



**IDEAL PROGRAM**  
**PRST 224 Critical Thinking & Writing**  
**SYLLABUS**  
**ONLINE**

Dear Student,

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](mailto:ubonline@bridgeport.edu).

**Course No. & Title:** PRST 224 Critical Thinking & Writing

**Semester and Term:** FALL 2016

**Day and Dates:** 8/22/2016 – 10/15/2016

**Time:** Online

**Campus Location:** Distant Learning

**Course Description:**

Develops the ability to analyze, criticize and advocate ideas. Examines relationship of language to logic, induction and deduction, facts, inferences, judgments, formal and informal fallacies of language and thought. Instructs in writing about issues of critical thinking to develop both thinking and writing skills.

**Prerequisite Course:** ENGL 101

**Instructor Name:** Kathryn Zurlo

**Instructor Contact Information:** [kzurlo@bridgeport.edu](mailto:kzurlo@bridgeport.edu)

**Required Materials:**

Sinnott-Armstrong & Fogelin. (2015). Understanding Arguments. Cengage

ISBN: 978-1-285-19736-4

**Course Objective:**

The primary objectives of this course are to impart a functional ability to reason well, and to improve your analytical skills and instincts. In addition to familiarizing you with elementary methods of argument composition and analysis, the course is further designed to aid you in understanding the essential principles involved in the theory and practice of reasoned decision making. The writing skills you develop in this class will serve you across all academic disciplines and in the workplace.

**Learning Outcomes**

- Demonstrate skills in elementary inductive and deductive reasoning.
- Identify and understand basic formal and informal fallacies of language and thought.
- Identify assumptions upon which conclusions depend.
- To comprehend and evaluate others' arguments by becoming a more critical reader
- To identify the basic elements of argument: claims, types of support, and warrants
- To become more adept and intentional in using inductive and deductive reasoning
- To learn to evaluate evidence for its quality, and sources for their legitimacy
- Write a scholarly college level argumentative essay.

**Assignments and Grading Criteria:**

Discussion boards and responses	20%
Reflections	10%
Short Assignments	20%
Essays	30%
Final Argumentative Essay	20%

**Letter Grading Scale:**

<b>% of Points Earned</b>	<b>Letter Grade</b>	<b>% of Points Earned</b>	<b>Letter Grade</b>
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

**Course Outline**

<b>Module One: Critical Thinking and Uses of Argument</b>	Discussion 1 Reflection 1
<b>Module Two: Close Analysis</b>	Discussion 2 Short Assignment 1 Essay 1 Choose Final Argumentative Essay Topic

<b>Module Three: Logic</b>	Discussion 3 Short Assignment 2 Essay 2
<b>Module Four: Arguments and Inference</b>	Discussion 4 Short Assignment 3
<b>Module Five: Reasoning, Chances, and Choices</b>	Discussion 5 Essay 3
<b>Module Six: Logical Fallacies</b>	Discussion 6 Short Assignment 4 Draft Argumentative Essay
<b>Module Seven: Types of Reasoning</b>	Discussion 7 Reflection 2
<b>Module Eight: Final Argumentative Essay</b>	Discussion 8 Reflection 3 Final Argumentative Essay

### **Short Assignments**

Short assignments will be assigned throughout the course to review concepts related to the topic being discussed.

### **Essays**

All essays will follow APA format. Including an APA title page. At the end of the document, beginning on its own page, put your references, the word References is at the very top of the page, with references listed alphabetically by author, with a hanging indent of .5 inches. APA format also means using 12 point font, times new roman type, and the double spacing the entire paper. Each essay, will be two to three pages of text. This does not include your title or reference page. Avoid using "I" to remain objective. You will use at least two credible sources to support your topic.

### **Reflections**

Each reflection should be two paragraphs of 7-10 sentences. APA is not required for the reflections, so you can use "I."

### **Draft and Final Argumentative Essay**

This is your term project.

