



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.

University of Bridgeport CAMPUS IDEAL
Program



Course No. & Title: CAPS 390 WB8W2, Capstone

Semester and Term: Spring 2014

Days and Times: Tuesdays, 3/11/14- 4/29/14

Time: 6 pm-9 pm

Campus Location: Waterbury

Course Description:

The Capstone Seminar is the culmination of learning in the Core Curriculum. As such, it reflectively builds upon learning from the various liberal arts. The course is conducted as a seminar and thus requires substantial reading and informed participation. All students write an original essay that integrates themes raised in course reading and discussion.

Prerequisite Courses: Completion of 90 credits and fulfillment of ALL other Core requirements.

Course Code: UC (**Seniors Only**)

Instructor & Contact Information: Caroline N. Lieber clieber@bridgeport.edu

Learning Outcomes:

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

- Expand reading comprehension through a series of challenging and interrelated texts.
- Improve the understanding of, and potential for, creative verbal and written expression as the scholarly capstone of undergraduate experience.

BRING A COPY OF THIS SYLLABUS WITH YOU ON March 11th

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



Course Theme:

The **Theme** of this Capstone Seminar is: **"Meaningful Life"**.

Professor Chepya developed the concept behind this year's theme.

Orientation to how we will be thinking about "A Meaningful Life". In our Course we will juxtapose our materials by the thinking about them in groups of two, as follows:

- Radio Days and The Philosophy of Andy Warhol
- THX 1138 and You Are Not a Gadget
- What I Saw and What's Going On

... while enjoying and discussing the DVDs, Books, and CDs

There is a relationship between all of the materials under our overall Course Theme of "A Meaningful Life" and the groupings of two throughout our Course helps us focus on aspects of particular meaning(s) of life as understood from the perspective of each filmmaker, author, or musical artist. Here are some brief examples:

"Radio Days" and "Warhol"

In Radio Days, the story is of a close-knit family and the impact the radio has on them. In Warhol, we encounter a writer who seems to be removed from the context we experience in Radio Days and is a solitary figure observing life from a distance.

By comparing and contrasting we are able to think about the elements of A Meaningful Life in either context.

"THX1138" and "You Are Not a Gadget"

Both the movie (THX 1138) and the book (You Are Not a Gadget) describe the reality of an "always-on" technology.

We are led to wonder how we define our identity in 2014 and how is it affecting our behavior. How is our willingness to share personal information altering our sense or our Self and of that of others? Is our "expectation of immediacy" impacting our understanding of knowledge (as opposed to "information") and our respect for others? For example, we can find what we think is an answer to anything on Google; we expect someone to reply to our texts or e-mail immediately.

Is personal technology so pervasive in 2014 that it actually inhabits our Self and thereby changes our concept of A Meaningful Life? We can't seem to be without it or do without it. It is as if it has become a physical appendage to our bodies, and our Self. How do we understand what is happening to us and how do we describe what we have become as we try to understand how to lead A Meaningful Life?

“What I Saw” and, “What’s Going On”

Both the book (What I Saw) and the CD (What’s Going On) deal with impressions and memories, from many decades ago. How did we remember events now and did the quality, and even type, of our memories differ before personal technology and the Internet?

Has our continuous “screen-gazing” (Chepya), and the constant use we make of personal technology, changed the way we remember and what we remember? Do we remember any of the text messages or any of the e-mail we read and send all day long, each and every day without let up? How does this continuous, texting, e-mailing, and posting (e.g., on Facebook) affect our ability to remember anything?

How do all these activities impact our ability to have A Meaningful Life?

The book and the CD re-introduce us to the atmosphere of pre-digital times, to some extent the best place to contemplate what we have become.

