Course Requirements- GRADUATE STUDENTS

List of Course Requirements

- Participate on the discussion board for each of the 11 cases presented in the course
- Book report is due on 20 March 2006
- Mid-term exercise will be posted on 3 April 2006 and due on 10 April 2006
- Proposal for Semester Project is due on 3 April 2006
- Semester report or project report is due on 8 May 2006
- Final exercise will be posted on 15 May 2006 and due on 22 May 2006

List of Topics Included in the Course Requirements

- Course Attendance and Student Responsibilities
- Assist a Distance Learner
- Participation on the Course Discussion Board
- Exercises
- Book report
- Semester Paper/Project Report
- Grading and Writing Standards
- Course Evaluations
- Policy on Academic Honesty and Conduct

Course Attendance and Student Responsibilities

Resident students are encouraged to attend each discussion session at the posted time on Monday evenings. This is important if you have been assigned to help a distance learning student raise issues for consideration at the weekly summary discussion. All students will receive a password to view the video presentation of each of these case discussions that will be posted usually within 48 hours of the class time.

Student responsibilities are outlined on the Harvard Extension School web site: http://www.extension.harvard.edu/2005-06/register/policies/responsible.jsp

Assist a Distance Learner

Distance learners will have an option of being teamed up with a resident graduate student. Those distance learners that so desire will be assigned to a resident graduate student. Communication between the students can take place by e-mail and/or by using a chat program, like Yahoo Messenger. The purpose of this correspondence is twofold:
1. Distance learners can make points in the weekly discussion of the case through their resident student partner.
2. Distance learners can ask questions about the contents of the discussion video especially if there were cultural expressions or other information that were not readily understood.

**Distance learners should let the teaching assistants know about your desire to participate in this voluntary program.** We encourage you to take part in what has become a very popular aspect of the course in past years. Please let us know if you have any questions regarding this option.

**Participation on the Course Bulletin Board and Weekly Discussion**

This is a *case method* course. Much of the learning in this class will come from your active participation on the course *discussion board*. You should read the **Guide to the Discussion Board** that provides details on the proper use of the discussion board and will help you become familiar with the grading rubric that will be used to evaluate your participation. You should also read the **Guide to Using the Case Method** that describes how to participate in a case method course. If you are having trouble developing either of these skills you should seek assistance by contacting one of the teaching assistants.

The discussion board is where you will discuss the cases each week. You will be required to register for the use of the discussion board. You are encouraged to monitor the contents of the discussion board and make several postings each week. There will be a folder with a discussion area (called “threads”) for each week. You should not write an essay on the case and should always limit your discussion to one page or less. The primary discussion information will be posted throughout the week on the discussion board. Your final postings should generally be completed by Sunday evening so that the topic can be discussed on Monday evening in the class. Distance learners can e-mail their discussion points to their resident graduate student partners for live discussion in the Monday night class that is video recorded and posted on the web site within 48 hours.

Your participation on the discussion board will be monitored and graded in each of the following three categories:

- Discussion of the case
- Responses to other students
- Risk taking

The grading rubric is as follows:
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SUPERIOR EFFORT (4)</th>
<th>GOOD TO VERY GOOD (3)</th>
<th>ADEQUATE (2)</th>
<th>UNSATISFACTORY (1)</th>
</tr>
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<tr>
<td><strong>Discussion of the case</strong></td>
<td>Student responds to the case with thoughtful ideas, clearly communicates his or her ideas or opinions, and poses additional questions that deepen the discussion.</td>
<td>Student responds to the case with thoughtful ideas and clearly communicates his or her ideas or opinions.</td>
<td>Student responds to the case in a way that does not clearly indicate deep thought or original ideas or opinions.</td>
<td>Student responds to the case but misses the main idea of the case discussion.</td>
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<tr>
<td><strong>Responses to other students</strong></td>
<td>Student responds to many other students in a way that advances their thinking about case lessons and course pedagogy, makes connections, and builds on others’ ideas.</td>
<td>Student responds to two other students in a way that advances their thinking about case lessons and course pedagogy.</td>
<td>Student responds to other students in a way that does not clearly indicate careful thinking or advance the thinking of others.</td>
<td>Student responds to the to other students, but misses the main idea of the case discussion.</td>
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</tbody>
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**Risk taking**

| Student takes risks by sharing what he or she does **not** know, in addition to ideas and opinions. Student asks questions, responds to suggestions, and actively supports the other students. |

| Student takes risks by sharing what he or she does **not** know, in addition to ideas and opinions. |

| Student takes a few risks in the online discussion, but is not consistently involved. |

| Student responds to other ideas only when he or she has the “right” answers. |

**Exercises**

Each student will be required to complete a take-home mid-term and final exercise. These exercises will **NOT** focus on your knowledge of content alone. You will have complete access to the information on the discussion board and all of the videotaped class discussions. Instead, you will be challenged to **integrate** the topics covered in the course with each other – to know how they interact to move the **cases** down the path to sustainable development. Preparing for these exercises should help you write your semester paper. You should pay particular attention to the topic of integration or relationships between the topics as you participate on the discussion board and in each weekly class discussion.

The exercises will be posted on the course web site on 3 April 2006 and 15 May 2006. Students will be responsible for downloading the exercise and submitting their response carefully following the instructions that are provided with the exercise by 10 April 2006 and 22 May 2006. **These deadlines are firm.** No credit will be given for late responses without the written permission of the Instructor obtained in advance of either of the posting dates.

**Book Report**

Each student will be required to read three books on the topic of sustainable development during the first part of the course. The books will present an individual perspective, a local government perspective and a business case perspective respectively on the topic of sustainable development.