For the Argumentative Essay - argue one side of the topic, but also include the counterargument to remain unbiased in your writing. Remember to review the fallacies to avoid these in your argument. The essay will be objective, so do not use "I."

In Module 2, you will choose your topic for the Final Argumentative Essay and post to the discussion board. Then the instructor will review your topic, and will offer alternatives or approve your topic.

In Module 6, you will hand in a Draft of the Argumentative Essay. This essay will include: Title Page, Outline, Thesis, Intro, Conclusion, and References Page. The Draft Argumentative Essay is four to five pages of text. This does not include your title or reference page.

In Module 8 you will hand in the Final Argumentative Essay. This essay will include: Title Page, Outline, Thesis, Intro, **Content**, Conclusion, and References Page. The Final Argumentative Essay is five to six pages of text. This does not include your title or reference page. This Final Argumentative Essay will include at least four academic, scholarly sources to support your claim. Scholarly resources are found using the Wahlstrom Library online database. Be sure to search for journal articles that have been peer-reviewed and have been published in the past five years. Links to websites are not considered scholarly. Though website information may be used in your paper if properly cited and in addition to the four scholarly resources.

APA Format for the Draft and Final Argumentative Essay. Include an APA title page. At the end of the document, beginning on its own page, type the word References and center it at the very top of the page. Under References, list the references alphabetically by author, with a hanging indent of .5 inches. APA format also means using 12 point font, times new roman type, and the double spacing the entire paper.

## **Assignment Grading and Rubrics**

### **Reaction / Response Essay**

**Description:** A Reaction/Response Essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

Questions you might ask yourself:

- How do you feel about the topic?
- Do you agree with the author's conclusion based on the presentation of facts?
- Could there have been another interpretation?
- How has this reading impacted your view of the topic?
- Did you realize something that was unknown to you before?
- Did the reading simply reinforce ideas and beliefs you already had about the topic?
- Did you in anyway identify with the topic?

In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the essay is

for you to understand your reaction/response to the topic and express it in a logical, succinct and compelling manner.

### **Essay Format:**

- APA Style [refer to: <http://owl.english.purdue.edu/owl/resource/560/01/>]
- Length: 2-3 Pages or 650-1,200 words.
- Typed using 1" Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor's Name; Title; and Date.

### **Introductory Paragraph:**

- Introduce the presentation of the topic; Book or Article Title, Author, and the year it was published.
- Very brief summary of the topic.
- Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate etc.

### **Organizing Ideas, Opinions, and Viewpoints:**

- Thesis statement forms the basis of the essay.
- Decide on a few key ideas that express your thesis statement.
- Describe at least three of these key ideas.
- Develop your ideas in each paragraph by using examples, giving details, and using material from the presentation.
- While the use of the first person "I" is generally not appropriate for academic essays, it is appropriate for a response/reaction essay since it is your personal response.

### **Body of the Essay:**

Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.

While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

### **Concluding Paragraph:**

Reiteration of your thesis statement and restatement of your response/reaction.

Conclude.

GRADING RUBRIC REACTION/RESPONSE ESSAY

Expectations	Excellent	Fair	Poor
<p>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer's reaction and builds an expectation in the reader.</p>			
<p>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</p>			
<p>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</p>			
<p>Grammar &amp; Mechanics: Sentence forms are accurate. Word choice is accurate and varied. 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). In-text and end-text references are complete and in the right format.</p>			

## Critical Essay

**Description:** A Critical Essay is a short piece of writing that evaluates a particular work (a book, an essay, a movie, a painting, an article, etc.). However, the critical essay is more than just a summary of the contents of the other work or your opinion of its value. The critical essay is an objective analysis of the work, examining both its positive and negative aspects. The critical essay is informative and stresses the work rather than your opinion. You need to support any observations or claims you make with evidence, supporting evidence within the work itself or in other external sources.

