

<b>COURSE TITLE BLACKBOARD SITE</b>	ARC 5743: Current Issues in Urban Design (Online) – CRN 5164 Summer 2011 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 5164
<b>INSTRUCTOR</b>	Joongsob Kim, PhD, RA, AIA, AICP Associate Professor, College of Architecture and Design Contact Information jkim@ltu.edu 248-204-2928 Office hours by appointment
<b>SCHEDULE</b>	May 18, 2011 – July 28, 2011 Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/ HOURS PREREQUISITE</b>	Graduate Degree / 3 credit hours None (for M of Urban Design students), IDS3 (for SR students only) Restriction(s): GR and SR standing or Instructor's approval
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Krieger, A. and Saunders, William S. (Eds.). (2009). <i>Urban Design</i> . Minneapolis, MN: University of Minnesota Press Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>
<b>ADDITIONAL REFERENCES</b>	Barnett, Jonathan. (2011). <i>City design: Modernist, traditional, green and systems perspectives</i> . New York, NY: Routledge. Garde, A. (2008). Innovations in urban design and urban form: The making of paradigms and the implications for public policy. <i>Journal of Planning Education and Research</i> , 28 (1), 61-72 Kelbaugh, D. and Krankel McCullough, K. (Eds.). (2008). <i>Writing urbanism: a design reader</i> . London; New York: Routledge. Larice M., and Macdonald, E. (Eds.). (2007). <i>The Urban design reader</i> . New York, NY: Routledge Moor, M. & Rowland, J. (2006). <i>Urban design futures</i> . London and New York: Routledge. Parr, A. (2009). <i>Hijacking sustainability</i> . Cambridge, MA: MIT Press. Ritchie, A. & Thomas, R. (Eds.). (2009). <i>Sustainable urban design: An environmental approach</i> . New York: Taylor & Francis. Sendich, E. (Eds.). (2006). <i>Planning and urban design standards</i> . New York, NY: John Wiley & Sons, Inc. Talen, E. (2005). <i>New urbanism &amp; American planning: the conflict of cultures</i> . New York: Routledge. Watson, D., Plattus, A., & Shibley, R. (Eds.). (2001). <i>Time-saver standards for urban design</i> . New York, NY: McGraw-Hill, Inc.  Other useful references will be announced throughout the semester
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>
<b>TECHNICAL SUPPORT</b>	Technical support for using Blackboard is provided by the Helpdesk. Visit <a href="http://www.ltu.edu/ehelp">www.ltu.edu/ehelp</a> or 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .

**COURSE SCHEDULE**

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and May 18 – May 22	Module 0	Overview of textbook Online Learning Orientation Course Orientation and group formation	May 18: Student Information sheet May 20: One page summary of an area of interest in current issues in urban design
Week of May 23 – May 29	Module 1	Textbook Part 1 (origins of an urban design sensibility)	Bb Discussion Board Forums (via My Groups)
Week of May 30 – June 5	Module 2	Textbook Part 2 (perspectives on a half-century of urban design practice)	Bb Discussion Board Forums
Week of June 6 – June 12	Module 3	Textbook Part 3 (territories of urban design practice)	Bb Discussion Board Forums
Week of June 13 – June 19	Module 4	Textbook Part 4 (debates about mandates and purpose)	Bb Discussion Board Forums June 13: Midterm assignment (literature review paper)
Week of June 20 – June 26	Module 5	Textbook Part 5 (expanding roles and disciplinary boundaries)	Bb Discussion Board Forums
Week of June 27 – July 3	Module 6	Textbook Part 6 (challenges for unprecedented phenomena of our new century)	Bb Discussion Board Forums Group member evaluation on textbook discussion assignments: "Team 360 Degree Evaluation" form
Week of July 4 – July 10	Module 7	Presentation by students on preliminary final term papers	Bb Discussion Board Forums Summary of final term paper (preliminary final term paper)
Week of July 11 – July 17	Module 8	Group feedback on preliminary final term papers	Bb Discussion Board Forums Group feedback on preliminary final term paper
Week of July 18 – July 24	Module 9	Faculty feedback on preliminary final term paper	Bb Discussion Board Forums Faculty feedback on preliminary final term paper
Week of July 25 – July 28	Module 10	Completion of final term paper	July 27: Final term paper Group member evaluation on group feedback assignments: "Team 360 Degree Evaluation" form
<b>THIS IS A 10 WEEK SEMESTER. THE SEMESTER WILL BE CONDENSED TO INCLUDE REMAINING COURSEWORK AND FINAL EXAMS (or FINAL TERM PROJECTS).</b>			

