COURSE DESCRIPTION:
The purpose of the First Year Seminar 102 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 students to be active participants and to acquaint (or re-acquaint) students with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner.
3 semester hours

CAMILLE A. KRAMER MISSION STATEMENT:
As an educator, writer, and business professional, it is my personal goal to spark in my students the love of learning and discovery as a lifelong passion and to empower and facilitate their journey. To this end, I am committed to a student-centered environment of helping my students achieve their own personal educational goals and encouraging them to enlarge their vision about what is possible for them.

REQUIRED TEXTS: (both will be used throughout the course)

To order textbooks, go to the bookstore website: https://bridgeport.textbooktech.com/textbook

COURSE GOAL:
To address and fulfill the unique needs of the adult returning student, the overarching goal of this class is the encouragement and enhancement of these three vital areas: critical thinking, writing, and communication skills. These form the foundation for success and solid intellectual achievement that will serve the students in all areas of their lives.

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.

COURSE REQUIREMENTS:
This online class is conducted on Canvas. There will be weekly readings, weekly writing assignments to be posted on Discussions, Reaction/Response papers, and a Research paper. APA Style required for all papers. Students must use Canvas to access all class related materials and to submit assignments.

CLASS PREPARATION:
Students are expected to:
• Participate in and complete the online orientation prior to first online course.
• Spend a minimum of nine-twelve hours per week on course material. This is required by the School of Professional Studies and is essential due to the nature of the accelerated format.
• Complete and submit all assignments by the due dates.
• Actively participate in discussions online.

MICROSOFT OFFICE 365 FREE FOR STUDENTS:
Students and teachers are eligible for Office 365 Education, which includes Word, Excel, PowerPoint, and OneNote, plus additional classroom tools.
All you need to get started is a valid school email address.

TURNITIN:
Turnitin, UB's plagiarism detection tool, will be enabled for paper submissions. It is the student’s responsibility to view their score and to make absolutely sure all material that is not their original work is cited properly and that a Turnitin Score has been generated. Read more about Plagiarism under “Academic Dishonesty” toward end of Syllabus.

REVIEW ONLINE LEARNING:
• Overview of Online Learning at UB http://www.bridgeport.edu/academics/online-programs/prospective-students/how-it-works/

CHECKING EMAILS:
It is the student’s responsibility to access UB email account on a daily basis as per the University’s policy of sending written information only to and from the UB account.
• UBMail: http://www.bridgeport.edu/academics/ub-support-services/technology-campus/ubmail/
Help Desk: (203-576-4606) or helpdesk@bridgeport.edu

- **Smartphone Access to UB email: How?**

**CANVAS:**
The Learning Management System (LMS) through which all work is performed is Canvas.

- Canvas Login: [http://www.bridgeport.edu/academics/online-programs/current-students/login-canvas/](http://www.bridgeport.edu/academics/online-programs/current-students/login-canvas/)
- Canvas Support: [https://bridgeport.instructure.com/courses/829447/](https://bridgeport.instructure.com/courses/829447/)
- Canvas Student Tutorial [https://bridgeport.instructure.com/courses/985903](https://bridgeport.instructure.com/courses/985903)
- Help Desk: (203) 576-4606 or helpdesk@bridgeport.edu

**NOTIFICATIONS IN CANVAS:**
It is the student’s responsibility to set up their Canvas Notifications so that they will very quickly receive any messages from the Professor (Announcements, Submission Comments, etc.).

Instructions for Canvas Notifications:
- Log into Canvas
- Top Left Select Account (your photo is here if one is posted)
- Select Notifications
- Make sure both your UB email is listed as well as your personal email (if you use that frequently)
- For each of the categories under both UB email and personal email I recommend selecting "notify me right away" (the check mark)

**ASSIGNMENT LATENESS:**
- One day late reduces grade by 10%
- Two days late reduces grade by 20%
- After two days, the assignment “times out” and the grade is zero.

