participation 30% Paper #1 20% Paper #2 25% Final paper 25% Total 100%

Grading Scale

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94-100%=A (4.0)

90-93%=A- (3.7)

87-89%=B+ (3.3)

84-86%=B (3.0)

80-83%=B- (2.7)

77-79%=C+ (2.3)

74-76%=C (2.0)

70-73%=C- (1.7)

67-69%=D+ (1.3)
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64-66%=D (1.0)
60-63%=D- (.7)
Below 60%=F
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Three Essays will be assigned during the course to give students an opportunity to demonstrate their knowledge of the works studied. Appropriate secondary sources will be used by students to help support their viewpoints. Late submissions will not be accepted unless there are sufficient extenuating circumstances to warrant an extension of the due date. Be sure to contact the instructor promptly if there are extenuating circumstances that interfere with the timely submission of any assignment.

Discussion posting assignments will be posted every week. Active, engaged participation is required in every discussion forum. Each student will be required to post a substantial paragraph for each discussion assignment. Additionally, each student will be required to post at least one substantial response in each forum to receive credit for their own posting. Postings and replies must be posted by the assigned due dates. Late postings and replies cannot be accepted. Participation in the discussion forums is worth 30% of a student's final grade.

BRIEF OVERVIEW OF COURSE

Week 1

Read Chapter 1 and Chapter 6 in Everything's an Argument: With Readings.

Discussion Board Assignments:

Introduce yourself in the Discussion Board to the class.

Eyes in the Sky – How much surveillance is useful and how much is too much?

"It's Not About You" by David Brooks on pages 108-110. What is his main argument? How does he get his point across? How and why is this writing effective, or is it?

Week 2

Read Chapters 2, 3 and 4.

Select a topic for Essay # 1

Discussion Board Assignments:

See "Respond" on page 67. Write a paragraph to persuade us to see a recent film you liked or write to convince us not to see a film you disliked. Briefly describe the film and its plot. Be sure to use evidence fairly to persuade us to your point of view.

Week 3

ESSAY #1 DUE

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Week 4

Read Chapters 7 and 8

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Week 5

Read Chapter 10.

Select and submit a topic for Paper #2.

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Week 6

Paper #2 is due.

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Week 7

Read Chapters 18 and 19

Work on finding a topic for Paper #3.

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Week 8

ESSAY #3 DUE

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

ACADEMIC POLICIES

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.

Attendance Policy

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will reduce the final grade by one letter grade. If you cannot participate in all the course activities you should consider dropping the course.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/include/pdf/AddDropForm.pdf.

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 Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, 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 computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document 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 as well as in the library. 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 classes; 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 in Dana Hall, Room 246. 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 your grades, access library services, access online tutoring, access the computers in 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 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. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

- 1. Login in with your UBNet username and password.
- 2. Click on "Student Menu."
- 3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library's website: http://www.bridgeport.edu/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.

To access the online journals for research purposes, you will need a UBNet account (see above).

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Jonathan Mador	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	Ciara Negron	(203) 576-4566	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
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
Woodbridge	6 Lunar Drive	(203) 576-4800	idealinfo@bridgeport.edu

	Woodbridge, CT 06525		
IDEAL Office		(203) 576-4800	idealinfo@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.