**Details provided below**

**Module 0: Week of May 18-22**

***Information on the use of Blackboard***

- All lectures (PowerPoint slides and/or PDF lecture files) are uploaded to Blackboard Modules.
- Lecture files and Discussion Board Forum (via My Groups) topics for a weekly module are posted to Blackboard on Monday at 12 noon (first day of a weekly module).
- Assignments are posted to Blackboard Assignments.
- All assignments are announced and due in the same week except the midterm and final term assignments (and other selected assignments). For more information or specific deadlines, refer to lecture files and assignment files.
- All assignments (weekly group discussion reports, midterm paper, final term paper, etc.) must be submitted via Blackboard.
- It is your responsibility to make sure your Blackboard works by checking PRIOR to the start of the semester.
- To remain up to date, it is your responsibility to check Blackboard Announcements a few times a day for any updates or any new information. Instructors will not use email to make announcements unless there is an emergency.

***Required participation in Blackboard Discussion Board Forums via My Groups***

- Everyone is required to participate via Blackboard Discussion Board via My Groups in weekly virtual classroom discussions on the questions raised or issues covered in a weekly lecture, assigned readings, or any other course materials.
- A weekly discussion topic will be announced via Blackboard on Monday at 12 noon and student responses via Blackboard will be due on Saturday at 9 pm unless otherwise instructed. Email submissions are not acceptable.
- When participating in a Discussion Board Forum via My Groups, everyone must practice civil and professional behavior, treat everyone with sense of respect, and avoid using offensive language of any type.

***Teamwork, reading, writing, critical thinking, conducting research***

- *Teamwork, reading, writing, critical thinking ability, and conducting research are important aspects of graduate education and professional practice. They are addressed in NAAB Accreditation requirements. Students will be able to improve these skills through various assignments in this class, while learning about current issues in urban design.*
- *Arguably, all of the projects you will participate in throughout your entire professional life, will be group projects in various forms and diverse settings. One of the major NAAB Accreditation criteria is teamwork. Therefore, we take it seriously. Please learn how to work together in an effective, professional, responsible, and civil manner. It will help you eventually and tremendously. Being able to work together well is also part of your leadership skills. Consequently, please take seriously all of the group assignments and be successful with them in this class and in any other courses you may take.*
- All weekly discussion assignments (Modules 1 through 6 - 6 assignments based on textbook chapters) and all comments/feedback assignments (Modules 7 through 9 - up to 3 group feedback assignments based on students' preliminary final term papers) are team projects. Thus there are nine group assignments (subject to class size). They are the major part of the Participation grade (30%: See **Course Assignments/Grading Policies** on next page)
- When participating in any group project, everyone must practice civil and professional behavior, treat everyone with sense of respect, and avoid using offensive language of any type.
- Regarding all group assignments, students will complete the "Team 360 Degree Evaluation" form posted to Blackboard (twice at midterm and final term). See lecture files for deadlines. Student final participation grades will be adjusted according to the outcomes of the Team 360 Degree Evaluations. This form is posted to Blackboard.

***Topics and assignments for Module 0***

- Topics / readings
  - Introduction to the course
  - Group formation (2-6 students in each team): Assigned by instructor
- Assignments:
  - One page summary of an area of interest in current issues in urban design (due Friday at 9 pm)
    - Instruction for one page summary of an area of interest posted to Blackboard Assignments. To complete this assignment, see the next bullet items for additional information.
    - A list of potential topics for final term paper posted to Blackboard Assignments
    - Example of an APA style paper posted to Blackboard
    - APA site: <http://www.apastyle.org/index.aspx> (LTU resources: [http://www.ltu.edu/library/research\\_assistance\\_basic\\_citations.asp](http://www.ltu.edu/library/research_assistance_basic_citations.asp); or <http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>)
  - Student Information sheet posted to Blackboard (due Wednesday at 9 pm: First day of class)
  - Blackboard Discussion Board Forums via My Groups: *No* weekly discussion this week but general instruction posted
- Other important information: Team 360 Degree Evaluation Form posted to Blackboard