**PARTICIPATION/ATTENDANCE:**
- Participation in an online course consists of the interaction among students, between faculty and students, and the collaboration in learning that results from these interactions. Grading for engaging and active participation is incorporated into the grading structure of the assignment.
- Attendance in an online course is measured by timely submissions of assignments which include active participation on the Discussion Board as well as the quality and completeness of the work. Grading for attendance is incorporated into the Assignment Lateness Policy posted on the Syllabus.

**GRADING AND EVALUATION:**

**Grading System:**
- Six Reaction/Response Papers: 45% (7.5 points x 6 = 45 points)
- One Research Paper: 14.5% (14.5 points x 1 = 14.5 points)
- Twenty-Seven Discussions 40.5% (1.5 points x 27 = 40.5 points)

**GRADING RUBRICS: Listed below the Class Schedule section AND: On Canvas: Modules**
Letter Grading Scale:

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

CLASS SCHEDULE, ASSIGNMENTS, CLASS AGENDA:

ASSIGNMENT DUE FIRST NIGHT OF FIRST CLASS:
See Below: WEEK 1 #1 Discussions due Monday August 28, 2017

WEEK 1: AUGUST 28, 2017

<table>
<thead>
<tr>
<th>Assignment #/ Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Discussions (General – Introduce Yourself):</td>
<td>Use Assignment link in Canvas: 1. Tell the class a little bit about yourself. (250-word minimum) Suggested items to include: What are you doing in addition to going to school? How did you come to be here at University of Bridgeport? How far along are you in the School of Professional Studies Program? Is this your first online class? What are your hopes and aspirations once you earn your undergraduate degree? What are the challenges you face returning to school as an adult? Why did you select this particular class? What are your hopes for achievement? What are your expectations for this class? Do you feel you are better equipped to be a serious student now than you were when you started college for the first time? What skills and life lessons do you believe you already bring with you? And what strategies and new techniques do you hope to get from this course? 2. Reply to the postings of two other students (more if you like). (100-word minimum each) 3. Must address classmates by name. Note: How to check word count? Type or copy and paste your words into a word document. Word displays the word count on the status bar at the bottom of the workspace. If you don't see the word count in the status bar, right-click the status bars, then click Word Count.</td>
<td>Mon Aug 28</td>
<td>1.5</td>
</tr>
<tr>
<td>#2: Viewing/ Reviewing:</td>
<td>Refresh your understanding of Primary Sources: a) Primary vs Secondary Sources YouTube 2.5 min. <a href="https://www.youtube.com/watch?v=cqXHO7bTPnw">https://www.youtube.com/watch?v=cqXHO7bTPnw</a> b) Mr. D's Class - Sources: Primary vs. Secondary YouTube 2 min. <a href="https://www.youtube.com/watch?v=xIdm6RguzM">https://www.youtube.com/watch?v=xIdm6RguzM</a> c) Primary vs Secondary Sources UB Waltham Library YouTube 1.5 min. <a href="https://www.youtube.com/watch?v=3y-D_aKVk08">https://www.youtube.com/watch?v=3y-D_aKVk08</a></td>
<td>Mon Aug 28</td>
<td>–</td>
</tr>
</tbody>
</table>
### #3: Reading:

In preparation for writing Reaction/Response Papers that will be assigned weeks 2 through 7 and for the Research Paper that will be assigned for the final class, please read and familiarize yourself with the following documents that are posted on Canvas: Modules – Quick Reference

- Research Paper Quick Reference
- Reaction-Response Paper Quick Reference

**Tues Aug 29**

### #4: Viewing/Reviewing:

- Watch the APA Style “refresher” video: (9.32 minutes)
  
  *APA Format Citations-Sixth (6th) Edition*
  
  [http://www.youtube.com/watch?v=9pbUoNa5tyY](http://www.youtube.com/watch?v=9pbUoNa5tyY)
- Review APA Style Paper Quick Reference: Posted on Canvas: Modules
- Review APA Style Sample Paper: Posted on Canvas: Modules
- Review Page 75 of The Bedford Reader which demonstrates a full page of properly formatted references of all types.

