**Florida Atlantic University**

***School of Urban and Regional Planning***

**Course Title: RI Sustainable Cities**

**Course URP4403**

***TERM***

***3 Credit Hours***

**Instructor:** *Diana Mitsova, PhD*

**Office Location:** *SO 44/ 273*

**Office Hours:** *A brief statement explaining your office hours.*

**Contact Phone Number:** 561-297-4285

**Email:** dmitsova@fau.edu

**Teaching Assistant Contact Information** (if applicable) –

**Program Admin:** Alejandra Quintero, Phone: 561-297-4279; email: mquinte5@fau.edu

**Course Prerequisites:** *No prerequisites.*

*Note: Although there are no required prerequisites for this course, it is an upper level undergraduate course and students are expected to have taken courses that have prepared them in research methods in their respective discipline.*

**Course Co-requisites:** *No co-requisites.*

**Research Intensive Course Designation (RI) and Requirements**

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

**Student Learning Outcomes**

The research project is designed to achieve all six of the following Student Learning Outcomes (SLOs):

**SLO 1: Knowledge.** Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.

**SLO 2: Formulate Questions.** Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.

**SLO 3: Plan of Action.** Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

**SLO 4: Critical Thinking.** Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.

**SLO 5: Ethical Conduct.** Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.

**SLO 6: Communication.** Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.

**Time Commitment per Credit Hour:** This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

**Welcome:** Throughout this course, we will be exploring the challenges of sustainable development, and the opportunities and limits that urban planning tools provide in meeting these challenges at various scales. Moreover, we will apply the knowledge acquired through the readings and discussions to better understand the principles of building sustainable communities from various perspectives including urban form, community development, environmental protection, climate change, economic development, and human welfare.

**Placement in Program:** *This is an upper division undergraduate course.*

**Other Designations:** *This is a required course for the Bachelor of Urban Design and Bachelor of Urban and Regional Planning.*

**Course Description/Introduction**

The sustainability of cities has gained attention due to the effects of urbanization on the environment, the economy, and social and political justice. This course focuses on planning as a means of making cities more sustainable.

**Course Objectives**

1. Upon successful completion of the course, the students will be able to explain theories and concepts, provide examples, and discuss specific applications of urban sustainability.
2. Upon successful completion of the course, the students will be able to expand their knowledge of the concepts and applications of sustainability by using online resources to conduct a review of the literature.
3. Upon successful completion of the course, the students will be able to complete the requirements for conducting an intensive case study research and formulate problem statements, research objectives and research questions supported by an action plan as specified in the project proposal guidelines.
4. Upon successful completion of the course, the students will submit a research paper on a topic selected by them that meets the guidelines and criteria specified in the research project general requirements.
5. Upon successful completion of the course, the students will be able to communicate their results by creating a website that incorporates a rating system framework to assess sustainable practices.
6. Upon successful completion of the course, the students will be able to identify and critically evaluate sustainable planning practices that will effectively reduce the contribution of urban areas to GHG emissions and address the impacts of climate change.

**Course Delivery Mode**

This is a fully online course accessible only through FAU’s learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. [Link to Office of Information Technology Help](http://www.fau.edu/oit/accounts/index.php).

The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

**Required Text and Materials**

*There are no required textbooks for this course. Links to the readings in each Module will be provided on Canvas.*

**Suggested/Optional Text(s) and/or Materials:**

***Farthing, Stuart****. 2015****.*** [***Research Design in Urban Planning: A Student's Guide***](https://play.google.com/store/books/details?id=8_6ICwAAQBAJ&source=productsearch&utm_source=HA_Desktop_US&utm_medium=SEM&utm_campaign=PLA&pcampaignid=MKTAD0930BO1&gclid=CJj9pv_dktECFczhDQodYCQPcw&gclsrc=ds&dclid=CKH_r__dktECFVEjhwodYg4Fxw)*. London, UK: SAGE Publications, Ltd. Available as an app on Google Play****.***

**Stake, Robert E**. 1995. **The Art of Case Study Research**, London, UK: SAGE Publications – Thousand Oaks

**Technology and Computer Requirements**

**Minimum Technology Requirements for This Course**

In this course you will need the following technology and computer requirements:

Hardware

* Dependable computer
* Computer speakers
* Headset with microphone
* Webcam

Software

* Microsoft 365 Suite [Link to Download](https://www.fau.edu/oit/getoffice365/)
* Reliable web browser (recommended [Chrome](https://www.google.com/chrome/) or [Firefox](https://www.mozilla.org/en-US/firefox/new/?utm_medium=referral&utm_source=firefox-com))
* Java – [Link to Download](http://www.java.com/en/download/help/windows_manual_download.xml) and/or [Link to Verify Java](http://www.java.com/en/download/installed8.jsp) on your computer
* Adobe Flash Player: [Link to Download](https://get.adobe.com/flashplayer/)
* Mobile App: Instructions on how to download the Canvas App on an iOS device [Link for iOS Instructions](https://community.canvaslms.com/docs/DOC-1658) or Android device [Link for Android Instructions](https://community.canvaslms.com/docs/DOC-1548)

Internet Connection

* Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
* To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
* To check your Internet speed [click here](http://www.speedtest.net/).

**Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents, etc.).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

**Computer Requirement** - Basic computer specifications for Canvas [Link to Specifications](https://community.canvaslms.com/docs/DOC-2059)

Operating System

* A computer that can run Mac OSX or Win 7.0 or higher.

Peripherals

* A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

* Once logged in to Canvas make sure your Internet browser is compatible
* Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

**Technical Support**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

**\*\*Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar. \*\***

**By clicking the “Help” tab you will be able to:**

* Report a Problem
* Search Canvas Guides

**Additional Technical Suppor**t

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions.](http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows)
3. Complete a Help Desk ticket [Link to Help Desk](https://helpdesk.fau.edu/TDClient/Home/). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
	1. Select “Canvas (Student)” for the Ticket Type.
	2. Input the Course ID.
	3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
	4. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (3b-d above). Keep your instructor informed of the status.

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODULES** | **DATES** | **TOPIC** | **READ/LISTEN/VIEW** | **TO DO** |
| **STARTHERE** | Mon. Jan. 9 – Sun. Jan. 15 | Introduction to Course on Canvas | SyllabusCourse ScheduleInstructor Introduction | * Post student intro Due Jan. 15
* Syllabus Quiz Due Jan. 15
 |
| **1** | Mon. Jan. 16 – Sun. Jan. 22 | Sustainability: Theories and Concepts | * Module 1 Readings
* Meadows 2002
* Campbell 1996
* Ecological Footprint Basics

Module 1 Lecture Notes: SD Conceptual foundations | * Module 1 Discussion
* Module 1 Quiz
 |
| **2** | Mon. Jan. 23 – Sun. Feb. 5 | Research Project | * Module 2 Readings
* Stake, Robert **E** 1995
* Farthing, Stuart 2015
* Research Project Description
 | * Module 2 Quiz
* Review the research project guidelines
 |
| **3** | Mon. Feb. 6 – Sun. Feb. 19 | Urban Sprawl and Growth Management | * Module 3 Readings
* Garneau 1991
* Campbell 1996
* NRT Millennials

Module 3 Lecture Notes: Sprawl & Growth Management | * Research Project Proposal
* Module 3 Discussion
* Module 3 Quiz
 |
| **4** | Mon. Feb. 20 – Sun. March 5 | New Urbanism – Redesigning the City | * Module 4 Readings
* [About Smart Growth (Links to an external site.)](https://www.epa.gov/smartgrowth/about-smart-growth)- - USEPA, 2016
* NRDC 2015
* Anthony Downs (2005)
* Module 4 Lecture Notes: New Urbanism and Redesigning the City for Transit and Walkability
 | * Module 4 Discussion
 |
|  | Mon., Mar. 6 - Sun., Mar. 12  | (Spring Break) |  |  |
| **5** | Mon. Mar. 13 – Sun. Mar. 26 | Urban Sustainability and Climate Change | * Module 5 Readings
* Climate Change and Cities, 2011
* Sustainable Urban Site Design Manual. 2008
* City of Philadelphia – Building Energy Efficiency

Module 5 Lecture Notes: Climate Change, Built Environment, Energy Efficiency | * Module 5 Discussion
* Module 5 Quiz
* Project research paper due March 15
 |
| **6** | Mon. Mar. 27 – Sun. April 9 | Neighborhood Change and Affordability? | * Module 6 Readings
* Krumholz, Norman. 2015
* Greg Schrock, Ellen M. Bassett, and Jamaal Green. 2015
* Lecture Notes: AICP Code of Ethics.pptx
 | * Module 6 Discussion
 |
| **7** | Mon. April 10 – Sun. April 23Mon. April 24 (last day of classes) | Urban Agriculture | * Module 7 Readings
* Select an article on urban agriculture on resilience.org
 | * Module 7 Discussion
 |
| **Finals Week** | Thurs. April 27 - Friday, May 5 | Final Deliverable |  | * project website due May 3, 2017
 |

