School of Professional Studies

FYS 102 IDDL1, First Year Seminar
Summer 2017
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 office, your academic advisor, or the instructor.

This course assumes joint responsibility in the learning process. The activities and assignments 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 requires a significant amount of 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 this course, 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.

If you cannot perform these six 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: FYS 102 IDDL1 2017SU, First Year Seminar

| Instructor: Camille A. Kramer, Adjunct Professor  | cakramer@bridgeport.edu |
| Semester/Term: Spring 2017                        |
| Duration: Eight Weeks, May 8 – July 1, 2017      |
| Dates: Weeks of May 8, 15, 22, 29, June 5, 12, 19, and 26 |
| Location: Distance Learning – Online             |

**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](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.

**Student Learning Outcomes:**
By the conclusion of this course students should be able to:
- Feel a level of comfort navigating the college environment and a sense of empowerment, pride, and accomplishment in returning to school.
- Empathize with their fellow students in an atmosphere of tolerance, acceptance, and helpfulness.
- Feel confident in their ability to learn and help others learn.
- Learn by doing and becoming an active participant in the education process.
- Start building “transferable skills” that transcend the classroom into all aspects of their lives, including work and career.
- Gain solid experience in communicating, writing, and researching.
- Feel a sense of ease expressing informed opinions on issues.
- Learn to apply critical thinking when evaluating and making decisions.
- Begin to or enhance ability to think analytically and to draw upon textual references in expressing their thoughts and ideas.
- Identify their strengths and build upon them while minimizing those areas that can hold them back.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas.
- Add study strategies, analytical skills, and time management techniques to their list of accomplishments.
- Write a decent well formatted paper using formal English and APA Style.
• Sharpen their reading comprehension.
• Use technology to support and enhance learning.
• Embrace the concept of education as a lifelong journey where progress is made over a lifetime. Student Learning Outcomes to be measured by successful completion of all the course requirements.

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/
• Canvas Support: https://bridgeport.instructure.com/courses/829447/
• Canvas Student Tutorial 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)
- Additional Instructions: https://guides.instructure.com/m/4152/l/73162-how-do-i-set-my-notification-preferences

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.

ABSENCE:
Per SPS Policy: One absence = grade reduction by one letter grade. More than one absence = course failure. In the Online setting an absence is measured by no work submitted for the week.

GRADING AND EVALUATION

Grading System:
Six Reaction/Response Papers: 30% (6 points x 5 = 30 points)
One Research Paper: 10% (10 points x 1 = 10 points)
Thirty Discussions 60% (2 points x 30 = 60 points)

GRADING RUBRICS: Listed below the Class Schedule section AND: On Canvas: Modules

Letter Grading Scale:

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<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<th>Letter Grade</th>
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<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<td>89-87</td>
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<td>86-84</td>
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<td>66-64</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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CLASS SCHEDULE, ASSIGNMENTS, CLASS AGENDA:

ASSIGNMENT DUE FIRST NIGHT OF FIRST CLASS:
See Below: WEEK 1: Writing Assignment #1 due Monday May 8.
## WEEK 1: MONDAY MAY 8, 2016

<table>
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<tr>
<th>Assignment #/ Category</th>
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<th>Due by</th>
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<tr>
<td><strong>#1:</strong> Discussions (General – Introduce Yourself):</td>
<td>Use Assignment link in Canvas: 1. Tell the class a little bit about yourself. (250-word minimum) <strong>Suggested items to include:</strong> 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. <strong>Note:</strong> 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 bar, then and click Word Count.</td>
<td>Mon May 8</td>
<td>2</td>
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<td><strong>#2:</strong> 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 May 8</td>
<td>–</td>
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<td><strong>#3:</strong> Reading:</td>
<td>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</td>
<td>Tues May 9</td>
<td>–</td>
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<tr>
<td><strong>#4:</strong> Viewing/Reviewing:</td>
<td>• Watch the APA Style “refresher” video: (9.32 minutes) <em>APA Format Citations-Sixth (6th) Edition</em> <a href="http://www.youtube.com/watch?v=9pbUoNa5tyY">http://www.youtube.com/watch?v=9pbUoNa5tyY</a> • Review APA Style Paper Quick Reference: Posted on Canvas: Modules • Review APA Style Sample Paper: Posted on Canvas: Modules • Review Page 75 of <em>The Bedford Reader</em> which demonstrates a full page of properly formatted references of all types.</td>
<td>Tues May 9</td>
<td>–</td>
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#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 page 187-190 then do Exercise 8.5 and 8.6.

#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.

