



# School of Professional Studies

## *PSYC 240 IDDL1- SOCIAL PSYCHOLOGY*

*Summer 2017*

*Online*

### *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 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](mailto: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 No. & Title:** *PSYC 240 IDDL1 – Social Psychology*

**Semester and Term:** Summer 2017

**Day and Dates:** May 8 – July 1, 2017

**Time:** Online

**Campus Location:** Distant Learning

**Course Description:**

Scientific study of how people think about, influence, and relate to one another. Social cognition, persuasion, conformity and obedience, stereotyping and prejudice, aggression, pro-social behavior, and intra-group and intergroup dynamics.

Prerequisite Course: PSYC 103 and 201 or 202

Course Code: HS-PE, LA, PSY, SsC

**Required Textbook:**

*Social Psychology*, David G. Myers, 12th Edition, 2016, McGraw-Hill Publishers, ISBN 9780077861971 (Loose-Leaf). ISBN: 0077861973.

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Instructor & contact information:** Patricia J. Sawyer

**Email:** [psawyer@bridgeport.edu](mailto:psawyer@bridgeport.edu)

**Learning Outcomes:**

Upon completion of this course the student should be able to:

- Students can explain social thinking, social influence, and social relations.
- Students can apply the concepts of social thinking, influence, and relationships to observed behaviors in applied settings such as clinics, courts, and social service agencies.
- Students can communicate this knowledge verbally and in writing.

**Attendance Policy:**

You are required to log on a minimum of three days weekly and perform the tasks and assignments according to the syllabus.

Each late assignment will lose one letter grade for each day the assignment is late beginning on the first day after the deadline.

**Discussion:** Credit will not be given for late postings. The discussion questions are to be answered by Thursday 11:59pm and then you have until Sunday 11:59pm EST to respond to at least two student posts.

**Reflection:** Credit will not be given for late postings. The instructor will post the reflection questions by Thursday. Students are required to answer the instructor and reply to two student posts by Sunday 11:59pm EST.

### **Evaluation:**

#### **1. Due First Week – Writing Assignment: 5%**

**You are to write a 2-3 double spaced page paper on “Aggressive Behavior in Society Today”. Research this topic using many sources such as your textbook, journals, and web to assist you in writing your paper. Use APA documentation for writing papers and sources used.**

*Submit your paper to me via the link in Week One Assignment.*

*Date due by: Friday, 5/12/2017 11:59pm EST.*

Please note: I cannot open up any WPS (word perfect) documents. Save your paper in RTF (rich text format).

### **Reaction / Response Essay**

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

Questions you might ask yourself:

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

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

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

**Essay Format:**

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

**Introductory Paragraph:**

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

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

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

**Body of the Essay:**

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

While this is not a research essay, you can certainly refer to class lectures, other readings or books.

Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

**Concluding Paragraph:**

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

Conclude.

GRADING RUBRIC REACTION/RESPONSE ESSAY

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

**2. Research Paper: 15%**

You are to write an 8 page double spaced research paper on a topic related to Social Psychology. You are to use a minimum of three references. The cover page and reference/end note page includes the 8 pages. The body of your paper is to be 6 pages, double spaced.

**Your research paper must be cited using APA documentation.** Use correct grammar, punctuation and full sentences. Put your best effort into it as this will count for a good part of your final grade.

Your research paper is Due by: Sunday, 6/18/2017 11:59pm EST.

***Submit your research paper to me via the link in Week 6 Assignments – Research Paper.***

**Research / Thesis Essay**

**Description:** A Research/Thesis Essay is a writing assignment where you may either:

- a) research a specific topic to gain better insight and then express your interpretations and evaluations, or,

- b) make a persuasive argument or take a stand on an issue and then provide evidence to prove the validity of your points.

It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the *Declaration of Independence* is a secondary source, while the actual *Declaration of Independence* is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

**Essay Format:**

- APA Style [refer to: <http://owl.english.purdue.edu/owl/resource/560/01/>]
- Length: 2,000-2,500 words, 8 Pages
- Typed using 1" Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor's Name; Title; and Date.
- Footnotes: Required
- Works Cited: Required
- Use at least three (3) outside sources (books, articles, commentaries).

**Introductory Paragraph:**

Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your essay.

**Organizing Ideas:**

- Thesis statement forms the basis of the essay
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using quotes
- The use of the first person "I" is not appropriate for a research essay.

**Body of the Essay:**

- Present your ideas in a logical way with references to texts.

**Concluding Paragraph:**

- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.

GRADING RUBRIC RESEARCH / THESIS ESSAY

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

**2. Weekly Discussion Board, Reflections, and Peer Review 40%**

Each week you are required to answer the discussion board questions listed in the discussion board. In addition to your own answer, you must respond to at least two other postings and any responses to your post in order to receive full credit. You will be graded on how completely you answer the assigned discussion question and by the quality of your responses to the other postings. You are to conduct research on the question using your textbook, periodicals, journals, web, etc. List your sources after each response. You are to first answer the weekly discussion questions by Thursday 11:59pm and then respond to two student posts each week. Use many sources when conducting research and list your sources after each answer. When responding to student posts you are to support your opinions with research and list your sources after each response. You are required to log on at least three days weekly to read, conduct research and respond to postings. Each week the discussion board will be available Monday 1:00 am EST to the following Sunday 11:59pm EST. No late postings will be accepted.

**Reflections:** Students are to answer the Instructor's post and reply to two students by Sunday at 11:59pm EST. Instructor will post reflection topic on Thursday.

