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: FYS 102 ID8W2, First Year Seminar  
Semester and Term: Spring 2016  
Time: 6PM – 9PM  
Campus Location: Bridgeport

Course Description:  
The purpose of the First Year Seminar course is to awaken intellectual curiosity and foster a strong commitment to academic culture. As an adult student in an accelerated program, the Seminar course is designed to encourage you to be an active participant in furthering your own education and to acquaint (or reacquaint) you with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner.  
Prerequisite Courses: None  
Course Code: UC, General Elective

Instructor & contact information: Daniel Shields Ph.D.  
Email: dashield@bridgeport.edu

Required Textbook:  

To order textbooks, go to the bookstore website at ubcampusstore.com

Purpose and Learning Objectives

The First Year Seminar (FYS 102) course is a requirement in the Core Curriculum, fulfilling the General Education requirement. The purpose of the course is to address the unique and specific needs of adult students returning to college toward becoming successful college students and complete an undergraduate degree. The FYS course seeks to help each student prepare a structure toward self-directed learning and gain insight into “how” to learn, including fundamental issues such as time management, learning styles, assignment completion, and other basic college responsibilities.
The primary intent of the FYS course is to prepare the adult students to utilize performance skills, thinking skills, and their personal qualities to succeed at the University of Bridgeport’s IDEAL Program.

**Performance Skills**

**Reading.** A successful student will be able to: Locate, understand, and interpret written information in prose and documents—to perform tasks; learn from text by determining the main idea or essential message; identify relevant details, facts, and specifications; infer or locate the meaning of unknown or technical vocabulary; and judge the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

**Writing.** A successful student will be able to: Communicate thoughts, ideas, information, and messages in writing; record information completely and accurately; compose and create documents; use language, style, organization, and format appropriate to the subject matter, purpose, and audience. Include supporting documentation and attend to level of detail; check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

**Listening.** A successful student will be able to: Receive, attend to, interpret, and respond to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

**Speaking.** A successful student will be able to: Organize ideas and communicate oral messages appropriate to listeners and situations; participate in conversation, discussion, and group presentations; select an appropriate medium for conveying a message; use verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speak clearly and communicate a message; understand and respond to listener feedback; and ask questions when needed.

**Thinking Skills**

**Creative Thinking.** A successful student will be able to: Use imagination freely, combine ideas or information in new ways, make connections between seemingly unrelated ideas, and reshape goals in ways that reveal new possibilities.

**Decision Making.** A successful student will be able to: Specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternatives.

**Problem Solving.** A successful student will be able to: Recognize that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identify possible reasons for the discrepancy, and devise and implement a plan of action to resolve it. Evaluate and monitor progress, and revise plan as indicated by findings.

**Knowing How to Learn.** A successful student will be able to: Recognize and use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Being aware of learning tools such as personal learning styles (visual, aural, etc.), formal
learning strategies (note-taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

**Reasoning.** A successful student will be able to: Discover a rule or principle underlying the relationship between two or more objects and apply it in solving a problem. For example, use logic to draw conclusions from available information, extract rules or principles from a set of objects or written text; apply rules and principles to a new situation, or determine which conclusions are correct when given a set of facts and a set of conclusions.

**Personal Qualities**

**Responsibility.** A successful student will be able to: Exert a high level of effort and perseverance towards goal attainment. Work hard to become excellent at doing tasks by setting high standards, paying attention to details working well, and displaying a high level of concentration even when assigned an unpleasant task. Display high standards of attendance punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

**Self-Esteem.** A successful student will be able to: Believe in one’s own self-worth and maintain a positive view of self; demonstrate knowledge of own skills and abilities; be aware of impact on others; and know one’s own emotional capacity and needs and how to address them.

**Sociability.** A successful student will be able to: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Assert self in familiar and unfamiliar social situations; relate well to others; respond appropriately as the situation requires; and take an interest in what others say and do.

**Self-Management.** A successful student will be able to: Assess one’s own knowledge, skills, and abilities accurately; set well-defined and realistic personal goals; monitor progress toward goal attainment and motivate self through goal achievement; exhibit self-control and respond to feedback unemotionally and non-defensively; be a "self-starter."