#7: Reading *The Bedford Reader*:
- Read Chapter 1 Writing Processes pages 6-11
- Read Chapter 3 Critical Thinking Processes pages 35-38

#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.

#9: Discussions (Workbook – Tips):
- 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 minimum)
  b) Comment on postings of two other students (more if you like). (100-word minimum each)
  c) Must address classmates by name.
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</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](https://www.youtube.com/watch?v=OsAQOnjk_To)  
| **#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](https://guides.instructure.com/m/4212/l/64432-how-do-i-view-turnitin-results-for-my-assignment-submission) | Mon May 15 | 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 May 16 | 2 |
| **#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 May 17 | – |
| **#5: Discussions (Workbook – Tips):** |  
- See Week 1 for Instructions for this Assignment Category | Wed May 17 | 2 |
| **#6:** |  
- Read Chapter 12 Supporting a Position with Sources pages 215, 222, 226, 229 | Thurs | – |
<table>
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<tr>
<th>Reading <em>The Bedford Reader:</em></th>
<th>• Read Chapter 20 Strategies for Stating a Thesis and Planning pages 383-387</th>
<th>May 18</th>
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<tr>
<td><strong>#7: Discussions (Text):</strong></td>
<td>• See Week 1 for Instructions for this Assignment Category</td>
<td>Thurs May 18</td>
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| **#8: Discussions (Online Newspaper Research):** | Use Assignment link in Canvas: 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. **Instructions:**
1. Each week 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:
   a) Webpage link (URL) (link must work and must not require a log in).
   b) Title of the article
   c) Author of the article (if it is listed)
   d) Date of the article
   e) An interesting quote from the article in quotation marks.
   f) Explain why you choose this article. (no minimum word count)
   g) 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.
8. Note: Make sure you do not use an article already posted by one of your classmates
**Notes:**
a. 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.

b. Make sure no other student has already submitted this same article either for this week or any other week.

9. **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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<th>Assignment #/ Category</th>
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<th>Pts</th>
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| #1:                    | • Write a two-to-three-page Response/Reaction Paper in APA Style based on based on “Mother Tongue” by Amy Tan pages 564-568 from *The Bedford Reader*.  
• See Week 2 for Instructions for this Assignment Category | Mon May 22               | 5   |
| #2:                    | • See Week 2 for Instructions for this Assignment Category               | Tues May 23             | 2   |
| #3:                    | • Read Chapter 11 Information Literacy then do Review pages 267-269  
• See Week 1 for Instructions for this Assignment Category | Wed May 24              | –   |
| #4:                    | • See Week 1 for Instructions for this Assignment Category               | Wed May 24              | 2   |
| #5:                    | • Read Chapter 21 Strategies for Drafting pages 404-410                 | Thurs May 25            | –   |
| #6:                    | • See Week 1 for Instructions for this Assignment Category               | Thurs May 25            | 2   |
| #7:                    | • See Week 2 for Instructions for this Assignment Category               | Fri May 26              | 2   |
# WEEK 4: MONDAY MAY 29, 2016

