

**Course Title**

**Semester**

**BAC SYLLABUS STANDARDS**

This syllabus contains all relevant information about the course, including objectives and outcomes, grading criteria, required texts and other materials of instruction, as well as the topics to be covered and outcomes expected. Please read the syllabus carefully, and print a copy for ease of reference.

**Instructor:**

Email:

Phone:

**Prerequisites:**

**Credit:**

**Meeting times:**

**Official Course Description:**

**Reading, Resources, Materials:**

**Cost:** Please estimate any costs that a student may incur while taking this course.

**Reading List:** include ISBN number

**Recommended software:**

A Web browser and a program to read PDF files, such as Adobe Reader or Preview, are required. Software that can create PDF files, such as Adobe Acrobat, is required to create and manage PDF files.

Note that [Firefox](#) is the recommended browser for Moodle. Firefox is free and available for download on the web. Other browsers such as Chrome may work better with different computer systems, please try both.

**Online Course Content:**

The course will be online using the BAC's Learning Management System [Moodle](#), accessible at <https://online.the-bac.edu>. The Moodle site contains the course syllabus, assignments/lessons, discussion forums, and links to course-related material.

**Schedule/Course Outline:**

[Insert Course Outline or schedule here](#)

**Understanding Goals/Big Questions/Course Objectives:**

**Objective:**

[It is recommended that 3-5 Learning Objectives are stated here](#)

**CIDA, LAAB or NAAB Criteria applicable to this course include:**

**Example:**

|          |   |
|----------|---|
| Primary: | A.2 Design Thinking<br>A.6 Fundamental Design Skills<br>A.7 Precedent |
|----------|---|

### A.8 Ordering

Secondary:      A.3 Visual Communication  
                      B.4 Site Design

#### **List of Major Assignments and Evaluation/Grading Processes:**

##### **This is an example, please include your own**

The final grade will be an approximate composite of these elements:

10% Analysis (site and program analysis)  
25% Conceptual framework – relevance, coherence  
35% Translation of analysis into design  
20% Communication – online participation: quality and frequency\*  
10% Graphics and Presentation skills

- If a student doesn't communicate over an extended period of time (6 days) his/her grade will be automatically lowered one step. 13 days of non-responsiveness results in automatic failing of the class.

#### **Attendance:**

Insert your attendance policy here:

#### **Course Schedule:**

#### **Major Milestones or Deliverables:**

**The information on the following pages is standard for all BAC courses and should be included in syllabi.**

#### **Grading**

The BAC's Grade Definition Chart is included in this Syllabus. Students should note that minimum GPAs of 2.70 (B-), overall average and studio average are required of graduate students in order to maintain Satisfactory Educational Progress. Failure to maintain SEP may result in additional work assigned, repeating a course or semester, or withdrawal from the program.

## BAC Grade Definitions

| BOSTON ARCHITECTURAL COLLEGE<br>OFFICIAL INSTITUTIONAL NAMES: BOSTON ARCHITECTURAL CENTER PRIOR TO JUNE 1, 2006 |           |               |  |
|---|-----------|---------------|--|
| GRADE   | 4.0 SCALE | 0 – 100 SCALE | DEFINITION   |
| A   | 4.0       | 94 – 100      | <b>Excellent.</b> The work exceeds the requirements of the course and demonstrates complete understanding of course goals. In addition, assignments exhibit a level of critical thinking that has allowed the student to demonstrate creative problem solving. Ideas and solutions are communicated clearly, showing a high level of attention and care.   |
| A–  | 3.7       | 90 – 93       |  |
| B+  | 3.3       | 87 – 89       |  |
| B   | 3.0       | 84 – 86       | <b>Good.</b> The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.   |
| B–  | 2.7       | 80 – 83       |  |
| C+  | 2.3       | 77 – 79       |  |
| C   | 2.0       | 74 – 76       | <b>Fair.</b> The work meets the minimum requirements of the course and reflects understanding of some course goals but is lackluster. The assignments exhibit a basic problem-solving ability, but the process and solutions lack sufficient depth and demonstrate a need for greater critical thinking. Ideas are communicated ineffectively, showing a lack of attention to detail and a decided lack of clarity or depth. |
| C–  | 1.7       | 70 – 73       |  |
| D   | 1.0       | 60 – 69       | <b>Poor.</b> The work barely meets the minimum requirements of the class. Assignments lack depth and display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.   |
| RF<br>Repeat/Fail   | 0.0       | 0 – 59        | <b>Unacceptable or missing work.</b> The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the course requirements. Poor attendance or violation of academic integrity policy may also be factors.  |
| NF  | 0.0       | N/A           | <b>Failure due to non-attendance</b>   |
| I   | N/A       | N/A           | <b>Incomplete</b>  |
| W   | N/A       | N/A           | <b>Withdrawn</b>   |
| P   | N/A       | N/A           | <b>Pass.</b> Used only in specially designated courses and educational reviews.  |
| HP  | N/A       | N/A           | <b>High Pass.</b> Used only in specially designated courses.   |
| NC  | N/A       | N/A           | <b>No credit.</b> Used if student replaces a failing grade. Not included in GPA calculation.   |
| NS  | N/A       | N/A           | <b>No Show.</b> Awarded only for Educational Reviews if student registers but does not attend.   |
| T   | N/A       | N/A           | <b>Transfer Credit</b>   |
| WV  | N/A       | N/A           | <b>Waiver</b>  |

## Course Policies and Procedure

### **Late Policy**

Assignments are due no later than the date and time assigned. Students should contact the instructor in advance if, for a valid reason work will be submitted late.