**Module 1: Week of May 23 – May 29**

- Topics / readings: Textbook Part 1 (origins of an urban design sensibility)
- Assignments:
  - Bb Discussion Board Forums via My Groups:
    - Instruction for group discussion on textbook posted to Blackboard Assignments
  - Midterm Assignment (literature review paper) announced: Assignment instruction posted to Blackboard Assignments
    - Information on sources posted to Blackboard

**Module 2: Week of May 30 – June 5**

- Topics / readings: Textbook Part 2 (perspectives on a half-century of urban design practice)
- Assignments:
  - Bb Discussion Board Forums via My Groups

**Module 3: Week of June 6 – June 12**

- Topics / readings: Textbook Part 3 (territories of urban design practice)
- Assignments:
  - Bb Discussion Board Forums via My Groups

**Module 4: Week of June 13 – June 19**

- Topics / readings: Textbook Part 4 (debates about mandates and purpose)
- Assignments:
  - Bb Discussion Board Forums via My Groups
  - *Midterm Assignment (literature review paper) DUE Monday June 13, 8 am*

**Module 5: Week of June 20 – June 26**

- Topics / readings: Textbook Part 5 (expanding roles and disciplinary boundaries)
- Assignments:
  - Bb Discussion Board Forums via My Groups
  - Faculty comments and grades for Midterm Assignment posted
  - Final term Assignment (final term paper) announced: Assignment instruction posted to Blackboard Assignments
  - Summary of final term paper (preliminary final term paper) assignment announced: Assignment instruction posted to Blackboard Assignments
  - Instruction on group feedback (on preliminary final term papers) posted to Blackboard Assignments

**Module 6: Week of June 27 – July 3**

- Topics / readings: Textbook Part 6 (challenges for unprecedented phenomena of our new century)
- Assignments:
  - Bb Discussion Board Forums via My Groups
  - Group member evaluation on all textbook discussion assignments: “Team 360 Degree Evaluation” form due

**Module 7: Week of July 4 – July 10**

- Topics: Presentation by students on preliminary final term papers
- Assignments:
  - Bb Discussion Board Forums via My Groups: Preliminary final term papers due

**Module 8: Week of July 11 – July 17**

- Topics: Group feedback on preliminary final term papers
- Assignments:
  - Bb Discussion Board Forums via My Groups: Group feedback on preliminary final term papers due

**Module 9: Week of July 18 – July 24**

- Topics: Faculty feedback on preliminary final term papers
- Assignments:
  - Bb Discussion Board Forums via My Groups: Faculty feedback on preliminary final term papers

**Module 10: Week of July 25 – July 28 (final week)**

- Assignments:
  - *Final term paper DUE July 27, 5 pm*
  - Group member evaluation on all group feedback assignments: “Team 360 Degree Evaluation” form due

## STUDENT EVALUATION

The course has the following assignments totaling 100%. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	%
Virtual classroom participation, contribution, presentations, dedication, professional conduct (6 Weekly Group Discussion Assignments based on textbook chapters plus up to 3 (subject to class size) group feedback assignments via My Groups Bb Discussion Board Forums)	30
Midterm Assignment: literature review paper (individual assignment)	30
Final Term Assignment (individual assignment)	40
Total Points	100

Percentage	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

*Note: Grades lower than a "B" fall below the LTU graduate standard*

More details provided below

### **Course Assignments/Grading Policies:**

Your grade in this class will be based on the following:

- Class assignments (70%): Individual assignments
  - (a) Midterm Assignment: Literature review paper (30%)
  - (b) Final term Assignment: Final paper (40%)

The assignment guidelines providing more information on each project will be distributed at the appropriate times.

Projects turned in late will be marked down one-half grade per each **calendar day** that they are late. Incomplete projects will not be accepted.

- Virtual classroom participation, contribution, presentations, dedication, professional conduct (30%): All students are expected to be active, professional, and civil participants in all aspects of virtual classroom discussions and critiques via Blackboard Discussion Board Forums.

Nine weekly group assignments (6 assignments based on textbook chapters and up to 3 (subject to class size) group feedback assignments) are the major part of this grade. Students will complete the "Team 360 Degree Evaluation" form posted to Blackboard (twice: first around the time of the midterm and second around the final term). See lecture files or assignment files for deadlines.

Student final Participation grades will be adjusted according to the outcomes of the Team 360 Degree Evaluations.

These factors will be weighed at the discretion of the instructor. See the attached document on the meaning of grades.