**Integrity/Honesty.** A successful student will be able to: Be trusted and communicate openly. Understand and act according to the ethical values of academic behavior.

**Specific Learning Objectives:** By the end of the course you will be able to:
- Log in to MyUB and access the Canvas Learning Management System.
- Engage with others in class discussions, sharing reflection papers, and oral presentations.
- Identify, search for, and document sources of academic material effectively and correctly.
- Use the UB library database to locate academic resources.
- Conduct and present independent, college level research.
- Write clearly and persuasively using APA guidelines.
- Demonstrate the ability to read critically and actively.
- Access and contribute to an online learning environment.
- Work collaboratively in a group to produce an essay and presentation.
**Week One assignments are to be completed prior to the first class.**

**Week 1 – Wednesday 3/9/16**

1) Our first topic is the distraction of technology. Read Steven Levy’s *(Some) Attention Must Be Paid.* This article is posted in our Canvas classroom. Write a 1-2 page typed reaction to the article and submit it through Canvas. **This essay is due the day before class, Tuesday, 3/8/16.**

If you need assistance with Canvas:
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/)

2) Read Chapter 8, Learning Styles (in the Hopper text) pgs. 173-200.

3) Log into the DISCUSSION TAB in Canvas and introduce yourself to the class by Tuesday, 3/8/16.

**Week 2 – Wednesday 3/16/16**

1) This week, write your 1-2 page, typed reaction paper after reading Deborah Tannen’s essay, *But What Do You Mean?* This article is posted in our Canvas classroom. Submit your essay through Canvas. **This essay is due the day before class, Tuesday, 3/15/16.**

2) Hopper, chapter 1 “Making a Smooth Transition to College” (p. 1-28)

3) **Guest Speaker** – Academic Advisor. Topics of Discussion to include: Expectations and responsibility of the IDEAL Student, Managing Stress, Financial Aid etc. Please bring your questions.

**Week 3 – Wednesday 3/23/16**

1) There will be no short paper due this week. We will discuss the research process for your final paper. Additional guidelines will be posted on canvas. The instructor will review these guidelines in class.

2) Hopper, chapters 2, “Applying the Principles of Time Management” (p. 29-49)

3) Read Bedford Guide, chapter 30, “Planning and Managing Your Research Project” (p. 627- 638)
Week 4 – Wednesday 3/30/16

1) The reflection paper this week is on the topic of the 2nd Amendment. The essay to be read is by Molly Ivins, *Get a Knife, Get a Dog, But Get Rid of Guns* and it is available on Canvas. Write a 1-2 page, typed essay. Submit the essay through Canvas. **This essay is due the day before class, Tuesday, 3/29/16.**

2) Hopper, chapters 3 and 11, “Critical Thinking” (p. 51-65) and “Information Literacy” (p. 255-270)

3) Bedford Guide, chapter 32, “Finding Sources” (p. 657-678)

• ALSO BRING research proposal for Final Research Essay to class for group discussion.

Week 5 – Wednesday 4/6/16

1) This week’s topic is the perception of the U.S.A. by the rest of the world. Read a very short essay by Hannah Fairfield, *America: Not Their First Choice*, on Canvas. Write a 1-2 page, typed reaction paper. Submit your essay through Canvas. **This essay is due the day before class, Tuesday, 4/5/16.**

2) Hopper, chapters 6 and 7, “Processing Information from Lectures” and — “Processing Information from Textbooks” (p. 123-172)

3) Bedford Guide, chapters 31 and 33, “Working with Sources” and “Evaluating Sources” (p. 639-656 and 679-686)

Week 6 – Wednesday 4/13/16

1) This week the topic is on the cost of a college education. It is a short essay *Students on Edge over Rising Tuition*, available in our Canvas classroom. Write a 1-2 page, typed reflection paper on the topic of the high/rising cost of tuition. Submit your essay through Canvas. **This essay is due the day before class, Tuesday, 4/12/16.**

2) Hopper, chapter 5, “Learning Principles” (p. 87-121)

3) Bedford Guide, chapters 34 and 37, “Integrating Sources” and “APA Style for Documenting Sources” (p. 687-699 and 735-759)
Week 7 – Wednesday 4/20/16

1) The topic this week is based on the essay by Brent Staples, Black Men and Public Space. This short essay is available in Canvas. Write a 1-2 page reflection paper, including your own views on the topic. **This essay is due the day before class, Tuesday, 4/19/16.**

2) Hopper, chapter 10, “Managing Stress” (p. 239-254).