**Tues Aug 29**

### #5: Workbook Exercises:

Do Exercises in Workbook *Practicing College Learning Strategies* (or on separate paper if you do not want to write in your book)

Note: Nothing needs to be submitted. This is an ungraded assignment but must be done because another assignment due the same day will depend on its completion.

- Chapter 8 Learning Styles: Read pages 173-182 then do Exercise 8.1, 8.2, and 8.3.
- Chapter 8 Learning Styles: Read pages 187-190 then do Exercise 8.5 and 8.6.

**Wed Aug 30**

### #6: Discussions (Workbook – Exercises):

Use Assignment link in Canvas:

1. Post a detailed discussion of your discoveries about your own learning style from this week’s Chapter 8 exercises in *Practicing College Learning Strategies*. (250-word minimum)
   - What learning style do you have?
   - Did you know this already or were you surprised?
   - How does identifying your learning style help you?
   - What new techniques based on your learning style will you use to help you in your studies?
   - Any other comments about this topic? (optional)
2. Comment on postings of two other students (more if you like). (100-word minimum each)
3. Must address classmates by name.

**Wed Aug 30** **1.5**

### #7: Reading The Bedford Reader:

- Read Chapter 1 Writing Processes pages 6-11
- Read Chapter 3 Critical Thinking Processes pages 35-38

**Thurs Aug 31**

### #8: Discussions (Text):

Use Assignment link in Canvas:

a) Post one point made in *The Bedford Reader* reading for today that you found to be the most helpful. Explain how it will help you. (250-word minimum)

b) Comment on postings of two other students (more if you like). (100-word minimum each)

c) Must address classmates by name.

**Thurs Aug 31** **1.5**

### #9: Discussions (Workbook –)

Use Assignment link in Canvas:

a) Post one “success tip” you would give to another student based on this week’s workbook exercises in *Practicing College Learning Strategies*. (250-word

**Fri Sept 1** **1.5**
<table>
<thead>
<tr>
<th>Assignment#/Category</th>
<th>Details</th>
<th>Due by</th>
<th>Pts</th>
</tr>
</thead>
</table>
| #1: Viewing/Reviewing: | Refresh your understanding of Plagiarism:  
a) Video: “How to avoid plagiarism - Tips for students” 2.5 minutes  
https://www.youtube.com/watch?v=OsAQOnjk_To  
b) “Student Training Viewing Originality Reports” Instructions plus 2.3-minute video. Note: video is at very bottom of web page  
c) “How do I view Turnitin results for an Assignment?”  
https://guides.instructure.com/m/4212/l/64432-how-do-i-view-turnitin-results-for-my-assignment-submission | Mon Sept 4 | – |
| #2: Reaction/Response Paper: | Use Assignment link in Canvas: (Submit word document)  
- Write a two-to-three-page Response/Reaction Paper in APA Style based on “The Lottery” by Shirley Jackson pages 252-258 from The Bedford Reader.  
- Follow the guidelines for this type of paper in the Response/Reaction Paper Quick Reference posted on Canvas – Modules.  
- Also, refer to the Grading Rubric to ensure you include all the required elements.  
- See more related reference materials on Canvas – Modules  
**Note:** Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:  
o Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)  
o Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly. How to view:  
https://guides.instructure.com/m/4212/l/64432-how-do-i-view-turnitin-results-for-my-assignment-submission | Mon Sept 4 | 7.5 |
| #3: Discussions (Response/Reaction Paper): | Use Assignment link in Canvas:  
1) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction. (250-word minimum)  
2) Comment on postings of two other students (more if you like). (100-word minimum each)  
3) Must address classmates by name. | Tues Sept 5 | 1.5 |
| #4: Workbook Exercises: | - Chapter 1 Making a Smooth Transition: Read pages 1-24 then do Review pages 25-28  
- See Week 1 for Instructions for this Assignment Category | Wed Sept 6 | – |
#5: Discussions (Workbook – Tips):
- See Week 1 for Instructions for this Assignment Category