### Essay Format:

- APA Style [refer to: <http://owl.english.purdue.edu/owl/resource/560/01/>]
- Length: 800-1,500 words, 3-5 Pages
- Typed using 1" Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor's Name; Title; and Date.
- Footnotes: Only required if you quote from outside the course text.
- Works Cited: Not required

### Introductory Paragraph:

- Introduce the work briefly summarizing the primary topic(s). Include the work's title.

### 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 perhaps using quotes (from the reading and from other sources if you'd like).
- The use of the first person "I" is not appropriate for an academic essay.

### Body of the Essay:

Develops your ideas and explains the topic. Support your thesis with detailed evidence (quotes and paraphrases) from the work examined. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the worth, utility, excellence, distinction, truth, validity, beauty, or goodness of something. The essay should provide information, interpretation, and evaluation. The essay will explain the meaning of the work, therefore requiring your correct understanding of it.

**Concluding Paragraph:**

Reiteration of your thesis statement and wrap up of information. Conclude.

GRADING RUBRIC CRITICAL ESSAY

Expectations	Excellent	Fair	Poor
Introduction: An engaging introduction, states clearly the main topic and previews the structure of the essay.			
Thesis Statement: Clearly and concisely states the essay's purpose, which is engaging and thought-provoking.			
Main Point / Body of the Essay: Well developed main points/topic sentences that relate directly to the thesis. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view.			
Conclusion: The conclusion is engaging and restates the thesis.			
Organization: Logical progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentences.			
Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.			
Grammar & 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).			

## 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: 2,000-2,500 words, 4-7 Pages
- Typed using 1" Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor's Name; Title; and Date.
- Footnotes: Required
- Works Cited: Required
- Use at least three (3) 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

Expectations	Excellent	Fair	Poor
Introduction: An engaging introduction, states clearly the main topic and previews the structure of the essay.			
Thesis Statement: Clearly and concisely states the essay's purpose, which is engaging and thought-provoking.			
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.			
Organization: Logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are effective and enhance the organization of the essay.			
Conclusion: The conclusion is engaging and restates the thesis.			
Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.			
Grammar & 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).			
Citation: All cited works, both text and visual, are done in correct format with no errors.			
Bibliography: Don 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).			

## **Online Discussion Assignment – Strategies for Interaction**

A discussion board or threaded discussions (known also as “Discussions” in Canvas) are one of the most commonly used tools in online and hybrid teaching. Discussion forums provide the ability for asynchronous discussion to occur over a period of time. Students are able to reflect upon their ideas before sharing them with the class, leading to more reflective responses and in-depth learning. The Discussion Assignment should guide students into greater peer-to-peer learning by allowing students to respond to the work of each other, develop writing and thinking skills, and build a community of learners that will add to the online/classroom experience. Some practical suggestions are listed below to assist you in making the most of this teaching and learning tool.

### **Questioning Techniques for Stimulating Interaction**

Questioning and listening are important tools for eliciting students participate. The following present some examples of questions to prompt and guide student involvement and tips to improve listening skills. [*The section on questioning and listening quote from an article by Robert L. Jacobson (25 July 1984) in which David Garvin of the Hartford Business School is interviewed about these instructional tools.*]

- Broad diagnostic questions that provide a springboard for opening up a discussion, such as ‘What’s your interpretation [of a given situation]?’ and ‘What the problem?’
- Specific questions of ‘action or decision,’ calling on students to suggest, for example, what someone in a given situation should do.
- Questions of extension and synthesis, such as ‘How does the comment tie in [with another student’s comment]?’ and ‘Can you carry that particular plan a bit further?’... ‘What are the implications [of a student’s observation] for issues we’ve been discussing?’
- Questions of priority or ranking: ‘What’s the most important issue?’
- Questions that challenge and test: ‘Do you really believe that?’ ‘What’s the evidence to support your view?’
- Simple questions of clarification: ‘What do you mean by that?’
- Hypothetical questions: ‘Suppose that, instead of being the smallest company, the firm was the largest---would that change your recommendations in any way?’ or ‘Suppose, instead of being black, the kid had been white---would the issue have come up?’
- Summary questions: ‘What themes or lessons have emerged from this discussion?’