Reading/Viewing List:

1. **Radio Days** written and directed by Woody Allen (DVD; classic cinema)
2. **The Philosophy of Andy Warhol**, by Andy Warhol (book) ISBN 0-15-67120-4
3. **THX 1138**, director: George Lukas (DVD; classic cinema)
4. **You Are Not a Gadget: A Manifesto**, by Jaron Lanier (book) ISBN 978-0-307-26964-5
5. **What I Saw: Reports from Berlin 1920 - 1933**, by Joseph Roth (book) ISBN 13: 978-0393051674
6. **What’s Going On? Marvin Gaye** (CD)

Policy on having course materials:

You are required to have all the materials in hand March 11th-- our first class meeting. This is to ensure you have the correct materials.

Note on Books and DVD and CD selections:

.As you can see from the Reading/Viewing/Listening list, we are using an interdisciplinary approach to the many aspects of our Theme; therefore, we'll arrive at an understanding of A Meaningful Lifethrough an interdisciplinary multi-media approach using classic cinema, books, and a CD.

Visit <http://www.amazon.com> to buy the materials.

Please note that under IDEAL policy: I am not at liberty to accept ANY excuses for not having the materials in time to be prepared for the relevant Class Meeting.

Policy on Attendance and Assignment Deadlines:

Class begins at 6 p.m. and ends at 9 p.m.

This Course is governed by the UB-IDEAL policy on absences.

LATE WORK: 50% DEDUCTED IMMEDIATELY AFTER DEADLINE, 24 HOURS AFTER DEADLINE = F)

Medical reasons for any absence must be documented

There are no make-ups; there is no "extra credit".

Schedule of Class Meetings and Assignments and how you will be graded

March 11:

Introduction to our Course: Orientation and Overview – please bring your materials.

Online Assignment due on March 11th (in Canvas): **Response to "A Meaningful Life"**

March 18 : DVD: *Radio Days*

1. Leading the Class Discussion (as assigned)
2. **1 ½ page Reaction Paper**
3. Active Class Participation

March 25: Book: *The Philosophy of Andy Warhol*

You will be graded on:

1. Leading the Class Discussion (as assigned)
2. **1 ½ Page Reaction Paper**
3. Active Class Participation

April 1: DVD: THX 1138

You will be graded on:

1. First Critical Paper (on the Book or one of the DVDs)
2. Leading the Class Discussion
3. **1 ½ page Reaction Paper**
4. Active Class Participation

April 8: Book: You are Not a Gadget

1. Leading the Class Discussion (as assigned)
2. **1 ½ page Reaction Paper**
3. Active Class Participation

April 15: Book: What I Saw: Reports from Berlin 1920 - 1933

You will be graded on:

1. Leading the Class Discussion
2. **1 ½ page Reaction Paper**
3. Active Class Participation

April 22: CD: What's Going On?

You will be graded on:

1. Leading the Class Discussion (as assigned)
2. **1 ½ page Reaction Paper**
3. **Second Critical Paper (any book, CD or DVD covered in April)**
4. Active Class participation

April 29: FINAL PAPER DUE;

(it CAN be on a Book, DVD or CD you wrote about in your Critical Paper)

Policy on Plagiarism & other forms of Academic Dishonesty:

It is perfectly acceptable to broaden your knowledge about the various topics listed on the Syllabus through the use of outside resources. In fact, the **Research Paper** requires this; but these resources are not a substitute for reading the materials. Additionally, any outside sources that you use, including during your oral presentations, must be referenced. Failure to cite sources will result in dismissal from the Course.

Having another person write and/or edit your work is also Academic Dishonesty.

All Papers and Postings are checked through reference checking websites.

Explanation of Reaction Papers (4): (20% of Final Grade)

One and a half page MINIMUM, two and a half page maximum.

Write **your** reaction to the work we are discussing.

It must be in your own words; address **the Theme of "A Meaningful Life"**; be **your own opinion(s) and reactions**; be intellectually and emotionally honest; and be both inventive and compelling... and you can use it for the basis of your Active Class participation grade and when you Lead the Class Discussion. **Do not re-tell the story or summarize the material.**

Explanation of Critical Essays (2): (30% of Final Grade)

- 750-1000 words in length (not counting any quotes you use from the Books, DVDs, or the CD) in 12 point font; There is NO Format requirement.
- UNDER 500 WORDS = F; include your word count at the end of the Essay

Some examples (these are only examples and not intended as required):

- Is A Meaningful Life possible in *THX 1138*? Explain.
- Does the book *What I Saw* help us understand how memory is important for A Meaningful Life? Explain.