| Wed Sept 6 | 1.5 |

#6: Reading The Bedford Reader:
- Read Chapter 12 Supporting a Position with Sources pages 215, 222, 226, 229
- Read Chapter 20 Strategies for Stating a Thesis and Planning pages 383-387

| Thurs Sept 7 | – |

#7: Discussions (Text):
- See Week 1 for Instructions for this Assignment Category

| Thurs Sept 7 | 1.5 |

#8: Viewing/Reviewing (Lesson on the UB Library Database):
- This assignment is simply a lesson on how to use the UB library database to locate academic resources. You will do steps that will show you how to find articles using the Walstrom Library on myUB portal.
- Instructions:
  - Open the following link which is “Help finding articles (One Search)”
  - Either print it out so you will have the details in front of you OR keep it open in a separate window so you can keep referring to it.
  - Go to Library Main Page by clicking on “Walstrom Library” on myUB Portal which is in center of the screen.
  - You will see One Search Bar at top.
  - Follow the step by step instructions from that “Help finding articles” link.
  - For Number 4 do as directed and select “peer reviewed”
  - Complete steps 1 through 9
  - Then watch the two videos at the bottom of that same page which will reinforce what you just did plus provide additional information.
- NOTE: It is important to do this exercise because it will show you how to find an article in the UB Library Database. Next week there will be a graded assignment based on this lesson. For this first exercise, it was just important for you to go through the steps and view the videos.

| Fri Sept 9 | – |

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### WEEK 3: SEPTEMBER 11, 2017

<table>
<thead>
<tr>
<th>Assignment #/Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
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</table>
| #1: Reaction/Response Paper: | • Write a two-to-three-page Response/Reaction Paper in APA Style based on “Mother Tongue” by Amy Tan pages 564-568 from The Bedford Reader.  
• See Week 2 for Instructions for this Assignment Category | Mon Sept 11 | 7.5 |
| #2: Discussions | • See Week 2 for Instructions for this Assignment Category | Tues Sept 12 | 1.5 |
|-----------------------------|------------------------|---------------------------------|---------------------------------|------------------------|---------------------------------------------------|
|                             | • Read Chapter 11 Information Literacy then do Review pages 267-269 | • See Week 1 for Instructions for this Assignment Category | • Read Chapter 21 Strategies for Drafting pages 404-410 | • See Week 1 for Instructions for this Assignment Category | Use Assignment link in Canvas: This assignment builds on the learning assignment Week 2 #8 which took you through the steps of using the UB library database to locate academic resources. Please refer to that assignment if you need to refresh the steps. For this assignment you will be finding an actual article using the UB library database. Instructions: • Go to Library Main Page by clicking on “Walstron Library” on myUB Portal which is in center of the screen. • You will see One Search Bar at top. • Select Articles/Journals • Type in that search bar one of the following terms a) Non-traditional student b) Adult Student c) College credit for life experience • Use the drop down at the right of where you enter the term and select “newspaper articles” • Look at the article titles that are presented • Select any one of them that looks like it is about adult students and click on “details” to see the Abstract of what it is about. (Not all the articles will have an abstract). • Then click on “full text available” • Under “Full Text Options” select “click for full text” • The full text of the article should open up. If it does not select another article and do the same steps. Part 1 of Discussion Assignment: Post these 6 items about the article you selected: (no minimum word count) 1. Title of the article 2. Author of the article 3. Publication |                             | Wed Sep 13 | Wed Sep 13 | Thur Sep 14 | Thur Sep 14 | Fri Sep 15 | 1.5 |
4. Date of the article
5. One item in the article that you found the most interesting
6. Why you found that item interesting.
No further comments required in your own posting (unless you want to)

**Part 2 of Discussion Assignment:**
1. Comment on postings of two other students (more if you like). (100-word minimum each)
2. Must address classmates by name.