### **Interactive Assignments that Work in Classroom and Online**

Communications with the instructor might be more productive and satisfying for the students when focused on problem solving or being helping students to analyze and make sense of information. What follows are suggestions for promoting interaction that engages students in various ways and that helps promote a greater sense of closeness between the students and the instructor.\*

The What-If Problem: Beginning a class with a question promotes interest and students motivation. But, if more complicating conditions are added to the stated question, students are challenged to be problem solvers. Giving each student a different condition or qualifier and asking each for its response promotes interaction. As part of the questioning process and as an answer to the what-if problem, students can be asked to identify, to justify, to make predictions, and to give opinions. Ending the class with a question that relates to a given problem helps you evaluate the class understanding of the instruction and helps clarify the presentation.

The Planned Group Discussion: Give students a topic to discuss as a group. First, give them several minutes to think about the topic, and then have them share their points of view with each other in a group. Each group has an equal amount of time for discussion, and then the group selects someone to summarize and present the group's viewpoints. End the discussion with a class summation that relates the viewpoints of the different groups.

The Case Study: Teams or small groups can be structured to experience "real world" decision-making and problem solving using a factual situation that has taken place involving an individual, group, or organization. The case is presented in a short lecture that leads to pivotal points where decisions must be made. Students make their own analysis and discuss with their team the implications of their own decisions. Then they report the result back to the class for a general discussion.

Using Media Reenactment: Exhibit a film [use of YouTube embedded in Canvas is useful] portraying a scene with a dilemma or other compelling action and then stop it at a crucial moment. Generate a group discussion to explore the consequences of choosing different actions to resolve the difficulties in the scene. The class may even vote on which action they would want next. Then start the film at that point to show what action was subsequently taken. Initiate a concluding discussion for student reactions to the subsequent resolution.

Brainstorming: This problem-solving activity stimulates and generates idea. Starting with a clearly defined problem, which may be presented as a case study, a story, a report, or a news article, students in groups come up with as many ideas as possible in rapid succession. A group leader summarizes and presents the ideas, and then a class discussion follows. Students may want to submit their own article or stories to the class for brainstorming.

Interviews: Conducting interviews combines process with content. Students must prepare clear and concise questions, develop a questioning strategy, and record and report findings relevant to a purpose or objective. A discussion and application of new knowledge from the interview can be follow-up activities. The interviews may be conducted outside the class with people familiar with the students.

One-Minute Papers (Half-Sheet Responses): In this activity, students are asked for short written responses to one or two questions. These questions may be general or specific and can relate to the course content, how their expectations are being met (or not), how the course is being conducted, or their satisfaction with their own level of learning. The students, who write on a half sheet of paper or index card, may answer with several words or sentences. The responses can be reviewed for immediate feedback by small groups or handed in for your review and response at the next class.

Role-Playing: Students examine a topic, viewpoint, or situation by adopting a new identity and spontaneously interacting. In planning role-playing, you should determine how much background information and structure to give the identities or roles. A given role can have limited responses. When students observe role-playing, they can analyze and understand different points of views while improving human interaction skills and developing group problem-solving skills. A discussion that focuses on their understanding and awareness should follow.

Debates: a formal discussion structured with a pro and con side of an issue or problem can involve two teams of three or four students. The rules and procedures of the debates should be established, and the team should be given time to develop their arguments and strategies. The debate form is structured with presentations, rebuttals, and summaries which can be followed with a class discussion. A panel of students can act as judges of the debate to determine a winner. Student skills in analysis, communication, and persuasion are strengthened.

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\*This section was based on information in the following sources:

Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques*. San Francisco: Jossey- Bass Publishers, 1993.

Ball State University. *Enhancing Teaching Effectiveness*. Muncie, Ind.: Office of the Associate Provost, 1991.