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<th>Assignment #/Category</th>
<th>Details</th>
<th>Due by midnight</th>
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• See Week 2 for Instructions for this Assignment Category | Mon May 29 | 5 |
| #2: Discussions (Response/Reaction Paper): | • See Week 2 for Instructions for this Assignment Category | Tues May 30 | 2 |
| #3: Workbook Exercises: | • Read Chapter 4 Setting Goals then do Review pages 82-83  
• Read Chapter 5 Learning Principles then do Review pages 117-120  
• See Week 1 for Instructions for this Assignment Category | Wed May 31 | – |
| #4: Discussions (Workbook – Tips): | • See Week 1 for Instructions for this Assignment Category | Wed May 31 | 2 |
| #5: Reading The Bedford Reader: | • Read Chapter 31 Finding Sources pages 614-615 and 619 and 623  
• Read Chapter 32 Evaluating Sources pages 635-639 | Thurs June 1 | – |
<p>| #6: Discussions (Text): | • See Week 1 for Instructions for this Assignment Category | Thurs June 1 | 2 |
| #7: Discussions (Online Newspaper Research): | • See Week 2 for Instructions for this Assignment Category | Fri June 2 | 2 |</p>
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<th>Assignment #/ Category</th>
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<tr>
<td>#1: Reaction/Response Paper:</td>
<td>• Write a two-to-three-page Response/Reaction Paper in APA Style based on “Why We Crave Horror Movies” by Stephen King pages 534-536 from <em>The Bedford Reader</em>. • See Week 2 for Instructions for this Assignment Category</td>
<td>Mon June 5</td>
<td>5</td>
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<tr>
<td>#2: Discussions (Response/Reaction Paper):</td>
<td>• See Week 2 for Instructions for this Assignment Category</td>
<td>Tues June 6</td>
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<tr>
<td>#3: Workbook Exercises:</td>
<td>• 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</td>
<td>Wed June 7</td>
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<td>#4: Discussions (Workbook – Tips):</td>
<td>• See Week 1 for Instructions.</td>
<td>Wed June 7</td>
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<td>#5: Reading <em>The Bedford Reader</em>:</td>
<td>• Read Chapter 17 Writing in the Workplace pages 338-345</td>
<td>Thurs June 8</td>
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<tr>
<td>#6: Discussions (Text):</td>
<td>• See Week 1 for Instructions for this Assignment Category</td>
<td>Thurs June 8</td>
<td>2</td>
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<tr>
<td>#7: Discussions (Online Newspaper Research):</td>
<td>• See Week 2 for Instructions for this Assignment Category</td>
<td>Fri June 9</td>
<td>2</td>
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<td>Assignment #/ Category</td>
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• See Week 2 for Instructions for this Assignment Category | Mon June 12 | 5 |
| #2: Discussions (Response/ Reaction Paper): | • See Week 2 for Instructions for this Assignment Category | Tues June 13 | 2 |
| #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 June 14 | – |
<p>| #4: Discussions (Workbook – Tips): | • See Week 1 for Instructions for this Assignment Category | Wed June 14 | 2 |
| #5: Reading The Bedford Reader: | • Read Chapter 30 Defining Your Research Project pages 602-606 | Thurs June 15 | – |
| #6: Discussions (Text): | • See Week 1 for Instructions for this Assignment Category | Thurs June 15 | 2 |
| #7: Discussions (Online Newspaper Research): | • See Week 2 for Instructions for this Assignment Category | Fri June 16 | 2 |</p>
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• See Week 2 for Instructions for this Assignment Category | Mon June 19 | 5 |
| #2: Discussions (Response/ Reaction Paper): | • See Week 2 for Instructions for this Assignment Category | Tues June 20 | 2 |
| #3: Workbook Exercises: | • 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 | Wed June 21 | – |
<p>| #4: Discussions (Workbook – Tips): | • See Week 1 for Instructions for this Assignment Category | Wed June 21 | 2 |
| #5: Reading <em>The Bedford Reader:</em> | • Read Chapter 35 Writing a Research Paper pages 674-679 | Thurs June 22 | – |
| #6: Discussions (Text): | • See Week 1 for Instructions for this Assignment Category | Thurs June 22 | 2 |
| #7: Discussions (Online Newspaper Research): | • See Week 2 for Instructions for this Assignment Category | Fri June 23 | 2 |</p>
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| #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.  
  o 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.  
  o References required.  
  **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. | Mon June 26 | 10 |
| #2: Discussions (Research Paper): | Use Assignment link in Canvas:  
  a) Post 3 or 4 comments about your Research Paper. (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. | Tues June 27 | 2 |
| #3: Discussions (Evaluation): | Use Assignment link in Canvas:  
  **Background:**  
  The outcome goals for this class as stated on the syllabus were:  
  o By the conclusion of this course students should be able to:  
  o Feel a level of comfort navigating the college environment and a sense of empowerment, pride, and accomplishment in returning to school. | Wed June 28 | 2 |
Empathize with their fellow students in an atmosphere of tolerance, acceptance, and helpfulness.
Feel confident in their ability to learn and help others learn.
Learn by doing and becoming an active participant in the education process.
Start building “transferable skills” that transcend the classroom into all aspects of their lives, including work and career.
Gain solid experience in communicating, writing, and researching.
Feel a sense of ease expressing informed opinions on issues.
Learn to apply critical thinking when evaluating and making decisions.
Begin to or enhance ability to think analytically and to draw upon textual references in expressing their thoughts and ideas.
Identify their strengths and build upon them while minimizing those areas that can hold them back.
Contribute to the collaborative learning experience of the class by sharing their work and ideas.
Add study skills, analytical skills, and time management techniques to their list of accomplishments.
Write a decent well formatted paper using formal English.
Sharpen their reading comprehension.
Use technology to support and enhance learning.
Embrace the concept of education as a lifelong journey where progress is made over a lifetime.

