



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: Eng. 101 RB8W2, Comp. and Rhet

Semester and Term: Spring 2014

Day and Dates: Saturdays, 3/15/14 – 5/3/14

Time: 9am – 12pm

Campus Location: Stamford

Instructor & contact information:

Stephanie Oda

Email: soda@bridgeport.edu

Course Code: UC

Course Description:

An introduction to the elements of effective writing, concentrating on structure, logic, specificity, focus, grammar, sentence structure, and mechanics. Frequent writing in and out of class. By the end of the semester, students should be able to compose and organize a grammatically correct and adequately developed expository essay.

Prerequisite Course: Placement Exam

Required Textbook:

Andrea A. Lunsford, et al. Everything's an Argument with Readings, 6th Edition. Boston, New York: Bedford/St. Martin's, (ISBN# 978-1-4576-0604-5)

Additionally, there will be handouts related to some assignments.

To order textbook, 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:

- Write with a sense of audience and purpose.
- Create effective appeals for a variety of target audiences and contexts.
- Develop and elaborate on your ideas and arguments.
- Effectively incorporate research to illustrate and defend your claims.
- Identify and address counter arguments and/or needs of your target audience.
- Communicate comfortably within diverse social contexts, including college communities and larger “real-life” communities.

Course Requirements:

1. **Three major papers**, including a working draft for each one and **One Visual Presentation**. **No late drafts/papers!** I will not accept anything late. **All out-of-class assignments must be typed and formatted in MLA style.**

2. **Reaction papers** are short (1 page, **typed**) reactions to the readings that you will have to do at home. They are designed to keep you in the mode of writing and to share your views with others

in the class. **To that end, you must have the reaction paper completed prior to each class (reaction papers cannot be made up).**

3. Participation in class and peer review workshops.

4. You will be required to submit a 2-page essay **ON THE FIRST DAY OF CLASS** (see assignment below)

Three Major Papers and One Visual Presentation

- Paper # 1: Analysis of an ad (2-3 pages typed)

- Paper # 2: Compare/Contrast or Evaluation (3-4 pages typed)

- Paper # 3: Persuasive Research Essay (3-4 pages typed)

- *Paper # 4: Visual Argument and Presentation

Class Discussions:

In class, we will interweave discussions of texts and their techniques of writing with our own writing projects. We will also discuss each other's writings as well as workshop our projects. Since the success of our class depends on your active participation, I expect you to take part in class discussions. Come to class prepared to discuss readings.

Using Canvas (Online Learning Management System): The classroom-based course will be supplemented with online activity, which will present a weekly component of the course; discussions, assignments, quizzes, readings, etc. Typically, designed and graded activity conducted online is performed during the week between class sessions. These can include:

Discussions to elicit student participation and collaboration. My presence in the Discussion Board will help respond to students' comments and questions. The Discussion Board may also be used for group projects, or brainstorming, or presentations and debates. Canvas will also be used for quizzes, and **timely** submission of assignments,

Assignments & Grading Criteria:

Assignments are planned in a sequence learning activities, so that by the end of the class students will have studied a wide range of skills essential to academic writing, including critical thinking, forming a thesis, using evidence, analyzing, using and properly attributing outside sources, and mechanics. For the four major projects, grades will be assigned when final drafts are completed. Grades will assigned will be cumulative, contributing to the final grade. Grades will be affected if **all** assignments are not completed. Therefore, missing even one reaction paper (which cannot be made up) can result in points being deducted. In addition to the required assignments, class

participation, in-class projects, Canvas participation, timeliness (both in arriving on time for class and handing in work on time), are all essential to earning a high grade.

IDEAL Program 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 advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. **Students should be aware that missing any class session would drop their grade by one letter grade. Missing two or more class sessions will be cause for a failing grade.** 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.