Do not summarize the work. The Essays will be based on YOUR critical opinion, so YOU MUST state it clearly. Outside sources are NOT permitted

Explanation of Research Paper: (20% of Final Grade)

- This will be a minimum of 2,500 words in length (not counting quotes from the 3 outside sources noted below)
- Choose one (ONLY) of the Books or DVDs or CD we have covered in the Course

What does "Research" mean?

Answer: you must use at least three (3) outside sources (books; articles; commentaries) you find anywhere (on the Internet would be a good idea) which express an appreciation (positive or negative, or both) of the book or DVD or CD you choose to research.

Some examples (these are only examples) of how to approach the Book, DVD or CD you choose

- What do critics, and others, think of the impact of *You Are Not a Gadget*?
- How did critics react to the album/CD *What's Going On* at the time and subsequently, and why?

The Thesis (point of view) of the Paper

This Paper should represent a critical defense of a point of view based on the chosen work and outside research.

- You can conclude the Paper with your opinion but the main purpose of the Paper is to find and use the opinions of others and defend one of the points of view

Method of Evaluation:

- 10% Leading the Class Discussion (you can volunteer or be assigned) (ONCE only ; MUST be more than one person per presentation) Sample "Talking Points" are online
- 10% Active Participation in Class and Online in ALL Discussions. You will lose full points for that week for not being prepared and/or not participating in the Discussions, or being absent for any Discussion
- 30% 6 one and one-half page Reaction Papers
- 30% 2 Critical Papers (15% each)
- 20% Research Paper

Letter Grading Scale:

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

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

See below for the UB policy which is part of this Syllabus.

From the UB website:

ACADEMIC HONESTY STANDARDS

A high standard of ethical conduct is expected of students in their academic activities. The University does not tolerate cheating in any form. This term is used to include dishonest use of another individual's aid in preparation of written, oral, and artistic assignments, as well as during a classroom testing period. The standard procedures for the preparation of term papers and the like, as established by the English Department, form the basis for decisions in cases of plagiarism (See "Definition of Plagiarism"). The student must be familiar with those regulations. Disciplinary action will be imposed not only in cases of detected cheating, but also for violations of such regulations mentioned above. In the latter, a violation of the regulation without consideration of the motive involved will be deemed sufficient cause for action. A student accused by an instructor of academic dishonesty will have his or her name forwarded to the Committee on Academic Honesty. If the student declares innocence, he or she will have a hearing before this Committee, whose ruling will be final. The penalty for a first offense is F for the assignment; for a second offense, F in the course; and for the third offense, separation for one year or expulsion, as the Committee on Academic Honesty may determine. The instructor, or the Committee on Academic Honesty, will forward the name of a student guilty of academic dishonesty to the Provost to be recorded and made available to faculty and advisors as necessary.

Definition of Plagiarism

INTENTIONAL AS WELL AS UNINTENTIONAL FAILURE TO ACKNOWLEDGE SOURCES AS WELL AS THE USE OF COMMERCIALY AVAILABLE SO-CALLED "RESEARCH PAPERS" WITHOUT FULL RECOGNITION OF THE SOURCE.

Students are responsible for distinguishing clearly between their own facts, ideas, and conclusions and those of other sources. To use someone else's words, opinions, or conclusions without giving them credit is plagiarism. Students must be able to distinguish their own ideas, conclusions, discoveries, etc., from those read or heard. Check with your professor(s) for the appropriate guidelines that should be followed.

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

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

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

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

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

Cell Phones

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

Academic Dishonesty

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

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

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

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

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

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic

dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

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

Obtaining a UBNet Account

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

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

<http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

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

Using the Library

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

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

Using Computers

Open access computer labs are available at three locations:

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

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4472	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	finaid@bridgeport.edu
Grade & Fee Report	203) 576-4692	grade_fee@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu

Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue 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