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 of 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 Information:**

**Course # and title:** PSYC 381 WB8W2, Drug Effects and Behavior.

**Semester and Term:** Spring 2015

**Day and Dates:** Tuesdays 3-10 to 4-28-15.

**Time:** 6pm to 9pm

**Campus Location:** Waterbury

**Course description:** This course addresses the social, biological, and psychological factors of the major drugs associated with therapeutic and recreational use and abuse. Topics include drug use as a social problem, theories and treatment of addiction, how drugs work, and the detrimental health effects of drug use.

**Instructor and Contact Information:** Jim Julian PhD. LPC. jjulian@bridgeport.edu.

**Required Textbook**


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 will:

1. Recognize, differentiate, and explain the influence of drugs on human behavior, cognitions, and emotions.

2. Identify biological systems influenced by drugs, and how these systems adapt to habitual drug use.

3. Review, interpret, and evaluate research literature of pharmacology and behavior.

4. Describe how culture and environment influences drug taking behaviors.

5. Examine and differentiate between recreational and therapeutic drug use, as well as the various methods of treating drug abuse.

**Assignments and Grading**

First Assignment Prior to Class: Have Chapters 1 and 2 read before class. Please compose a two to three page paper about: **Explain the differences between misuse, abuse, and dependence.** OR **Describe the general trends of increases and decreases in drug use in the USA since 1975.**

Please also refer to the online library for any additional information you might think worth mentioning. This is worth 2% of your grade.

**Quizzes:** There will be 4 quizzes worth 67%. Format will be true or false, fill in the blanks, or short essays.
Research Paper: A 6-8 page paper conforming to APA standards set forth in the 6th edition of the APA Publication Manual is required. This paper will be based on your interpretations of a classic movie’s characters (“The Days of Wine and Roses” (1962) starring Jack Lemmon and Lee Remick)). Using your sources (text and professional publications) please discuss the two main characters substance issues. What led to their using? What fueled their addiction? Why was one character able to overcome and the other was not? Be sure to include what addiction is, and anything else that might explain their behaviors. Were there any other characters of note in the film that positively or negatively affected Jack and Lee? A minimum of four professional references must be used from books or professional journals, which can be retrieved on-line. Your textbook may be used as a source. An abstract is required. Error free, 12 font, double spaced, grammatically correct work is expected. The paper will be graded on the clarity of your writing as well as its content. A sample paper will be distributed to help with APA format. Papers are due on week 8 or before. Papers may be emailed before week 8. Otherwise a hard copy is to be turned in last day of class. No e-mailed papers after week 7 will be accepted. Please proofread. This site can help you with APA style writing: http://owl.english.purdue.edu. (Worth 20% of final grade).

Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Chapter Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-10-15</td>
<td>Orientation and syllabus review. Discussion of Chapters 1 and 2. Read Chapters 3 &amp; 4.</td>
<td></td>
</tr>
<tr>
<td>3-17-15</td>
<td>Quiz #1 on Chapters 1 and 2. Discussion of Chapters 3 and 4. Read Chapters 5 &amp; 6.</td>
<td></td>
</tr>
<tr>
<td>3-24-15</td>
<td>Discussion of Chapters 5 and 6. Read Chapter 9.</td>
<td></td>
</tr>
<tr>
<td>3-31-15</td>
<td>Quiz #2 on Chapters 3, 4, 5, 6. Discussion of Chapter 9. Read Chapter 10 and 11.</td>
<td></td>
</tr>
<tr>
<td>4-7-15</td>
<td>Discussion of Chapters 10 &amp; 11. Read Chapter 13.</td>
<td></td>
</tr>
<tr>
<td>4-14-15</td>
<td>Quiz #3 on Chapters 9, 10 &amp; 11. Discussion of Chapter 13. Questions on research papers. Read Chapter 15 &amp;16.</td>
<td></td>
</tr>
<tr>
<td>4-21-15</td>
<td>Discussion of Chapter 15 &amp;16.</td>
<td></td>
</tr>
</tbody>
</table>

Grading: First paper (due week one 1st day): 2%. Graded on content and clarity of writing.
Four Quizzes: 67%
On line Canvas: One DB posting each week: 7%
Research Paper: 20%
Effective class participation and Timeliness (arriving late and leaving early will be noted): 4%

Make up Policy: There are no makeups. Lowest quiz score will be dropped.

On line Discussion Board Postings (Canvas): Each week students will post on Canvas the three most important things learned in class and why. Posts must be a
minimum of **250** words. Posts will be evaluated on content, clarity of writing, proper spelling, sentence structure, and grammar. Please proofread before submitting. Grade is either Satisfactory (S) 1 point, or Unsatisfactory, no points (0). Postings will open Thursdays at 10pm and close on Tuesdays at 12pm. No credit is offered for late postings or postings brought to class.

---

**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>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<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>

**Research / Thesis Essay**

**Description**: A Research/Thesis Essay 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.

**Essay Format:**
- APA Style [refer to: [http://owl.english.purdue.edu/owl/resource/560/01/]]
- Length: 6-8 pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Citations: Required
- Reference Page: Required
- Use at least three (4) outside sources (books, articles, commentaries).

**Introductory Paragraph:**
Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your essay.
Organizing Ideas:
- Thesis statement forms the basis of the essay
- 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 essay.

Body of the Essay:
- 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.

GRADING RUBRIC RESEARCH / THESIS ESSAY

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: An engaging introduction states clearly the main topic and previews the structure of the essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis Statement: Clearly and concisely states the essay’s purpose, which is engaging and thought-provoking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Point / Body of the Essay: Well developed main points/topic sentences that relate directly to the thesis. Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization: Logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are effective and enhance the organization of the essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion: The conclusion is engaging and restates the thesis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Mechanics: Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citation: All cited works, both text and visual, are done in correct format with no errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References: Done in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no more than two internet sites).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Syllabus is subject to change at the instructor’s discretion.
ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. 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 the student earned a grade of “B” in the course, the final grade would be a “C”).
- Any student who misses the first class session will be dropped from the course and tuition penalty and fee will apply.
- Missing two or more class sessions 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 following web page: http://www.bridgeport.edu/include/pdf/AddDropForm.pdf.

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 Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Cell Phones
Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
We are committed to intellectual integrity in our academic pursuits; therefore, 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 computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing
research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document 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 as well as in the library. 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 classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located in Dana Hall, Room 246. 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 your grades, access library services, access online tutoring, access the computers in 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 email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.
Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
You can access the library through the library’s website: http://www.bridgeport.edu/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.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers
Open access computer labs are available at three campuses:
- 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>Contact</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>Dixie Eaton</td>
<td>(203) 576-4472</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>Janet Michlewski</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>Allessandra</td>
<td>(203) 576-4568</td>
<td><a href="mailto:finaid@bridgeport.edu">finaid@bridgeport.edu</a></td>
</tr>
<tr>
<td>Castagnetto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade &amp; Fee Report</td>
<td>Ernie Krajcik</td>
<td>(203) 576-4692</td>
<td><a href="mailto:grade_fee@bridgeport.edu">grade_fee@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
</tbody>
</table>
### Emergency Notification Phone
(203) 576-4159

### IDEAL Office
(203) 576-4800  idealinfo@bridgeport.edu

## 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>
<tr>
<td>Woodbridge</td>
<td>6 Lunar Drive, Woodbridge, CT 06525</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

**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

Syllabus subject to change