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### WEEK 4: SEPTEMBER 18, 2017

<table>
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<th>Assignment #/Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Reaction/Response Paper:</td>
<td>• Write a two-to-three-page Response/Reaction Paper in APA Style based on “Is Facebook Making Us Sad?” by Libby Copeland pages 541- 544 from <em>The Bedford Reader.</em>&lt;br&gt;• See Week 2 for Instructions for this Assignment Category</td>
<td>Mon Sept 18</td>
<td>7.5</td>
</tr>
<tr>
<td>#2: Discussions (Response/Reaction Paper):</td>
<td>• See Week 2 for Instructions for this Assignment Category</td>
<td>Tues Sept 19</td>
<td>1.5</td>
</tr>
<tr>
<td>#3: Workbook Exercises:</td>
<td>• Read Chapter 4 Setting Goals then do Review pages 82-83&lt;br&gt;• Read Chapter 5 Learning Principles then do Review pages 117-120&lt;br&gt;• See Week 1 for Instructions for this Assignment Category</td>
<td>Wed Sept 20</td>
<td>–</td>
</tr>
<tr>
<td>#4: Discussions (Workbook – Tips):</td>
<td>• See Week 1 for Instructions for this Assignment Category</td>
<td>Wed Sept 20</td>
<td>1.5</td>
</tr>
<tr>
<td>#5: Reading <em>The Bedford Reader:</em></td>
<td>• Read Chapter 31 Finding Sources pages 614-615 and 619 and 623&lt;br&gt;• Read Chapter 32 Evaluating Sources pages 635-639</td>
<td>Thurs Sept 21</td>
<td>–</td>
</tr>
<tr>
<td>#6: Discussions (Text):</td>
<td>• See Week 1 for Instructions for this Assignment Category</td>
<td>Thurs Sept 21</td>
<td>1.5</td>
</tr>
<tr>
<td>#7: Discussions (Online Newspaper Research):</td>
<td>Use Assignment link in Canvas:&lt;br&gt;For this assignment, you will do a web search through newspapers for articles on adult learners. Then you will simply post the web address, name and date of article, and a quote you found interesting. You will also comment on postings of others.&lt;br&gt;<strong>Instructions:</strong></td>
<td>Fri Sept 22</td>
<td>1.5</td>
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</tbody>
</table>
1. For Week 4 and Week 5 select a different one of the following word choices:
   - Adult learners
   - Active learning
   - Building transferable skills
   - Importance of writing
   - New student population
   - Nontraditional student
   - College credit for life experience
   - Working full time and returning to college
   - Your Choice of Words that describe you as a returning adult student

2. Then take your selected words and add it to the name of one of the following newspapers:
   - The New York Times
   - The Boston Globe
   - The Wall Street Journal
   - The Baltimore Sun
   - Chicago Tribune
   - The Washington Post
   - Los Angeles Times
   - Your Choice of Newspaper


4. Then search one internet article for an interesting quote.

5. Then post these 6 items: (no minimum word count)
   - Webpage link (URL) (link must work and must not require a log in).
   - Title of the article
   - Author of the article (if it is listed)
   - Date of the article
   - An interesting quote from the article in quotation marks.
   - Explain why you choose this article. (no minimum word count)
   No further comments required in your own posting (unless you want to)

6. Comment on postings of two other students (more if you like). (100-word minimum each)

7. Must address classmates by name.
   Note: Make sure you do not use an article already posted by one of your classmates

Notes:
- Make sure that the URL you provide is a working link AND that anyone can access it without having to log in or have a subscription.
- Make sure no other student has already submitted this same article either for this week or any other week.

