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: PSCI 299 DL1: The American Presidency
INSTRUCTOR: Camille A. Kramer  cakramer@bridgeport.edu
SEMESTER/TERM: FALL 2015
DURATION/TIME: Online August 24 – October 17, 2015 (Eight Weeks)
DATES: Weeks of August 24, 31, September 7, 14, 21, 28, and October 5, 12, 2015
LOCATION: Distant Learning

CAMILLE A. KRAMER MISSION STATEMENT:
As an educator, writer, and business professional, it is my personal goal to spark in my students the love of learning and discovery as a lifelong passion and to empower and facilitate their journey. To this end, I am committed to a student-centered environment of helping my students achieve their own personal educational goals and encouraging them to enlarge their vision of what is possible for them.

COURSE DESCRIPTION:
The American Presidency
Students will become familiar with the institution of the Presidency, and how the men (and possibly women – in the future) who have occupied the office have helped change the institution. Students will also learn how historical trends and cultural shifts also helped define and modify the responsibilities of the office, and how various presidents responded to these challenges.

REQUIRED TEXT:
To order textbooks, go to the bookstore website at https://bridgeport.textbooktech.com/textbook and fill in the information in Textbook Lookup

ADDITIONAL READINGS:
There will be additional readings of the student’s choosing for specific Discussions and for the Research Paper.

COURSE GOALS:
• To acquaint students with all aspects of the Presidency including: constitutional origins, historical perspectives, selection of presidents, Electoral College, and separation of powers.
• To inspire the students to look to primary sources in forming their opinions and evaluations.
• To encourage students to think critically and analytically and to draw upon textual references in expressing their thoughts and ideas.
• To foster a level of confidence in discussing political and historical topics.
• To reveal to the students the importance of their individual contributions to the collaborative learning experience of the entire class.
• To help students develop an ease in written communication both informal and formal.
• To address and fulfill the unique needs of the adult returning student by the encouragement and enhancement of these three vital areas: critical thinking, writing, and communication skills. These form the foundation for success and solid intellectual achievement that will serve the students in all areas of their lives.

STUDENT LEARNING OUTCOMES:
By the conclusion of this course students should:
• Achieve a broad overview of the office of the presidency from its beginnings to the present.
• Arrive at a level of comfort in discerning political topics affecting their lives.
• Appreciate the merits of primary documents in gaining a personal understanding of historical and political events.
• Attain a level of comfort expressing informed opinions on issues, both in online discussions with classmates and in formal paper writing, by supporting arguments with textual and factual references.
• Contribute to the collaborative learning experience of the class by sharing their work and ideas in online discussions.
• Gain additional experience in writing and researching and perfect the use of MLA or APA style.
• Realize they have greatly enhanced their Critical Thinking skills.

COURSE REQUIREMENTS:
This ONLINE class is conducted on CANVAS. There will be weekly readings, weekly Discussions, four Reaction/Response papers, and one Research paper. MLA or APA Style required for all papers. Students must use Canvas to access all class related materials and to submit assignments.

CANVAS:
• All the information required for the class is posted on Canvas.
• Modules have been set up with materials to assist in the understanding of the coursework.
• It is the student’s responsibility to learn how to navigate Canvas.
• Read more about Canvas under “Learning Management System (LMS) – Canvas” toward end of Syllabus.

CANVAS - https://bridgeport.instructure.com/login
Canvas Support: https://bridgeport.instructure.com/courses/829447/
Canvas Student Tutorial https://bridgeport.instructure.com/courses/985903
UB tech support: 203-576-4606   Email: helpdesk@bridgeport.edu OR ubonline@bridgeport.edu

TURNITIN:
Turnitin, UB's plagiarism detection tool, will be enabled for paper submissions. It is the student’s responsibility to view their score and to make absolutely sure all material that is not their original work is cited properly and that a Turnitin Score has been generated. Read more about Plagiarism under “Academic Dishonesty” toward end of Syllabus.