Bergquist, William H., and Steven R. Phillips. *A Handbook for Faculty Development*. Vol. 3. Washington, D.C.: Council of Independence Colleges, 1981

### **Grading Rubric for Discussion Postings**

Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

<b>Expectations</b>	<b>Excellent</b>	<b>Fair</b>	<b>Poor</b>
Contribution to the Classroom: Posting is insightful, thorough, and interesting.			

<p>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</p>			
<p>Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</p>			
<p>Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.</p>			

## GRADING CRITERIA & POLICIES

The end of course performance criteria or expectation for each letter grade can be defined as follows:

Grade	Requirements & Performance Criteria
<b>A</b>	<p><b>Students achieving this level will have demonstrated the following:</b></p> <ol style="list-style-type: none"> <li>1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.</li> <li>2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.</li> <li>3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.</li> <li>4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.</li> <li>5. All assignments completed and submitted within the time allowed.</li> </ol>
<b>B</b>	<p><b>Students achieving this level will have demonstrated the following:</b></p> <ol style="list-style-type: none"> <li>1. All of the “A” work, but with less accomplishment.</li> <li>2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.</li> <li>3. A critical stance, with some effort, not always successful, to defend that stance.</li> <li>4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.</li> <li>5. Very clear expression of thoughts and ideas.</li> </ol>
<b>C</b>	<p><b>Students achieving this level will have demonstrated the following:</b></p> <ol style="list-style-type: none"> <li>1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.</li> <li>2. Some attempt to take a critical stance, but with little effort or success in defending that stance.</li> <li>3. Some attempt to find personal meaning.</li> <li>4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.</li> </ol>
<b>D</b>	<p><b>Students achieving this level will have demonstrated the following:</b></p> <ol style="list-style-type: none"> <li>1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.</li> </ol>

2. Generally lacking in critical stance or in a defense of that stance.
3. Lack of understanding or an attempt to find personal meaning.

**Grading Policies**

IDEAL Instructors are expected to submit final grades online in “WEB ADVISOR” through your account in MyUB. Each instructor should maintain a copy of the course grade list and the method for calculating the grade for each student. **It is imperative that grades are submitted in a timely manner.** Some students are dependent on tuition reimbursement from their employer or dispersal of financial aid based on achievement, so submitting the grades in a timely manner is very helpful. **University policy for grade completion is seventy-two (72) hours after the final class session.**

Letter grades may be assigned a “+” or “-”, further defining incremental differences, except that there is no A+ grade. Please feel free to use the following scale as a guide:

**Letter Grading Scale:**

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

**Discussion Board Participation**

Important: *Confidentiality on the Discussion Board.* Take care to be respectful in all communications. The Professor reserves the right to delete/remove any and all posting. Do not use the real names of your places of work or people involved in the situations you talk about to maintain the highest level of confidentiality so we can discuss some the most controversial issues impacting the workplace today.

To receive the best score possible:

- APA: Cite the source of information following the APA Guidelines provided for you in the content section and/or course information section.
- Initial Post: Share clear and relevant examples, in support of your statements, chosen articles and/or opinions. Also be sure to ask a critical thinking question in your post to help drive the conversation further. Post your initial response by Wednesday at midnight EST. Include at least 7-10 sentences in each post.
- Replies: Again, share clear and relevant examples, in support of your statements, chosen articles and/or opinions. Be sure to respond to the critical thinking question in your classmates post and to ask one of your own in the reply. Saying I agree isn't a strong enough response without an explanation as to why you agree or disagree with classmates posting. The posting should be a substantial paragraph unless the discussion calls for a shorter answer. Respond to two of your classmates by Sunday at midnight EST.
- Participation Frequency: Participate early in the week. Participate "often" during the week ensuring that you answer any questions from a fellow classmate. Post your two responses on two separate days of the week to keep up with the discussion.

## **ACADEMIC POLICIES**

### **Attendance Policy**

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

#### **IMPORTANT:**

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of "B" in the course, the final grade would be a "C").
- An absence of two or more weeks will be cause for a failing grade.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule

webpage: <http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

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).

### **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](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](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> - 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](mailto: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](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

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	

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

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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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.