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

<table>
<thead>
<tr>
<th>GRADING RUBRIC I: Online Discussions (all types):</th>
<th>X/2 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Value per assignment: 2% of final grade (total of 2 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comply with all requested items of the assignment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discussion 250-word minimum</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>• Reply with comments to postings of two other students (each 100-word minimum)</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Must address classmates by name.</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points: (Out of Possible 2 Points)</strong></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADING RUBRIC II: Reaction/Response Papers:</th>
<th>X/5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Value per assignment: 5% of final grade (total of 5 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content and Development</strong></td>
<td></td>
<td></td>
</tr>
<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 AND APA Style Sample Paper Posted on Canvas: Modules)</td>
<td>.5</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>.25</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>.5</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. Example: “Mother Tongue”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o The title of a book should be italicized only: 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>.25</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>
<tr>
<td><strong>Readability, Style, and Mechanics</strong></td>
<td></td>
<td></td>
</tr>
<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>.25</td>
<td></td>
</tr>
<tr>
<td>• Sentences are well constructed, strong, and varied</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>• Sentence transitions are present and maintain the flow of thought</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>• Rules of grammar, usage, spelling, and punctuation are followed</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points: (Out of Possible 5 Points)</strong></td>
<td>5</td>
<td></td>
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</table>
### GRADING RUBRIC III: Research Paper

Total Value per assignment: 10% of final grade (total of 10 point)

<table>
<thead>
<tr>
<th>Content and Development</th>
<th>X/10 Pts</th>
<th>Earned Pts</th>
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</thead>
<tbody>
<tr>
<td>For General Information See Research Paper Quick Reference Posted on Canvas: Modules</td>
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<td></td>
</tr>
<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 AND APA Style Sample Paper Posted on Canvas: Modules)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Three-to-four pages (in addition to the Abstract)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Key elements of Research Paper presented (See Research Paper Quick Reference and Research Paper Tips Posted on Canvas: Modules)</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Abstract is included</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• At least one primary source used (Note: An actual quote from the primary source must be included in the paper)</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• At least two secondary sources used</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• References Page included</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• In-text citation used (or footnotes)</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>.5</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>.5</td>
<td></td>
</tr>
<tr>
<td>Readability, Style, and Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All key elements of good writing are present:</td>
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<td></td>
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<td>• Sentences are complete, clear, and concise</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Sentences are well constructed, strong, and varied</td>
<td>1</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>1</td>
<td></td>
</tr>
<tr>
<td>Total Points: (Out of Possible 10 Points)</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

### 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

FYS 102 IDDL1 2017SU: First Year Seminar Camille A. Kramer May 8 – July 1, 2017 Page 18 of 22
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the School of Professional Studies Course Schedule webpage: [http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/](http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/).

Please print and complete the form and fax the form to the Office: 203-576-4537. Prior to dropping a course, the student should contact their 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 School of Professional Studies 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 University 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)

The Use of Turnitin dot com
Upon submitting an assignment via the Canvas Learning System, a student will be prompted with the following statement:
I agree and understand that this assignment will be submitted to Turnitin, a plagiarism screening service analyzing the extent to which this submission is original content, cited from other sources, and/or similar to existing sources in Turnitin’s database. I further agree and understand that this submission will be maintained in Turnitin’s database for plagiarism detection purposes only and that I retain the copyright of this assignment. I also understand and agree that I am subject Turnitin’s Usage Policy, available at http://turnitin.com.
I have read the terms and conditions of the University of Bridgeport’s (the “University”) Consent to Plagiarism Screening Policies (see below) as stated in the University Catalog and Key to UB-Student Handbook, and understand that those terms are incorporated herein by reference.

Consent to Plagiarism Screening
Students are expected to be familiar with and to comply with the University’s policies prohibiting plagiarism as set forth above. Some courses utilize electronic screening to detect plagiarism, e.g., Turnitin. These plagiarism screening programs analyze the extent to which students’ submitted assignments constitute original content and compare students’ submissions to an extensive network of web pages, articles, and other student work in their databases. Using these resources, these programs produce originality reports which categorize submission content, determining what percentage of each assignment matches text found in their databases. By enrolling in course(s), students consent to the above-described plagiarism screening programs and may also be required to approve specific terms and conditions of use when submitting an assignment. Students also consent to retention of their submission in Turnitin or other plagiarism screening platforms, but retain full copyright of their submission.
For more information about Turnitin, please contact Kris Bickell (ext. 4851).

Ethics Statement of Confidentiality
An integral component of this course 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 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 Wahlstronm 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](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/)

**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>
</tr>
</thead>
<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:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@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>School of Professional Studies</td>
<td>(203) 576-4800</td>
<td><a href="mailto:scps@bridgeport.edu">scps@bridgeport.edu</a></td>
</tr>
</tbody>
</table>
### CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:scps@bridgeport.edu">scps@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

[Directions to Campus locations](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.