COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
COURSE: HIST 207 DL2: American History to 1877
INSTRUCTOR: Camille A. Kramer cakramer@bridgeport.edu
SEMESTER/TERM: SPRING 2015
DURATION/TIME: Online March 9 - May 2, 2015 (Eight Weeks)
DATES: Weeks of March 9, 16, 23, 30 April 6, 13, 20, 27 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 about what is possible for them.

COURSE DESCRIPTION:
American History to 1877
European background to discovery and exploration. The English colonies; struggle for North America; the Revolution; constitutional development; growth of democracy; westward expansion; sectionalism; Civil War and Reconstruction. Major political, social, economic, and cultural trends in American society through Reconstruction. Prerequisite Courses: None Course Code: LA, SS, SsC

REQUIRED TEXT:
To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

COURSE GOAL:
To address and fulfill the unique needs of the adult returning student, the overarching goal of this class is 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 completion of this course students should be able to:
  - Identify the major political, economic, social and cultural trends in American history from 1607-1865.
  - Recognize unfamiliar cultures/peoples from the time period.
  - Analyze and interpret primary sources from the time period.
  - Express themselves coherently in both oral and/or written forms.
  - Appreciate the merits of primary documents in gaining a personal understanding of historical and political events.
  - Contribute to the collaborative learning experience of the class by sharing their work and ideas.
  - Gain additional experience in researching.

CHECKING EMAILS:
It is the students’ 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/
COURSE REQUIREMENTS:
This ONLINE class is conducted on CANVAS. There will be weekly readings, weekly writing assignments to be posted on 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 - https://bridgeport.instructure.com/login
Canvas Support: https://bridgeport.instructure.com/courses/829447/
UB tech support: 203-576-4606 Email: helpdesk@bridgeport.edu

ASSIGNMENT LATENESS:
One day late reduces grade by 10%, two days late by 20%, after two days late grade is zero.

GRADING AND EVALUATION
Grading System:
Four Reaction/Response Papers: 30% (7.5 points x 4 = 30 points)
Four Discussions on Reaction/Response Papers: 12% (3 points x 4 = 12 points)
One Research Paper Topic: 2% (2 points x 1 = 2 points)
One Research Paper: 14% (14 points x 1 = 14 points)
One Discussion on Research Paper: 3% (3 points x 1 = 3 points)
Thirteen Discussions (all others): 39% (3 points x 13 = 39 points)

GRADING RUBRICS: See below after all assignments

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
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<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
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<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

See below: SESSION I: First written assignment due: Monday 3/9 by midnight

CLASS SCHEDULE, ASSIGNMENTS, CLASS AGENDA:

SESSION 1: MONDAY MARCH 9, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments
- Reviewing Assignment: Review at home and make sure you know how to navigate Canvas.
  Canvas Student Tutorial https://bridgeport.instructure.com/courses/985903
- Viewing Assignment: Decide whether you will do your papers in APA Style OR MLA Style.
  Whichever you choose, watch the appropriate “refresher” video below: (select one)
  APA Format Citations-Sixth (6th) Edition http://www.youtube.com/watch?v=9pbUoNa5tyY
MLA Style Essay Format - Word Tutorial  http://www.youtube.com/watch?v=22CPQoLE4U0

- **Reading Assignment:**
  - Chapter 1 A New World
  - Chapter 2 Beginnings of English America, 1607-1660

- **Writing Assignment #1: Discussions (Introduction/Expectations):**
  Due: Monday March 9 by midnight
  Post to Canvas, Discussions:
  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? 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 US History class? What are your hopes for achievement?
  2. Comment on postings of two other students (more if you like).

- **Writing Assignment #2: Discussions (Chapter 1):**
  Due: Wednesday March 11 by midnight
  Post to Canvas, Discussions:
  1. Select a topic of particular interest to you in this chapter and write about it and give your own “take” on it. (250 word minimum)
  2. Comment on postings of two other students (more if you like).