Plagiarism

Plagiarism is the act of passing off somebody else's work as your own, whether it is literally "stealing" somebody else's work word-for-word or using somebody else's ideas without acknowledging that you did so, even if you put them in your own words. Plagiarism demonstrates contempt for ethical standards, your instructor, and your peers. Thus, **if you hand in plagiarized work, you will receive zero credit for the assignment and risk failing the course.** (Read more on plagiarism and academic honesty and on pages 9-10)

Grading

- Final drafts of essays and visual presentation 60 %
- Reaction papers, drafts, revisions 30 %
- Class participation (discussions, peer reviews) 10 %

First Assignment Prior to the First Class: Due Saturday, March 15

Given the accelerated course structure, the student must be prepared for the first class session by:

- acquiring the required book
- completing a reading assignment
- submitting a written assignment.

The following assignment will be a graded and will contribute to **your final grade**:

- Read: Chapter 1 of Everything's an Argument with Readings
- Respond to the prompt **at the bottom of page 6** (note that this project requires you to keep detailed records for 2 days)
- Write a 2-page essay on your project, following the "Respond" instructions
- Submit your paper on the first day of class, typed and formatted in MLA style.

Weekly Schedule of Assignments:

Sat. March 15:

ASSIGNMENTS:

- Read: Chapter 1- Everything's an Argument
Ch. 22, p.535, read Riley, "Disability and the Media..."
Reaction paper, page 544 # 1

IN-CLASS ACTIVITIES:

- Introduction to class and to each other
- Introduction to Paper # 1
- Introduction to Argument
- In-class writing sample

Sat. March 22:

ASSIGNMENTS:

- ROUGH DRAFT FOR PAPER # 1 DUE
- Read: Chapter 2- Arguments Based on Emotion
Chapter 3- Arguments Based on Character: Ethos
Read Ch.25, p.809 "The Trouble with Diversity..."

Reaction paper, page 815 #1

IN-CLASS ACTIVITIES:

- Claiming Authority
- Establishing Credibility
- Peer review

Sat. March 29:

ASSIGNMENTS:

- PAPER # 1 DUE
- Read: Chapter 4- Arguments Based on Facts and Reason
Read Ch. 23 p.605, Dumas, “The F Word”
*Reaction paper, p.609 #1 *

IN-CLASS ACTIVITIES:

- Introduction to Paper # 2
- Providing hard evidence
- Using Reason and Common Sense
- Providing Logical Structures for Argument

Sat. April 5:

ASSIGNMENTS:

- ROUGH DRAFT FOR PAPER # 2 DUE
- www.vivavegie.org/101book/text/nolink/social/supersizeme.htm
Look at site, and prepare for discussion of facts in class.
- Read: Chapter 10- Evaluations
Read Ch. 24, p.660, Bittman, “Is Junk Food Really Cheaper?”
Reaction paper, p.664 #2

IN-CLASS ACTIVITIES:

- Understanding Evaluations
- Discussion of website/articles
- Peer review

Sat. April 12:

ASSIGNMENTS:

- PAPER # 2 DUE
- Read: Chapter 12- Proposals
Read Ch. 24, p.703, Pelletier, “The Locavore’s Dilemma”
Reaction paper, p. 706 #4

IN-CLASS ACTIVITIES:

- Introduction to Paper # 3 (Rough Draft Due 4/19)
- Understanding and Categorizing Proposals
- Key Features of Proposals

Sat. April 19:

ASSIGNMENTS:

- ROUGH DRAFT FOR PAPER # 3 DUE
- Read: Chapter 17- Fallacies of Argument
Read Ch. 26,p.963, Michaels “The Trouble with Diversity...”
Reaction paper, p. 969 #1

IN-CLASS ACTIVITIES:

- Fallacies of Emotional Argument
- Fallacies of Ethical/Logical Argument
- Peer review

Sat. April 26:

ASSIGNMENTS:

- PAPER # 3 DUE
- Read: Chapter 14- Visual Arguments
Paper #4 - Introduction to Visual Argument Presentation
Read Ch.27,
p.921, “Making a Visual Argument...”
*Reaction paper, p.926 #1

IN-CLASS ACTIVITIES

- Peer Review of Rough Drafts
- Power of Visual Arguments

Sat. May 3:

ASSIGNMENTS:

- PAPER # 4 – Visual Argument Presentation

IN-CLASS ACTIVITIES:

- Course Review/Evaluation

Letter Grading Scale:

% of Points	Letter	% of Points	Letter
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

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

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
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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