**Virtual Class Participation Policy:**

Requests for medically-excused absences (i.e., lack of participation via Blackboard Discussion Board Forums) must be accompanied by a doctor's note to be considered excused virtual class absences. The participation/attendance component of the final grade will be computed as follows and will be modified as appropriate to reflect participation in virtual class discussions (see also **Course Assignments**):

- 0 absences = A (participated in Blackboard Discussion Board more than once during each week for the entire semester)
- 1 absence = B (no participation in Blackboard Discussion Board during one week or module)
- 2 absences = F (no participation during two weeks)
- 3 absences: Final Course Grade F (no participation during three weeks or more)

**Grading:**

Lawrence Technological University standard grading system:

Letter	Descriptor	GPA	Percentage
A	Excellent	4	96-100
A -	Very Good	3.7	90-95
B +		3.3	87-89
B	Good	3	83-86
B -		2.7	80-82
C +		2.3	77-79
C	Satisfactory	2	73-76
C -		1.7	70-72
F		0	

**Meaning of Grades:**

<p>A A-</p>	<ul style="list-style-type: none"> <li>• This is the highest category reserved for clearly exceptional work with provocative/unique/creative thesis</li> <li>• A thorough, deep, and precise understanding of issues and arguments developed in the class and a foundation of extensive knowledge is evident.</li> <li>• Outstanding capacity of analysis and critical thinking is illustrated</li> <li>• Skillful use of concepts and/or materials from literature and previous work in the area</li> <li>• Integrations, analysis, theory, and academic writing, etc., are carefully woven in.</li> <li>• High clarity and finesse of communication and presentation is evident.</li> </ul>
<p>B+ B B-</p>	<ul style="list-style-type: none"> <li>• A demonstration of good to very good understanding of issues and arguments in the class is evident.</li> <li>• Ability to analyze and think critically is demonstrated</li> <li>• Demonstrating capacity to use the appropriate concepts and/or materials from literature and previous work in the area</li> <li>• Integration, analysis, theory, and academic writing, etc, have generally been well addressed.</li> <li>• There is good clarity and finesse of communication and presentation.</li> </ul>
<p>C+ C C-</p>	<ul style="list-style-type: none"> <li>• This category represents an average satisfactory and adequate achievement commensurate with the basic standards of the course work.</li> <li>• An average understanding of issues and arguments developed in the class is evident.</li> <li>• Demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple concepts/materials.</li> <li>• Integration, analysis, theory, and academic writing, etc., are also reasonably addressed and there is a reasonable clarity of communication and presentation.</li> <li>• Generally all issues being well met but, one element, such as critical analysis or writing lacks development, could justify assessment in this range.</li> <li>• It is not meant as an “easy” category of accordance. Completing all the assigned work does not automatically place assessment in this range.</li> </ul>
<p>F</p>	<ul style="list-style-type: none"> <li>• Failed. This grade signifies that the student must repeat the subject to receive credit.</li> <li>• Performance in this category does not demonstrate minimum levels of achievement and understanding commensurate with the basic standards of the course work.</li> </ul>
<p>I</p>	<ul style="list-style-type: none"> <li>• This must be petitioned for by the student and applied for by means of a form jointly filled out by the student and instructor; and submitted with the final grades.</li> <li>• The circumstances must be dire and documentable, and the student must be doing passing work at the time.</li> <li>• The work needs to be completed with 4 weeks following the end of the semester.</li> </ul>

## **EDUCATIONAL GOALS**

### **Catalog Description:**

This course surveys some of the most significant current issues in urban design in the late-twentieth and early twenty-first centuries, focusing on urbanisms, approaches to urban design, ideas and contributions made by urban designers from around the world, and the role of urban designer.

The course is designed as a critical and collective inquiry into current issues of the urban design discipline. Through a series of lectures, readings, case studies, discussions, presentations, site visits, and research work, students focus on the issues that are currently part of the global discourse regarding shaping urban growth and change in the twenty-first century.

### **Course Content:**

In recent decades, a number of contemporary or emerging urban movements have addressed suburban sprawl and other urban challenges. Proponents of some of these paradigms argue that their approaches do a better job in addressing current issues in urban design and allied fields than do other urban models. This course will investigate and compare some of the most popular contemporary urbanisms, urban theories, or approaches to urban design in terms of how they address current issues in urban design, what current issues are addressed (or not addressed) by contemporary urban movements, and what impact emerging urbanisms have on current issues in urban design and allied disciplines. The course will be structured around a number of issues facing the discipline such as sustainability, globalization, environmental justice, smart growth, density, and shrinking cities, to name just a few. Please see the course materials for the complete list posted online.