CHECKING EMAILS:
It is the student’s responsibility to access UB e-mail account on a daily basis as per the University’s policy of sending written information only to the UB account. Technology Help Desk: (203-576-4606)   Email: helpdesk@bridgeport.edu
http://www.bridgeport.edu/myub/
• Note: I highly recommend either setting up UB email on your Smartphone or having your UB email forward to your personal email
• Instructions on how to set up all the various options are on this UB site: http://www.bridgeport.edu/ubmail/

NOTIFICATIONS IN CANVAS:
It is the student’s responsibility to set up their Canvas Notifications so that they will very quickly receive any messages from the Professor (Announcements and Assignment or Submission Comments).
Often if I see something that a student can immediately correct, or in the first week if I notice an incomplete assignment or an assignment that is already late, I send a message giving the student the opportunity to edit or complete or submit immediately. If the student does not get the message from me (because their notifications have not been set up properly) they miss out on the opportunity I am extending.
Instructions for Canvas Notifications:
• Log into Canvas
• Top Right - select Settings (or your name)
• Then see choices at left and select Notifications
• For each of the categories (under your UB email) I recommend selecting "notify me right away"
• This is how I have my notifications set as your instructor.

ABSENCE:
Per UB Ideal Policy: One absence = grade reduction by one letter grade. More than one absence = course failure.
In the Online setting an absence would be no work for the week.

ASSIGNMENT LATENESS:
One day late reduces grade by 10%, two days late by 20%, after two days the assignment “times out” and the grade is zero.
GRADING AND EVALUATION

Grading System:
- Four Reaction/Response Papers: 30%  
  (7.5 points x 4 = 30 points)
- Eighteen Discussions 54%  
  (3 points x 18 = 54 points)
- Research Paper Topic: 2%  
  (2 points x 1 = 2 points)
- One Research Paper: 14%  
  (14 points x 1 = 14 points)

GRADING RUBRICS: Listed below the Class Schedule section.

Letter Grading Scale:

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<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<td>89-87</td>
<td>B+</td>
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<td>66-64</td>
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<td>63-60</td>
<td>D-</td>
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<td>Below 60</td>
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See Below: WEEK 1: First written assignment (Introduce Yourself) due First Night of Class: Monday August 24 by midnight

CLASS SCHEDULE, ASSIGNMENTS, CLASS AGENDA:

WEEK 1: MONDAY AUGUST 24, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

➤ Writing Assignment #1: Discussions (General – Introduce Yourself):
  Due: Monday August 24 by midnight
  Use Assignment link in Canvas:
  1. Tell the class a little bit about yourself. What are you doing in addition to going to school? How did you come to be here at University of Bridgeport? How far along are you in the IDEAL program? Is this your first online class? What are your hopes and aspirations once you earn your undergraduate degree? What are the challenges you face returning to school as an adult? Why did you select this particular class? What are your hopes for achievement? (250 word minimum)
  2. Reply to the postings of two other students (more if you like). (100 word minimum each)

➤ Reading Assignment:
  Due: Tuesday August 25 by midnight
  o Chapter 1. Presidential Leadership: An Introduction. Pages 1-17
  o Chapter 2. The Nomination Process. Pages 27-50 and Conclusion 56

➤ Writing Assignment #2: Discussions (Chapter Readings – 1 and 2):
  Due: Wednesday August 26 by midnight
  Use Assignment link in Canvas:
  1. Five Paragraphs to the Discussion
     Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)
     Paragraph 2: What information did you already know?
     Paragraph 3: What information was new to you?
     Paragraph 4: What are your thoughts and personal opinions on what you read?
Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?

2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

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**Reviewing Assignment:**
Due: Thursday August 27 by midnight
Review Online Learning and Navigating Canvas:
- Overview of Online Learning at UB [http://www.bridgeport.edu/academics/online-programs/how-it-works/](http://www.bridgeport.edu/academics/online-programs/how-it-works/)
- Instructions for Taking a UB Online Course [http://www.bridgeport.edu/academics/online-programs/your-first-course/](http://www.bridgeport.edu/academics/online-programs/your-first-course/)
- Canvas Student Tutorial [https://bridgeport.instructure.com/courses/985903](https://bridgeport.instructure.com/courses/985903)

**Viewing Assignment:**
Due: Thursday August 27 by midnight
Decide whether you will do your papers in APA Style OR MLA Style.
Whichever you choose, watch the appropriate “refresher” video below: (select one)
- MLA Style Essay Format – Word Tutorial [http://www.youtube.com/watch?v=22CPQoLE4U0](http://www.youtube.com/watch?v=22CPQoLE4U0)

**Writing Assignment #3: Discussions (Your Own Article):**
Due: Friday August 28 by midnight
Use Assignment link in Canvas:
1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.
3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

