Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title:  FYS-102-ID8W1  First Year Seminar
Semester and Term:  Spring 2017
Day and Dates:  Saturdays, 1/14/2017 – 3/4/2017
Time:  9am – 12pm
Campus Location:  Bridgeport Campus

Instructor:  Marianne Tecun
Email:  mtecun@bridgeport.edu

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

Required Textbook:


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.

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 selfworth 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, and document sources of academic material effectively and correctly.
- Use the UB library database to locate academic resources.
- Conduct and present independent, college level research.
- Write clearly and persuasively using APA guidelines.
- Demonstrate the ability to read critically and actively.
Access and contribute to an online learning environment.
Work collaboratively in a group to produce an essay and presentation.

Week one assignments are to be completed prior to the first class. See details below. Ten points will be taken from any late assignment submitted after the deadline.
Papers should be submitted to CANVAS with proper formatting - 1 inch margins, double-spaced, with 12 point. See page 380 in the Bedford textbook for a good example of properly a formatted college essay.

Week 1

1) Read Steven Levy’s (Some) Attention Must Be Paid: http://www.newsweek.com/some-attention-must-be-paid-106439 Write a 500 word reaction paper to the essay. Submit your reaction to the essay through Canvas. Your essay is due by 6 PM the day before class, Friday January 13th. Feel free to submit your essay prior to the deadline.

2) Read Chapter 8, Learning Styles (in the Hopper text) 173-200. Complete exercises 8.1 on page 176 and exercise 8.3 on page 181. Bring them to class to share and discuss.

3) Log into the DISCUSSION TAB in Canvas and introduce yourself to the class. Your graded introduction is due by Friday the 13th of January by 6PM.

Week 2

1) This week, write your reaction paper after reading Deborah Tannen’s essay, But What Do You Mean? This essay will be made available in class week 1. Submit your essay through Canvas. This reflection paper is due the day before class Friday 1/20/17 by 6PM. Once again, feel free to submit earlier than the deadline!

2) Read Hopper, chapter 1 Making a Smooth Transition to College (1-28)

3) Week two assignment: log on to Module #2 in our Canvas classroom. The assignment is an online treasure hunt. Print it out and complete it.

4) Guest Speaker – Assistant Dean and Academic Advisor. Topics include: expectations and responsibilities of the IDEAL student, financial aid, graduation, managing stress, and more!

Week 3

1) Read Libby Copeland’s essay Is Facebook Making Us Sad? on page 591 in the Bedford book. When you write this reflection paper, remember not to summarize the article. Write your reaction to two or three points that Copeland discusses. The paper is due on the 27th of January, one day before class. It is due no later than 6 PM on the 27th.

2) Read Hopper, chapters 2, Practicing the Principles of Time Management (29-49)
Complete exercise 2.7 on page 44 in the Hopper text. Bring it to class.

3) Read Bedford Guide, chapter 30, Planning Your Research Project (626-638)

**Week 4**

1) The reflection paper this week is on the topic of the 2nd Amendment. The essay to be read is by Molly Ivins, *Get a Knife, Get a Dog, But Get Rid of Guns* and it is available on Canvas. You will also submit the essay through Canvas. Once again, the essay is due by 6PM the day before class, the 3rd of February.

2) Read Hopper, chapters 3 and 11, Practicing Critical Thinking (51-65) and Information Literacy (255-270)

3) Read Bedford Guide, chapter 32, Finding Sources (657-678)

4.) Class demonstration of UB online library, Eureka, and of Canvas dashboard.
   • ALSO BRING your research proposal for Final Research Paper to class for group discussion and to benefit from peer editing.

**Week 5**

1) Turn to page 565 in Bedford and read Violent Media Is Good for Kids, by Gerard Jones. Then, log into the discussion board and post your views on the topic. It is a provocative essay with a sound argument. Although you are not required to write and submit an essay this week, your post in the Canvas Discussion Board is a graded assignment. Your post is due, as usual, the day before class on the 10th of February, by 6 PM.

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

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

**Week 6**

1) Amy Tan has written a beautiful essay entitled Mother Tongue, which you will find on page 506 of the Bedford book. Read her essay and log in to the DISCUSSION BOARD and write a 1-2 paragraph response on the topic of nonstandard English speakers. You could take your discussion in any number of ways. Your post and response to classmates is due on 2/17/17 by 6 PM. As always, submit your essay through Canvas. This is a graded discussion.

2) Read Hopper, chapter 5, Learning Principles (87-121)
3) Bedford Guide, chapters 34 and 37, *Integrating Sources and APA Style for Documenting Sources* (687-699 and 735-759)

• *BRING your outline with three APA formatted sources. See class handouts for exact format. Peer editing will be available during the first 10-15 minutes of class.*

**Week 7**

1) The topic this week is based on the essay by Brent Staples, *Black Men and Public Space*. This short essay is available on page 520 in the Bedford text. Write a one-two page reflection paper, including your reaction to the essay, and your own views on the topic. Due through Canvas on 1/24/17 by 6 PM.


**Week 8**

Though *In Praise of the F Word* was written by Mary Sherry in 1991, it is still relevant today. You will find the essay in our CANVAS classroom. Read the essay and log into the Discussion Board and post your views and insights by Friday March 3rd by 6 PM. As usual, this is a graded post.

*BRING FINAL RESEARCH ESSAY (with a self-addressed envelope) TO CLASS AND BE READY TO DISCUSS THE HIGHLIGHTS OF THE PAPER.*

**Description of Weekly Sessions:**
Each week will consist of a preselected topic discussion, readings from our two assigned textbooks, and in-class sessions on how to research and write a final research paper.

**Grading Criteria:**

- Reaction papers 30 %
- Attendance and Participation in class 25 %
- Proposal for research paper 10 %
- Outline with sources for research paper 10%
- Final research paper 25 %
Letter Grading Scale:

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ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.
Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

**Cell Phones**
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

**Academic Dishonesty**
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

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

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

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

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

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

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

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

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

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.

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

ACADEMIC RESOURCE CENTER

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

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

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

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

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

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
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). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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</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:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
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<tr>
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<th>Address</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243