Example: Choosing Adult Learners + The New York Times the following article was found:
   Webpage link (URL):
   http://www.nytimes.com/2013/03/19/education/back-on-campus-to-experience-road-not-taken.html?_r=0&adxnnl=1&adxnnlx=1391886149-brohTaXu259U4VcG4LIACA
   Article Title: “Back on Campus to Experience Road Not Taken”
   Author Name: Robert Strauss
   Date: March 18, 2013
   Quote: “In recent years, the array of college courses to attract nontraditional
or not-fresh-out-of-college students has been enhanced. Yet they still seem to
be divided between the kind that Ms. Roy termed “intellectual stimulation”
and those that offer at least some version of career enhancement.”

**Reason for selection:** (indicate what interested you about this article)

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### WEEK 5: SEPTEMBER 25, 2017

<table>
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<tr>
<th>Assignment #/ Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
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</table>
• See Week 2 for Instructions for this Assignment Category | Mon Sept 25 | 7.5 |
| #2: Discussions (Response/ Reaction Paper): | • See Week 2 for Instructions for this Assignment Category | Tues Sept 26 | 1.5 |
| #3: Workbook Exercises: | • Read Chapter 6 Processing Information from Lectures then do Review pages 144-147  
• Read Chapter 7 Processing Information from Textbooks then do Review pages 168-170  
• See Week 1 for Instructions for this Assignment Category | Wed Sept 27 | – |
| #4: Discussions (Workbook – Tips): | • See Week 1 for Instructions. | Wed Sept 27 | 1.5 |
| #5: Reading *The Bedford Reader:* | • Read Chapter 17 Writing in the Workplace pages 338-345 | Thurs Sept 28 | – |
| #6: Discussions (Text): | • See Week 1 for Instructions for this Assignment Category | Thurs Sept 28 | 1.5 |
| #7: Discussions (Online Newspaper Research): | • See Week 4 for Instructions for this Assignment Category | Fri Sept 29 | 1.5 |
### WEEK 6: OCTOBER 2, 2017

<table>
<thead>
<tr>
<th>Assignment #/Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
</tr>
</thead>
</table>
| #1: Reaction/Response Paper: | • Write a two-to-three-page Response/Reaction Paper in APA Style based on "New Literacy" by Clive Thompson pages 547-548 from *The Bedford Reader*.  
• See Week 2 for Instructions for this Assignment Category | Mon Oct 2 | 7.5 |
| #2: Discussions (Response/Reaction Paper): | • See Week 2 for Instructions for this Assignment Category | Tues Oct 3 | 1.5 |
| #3: Workbook Exercises: | • Read Chapter 2 Applying Principles of Time Management then do Review pages 45-47  
• Read Chapter 3 Critical Thinking then do Review pages 61-63  
• See Week 1 for Instructions for this Assignment Category | Wed Oct 4 | – |
| #4: Discussions (Workbook – Tips): | • See Week 1 for Instructions for this Assignment Category | Wed Oct 4 | 1.5 |
| #5: Reading *The Bedford Reader*: | • Read Chapter 30 Defining Your Research Project pages 602-606 | Thurs Oct 5 | – |
| #6: Discussions (Text): | • See Week 1 for Instructions for this Assignment Category | Thurs Oct 5 | 1.5 |

### WEEK 7: OCTOBER 9, 2017

<table>
<thead>
<tr>
<th>Assignment #/Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
</tr>
</thead>
</table>
• See Week 2 for Instructions for this Assignment Category | Mon Oct 9 | 7.5 |
| #2: | • See Week 2 for Instructions for this Assignment Category | Tues | 1.5 |
### Discussions (Response/Reaction Paper):

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 10</td>
<td></td>
</tr>
</tbody>
</table>

### #3: Workbook Exercises:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
</table>
| Wed Oct 11 | Read Chapter 9 Test-Taking Strategies then do Review pages 234-235  
Read Chapter 10 Managing Stress then do Review page 252-253  
See Week 1 for Instructions for this Assignment Category |