**Course Assessments, Assignments, Grading Policy, and Course Policies**

**Assessments for this Course**

*Your final grade will be based on the following weighted distribution:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Module**  | **Assignment** | **Due Date** | **Points Possible** |
| Start Here | Syllabus Quiz  | Jan. 15 | 4 |
|   | Student Introductions | Jan. 15 | 3 |
| Module 1 | Module 1 Discussion | Jan. 18 | 5 |
|   | Module 1 Quiz  | Jan. 22 | 5 |
| Module 2 | Module 2 Quiz  | Feb. 1 | 3 |
| Module 3 | Research Project Proposal | Feb. 12 | 10 |
|   | Module 3 Discussion | Feb. 15 | 5 |
|   | Module 3 Quiz  | Feb. 19 | 5 |
| Module 4 | Module 4 Discussion | Mar. 5 | 5 |
| Module 5 | Project Research Paper | Mar. 15 | 15 |
|   | Module 5 Discussion | Mar. 22 | 5 |
|   | Module 5 Quiz | Mar. 26 | 5 |
| Module 6 | Module 6 Discussion | Apr. 9 | 5 |
| Module 7 | Module 7 Discussion  | Apr. 23 | 5 |
| Module 8 | Module 8: Project Website | 3-May | 20 |
| **Total** |   |   | **100** |

**Introductions and Syllabus Quiz:** *(*3 and 4 points respectively)

*You will post an introduction in discussions and take a syllabus quiz. The syllabus quiz can be taken as many times as necessary to achieve 100%.*

**Discussions: 6 (5 points each), for a total of 30 points for the semester*.***

As part of the course assignments, you will be asked to post an original submission to the module discussion and reply to at least one other student’s posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. “I agree,” “Ditto” and the like are not acceptable replies. Rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, proper source citations, etc., are expected.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **cite references)**. The posts should be entered directly into the discussions, or as an attachment. For maximum points, please reference external research or examples as well as the discussion rubrics.

All original posts must be submitted by 11:59 pm, EST, on the day each discussion assignment is due (1 point will be deducted for each day late). Responses to peers are due at 11:59pm, EST, on the day each discussion assignment is due.

**Quizzes.** There are four graded quizzes under modules 1, 2 and 3 and 5 respectively.

* *Examinations will be based on readings, lectures, assignments, and class discussions.*
* *The quizzes will include multiple choice, true/false and/or short answer questions.*
* *Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Good answers will demonstrate that you have read and understood the chapters, and actively participated in discussions.*
* *Quizzes will be taken online in the Canvas Learning Management System. Test will be timed.*

# Research Assignment - 48 points in total (breakdown shown below)

# Assessment

Module 2 Quiz 3 points

Research Project Proposal 10 points

Research Project Report 15 points

Research Project Website 20 points

# Objectives (Module 2)

1. Leverage knowledge and skills developed in previous coursework and integrate them with case study research.
2. Distinguish between Intrinsic, instrumental and collective case studies and apply appropriate selection criteria such as representativeness to select topics consistent with intensive research.
3. Develop research goals and questions and being able to justify them by conceptualizing issues and analyzing contexts.
4. Synthesize knowledge from case studies to create new knowledge through interpretation, assertion, generalization, and proposed solutions.

# General requirements

A detailed description of the research project requirements can be found on Canvas under Module 2.

**Groups:** For the research paper assignment and the website, you can work individually or with a teammate (maximum group size = 2). Sign up for a group on the [People page](https://canvas.fau.edu/courses/6556/users) of this course. See the [Canvas Student Guide >People & Groups](https://guides.instructure.com/m/4212) for further details.

**Assessment of group projects:** If you choose to work in groups, each student in the group should pursue a separate facet of the project. Your grade will be based on the sections of the group assignment that you have developed and written. Therefore, your name should clearly indicate which part of the assignment has been prepared by you. I will provide feedback that should be taken into consideration in revising the assignment and including it on the Project Website.

# Find your topic/ project idea

Select a topic that relates to urban sustainability and provides an opportunity to engage communities in a meaningful dialogue about a decision support tool that will help increase awareness or help implement this idea.

One way to do this is through **case study research** which is a scientific method used to narrow down a very broad field of research (e.g., green buildings, green infrastructure) into one easily researchable topic (specific examples of success or failure and analyzing the reasons why). Whilst it may not answer a research question in all its complexity, it can lead to formulating research hypotheses and generating new knowledge. Case studies are widely used in psychology, anthropology, sociology, planning, political science, medicine, and even engineering.

