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: HUSV 305 ID2, Group Interaction
Semester and Term: SPRING 2015
Day and Dates: Wednesdays, 2/18/2015 – 3/18/2015
Time: 6pm – 10pm
Campus Location: Bridgeport

Course Description:
Strategies and Techniques of Group Interaction
Students become aware of strategies and techniques of group interaction as they relate to behavioral outcomes. Different theoretical models will be offered and opportunities will be given to demonstrate the effectiveness of specific approaches to unique populations.
Prerequisite Courses: HUSV 201 or HUSV 203
Course Code: HS, PSY-PE, HSM, DM-HPR, HSM

Instructor & contact information: Tracy Mello, MSW
Tel: 203-455-7588
Email: tlfenster@bridgeport.edu

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.

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

- Identify and discuss different types of groups.
- How to organize and develop a group.
- Identify content and process as they relate to group work.
- Recognize stages of group development.
- Demonstrate the use of feedback for group process evaluation.
- Gain insight into the group process and group member “roles”.
- Increase awareness of how personal values, bias’ and beliefs influence his/her role in groups.
- Understand ethical issues involved in-group work.
First Assignment Prior to the First Class:

Prior to the first evening of class you will need to research a group that you will participate in for 3 weeks of class. You can go to open AA meetings, weight watchers meetings, bereavement groups, parent support groups. If you need help finding a group call 211 or look up 211 on the Internet for groups in your area. Call and find out if the group will run while this class runs. Find out what the attendance criteria is to ensure you will be able to attend. Pick something fun, something you can grow from. Come to class prepared to talk about the group you will be attending. Research and describe the history of the group. What type of group is it? What type of model do they follow? Is it a closed or open group? When did the group start? How are members selected? Who runs the group etc. Provide as much detail as possible and include why you chose this particular group.

On the first evening of class you will need to have a written paper that includes all of the information mentioned above. In addition to this your paper must include your knowledge and experience of group work prior to taking the course.

The following is a guide to use for the research paper.

**Description:** A Research/Thesis Paper is a writing assignment where you may either:

a) research a specific topic to gain better insight and then express your interpretations and evaluations, or,

b) make a persuasive argument or take a stand on an issue and then provide evidence to prove the validity of your points.

It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the Declaration of Independence is a secondary source, while the actual Declaration of Independence is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

**Paper Format:**

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Minimum 3 pages
- Use at least two (2) reference sources. One can be the book.
- Double spaced
- 12 point font (Times New Roman generally preferred)
- Works Cited: Required
- Page One Top Left (double spaced):
  - Your Name:
  - Course Name:
  - Instructor’s Name:…(please see next next page)
Introductory Paragraph:

Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your paper.

Organizing Ideas:

- Thesis statement forms the basis of the paper
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using quotes
- The use of the first person “I” is not appropriate for a research paper.

Body of the Paper:

- Present your ideas in a logical way with references to texts.

Concluding Paragraph:

- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.

Assignments:

All assignments and papers must be typed (hand written papers will not be accepted.)

All assignments/papers are due on the due date or submitted by midnight of the due date for full credit.

There will be 4 written homework assignments. Each of these will be a reaction paper speaking about your attendance in the group outside of the class. Each of these reaction papers must be 1-2 pages typed.

The midterm and final exam will be based on the materials covered in class. Each week there will be worksheets completed and those worksheets will be the study guides for the exams.

There will also be in class group activities.
**Attendance/Participation**

* Attendance and participation are key components to completing this course Successfully.

* To earn points in this area you must attend class and actively participate.

* Students who attend class late, or leave early will not earn full participation points for that class.

* Missing one class session (5 or 8 week term) will drop the final grade by one letter grade. (exp.: An earned “A” in the course will become a “B” as the final grade.)

**Description of Weekly Sessions:**

**Session #1 2/18**

Come prepared having read chapters 1 and 2. In addition to this the first homework assignment is due. This assignment will include what group you have chosen to attend for three weeks during the 5 week sessions. See more detailed description above. On the first night of class we will also break the class up into two groups. Each group will be given a topic and each member will take turns leading the group each week of class. The group will take place each week but will begin on the second session.

We will learn about the beginning, middle and ending stages of groups. Each of you will practice by being the facilitator or co-facilitator of the group. This will be another fun way to actually experience what we will be learning from the text. The group will be very fun and light. This participation will also be part of your participation points.

Work sheets on Chapters 1 and 2 will be completed in class.

**Session #2: 2/25**

Come prepared having read Chapters 3 and 4. Worksheets will be completed on each of these chapters.

We will begin our in class group work on this night.

2nd homework reaction paper is due. This is a reaction paper with feedback about the group you are attending outside of class.

**Session #3: 3/4**

**Midterm exam based on material from Chapters: 1-4**

Come prepared having read Chapters, 5, 6 and 7.
Hand in a 1-2 page double spaced paper simply talking about your experience in the group you are expected to attend outside of the classroom for 3 of the 5 weeks this class runs.

We will again take part in our in class group sessions.

Session #4: 3/11

Come prepared having read Chapters 8, 9 and 10.

We will again take part in our own adult learning support group.

Worksheets on Chapters 8, 9 and 10 will be completed in class.

We will also have our in class group sessions.

Session #5: 3/18

Review of Chapters 11 and 12

Final exam, which will be inclusive of chapters: 5-10.

We will conclude our in class group. The final homework assignment is also due. This paper will summarize your experience in the group that you attended outside of class. An outline of information that should be included in this final paper will be provided. This paper will be 2-3 pages typed.

Grading Criteria:
1. Attendance/Participation......................................................10% or 10 points Class group preparation and participation

2. There will be 4 written homework assignments. Each of these will be a reaction paper speaking about your attendance in the group outside of the class. All homework assignments must be typed. 40%

3. Midterm and final exam 50% which is 25 points for each.

Total Points..........................100%

Participation means you need to talk about the readings in class. If you do not talk in class, you cannot get full credit for participation. If you have read the material, understand what you read and have some thoughtful/meaningful information to contribute to the class you earn the full participation points. Opinions and reactions to what is discussed in class are great but this doesn't necessarily demonstrate that you have read the chapters.
Letter Grading Scale:

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<tr>
<th>% of Points Earned</th>
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<tr>
<td>100-94</td>
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<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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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/](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](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](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.

**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). 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>
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<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>
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CAMPUS CONTACT INFORMATION

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