### #4: Discussions (Workbook – Tips):

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Oct 11</td>
<td>See Week 1 for Instructions for this Assignment Category</td>
</tr>
</tbody>
</table>

### #5: Reading *The Bedford Reader*:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs Oct 12</td>
<td>Read Chapter 35 Writing a Research Paper pages 674-679</td>
</tr>
</tbody>
</table>

### #6: Discussions (Text):

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs Oct 12</td>
<td>See Week 1 for Instructions for this Assignment Category</td>
</tr>
</tbody>
</table>

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### WEEK 8: OCTOBER 16, 2017

<table>
<thead>
<tr>
<th>Assignment #/Category</th>
<th>Details</th>
</tr>
</thead>
</table>
| #1: Research Paper: | Use Assignment link in Canvas: (Submit word document)  
Write a three-to-four-page Research Paper in APA Style based the topic of The Adult Learner/Non-Traditional Student.  
Details:  
o Must be in APA Style.  
o Your weekly online research through newspaper articles can be referred to as sources.  
o Issues to be researched may include:  
  - Why are there so many adult learners returning to universities?  
  - What are their special needs and challenges?  
  - How are universities meeting their needs?  
  - How do nontraditional students compare to traditional students?  
 o The questions posed above are just to give you ideas. This must be an actual research paper.  
 o In the paper, you should also address your own experience as an adult learner compared to what the research indicates. Is your own “story” reflected in the data? NOTE: Put your own experience in a separate paragraph since this should be the only paragraph that is “personal” and where the pronoun “I” is appropriate)  
 o At least two outside sources must be used to defend the students’ arguments. |
| Due by midnight | Mon Oct 16 |
| Pts | 14.5 |
- Use of at least one primary source will be required. NOTE: This can be an article about a person telling their own personal story of going back to school, or an administrator telling the story of students. A personal quote from someone who was involved in the education process for adults (a student or faculty) would be excellent. An actual quote from the primary source must be included in the paper.
  - References required.
- **NOTE:** Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:
  - Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)
  - Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly.

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### #2: Discussions (Research Paper):

<table>
<thead>
<tr>
<th>Use Assignment link in Canvas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Post 3 or 4 comments about your Research Paper. (250-word minimum)</td>
</tr>
<tr>
<td>b) Comment on postings of two other students (more if you like). (100-word minimum each)</td>
</tr>
<tr>
<td>c) Must address classmates by name.</td>
</tr>
</tbody>
</table>

| Tues Oct 17 | 1.5 |

### #3: Discussions (Evaluation):

<table>
<thead>
<tr>
<th>Use Assignment link in Canvas:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background:</strong></td>
</tr>
<tr>
<td>The outcome goals for this class as stated on the syllabus were: By the end of the course you will be able to:</td>
</tr>
<tr>
<td>- Log in to MyUB and access the Canvas Learning Management System.</td>
</tr>
<tr>
<td>- Engage with others in class discussions, sharing reflection papers, and oral presentations.</td>
</tr>
<tr>
<td>- Identify, search for, and document sources of academic material effectively and correctly.</td>
</tr>
<tr>
<td>- Use the UB library database to locate academic resources.</td>
</tr>
<tr>
<td>- Conduct and present independent, college level research.</td>
</tr>
<tr>
<td>- Write clearly and persuasively using APA guidelines.</td>
</tr>
<tr>
<td>- Demonstrate the ability to read critically and actively.</td>
</tr>
<tr>
<td>- Access and contribute to an online learning environment.</td>
</tr>
<tr>
<td>- Work collaboratively in a group to produce an essay and presentation – which in this class would be measured by the ability to work collaboratively on the Discussion Board to share the ideas and critiques of each other’s papers and to provide helpful tips on studying, researching, writing, and time management.</td>
</tr>
</tbody>
</table>

| Assignment: |
| a) Please post comments about how your own personal outcomes reflected the goals. (250-word minimum) |
| b) Comment on postings of two other students (more if you like). (100-word minimum each) |
| c) Must address classmates by name. |

| Wed Oct 18 | 1.5 |

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**GRADING RUBRICS FOR THIS COURSE:** (Also on Canvas: Modules – Grading Rubrics)