- **Writing Assignment #3: Discussions (Chapter 2):**
  Due: Friday March 13 by midnight
  Post to Canvas, Discussions:
  1. Select a topic of particular interest to you in this chapter and write about it and give your own “take” on it. (250 word minimum)
  2. Comment on postings of two other students (more if you like).

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SESSION 2: MONDAY MARCH 16, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

- **Reading Assignment:**
  - Chapter 3 Creating Anglo-America, 1660-1750
  - Chapter 4 Slavery, Freedom, And The Struggle For Empire, To 1763

- **Writing Assignment #1: Response/Reaction Paper**
  Due: Monday March 16 by midnight
  Submit by uploading to Canvas link under Assignments
  Write a two page Response/Reaction Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the assigned readings.

  More details on Canvas: Modules – Quick Reference AND Syllabus – Grading Rubric

- **Writing Assignment #2: Discussions (Response/Reaction Paper):**
  Due: Wednesday March 18 by midnight
  Post to Canvas, Discussions:
  1. Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  2. Comment on postings of two other students (more if you like).

- **Writing Assignment #3: Discussions (Chapter 3-4):**
  Due: Friday March 20 by midnight
  Post to Canvas, Discussions:
  1. Select another topic of particular interest to you in this week’s readings different from the topic of your reaction response paper. Write about it and give your own “take” on it. (250 word minimum)
  2. Comment on postings of two other students (more if you like).
SESSION 3: MONDAY MARCH 23, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

➢ Reading Assignment:
  o Chapter 5 The American Revolution, 1763-1783
  o Chapter 6 The Revolution Within

➢ Writing Assignment #1: Response/Reaction Paper
Due: Monday March 23 by midnight
Submit by uploading to Canvas link under Assignments
Write a two page Response/Reaction Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the assigned readings.

More details on Canvas: Modules – Quick Reference AND Syllabus – Grading Rubric

➢ Writing Assignment #2: Discussions (Response/Reaction Paper):
Due: Wednesday March 25 by midnight
Post to Canvas, Discussions:
1. Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #3: Discussions (Chapter 5-6):
Due: Friday March 27 by midnight
Post to Canvas, Discussions:
1. Select another topic of particular interest to you in this week’s readings different from the topic of your reaction response paper. Write about it and give your own “take” on it. (250 word minimum)
2. Comment on postings of two other students (more if you like).

SESSION 4: MONDAY MARCH 30, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

➢ Reading Assignment:
  o Chapter 7 Founding A Nation, 1783-1789
  o Chapter 8 Securing The Republic, 1790-1815

➢ Writing Assignment #1: Response/Reaction Paper
Due: Monday March 30 by midnight
Submit by uploading to Canvas link under Assignments
Write a two page Response/Reaction Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the assigned readings.

More details on Canvas: Modules – Quick Reference AND Syllabus – Grading Rubric

➢ Writing Assignment #2: Discussions (Response/Reaction Paper):
Due: Wednesday April 1 by midnight
Post to Canvas, Discussions:
1. Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #3: Discussions (Chapter 7-8):
Due: Friday April 3 by midnight
Post to Canvas, Discussions:
1. Select another topic of particular interest to you in this week’s readings different from the topic of your reaction response paper. Write about it and give your own “take” on it. (250 word minimum)
2. Comment on postings of two other students (more if you like).

SESSION 5: MONDAY APRIL 6, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

➢ Reading Assignment:
  o Chapter 9 The Market Revolution, 1800-1840
  o Chapter 10 Democracy In America, 1815-1840

➢ Writing Assignment #1: Research Paper Topic
  Due: Monday April 6 by midnight
  Submit by uploading to Canvas link under Assignments
  Topic for Research Paper, as well as statement explaining why this topic was chosen. (2 elements needed)

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

➢ Writing Assignment #2: Discussions (Chapter 9):
  Due: Wednesday April 8 by midnight
  Post to Canvas, Discussions:
  1. Select a topic of particular interest to you in this chapter and write about it and give your own “take” on it. (250 word minimum)
  2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #3: Discussions (Chapter 10):
  Due: Friday April 10 by midnight
  Post to Canvas, Discussions:
  1. Select a topic of particular interest to you in this chapter and write about it and give your own “take” on it. (250 word minimum)
  2. Comment on postings of two other students (more if you like).