### **Student Responsibility**

A student should...

- ... complete assignments to the best of his or her ability, and submit them on time. In the event that circumstances require a late submission, the student should contact the instructor before the assignment is due and appropriate accommodation may be considered. In the event of an emergency (e.g., medical, personal), the instructor and student advisor should be contacted at the earliest possible time.
- ... engage actively with the ideas presented and with fellow students. Wide-ranging opinions and ideas are encouraged, and a civil, respectful courtesy for everyone else is required.
- ... think deeply. This course addresses challenging subjects and thought-provoking material, and everyone should be prepared to reflect and consider deeply-held assumptions.

### **Mid-Semester Warning**

Students will receive a progress assessment at mid-semester. Students who do not perform up to expectations will receive a Mid-Semester Warning; a copy of the warning will be kept in the student's file.

### **Writing Standards**

Writing in this course should meet the standard of accuracy and clarity of expression that is expected of design professionals. Appropriate grammar, correct spelling, and the ability to construct a clear and well-organized statement or argument are expected.

### **To Document Correctly:**

Be sure to attribute all outside pieces of information to their original sources. In addition, students should keep in mind that even if it is required to paraphrase, there is a need to cite that material. Use appropriate bibliographic and webliographic references for quoted and paraphrased material. An excellent resource for proper format and usage guidelines is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Samples for a Bibliography: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)  
A Guide for Writing Research Papers: <https://owl.english.purdue.edu/owl/>

The Learning Resource Center can provide professional writing advice in structuring an argument and in correct documentation. Students can make an appointment with a writing tutor at [writingcenter@the-bac.edu](mailto:writingcenter@the-bac.edu) or by calling 617.585.0174. Several downloadable guides to writing, research, and citation are [available here](#).

### **Plagiarism**

Plagiarism is representing someone else's words or ideas as their own. On occasion students violate, often innocently, rules for citing and referencing source material; this is still plagiarism. This problem has been exacerbated by the ready availability and frequent use of online resources. To report on research it is incumbent on the student to know the difference between a direct quotation and paraphrasing (both are appropriate, but require citation) and paraphrasing and plagiarism.

There are two types of plagiarism: intentional and accidental. Each is serious and will not be tolerated.

*Intentional Plagiarism* is the deliberate attempt to submit someone else's work as their own. This includes turning in:

- A paper copied from a book or magazine
- A paper written (in total or in part) by another person

The first time a student commits this level of plagiarism, they will receive an "F" for the assignment. The second offense will receive an "F" in the course. This policy covers all assignments, including discussion board posts.

*Accidental Plagiarism* is the result of misunderstanding or misapplying the rules of documentation. It includes using an idea from a source without naming the source, using the exact words of a source without quotation marks, or following the words and structure of the source too closely as one is paraphrasing. Errors resulting from a misapplication or unawareness of the rules of documentation may result in the grade of "F" for the paper in question.

### **Academic Integrity**

As stated in the Campus Compact in the [Student Handbook](#), the BAC expects intellectual activities to be conducted with honesty and integrity. Work submitted or presented as part of a BAC course:

- Shall be the original creation of its author;
- Is allowed to contain the work of others so long as there is appropriate attribution; and
- Shall not be the result of unauthorized assistance or collaboration.

Failure to adhere to these guidelines is academic dishonesty, and calls into question the student and the college. See page 70 of the [Student Handbook](#) for more information.

### **Copyright Compliance Notice**

Courses may contain material used in compliance with the U.S. Copyright Law, including the TEACH Act and principles of "fair use." These materials are made available for the educational purposes of students enrolled at the Boston Architectural College. No further reproduction, transmission, or electronic distribution of this material is permitted.

Course materials may not be saved, copied, printed, or distributed without permission other than as specified to complete course assignments. Use of the course materials is limited to enrolled class members for the duration of the course only.

### **Diversity Statement**

The Boston Architectural College is committed to promoting a community that celebrates, affirms, and vigorously pursues inclusiveness in all its forms. (Full text at in [Student Handbook](#)).

### **Disability Services**

The BAC offers reasonable accommodations to students who otherwise cannot reach their academic potential due to a learning disability, physical impairment, medical/psychological condition, or unforeseen circumstances that may arise during the course of their studies. All forms of accommodation are tailored specifically to the individual student and meet guidelines for educational benefit and academic consistency. Accommodations must maintain academic integrity and a realization of required learning objectives. Students who are eligible for accommodations are strongly encouraged to notify the instructor. Students must have appropriate documentation on-file.

The Boston Architectural College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student who is seeking accommodations based on a documented disability and/or diagnosis, please contact Disability Services to discuss reasonable accommodations. The Disability Services Coordinator can be reached by emailing [DisabilityServices@the-bac.edu](mailto:DisabilityServices@the-bac.edu). The Disability Services office is located in 320 Newbury Street on the first floor. While you may activate accommodations at any time during your academic career at the BAC, it is highly encouraged to schedule a meeting as soon as possible.

More information can be [found here](#).