<table>
<thead>
<tr>
<th><strong>GRADING RUBRIC I:</strong> Online Discussions (all types):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Value per assignment:</strong> 1.5% of final grade (total of 1.5 points)</td>
</tr>
<tr>
<td><strong>X/1.5</strong></td>
</tr>
<tr>
<td><strong>Pts</strong></td>
</tr>
</tbody>
</table>
Comply with all requested items of the assignment including:

- Discussion 250-word minimum (if noted) .75
- Reply with comments to postings of two other students (each 100-word minimum) .5
- Must address classmates by name .25

*These discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper - free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead*

Total Points: (Out of Possible 1.5 Points) 1.5

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### GRADING RUBRIC II: Reaction/Response Papers:

<table>
<thead>
<tr>
<th>Content and Development</th>
<th>X/7.5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>All key elements of the assignment are covered in a substantive way:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• APA Style used (See APA Style Quick Reference <strong>AND</strong> APA Style Sample Paper Posted on Canvas: Modules)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Two-to-three pages (in addition to the Abstract)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Abstract is included</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Key elements of Reaction/Response Paper presented (See Reaction-Response Paper Quick Reference Posted on Canvas: Modules – Quick Reference)</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>• In first paragraph, must identify the name of the article and the author (year of publication would be good too if it is known). Even if this information appears in the Abstract, it still must appear in the first paragraph of the paper.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Note:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o The title of an essay or article should be in quotation marks only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: “Mother Tongue”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o The title of a book should be italicized only:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: <em>The Bedford Reader</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• References Page included</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>• In-text citation used (or footnotes) if any quotes are included</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• The introduction provides sufficient background on the topic and previews major points.</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>• The conclusion is logical, flows from the body of the paper, and reviews the major points. (never any new information in conclusion – just a “wrap up”)</td>
<td>.25</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points: (Out of Possible 7.5 Points)** 7.5

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### GRADING RUBRIC III: Research Paper

<table>
<thead>
<tr>
<th>Content and Development</th>
<th>X/14.5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>All key elements of good writing are present:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sentences are complete, clear, and concise</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Sentences are well constructed, strong, and varied</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Sentence transitions are present and maintain the flow of thought</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Rules of grammar, usage, spelling, and punctuation are followed</td>
<td>.5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points: (Out of Possible 14.5 Points)** 14.5
### Content and Development

For General Information See Research Paper Quick Reference Posted on Canvas: Modules

All key elements of the assignment are covered in a substantive way:

- APA Style used (See APA Style Quick Reference **AND** APA Style Sample Paper Posted on Canvas: Modules) **1.5**
- Three-to-four pages (in addition to the Abstract) **1.5**
- Abstract is included **.5**
- Separate paragraph included making personal connection between your experience and the research **1**
- At least one primary source used (Note: An actual quote from the primary source must be included in the paper) **.5**
- At least two secondary sources used **.5**
- References Page included **1**
- In-text citation used (or footnotes) **1**
- Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically **1**
- The introduction provides sufficient background on the topic and previews major points. **.5**
- The conclusion is logical, flows from the body of the paper, and reviews the major points. (never any new information in conclusion – just a “wrap up”) **.5**

### Readability, Style, and Mechanics

All key elements of good writing are present:

- Sentences are complete, clear, and concise **1.25**
- Sentences are well constructed, strong, and varied **1.25**
- Sentence transitions are present and maintain the flow of thought **.5**
- Rules of grammar, usage, spelling, and punctuation are followed **1.5**

**Total Points: (Out of Possible 14.5 Points)** **14.5**