# More on case study research

According to Robert Stake, the author of “The Art of Case Study Research,” people, programs, plans and projects fit well with the definition of a case study. Events and processes do not (Stake 1995). Case study practices exist in many disciplines. According to Robert Stake (1995), there are three types of case studies – intrinsic, instrumental, and collective. **Intrinsic** – when engaging in this type of research, we are interested in evaluating a program, a project or a plan. **Instrumental** – in this case, we seek a general understanding, we are interested in a research question, we formulate research hypothesis and we find case studies to help us gain insight into the key issues, Each case study is instrumental about learning the effects of … Building performance measures in terms of energy efficiency can be chosen because they are important in and of themselves. **Collective** – thus type of case study research involves more concern for representation (Stake 1995). For example, if you study walkability, you have to formulate a research design in which the reader can evaluate the process by which the cases are selected. You will probably need a justification for the selectin of your case studies and explain why they are representative for this particular topic (See Farthing 2015 for more details on justification of a research question).

**Intrinsic** case studies are ***exploratory*** in nature. **Instrumental** and **collective** case studies are ***research-intensive***. Therefore, our focus in this course will be on instrumental and collective case studies.

# Selection criteria for a research-intensive case study

The main research goal in case study research is to gain new knowledge. Which cases are more likely to lead us to a new understanding of a sustainability issue? Are existing tools, measures, and rating systems sufficiently reliable to meet the needs of communities? Oftentimes, we do not have much time or resources to do field work, conduct experiments, or other types of hands-on activities. Therefore, it is important to pick up cases that can answer our research questions, and are important to our inquiry. We need to consider “the contexts of alternative selections, for these may aid or restrict our learnings” (Stake 1995, p.5).

# Research Project Proposal

Your proposal should be 500-600 words in total. All of the elements below should be addressed.

1. **Topic:** Explain briefly the topic of your research. What aspect of urban sustainability will be pursued?
2. **Rationale and background information:** Support your rationale with findings from at least one academic article or report. Use in-text citations and include the sources in a references list.
3. **Problem statement, objectives and research questions:** State clearly your main study concern. The problem statement is the reason why the topic is important and relevant. What do you want to know/ change and why?
4. **Plan of action:** Give a brief schedule of your research tasks, including methods.
5. **Outcomes:** Predict possible benefits, relevance, or advantages that may be derived from your proposed solutions.

# Format of the Research Project Paper (See instructions in Module 2 on Canvas)

The required structure of the report is briefly outlined below. The research report is intended to help you create the content of your website. You can change the headlines of the pages as long as you create the required content. Your page formatting should be double-spaced.

1. **Title**
2. **Contents**
3. **Abstract** (200 words)
4. **Introduction** (2-3 pages)
	1. *Rationale :* Explain briefly the topic of your research. What aspect of urban sustainability will be pursued, and why
	2. *Significance :* (3-5 pages) Show the benefits, relevance, or advantages that may be derived from your findings and proposed solutions.
5. **Background / Brief Literature Review (3-5 pages)** Support your rationale with findings from previous studies and cite only the most significant and relevant sources. Use in-text citations and include the sources in the references list.
6. **Problem statement, objectives, and research:** State clearly your main study concern. The problem statement is the reason why the topic is important and relevant. What do you want to know/ change and why?
7. **Methods:** (1-2 pages): Explain your methodology and case study selection criteria
8. **Conclusions:** (1-2 pages). Emphasize your main points. Do not rewrite. Provide an overview or your recommendations.
9. **Communication** of project results: review the [webpage requirements.](https://canvas.fau.edu/courses/6556/pages/format-of-the-project-website)
10. **References**

# Communicating research results

The Website project is an opportunity for you to showcase all (or most) of the practical skills that you have learned during your studies, and integrate them in a cohesive manner. Your site should consist of **at least nine web pages**: an index (home) page, sitemap, “about us” page, the portfolio project page, benefits of your project, featured activities, primary calls for action, secondary calls for action, more content offers (social media, etc.). Additional pages are allowed and may be necessary to convey the content of your project convincingly. For detailed steps see the instructions posted on Canvas.

If you have some knowledge of GIS, you can use Story Maps for ArcGIS. Instruction on how to create a story map will be provided. Here you can find an introductory VIDEO from ESRI: How to create a story map? [Mapping: Story Maps: How to Tell Your Story Using Esri's Storytelling Apps](https://www.youtube.com/watch?v=lfLa-KJjoxA)

**IMPORTANT: Please note that survey results can be included in the project report and posted on Canvas but survey research CANNOT be posted on the website unless a prior approval from the FAU Institutional Review Board has been obtained.**