WEEK 6: MONDAY APRIL 13, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

➢ Reading Assignment:
  o Chapter 11 The Peculiar Institution
  o Chapter 12 An Age Of Reform, 1820-1840

➢ Writing Assignment #1: Response/Reaction Paper
  Due: Monday April 13 by midnight
  Submit by uploading to Canvas link under Assignments
  Write a two page Response/Reaction Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the assigned readings.
  More details on Canvas: Modules – Quick Reference AND Syllabus – Grading Rubric

➢ Writing Assignment #2: Discussions (Response/Reaction Paper):
  Due: Wednesday April 15 by midnight
  Post to Canvas, Discussions:
  1. Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction.
  2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #3: Discussions (Chapter 11-12):
  Due: Friday April 17 by midnight
  Post to Canvas, Discussions:
1. Select another topic of particular interest to you in this week’s readings different from the topic of your reaction response paper. Write about it and give your own “take” on it. (250 word minimum)

2. Comment on postings of two other students (more if you like).

SESSION 7: MONDAY APRIL 20, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

➢ Reading Assignment:
  o Chapter 13 A House Divided, 1840-1861
  o Chapter 14 A New Birth Of Freedom: The Civil War, 1861-1865

➢ Note: This week will have no papers. You should be working on your Research Papers.
  There will be three discussions where you can share whatever you would like to share with your classmates about the process. How is it going? Do you want to share ideas for research? Do you want suggestions for your own paper? Anything related to the Research Paper is appropriate.

➢ Writing Assignment #1: Discussions (Relating to Research Paper A):
  Due: Monday April 20 by midnight
  Post to Canvas, Discussions:
  1. Post 3 or 4 comments about anything relating to your Research Paper.
  2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #2: Discussions (Relating to Research Paper B):
  Due: Wednesday April 22 by midnight
  Post to Canvas, Discussions:
  1. Post 3 or 4 comments about anything relating to your Research Paper.
  2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #3: Discussions (Relating to Research Paper C):
  Due: Friday April 24 by midnight
  Post to Canvas, Discussions:
  1. Post 3 or 4 comments about anything relating to your Research Paper.
  2. Comment on postings of two other students (more if you like).

WEEK 8: MONDAY APRIL 27, 2015

Note: ALL assignments can be found on both the syllabus and on Canvas: Under Assignments

➢ Reading Assignment:
  ➢ Chapter 15 "What Is Freedom?" Reconstruction, 1865–1877

➢ Writing Assignment: Research Paper
  Due: Monday April 27 by midnight
  Submit by uploading to Canvas link under Assignments
  Write a three page Research Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the ENTIRE TEXT.
  More details on Canvas: Modules – Quick Reference AND Syllabus – Grading Rubric

➢ Writing Assignment #2: Discussions (Research Paper):
  Due: Wednesday April 29 by midnight
  1. Post 3 or 4 comments about your Research Paper of interest to your classmates
  2. Comment on postings of two other students (more if you like).

➢ Writing Assignment #3: Discussions (Evaluation):
  Due: Friday May 1 by midnight
  Post to Canvas, Discussions:
The course and learning outcome goals for this class as stated on the syllabus were:

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

- Identify the major political, economic, social and cultural trends in American history from 1607-1865.
- Recognize unfamiliar cultures/peoples from the time period.
- Analyze and interpret primary sources from the time period.
- Express themselves coherently in both oral and/or written forms.
- Appreciate the merits of primary documents in gaining a personal understanding of historical and political events.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas.
- Gain additional experience in researching.

1. Please post comments about how your own personal outcomes reflected the goals.
2. Comment on postings of two other students (more if you like).