Week 8 – Wednesday 4/27/16

1) Our final topic is current events. You are to pick an article from the headlines of today. It can be the topic of your choosing: national news, world news, sports, entertainment, politics, etc. Basically, just pick an article that interests you. You will be expected to come to class prepared to discuss the article and share insights. This week you do not need to write a reaction paper.

**POST FINAL RESEARCH PAPER IN CANVAS.**

Description of Weekly Sessions:
Each week will consist of a preselected topic discussion, readings from our two assigned textbooks, and in-class discussions.

Grading Criteria:

- Reaction papers 30%
- Attendance and Participation in class 25%
- Proposal for research paper 10%
- Annotated bibliography for research paper 10%
- Final research paper 25%
Reaction/Reflection Papers

You will write reaction/reflection papers each week based on readings outlined in the syllabus. Each paper will be 1-2 pages in length. It should be typed and double spaced with a 12 point font. It should be in APA format.

Guidelines

You will first summarize the reading. Be sure to touch on the main points that the author is trying to get across. Four your introduction, you will include specifics about the reading including title, author, and year of publication. You will then interject your opinion on the topic. Feel free to bring in life experiences to this section of the paper. Please be sure that the argument that you make is precise and clear. You should end your paper with a strong conclusion. In this section, you will restate some of the main points of your analysis.

Be advised, it is fine to disagree with the author. That is a natural part of the process. Just be sure to give strong reasoning why you disagree with the author. Conversely, if you agree with the major points of the author, state the reasons why you agree and give specific examples that back up the main points of the author.
Grading Standards

Quality papers will have a clear introduction, present a solid argument on your opinion of the reading, and include a strong conclusion. In addition, the instructor will look at style, voice, and grammar.
Research Paper and Proposal

For your final research paper, you will pick a topic of your choice. It should be a topic that interests you and one which you intend to expand upon with your research. We will discuss sample topics in class. Your topic should be narrow in scope and manageable. The Bedford Guide will be critical to planning, organizing, and conducting your research as well as writing your research paper. You will draw upon multiple sources including texts, articles, pictorial images, film, music and other sorts of resources relevant to your paper topic.

Proposal

Your proposal will outline the topic that you intend to research. It should be 1-2 pages in length and will incorporate your ideas and lay the groundwork for your paper. You should also include any potential sources that you intend to look at for your paper. These sources will be preliminary and may or may not be included in your final paper. That decision will be made after you have conducted your research.
Guidelines

Your paper should have a clearly stated thesis. This should be introduced in the first paragraph and should succinctly outline the argument that you are making in your paper. In your analysis, you should present your findings and utilize proper citations. You should conclude your paper with a summary of your arguments and findings. You should also include possible additional research that can be done on the topic.

The paper should be 5-7 pages in length. It should be typed and double spaced with a 12 point font. It will include an annotated bibliography. It should be in APA format. There is no minimum or maximum for outside sources, but 4-8 sources would be a good guideline to use.

Grading Standards

Quality papers will have a clear introduction and compelling thesis in the opening paragraph. This is the opportunity for the student to clearly outline the main points of the paper as well as introduce the argument that is being made. The body of the paper should include a clear discussion of how the thesis relates to the sources in the paper. The conclusion should be clear and precise. The annotated bibliography will be properly formatted and include sources that are directly related to your paper topic. In addition to the following, the instructor will look at style, voice, and grammar.
Letter Grading Scale:

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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/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.
Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

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

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course
of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents. Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903 For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**

Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: [http://www.bridgeport.edu/library](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>
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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**

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<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