**Integration of SLOs and research Assignments**

|  |  |
| --- | --- |
| **SLOs** | **Assignment Requirements and Assessments** |
| **SLO-1:** **Knowledge** | Common base of knowledge required for effective professional practice in the field of planning including policy and organizational contexts. Students will demonstrate knowledge of key theories of planning, and multidisciplinary interpretative views of human settlements. Students will also show knowledge of tools and practical skills needed to analyze planning problems related to environmental issues, transportation, economic development, historic preservation, and urban design, and understand urban and regional trends. Knowledge of written, oral communication, and advanced visualization techniques are also required to incorporate research findings in planning documents and present them through a website project. |
| **SLO-2:** **Formulate Questions** | Students are required to develop a problem statement in which they specifically address their research questions. The students are expected to present a clear concise statement of the research problem. When appropriate, the students should be able to break down principal problems into smaller solvable sub-problems. |
| **SLO-3:** **Plan of Action** | Students will create a plan of action for an intensive case study research that will encompass the following elements: (i) scope of the study; (ii) literature review; (iii) planning context; (iv) problem statement and research methodology; (v) analysis and findings; (vi) developing a tool or a proposed design solution. The students will develop hypothesis if needed, identify research methods and experimental designs, and select appropriate statistical techniques. Using the course timeline as a template, each student is expected to develop her/his own planning project management plan with specific tasks related to the topic in consideration. |
| **SLO-4:** **Critical Thinking** | Students will demonstrate critical thinking skills by applying appropriate selection criteria for case study research taking into consideration multiple perspectives, and examining implications and consequences of an action or planning alternative. The research project will also tap into students’ ability to use evidence and reasoning to distinguish between categories or rank them, ability to apply standards and make judgments according to established personal, professional, or social rules or criteria, ability to build predictive models and transform knowledge. Peer reviews will be used for the initial drafts. |
| **SLO-5:** **Ethical Conduct** | **All students are required to familiarize themselves with the rules of academic integrity and the Code of Ethics of the American Planning Association. Student projects involving primary data collection through surveys and interviews will be required to complete CITI training. Please note that survey results can be included in the project report and posted on Canvas but survey research CANNOT be posted on the website unless a prior approval from the FAU Institutional Review Board has been obtained.** Also, make sure to include ***original images*** (ex. pictures, maps, renderings that you created). Avoid using Internet content or make sure it is not copyright protected**.**  |
| **SLO-6: Communication** | Students will be required to professionally write and present a research proposal, a research report (e.g., analysis, findings and recommendations), and develop a website to communicate research results as outlined in SLO-3. Students are expected to demonstrate knowledge of technical report writing and visualization.  |

**Grade Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TotalPoints | 100-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Late Assignments Policy**

*If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University - approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student’s final course grade. Reasonable accommodation must also be made for students participating in a religious observance.*

**Make-up Policy for Tests:**

*Clearly state your policy; this is your contract with the student. Please note that the University Provost, in order to identify and assist students at academic risk, requests that courses with freshmen have graded assignments well before midterm. If applicable, also note the minimum grade required to pass the course (if not a “D-“).*

**Incomplete Grade Policy**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion posts and other written and oral presentation assignments. If in doubt, cite your source!

**Online Attendance Policy**

Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussions, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

**Netiquette and Classroom Etiquette Policy**

**Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the [FAU statement on Netiquette](http://www.fau.edu/oit/student/netiquette.php).

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct: [Link to Student Conduct](http://www.fau.edu/studentconduct/) Policy

**Expectations for Students**

* Announcements: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
* Email: You are responsible for reading all of your course email and responding in a timely manner.
* Course-Related Questions: Post course-related questions to the FAQ discussion forum. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

**Instructor’s Plan for Classroom Response Time & Feedback**

* Email Policy: Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion forum within the course.
* Assignment Feedback Policy: Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
* Course-Related Questions: Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

**Support Services and Online Resources**

|  |  |
| --- | --- |
| Office of Information Technology Online Help Desk  | <https://helpdesk.fau.edu/TDClient/Home/>  |
| FAU Libraries | <http://www.fau.edu/library/>  |
| Center for Learning and Student Success | <http://www.fau.edu/class/>  |
| University Center for Excellence in Writing | <http://www.fau.edu/UCEW/>  |
| Math Learning Center | <http://www.math.fau.edu/mlc/>  |
| Office of Undergraduate Research and Inquiry | <http://www.fau.edu/ouri/>  |
| Student Accessibility Services | <http://fau.edu/sas/>  |
| Office of International Programs and Study Abroad | <http://www.fau.edu/goabroad/>  |
| Freshman Academic Advising Services | <http://www.fau.edu/uas/index.php>  |

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: [Link to Student Accessibility Services](http://www.fau.edu/sas).

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room SU133, (561) 297-3880, TDD (561) 297-0358.

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)