The course content consists of two key components: (1) weekly discussion based on a topic chosen from a reading assignment, and (2) a semester-long project on a selected current issue(s) in urban design. Regarding the weekly discussion, students will review weekly reading assignments from the course textbook(s) and other reading materials. Students will be given a weekly discussion topic, and asked to participate in group discussion via the Blackboard Discussion Board Forum. Regarding the semester-long project, each student will choose one or more current issues in urban design in the beginning of the semester, and will conduct a semester-long investigation on the proposed project. Each student will receive feedback from other students and course instructor throughout the semester. Midterm and final term submissions are required for this project.

## **STUDENT LEARNING OBJECTIVES / OUTCOMES**

### **Course Objectives:**

1. To survey urban design in the late twentieth and early twenty-first centuries, focusing on urbanisms, approaches to urban design, and ideas from around the world
2. To help students understand the relevant issues and most important works of contemporary urban design
3. To study the role of urban designer, and the significant contributions made by contemporary urban designers, architects, landscape architects, planners, and other professionals in urban design

### **Knowledge, Skills and Abilities Gained:**

1. Knowledge on critical issues in urban design
2. Reading and writing skills
3. Teamwork
4. Critical thinking ability
5. Research skills

## **INSTRUCTIONAL METHODS AND COURSE ORGANIZATION**

The specific instructional methods used in this course may include but are not limited to:

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, discussion forums, written lecture notes, and other materials necessary (e.g., streaming videos, narrated PowerPoint mini-lectures, podcasts, chapter quizzes, links to Web resources, etc.). You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Assignments** – See previous pages for details.

## **CLASS POLICIES AND EXPECTATIONS**

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.

- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

### **LTU Academic Honor Code:**

Academic integrity and honesty are basic core values of Lawrence Technological University. In carrying out its academic mission, Lawrence Technological University, like all universities, depends on the honesty and integrity of its faculty, staff, and students, and for this reason every member of the Lawrence Technological University community is charged with upholding the Academic Honor Code. Actions that breach the Code erode the trust of those who look to universities for honest evaluations of academic work arrived at through honest processes. Violations may also cause individual harm in that reports of performance made to post-graduate schools, professional societies, and employers would inaccurately represent a student's progress. Lawrence Technological University is committed to creating an academic community that values both individual and collaborative efforts that promote learning and discovery. Such a community expects honesty and integrity in the work of all its members. The Academic Honor Code speaks to the work of individual students within the community. It should not be construed as arguing against the important collaborations that also occur among students on campus.

Students, faculty, and staff are expected to follow established standards of academic integrity and honesty. Academic misconduct entails dishonesty or deception in fulfilling academic requirements and includes but is not limited to cheating, plagiarism, or the furnishing of false information to the University or a University affiliates in matters related to academics. An affiliate of the University is any person, organization, or company who works in conjunction with Lawrence Technological University for the purposes of assisting students in fulfilling their academic requirements. It is therefore this institution's stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the University community have an obligation to report occurrences of dishonesty, each individual is principally responsible for his or her own conduct.

Full text of the LTU Academic Honor code can be found at:  
[http://www.ltu.edu/currentstudents/honor\\_code.asp](http://www.ltu.edu/currentstudents/honor_code.asp)

### **Plagiarism:**

Before you start to accumulate notes for your research paper, ideas for your design project or share your project with a friend to help them out, ask yourself if you fully understand what constitutes plagiarism. At one extreme is the gross offense of trying to pass off as one's own the exact words of another; at the other extreme is the subtle matter of "borrowing" a fine phrase, drawing, or diagram to dress up one's own writing or project. Through ignorance a student may in all honesty misuse his/her sources in such a way that he is guilty of plagiarism; but he/she is nonetheless guilty.

An analogy to other kinds of dishonesty may help. To use another's words or ideas is roughly the equivalent of stealing the funds of a fraternity for one's own use. However, funds are made up of concrete money; words and ideas are abstract, and consequently the line between honest and dishonest use may be harder to define. There are, of course, correct and honorable ways of borrowing money. Forms of acknowledgment have to be included with your use of source material in the same way that legal forms have to be filled out before a bank will let you use its money.

Examine the following discussion of degrees of plagiarism:

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever that is not properly acknowledged by parenthetical citation and/or reference in the paper itself; (c) the submission of any part of another's work without proper use of quotation marks.