**Note: MLA and APA Style Paper Quick References: Posted on Canvas – Modules**

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**WEEK 2: MONDAY AUGUST 31, 2015**

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

**Reading Assignment:**
Due: Monday August 31 by midnight
- Chapter 3. The Presidential Election. Pages 62 -84 and Conclusion 94
- Chapter 4. The President and the Public. Pages 100 – 118 and Conclusion 147-148

**Writing Assignment #1: Discussions (Chapter Readings – 3 and 4):**
Due: Tuesday September 1 by midnight
Use Assignment link in Canvas:
1. Five Paragraphs to the Discussion
   - Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)
   - Paragraph 2: What information did you already know?
   - Paragraph 3: What information was new to you?
   - Paragraph 4: What are your thoughts and personal opinions on what you read?
   - Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

**Writing Assignment #2: Discussions (Your Own Article):**
Due: Wednesday September 2 by midnight
Use Assignment link in Canvas:
1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.
3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

Viewing/Reviewing Assignment:
Due: Thursday September 3 by midnight
Refresh your understanding of Plagiarism:
Note: Plagiarism and Turnitin Quick Reference Posted on Canvas – Modules
- Video: “How to avoid plagiarism - Tips for students” 2.5 minutes https://www.youtube.com/watch?v=OsAQOnjk_To
- “Student Training Viewing Originality Reports” Instructions plus 2.3 minute video http://turnitin.com/en_us/training/student-training/viewing-originality-reports
- “How do I view Turnitin results for an Assignment?” http://guides.instructure.com/s/2204/m/4212/1/64432-how-do-i-view-turnitin-results-for-an-assignment

Writing Assignment #3: Reaction/Response Paper:
Due: Friday September 4 by midnight
Use Assignment link in Canvas: (Submit word document)
Write a two page Response/Reaction Paper in MLA or APA Style based on your particular area of interest in this week’s assigned chapter(s). Certainly may include pages in chapter(s) that were not assigned. Do NOT do a summary of the readings. Select your area of interest and focus on that. You may (but don’t have to) use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply. Also refer to Grading Rubric for more details)
NOTE: Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:
- Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)
- Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly. How to view: http://guides.instructure.com/s/2204/m/4212/1/64432-how-do-i-view-turnitin-results-for-an-assignment


WEEK 3: MONDAY SEPTEMBER 7, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

Reading Assignment:
Due: Monday September 7 by midnight
- Chapter 5. The President and the Media. Pages 159-191 and Conclusion 192.
- Chapter 6. Presidents and their Advisors. Pages 202-210 and Conclusion 230-231

Writing Assignment #1: Discussions (Chapter Readings – 5 and 6):
Due: Tuesday September 8 by midnight
Use Assignment link in Canvas:
1. Five Paragraphs to the Discussion
   - Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)
   - Paragraph 2: What information did you already know?
   - Paragraph 3: What information was new to you?
   - Paragraph 4: What are your thoughts and personal opinions on what you read?
Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?

2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.

➢ **Writing Assignment #2: Discussions (Your Own Article):**
Due: Wednesday September 9 by midnight
Use Assignment link in Canvas:
1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.
3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

➢ **Writing Assignment #3: Reaction/Response Paper:**
Due: Friday September 11 by midnight
Use Assignment link in Canvas: (Submit word document)
Write a two page Reaction/Response Paper in MLA or APA Style based on your particular area of interest in this week’s assigned chapter(s). Certainly may include pages in chapter(s) that were not assigned. Do NOT do a summary of the readings. Select your area of interest and focus on that. You may (but don’t have to) use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply. Also refer to Grading Rubric for more details)

**NOTE:** Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:
- Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)
- Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly. How to view: [http://guides.instructure.com/s/2204/m/4212/l/64432-how-do-i-view-turnitin-results-for-an-assignment](http://guides.instructure.com/s/2204/m/4212/l/64432-how-do-i-view-turnitin-results-for-an-assignment)


WEEK 4: MONDAY SEPTEMBER 14, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

➢ **Reading Assignment:**
Due: Monday September 14 by midnight
- Chapter 8. The President and the Executive Branch Pages 280-298 and Conclusion 219

➢ **Writing Assignment #1: Discussions (Chapter Readings – 7 and 8):**
Due: Tuesday September 15 by midnight
Use Assignment link in Canvas:
1. Five Paragraphs to the Discussion
   - Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)
   - Paragraph 2: What information did you already know?
   - Paragraph 3: What information was new to you?
   - Paragraph 4: What are your thoughts and personal opinions on what you read?
   - Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.