SIX 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 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Reaction/Response Papers: 30%</td>
<td>(7.5 points x 4 = 30 points)</td>
<td></td>
</tr>
<tr>
<td>Total Value per assignment: 7.5% of final grade (total of 7.5 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Value for entire course: 30% of final grade (30 points) (4 @ 7.5 pts =30 pts)</td>
<td></td>
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</tbody>
</table>

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) 1.25
- Two pages (in addition to the Abstract if use APA Style) 1.25
- Abstract is included if use APA Style .5
- Key elements of Reaction/Response Paper presented (See Reaction/Response Paper Quick Reference Posted on Canvas: Under Modules – Quick Reference) .25
- In first paragraph must identify the name of the text, the author, year it was published, and the chapter being written about. 1.25
- Major points are stated clearly and are organized logically .25
- Major points are supported by specific details, examples, or analysis; .75

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 .25
- Sentences are complete, clear, and concise .5
- Sentences are well constructed, strong, and varied .5
- Sentence transitions are present and maintain the flow of thought .25
- Rules of grammar, usage, spelling, and punctuation are followed .5

Total Points: (Out of Possible 7.5 Points) 7.5
**GRADING RUBRIC II: Online Discussions on Reaction/Response Papers:**

<table>
<thead>
<tr>
<th>Four Discussions on Reaction/Response Papers: 12% (3 points x 4 = 12 points)</th>
<th>X/3 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Value per assignment: 3% of final grade (total of 3 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Value for entire course: 12% of final grade (12 points) (4 @ 3 pts =12 pts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction 2 pts
- Comment on postings of two other students (more if you like) 1 pt

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

2

**GRADING RUBRIC III: Research Paper topic:**

<table>
<thead>
<tr>
<th>Research Paper Topic: 2% (2 points x 1 = 2 points)</th>
<th>X/2 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Value for entire class: 2% of final grade (2 points) (1 @ 2 pts =2 pts)</td>
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<td></td>
</tr>
</tbody>
</table>

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

*Total Points: (Out of Possible 2 Points)*

2

**GRADING RUBRIC IV: Research Paper**

<table>
<thead>
<tr>
<th>One Research Paper: 14% (14 points x 1 = 14 points)</th>
<th>X/14Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Value for entire course: 14% of final grade (14 points) (1 @ 14 pts =14 pts)</td>
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</tbody>
</table>

*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) 1.5 pt
  - Three pages (in addition to the Abstract if use APA Style) 1.5 pt
  - Abstract is included if use APA Style 1 pt
  - At least one primary source used 1 pt
  - At least two secondary sources used 1 pt
  - References Page included 1.25 pt
  - In-text citation used (or footnotes) 1.25 pt
  - Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically 1 pt
  - The introduction provides sufficient background on the topic and previews major points .5 pt
  - The conclusion is logical, flows from the body of the paper, and reviews the major points .5 pt

*Readability, Style, and Mechanics*

- All key elements of good writing are present:
  - Sentences are complete, clear, and concise 1 pt
  - Sentences are well constructed, strong, and varied 1 pt
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 V: Online Discussion on Research Paper:**

One Discussion on Research Paper: 3% (3 points x 1 = 3 points) | X/3 Pts Earned Pts
Total Value for entire course: 3% of final grade (3 points) (1 @ 3 pts =3 pts) | 

Post 3 or 4 comments about your Research Paper of interest to your classmates | 2
Comment on postings of two other students (more if you like) | 1

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

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**GRADING RUBRIC VI: Online Discussions (all others):**

Thirteen Discussions (all others): 39% (3 points x 13 = 39 points) | X/3 Pts Earned Pts
Total Value per assignment: 3% of final grade (total of 3 points) | 
Total Value for entire course: 39% of final grade (39 points) (13 @ 3 pts =39 pts) | 

Select a topic of particular interest to you in this chapter and write about it and give your own “take” on it. (250 word minimum)
Note: different from the topic of your reaction response paper if there is a reaction paper the same week.

Comment on postings of two other students (more if you like) | 1

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

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**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:
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 Wahlsstrom 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

<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:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@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>
</table>

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>
</tbody>
</table>
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