2. Patchwork-quilt plagiarism. As our grandmothers used to put together large quilts out of scraps of cloth, a student may make the mistake of passing off as an original paper one that is stitched together from phrases and sentences taken from his sources. If he/she does not include quotation marks around all such borrowings, he/she is committing plagiarism. Mere rearrangements of phrases into a new pattern does not confer originality.

3. Unacknowledged paraphrase. An author's discovery of fact or original interpretation of fact is as much his property as his exact words are. Restatement by paraphrase means you must give credit to the original sources in parenthetical citations.

-- adapted from the Harbrace Guide to the Library and Research Paper, by Donald A. Sears, pp. 38-39.

From Lawrence Institute of Technology Catalog, pg 17:

"Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student's own academic work or that of others. Questions of academic dishonesty are reviewed by the Dean of the School responsible for the courses in which they occur. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense and expulsion from the College on the second offense."

-- full text adapted from the LTU College of Arts & Science documents. More information and full text is located at: [http://www.ltu.edu/arts\\_sciences/humanities\\_ss\\_comm/plagiarism.asp](http://www.ltu.edu/arts_sciences/humanities_ss_comm/plagiarism.asp)

### **Retention of Student Work:**

As noted in the University's undergraduate catalog, "all two and three dimensional drawings, as well as reports and other written studies submitted in satisfaction of any required or elective courses become the property of the University. When such work is kept, arrangements will be made for the student to receive suitable photographic copies as a record of his or her design work." Exemplary examples of student work may be retained for Open House, for accreditation visits, for Honors exhibitions, or as examples for future classes.

### **A Word on Graduate Courses:**

Many students go through a bit of culture shock during their first graduate level courses. It should be recognized that there must be a significant difference between undergraduate and graduate level coursework. Graduate school is the first major step that students will take in transitioning from student to professional, and individuals making that journey must exercise a higher level of self-directedness than they have in the past. If the undergraduate years are when a student learns the tool of their trade, graduate education is the time when individuals develop the ability to perform as leaders in their chosen field of study. Graduate students often complain that instructions are 'vague', and compared to undergraduate coursework, they are. Beginning design students need tightly-structured project statements and submittal requirements, as they have not had the necessary experience to identify problems and the means to present their solutions. Practicing architects carry the responsibility to create the project program, and to determine what is needed to communicate their design ideas to the client and users. Graduate students are required to draw upon their experience to make significant decisions which will influence the scope of both the projects and the necessary level of communication. Expectations are higher, both in terms of student output and the level to which students are engaged in the form their education will take. The challenge is laid before you – it is time to take that step.

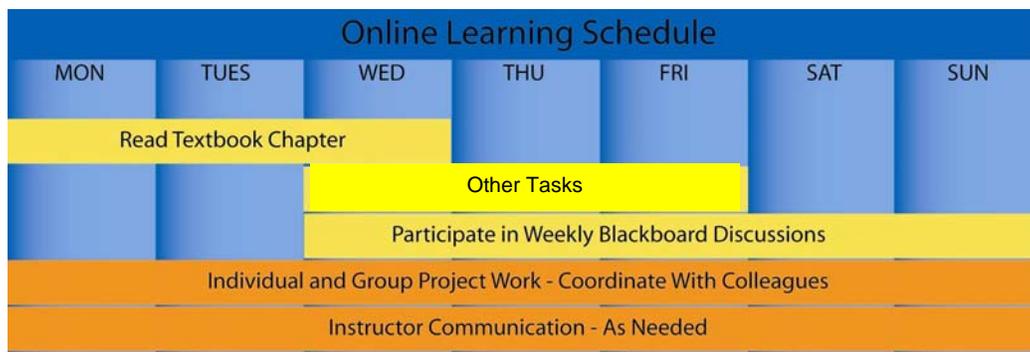
## **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit summer course generally requires at least 14 hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 10-week summer semester would require at least 140 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.

- You should reserve at least 7 hours per week to read the required textbook chapters and resources, participate in online discussions, and work through other materials (e.g., to prepare your midterm and final term assignments). This effort will total at least 70 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 30 hours working on your midterm (literature review) assignment;
  - 40 hours working on your final term assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



## ASSIGNMENT DETAILS

Details for all assignments and evaluation criteria will be announced according to the course schedule described previously. Please review these requirements carefully.

Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

## SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

## Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list.