➢ **Writing Assignment #2: Discussions (Your Own Article):**
Due: Wednesday September 16 by midnight
Use Assignment link in Canvas:
1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.
3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

Writing Assignment #3: Reaction/Response Paper:
Due: Friday September 18 by midnight
Use Assignment link in Canvas: (Submit word document)
Write a two page Reaction/Response Paper in MLA or APA Style based on your particular area of interest in this week’s assigned chapter(s). Certainly may include pages in chapter(s) that were not assigned. Do NOT do a summary of the readings. Select your area of interest and focus on that. You may (but don’t have to) use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply. Also refer to Grading Rubric for more details)
NOTE: Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:
• Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)
• Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly. How to view: http://guides.instructure.com/s/2204/m/4212/l/64432-how-do-i-view-turnitin-results-for-an-assignment

WEEK 5: MONDAY SEPTEMBER 21, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

Reading Assignment:
Due: Monday September 21 by midnight
• Chapter 9. The President and Congress. Pages 328-342, 351-354, and 362-368
• Chapter 10. The President and the Judiciary. Pages 375-387 and Conclusion 404

Writing Assignment #1: Research Paper Topic:
Due: Tuesday September 22 by midnight
Use Assignment link in Canvas: (Submit word document)
Topic for Research Paper, as well as statement explaining why this topic was chosen. (2 elements needed) Topic may be chosen from any area covered in the text (even chapters not yet assigned)

Note: No Paper due this week. Start working on research for your Research Paper

Writing Assignment #2: Discussions (Chapter Readings – 9 and 10):
Due: Wednesday September 23 by midnight
Use Assignment link in Canvas:
1. Five Paragraphs to the Discussion
   Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)
   Paragraph 2: What information did you already know?
   Paragraph 3: What information was new to you?
   Paragraph 4: What are your thoughts and personal opinions on what you read?
   Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.

Writing Assignment #3: Discussions (Your Own Article):
Due: Friday September 25 by midnight
Use Assignment link in Canvas:
1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.
3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

WEEK 6: MONDAY SEPTEMBER 28, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

- **Reading Assignment:**
  Due: Monday September 28 by midnight

- **Writing Assignment #1: Discussions (Chapter Readings – 11 and 12):**
  Due: Tuesday September 29 by midnight
  Use Assignment link in Canvas:
  1. Five Paragraphs to the Discussion
     Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)  
     Paragraph 2: What information did you already know?  
     Paragraph 3: What information was new to you?  
     Paragraph 4: What are your thoughts and personal opinions on what you read?  
     Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?
  2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.

- **Writing Assignment #2: Discussions (Your Own Article):**
  Due: Wednesday September 30 by midnight
  Use Assignment link in Canvas:
  1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
  2. Reply with comments to postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.
  3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

- **Writing Assignment #3: Reaction/Response Paper:**
  Due: Friday October 2 by midnight
  Use Assignment link in Canvas: (Submit word document)
  Write a two page Reaction/Response Paper in MLA or APA Style based on your particular area of interest in this week’s assigned chapter(s). Certainly may include pages in chapter(s) that were not assigned. Do NOT do a summary of the readings. Select your area of interest and focus on that. You may (but don’t have to) use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply. Also refer to Grading Rubric for more details)

**NOTE:** Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:
- Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)
- Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly. How to view:

WEEK 7: MONDAY OCTOBER 5, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

➢ Reading Assignment:
   Due: Monday October 5 by midnight
   o Chapter 13. Foreign and Defense Policy Making. Pages 461-496

➢ Note: This week will have no papers just Discussions. You should be working on your Research Papers.
   One of the discussions will be sharing whatever you like about the Research Paper process.

➢ Writing Assignment #1: Discussions (General – Relating to Research Paper):
   Due: Tuesday October 6 by midnight
   Use Assignment link in Canvas:
   1. Post comments about anything relating to your Research Paper. Examples: How is it going? Do you have research ideas to share? Do you want suggestions for your own paper? Anything related to the Research Paper is appropriate. (250 word minimum)
   2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
      Must address classmates by name.