**Peer Review:** In Module 5 students will conduct a peer review. *Students are to post a draft of their final paper by Thursday, 6/8/2017 at 11:59pm EST.* Students are to peer review two classmates' papers by Sunday at 11:59pm EST. See the peer review assignment in Canvas for specific instructions and tips.

**Grading Rubric for Discussion Postings**

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

Discussion Grading Rubric	Points
Provided complete details & explanations in an organized manner using complete sentences for the Discussion Questions addressed in the discussion assignment. Researched each question using many sources. Complied with all Discussion Board requirements per syllabus. <b>Answered the discussion board questions by Thursday 11:59pm EST.</b> Logged onto the discussion board a minimum of three days a week to read/post and actively participate in the discussions. Responded to at least two	10

student posts with research by Sunday 11:59pm EST.	
Provided details & explanations in an organized manner using complete sentences for the Discussion Question. Complied with most weekly requirements per syllabus. Logged onto the discussion board three days a week. Answered the discussion questions by Thursday 11:59pm EST. Responded to at least two student posts with research by Sunday 11:59pm EST.	8
Details & explanations were very limited but writing was organized for some of the discussion question. Did not comply fully with Discussion Board requirements per syllabus	5
Details & explanations were very limited with no organization. Did not comply with discussion board requirements per syllabus.	0

### 3. Two Exams 40%

1. **Mid-Term – (20%)** The exam will be posted with instructions in Week 4 Assignments. The exam will be a series of essay questions. (Chapter’s 1 – 8) ***Due by: Sunday, 6/4/2017 11:59pm EST. Submit your exam to me via the link in Week 4 Assignments – Exam 1.*** Send as “one attachment” only. Make sure to save your exam in RTF.

2. **Final Examination - (20%)** The final examination will be posted in Week 8 Assignments. The exam will be a series of essay questions (Chapter’s 9 - 16). Make sure to save your work in RTF. ***Due by: Wednesday, 6/28/2017 6:00pm EST. Submit your exam to me via the link in Week 8 Assignments – Exam 2.*** Send as “one attachment” only. Make sure to save your exam in RTF.

### Topic Outline

- Introducing Social Psychology
- The Self in a Social World
- Social Beliefs and Judgments
- Behavior and Attitudes

Genes, Culture, and Gender  
 Conformity and Obedience  
 Persuasion  
 Group Influence  
 Prejudice: Disliking Others  
 Aggression: Hurting Others  
 Attraction and Intimacy: Liking and Loving Others  
 Helping  
 Conflict and Peacemaking  
 Social Psychology in the Clinic  
 Social Psychology in Court  
 Social Psychology in the Sustainable Future

### **Helpful Hints**

1. Don't fall behind – the most important factor for achieving success in this course is to follow the Learning Units closely, and complete your assignments correctly and on time.
2. Share your opinions – the Discussion Board is largely based on your application to the Social Psychology principles you will learn. While the actual principles and theories are based on research, your answers to the questions are based on your personal application of these principles and theories.
3. Ask questions – if you are having trouble understanding any parts of this course, let me know as soon as possible. I will gladly answer any questions you have about the course materials, lessons, resources and the assignments. So if you have a question, please ask!
4. Please put your name on all assignments.

### ***Social Psychology***

#### ***Course Schedule***

<b>Week One (5/8 – 5/14)</b>	<b>Introducing Social Psychology</b>	<b>Ch. 1</b>
	<b>The Self in a Social World</b>	<b>Ch. 2</b>

***First Assignment due by Friday, 5/12/2017 11:59pm EST***

<b>Week Two (5/15 – 5/21)</b>	<b>Social Beliefs and Judgments</b>	<b>Ch. 3</b>
	<b>Behaviors and Attitudes</b>	<b>Ch. 4</b>

<b>Week Three (5/22 – 5/28)</b>	<b>Genes, Culture, and Gender</b>	<b>Ch. 5</b>
	<b>Conformity and Obedience</b>	<b>Ch. 6</b>



<b>B</b>	<b>Students achieving this level will have demonstrated the following:</b>
	<ol style="list-style-type: none"> <li>1. All of the “A” work, but with less accomplishment.</li> <li>2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.</li> <li>3. A critical stance, with some effort, not always successful, to defend that stance.</li> <li>4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.</li> <li>5. Very clear expression of thoughts and ideas.</li> </ol>
<b>C</b>	<b>Students achieving this level will have demonstrated the following:</b>
	<ol style="list-style-type: none"> <li>1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.</li> <li>2. Some attempt to take a critical stance, but with little effort or success in defending that stance.</li> <li>3. Some attempt to find personal meaning.</li> <li>4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.</li> </ol>
<b>D</b>	<b>Students achieving this level will have demonstrated the following:</b>
	<ol style="list-style-type: none"> <li>1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.</li> <li>2. Generally lacking in critical stance or in a defense of that stance.</li> <li>3. Lack of understanding or an attempt to find personal meaning.</li> </ol>

### Letter Grading Scale:

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

## ACADEMIC POLICIES

### Attendance Policy

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an

absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

**IMPORTANT:**

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

**Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the School of Professional Studies Course Schedule webpage:

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

Please print and complete the form and fax the form to the 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 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 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

### **Obtaining a UBNet Account**

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

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

### **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** <https://bridgeport.instructure.com/courses/985903>

**For assistance** contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)  
<https://bridgeport.instructure.com/courses/829447/>

### **Accessing Your Grades & Schedule Online**

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

### **Using the Library**

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

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

### Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

### Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
School of Professional Studies Office	(203) 576-4800	scps@bridgeport.edu

### CAMPUS CONTACT INFORMATION

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

<b>Directions to Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.  
Federal Student Aid Information: 1-800-433-3243.