➢ Writing Assignment #2: Discussions (Chapter Readings – 13):
   Due: Wednesday October 7 by midnight
   Use Assignment link in Canvas:
   1. Five Paragraphs to the Discussion
      Paragraph 1: Summarize the main ideas in the text reading - include the text name, authors, and chapter(s)
      Paragraph 2: What information did you already know?
      Paragraph 3: What information was new to you?
      Paragraph 4: What are your thoughts and personal opinions on what you read?
      Paragraph 5: Was there one specific topic in the readings that particularly interested you? Why? And if you wanted to find out more information about it, where might you search?
   2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
      Must address classmates by name.

➢ Writing Assignment #3: Discussions (Your Own Article):
   Due: Friday October 9 by midnight
   Use Assignment link in Canvas:
   1. Find your own online article about any aspect of this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
   2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
      Must address classmates by name.
   3. Primary Source Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date, and URL link. Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

WEEK 8: MONDAY OCTOBER 12, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas – Modules

➢ Reading Assignment: NONE

➢ Note: This week will have no readings. Put finishing touches on Research Paper.

➢ Writing Assignment #1: Research Paper:
Due: Tuesday October 13 by midnight
Use Assignment link in Canvas: (Submit word document)
Write a three page Research Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the ENTIRE TEXT. (Does not have to be have been assigned as a reading)

NOTE: Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:
- Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)
- Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly. How to view:
  [link]

Writing Assignment #2: Discussions (General – Research Paper):
Due: Wednesday October 14 by midnight
Use Assignment link in Canvas:
1. Discuss your Research Paper. Examples: Why did you pick this topic? What did you find particularly interesting? What did you learn that you didn’t know before? (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
Must address classmates by name.

Writing Assignment #3: Discussions (General – Evaluation):
Due: Friday October 16 by midnight
Use Assignment link in Canvas:
The learning outcome goals for this class as stated on the Syllabus were:
Upon successful completion of this course, students will be able to:
- Achieve a broad overview of the office of the presidency from its beginnings to the present.
- Arrive at a level of comfort in discerning political topics affecting their lives.
- Appreciate the merits of primary documents in gaining a personal understanding of historical and political events.
- Attain a level of comfort expressing informed opinions on issues, both in online discussions with classmates and in formal paper writing, by supporting arguments with textual and factual references.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas in online discussions.
- Gain additional experience in writing and researching and perfect the use of MLA or APA style.
- Realize they have greatly enhanced their Critical Thinking skills.
Assignment:
1. Please post comments about how your own personal outcomes reflected the goals. (250 word minimum)
2. Reply with comments to postings of two other students (more if you like). (100 word minimum each)
Must address classmates by name.

SPECIFIC GRADING RUBRICS FOR THIS COURSE: (Also On Canvas: Under Modules – Grading Rubrics)

<table>
<thead>
<tr>
<th>GRADING RUBRIC I: Reaction/Response Papers:</th>
<th>X/7.5</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Reaction/Response Papers: 30% (7.5 points x 4 = 30 points)</td>
<td></td>
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<tr>
<td>Total Value per assignment: 7.5% of final grade (total of 7.5 points)</td>
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<tr>
<td>Total Value for entire course: 30% of final grade (30 points) (4 @ 7.5 pts =30 pts)</td>
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Content and Development
All key elements of the assignment are covered in a substantive way:
- MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference)
- Abstract is included if use APA Style (worth .25)
- Two FULL pages (in addition to the Abstract if use APA Style) 1.25
- Key elements of Reaction/Response Paper presented (See Reaction/Response Paper Quick Reference Posted on Canvas: Under Modules – Quick Reference) .25
• The names of the reading, author, and publication date for all material discussed must be clearly stated.

Examples:
✓ Name of Text, Author, Publication Date, Chapter.
✓ Name of Article, Author, Publication Date
✓ Primary Source Name, Author, Date

• References Page or Works Cited included on separate last page
• In-text citation used (or footnotes)
• Major points are supported by specific details, examples, or analysis;
• There is a clear conclusion (wrap up) to the paper.

Note: In separate assignment you will share comments with class via discussion

Readability, Style, and Mechanics
All key elements of good writing are present:
• The tone is appropriate to the content and assignment
• Sentences are complete, clear, and concise
• Sentences are well constructed, strong, and varied
• Sentence transitions are present and maintain the flow of thought
• Rules of grammar, usage, spelling, and punctuation are followed

Total Points: (Out of Possible 7.5 Points) 7.5

GRADING RUBRIC II: Research Paper topic:
Research Paper Topic: 2% (2 points x 1 = 2 points) X/2 Pts Earned Pts
Total Value for entire class: 2% of final grade (2 points) (1 @ 2 pts =2 pts)

Topic for Research Paper Submitted
1
Statement explaining why this topic was chosen
1

Total Points: (Out of Possible 2 Points) 2

GRADING RUBRIC III: Research Paper
One Research Paper: 14% (14 points x 1 = 14 points) X/14Pts Earned Pts
Total Value for entire course: 14% of final grade (14 points) (1 @ 14 pts =14 pts)

Content and Development
All key elements of the assignment are covered in a substantive way:
• MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference)
• Abstract is included if use APA Style (worth .5)
• Three FULL pages (in addition to the Abstract if use APA Style) 1.5
• At least one primary source used 1.25
• At least two secondary sources used 1.25
• References Page or Works Cited included on separate last page 1.25
• In-text citation used (or footnotes) .75
• All material used should include title, author, and publication date 1
• Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically 1
- The introduction provides sufficient background on the topic and previews major points. .5
- The conclusion is logical, flows from the body of the paper, and reviews the major points. .5

Note: In separate assignment you will share comments with class via discussion

**Readability, Style, and Mechanics**

All key elements of good writing are present:

- Sentences are complete, clear, and concise 1
- Sentences are well constructed, strong, and varied 1
- Sentence transitions are present and maintain the flow of thought .5
- Rules of grammar, usage, spelling, and punctuation are followed 1

**Total Points:** (Out of Possible 14 Points) 14

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**GRADING RUBRIC IV: Online Discussion General:**

Includes:
- General – Introduce Yourself
- General – Relating to Research Paper
- General – Research Paper
- General – Evaluation

Eighteen Discussions altogether (3 types): 54%  
(3 points x 18 = 54 points)  
Total Value per assignment: 3% of final grade (total of 3 points)  
Total Value for entire course: 54% of final grade (54 points) (18 @ 3 pts =54 pts)

*Please keep in mind that these discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper which would be more formal and free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead*

Comply with all requested items of the assignment including 250 word minimum  
- Reply with comments to postings of two other students (more if you like)  
- Must address classmates by name.  
- First two have 100 word minimum –after that no word requirement)

**Total Points:** (Out of Possible 3 Points) 3

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**GRADING RUBRIC V: Online Discussion on Chapter Readings:**

Eighteen Discussions altogether (3 types): 54%  
(3 points x 18 = 54 points)  
Total Value per assignment: 3% of final grade (total of 3 points)  
Total Value for entire course: 54% of final grade (54 points) (18 @ 3 pts =54 pts)

*Please keep in mind that these discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper which would be more formal and free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead*

All Five required Paragraphs written  
- Reply with comments to postings of two other students (more if you like)  
- Must address classmates by name.  
- First two have 100 word minimum –after that no word requirement)

**Total Points:** (Out of Possible 3 Points) 3
## GRADING RUBRIC VI: Online Discussion on Your Own Article:

<table>
<thead>
<tr>
<th>X/3 Pts</th>
<th>Earned Pts</th>
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</thead>
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Eighteen Discussions altogether (3 types): 54% (3 points x 18 = 54 points)  
Total Value per assignment: 3% of final grade (total of 3 points)  
Total Value for entire course: 54% of final grade (54 points) (18 @ 3 pts =54 pts)

*Please keep in mind that these discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper which would be more formal and free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead.*

- Provide your own online article about this week’s topic.
- Give the Article Name, Author, and URL link.
- Then explain what you found interesting about this article.
- (250 word minimum)

1.5

- Reply with comments to postings of two other students (more if you like)
- Must address classmates by name.
- First two have 100 word minimum –after that no word requirement)

1

- Primary Source Exercise: Find a primary source online based on this week’s topic.  
  Give:
  1. Source Name
  2. Author
  3. Date
  4. URL link

  Nothing further needs to be done (Tip on how to find: Go to Google, Type in: Primary Source + Topic)

.5

Total Points: (Out of Possible 3 Points) 3

## 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/](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 reword 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
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](http://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](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](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](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](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](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](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](http://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>
</tr>
</thead>
<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:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@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>
</tbody>
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### CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</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>
</tr>
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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.