The book report is a paper that briefly describes each book and shows how the books contributed to your knowledge of the nexus that exists at the local level. Here is a description of what is expected in this book report:
• For each book describe the issues covered. Describe the background, perspective, biases and objectives of the authors. You will need to research the authors on the Internet. (1 page each book or 3 pages total);
• Describe how the three books helped contribute to your knowledge of the nexus of the individual, local government and local business at the local level. (2 pages);
• Describe how you would contrast the approaches used in this book with the approach presented in this course. What subjects in the syllabus could be illustrated by the books? What subjects would be added to the syllabus? Provide a rationale for each of your suggestions (2 pages).

The book report should follow the following specifications:

• Single spaced, paragraph justified to left, double space between paragraphs
• Font size #12 (Times New Roman)
• 1 inch (2.5 cm) margins
• Spelling, grammar and appearance are important and will be taken into consideration when grading the report.

This book report should be e-mailed to the Instructor as a MS WORD attachment on or before 24 March 2006. A Guide to Preparing the Book Report has been prepared and placed on the web site.

The book report, if clear and concise, will merit a “B” for a grade. You will have to make an extra effort for an “A.” This may involve additional background research on the authors and the topic they cover in the book (with properly cited references – see the reference guide), use of pertinent web sites, an original idea, or other aspects that indicate a truly exceptional effort.

**Semester Paper/Project Report**

The **semester paper** should help you integrate the various topics that are covered in the course so that you can help a “virtual” business or city department define its path to sustainable development. It will be like a management consultant’s report to the “virtual” entity that presents them with a complete picture of what they need to do in order to move down that path to sustainable development. Partnerships with local companies, institutions, organizations and individual citizens will be part of this effort.

It is important that you address each of the topics covered in the course when writing the summary paper at the end of the semester. The recommendations in your paper must be clearly stated and practical from the point of view of the case discussions on the course discussion board. Your recommendations must be supported by references and web site citations using the APA citation guide.

**In lieu of** preparing a semester paper, you can work on a **semester project**. There are two types of semester projects that will be considered acceptable by the Instructor:
1. A critical examination of how your own company or local government is moving
down the path to sustainability as portrayed in this course;
2. A project involving as many as three students that examines some elements of one
of the two cases in more detail (i.e., topics that are of greater interest and where
you wish to delve into them in more detail).

In order to obtain permission of the Instructor to submit a semester project, you must
prepare a 1-page proposal describing the nature of your proposed project and submit it to
the instructor with a 1-page proposed outline of the paper no later than 3 April 2006
when you return from the Spring Break.

As a graduate student, your paper or project report should not be longer than 20 pages
(not including references, figures and tables) using the following specifications:

- **Single spaced**, paragraph justified to left, double space between paragraphs
- Font size #12 (Times New Roman)
- 1 inch (2.5 cm) margins
- All citations use the APA format
- Spelling, grammar and appearance are important and will be taken into
consideration when grading the report.

The semester paper or project report, if clear and concise, will merit a “B” for a grade.
We expect that you will include additional readings (with properly cited references – see
the reference guide) and pertinent web sites. You will have to make an extra effort for an
“A.” This may involve posing an original idea, some further research on the topic or
other aspects that indicate a truly exceptional effort.

**DO NOT PUT OFF THE WORK ON THIS PAPER OR PROJECT REPORT UNTIL
THE END OF THE SEMESTER!** You should start writing as you are preparing for the
mid-term examination in April. No extensions of time will be granted for completing the
papers at the end of the semester. *The semester report/project paper is due on 8 May
2006.*

**Grading and Writing Standards**
Grades reflect the quality and quantity of a student's work submitted throughout the term
according to the standards listed below. The following grades will be assigned to the
students:

- **A and A-** represent work whose superior quality indicates a full mastery of the
  subject, and, in the case of A, work of extraordinary distinction. There is no grade
  of A+.
- **B+, B, and B-** grades represent work of good to very good quality but which does
  not merit special distinction.
- **C+, C, and C-** designate an average command of the course material.
- **D+, D, and D-** grades indicate work that shows a deficiency in knowledge of the
  material.
• **E** is a failing grade representing work that deserves no credit.

The grade of “B” represents the benchmark for the Harvard Extension School. It indicates that the student has demonstrated competency in the subject matter of this course; i.e., has fulfilled all the course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses.

Only students who fully meet this standard and, in addition, demonstrate exceptional comprehension, integration and application of the course concepts can earn a grade of “A.”

Final grades will be allocated on a curve based on the following percentages:

- Participation on the bulletin board using the rubric ……….. 20%
- Mid-term exercise………………………………………………..20%
- Final exercise…………………………………………………………20%
- Book report. ………………………………………………………10%
- Semester Paper/Project Report …………………………………..30%

**Course Evaluations**

The Harvard Extension School values its students’ feedback on the courses. Near the end of the semester you will be asked to complete a mandatory evaluation (distance learners will receive an on-line version). The primary purpose of this evaluation is to assess the effectiveness of the course in meeting your learning objectives. Your individual responses are kept confidential.

The Harvard Extension School takes students’ evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to this class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas for improvement.

The Instructor and teaching assistants would like to receive your comments on opportunities to improve the course as you are taking the course. We plan to gather your preliminary evaluation comments on the course before the Spring Break. Our e-mail addresses are provided in the Help section of this course website.

**Policy on Academic Honesty and Conduct**

Harvard Extension School expects students to understand and maintain high standards of academic honesty. Students suspected of academic dishonesty are subject to review and disciplinary action by the Administrative Board for University Extension. Examples of academic dishonesty include, but are not limited to, plagiarism and cheating. You should refer to the Harvard Extension School web site for more detailed information:
Students are expected to conduct themselves responsibly, honestly, and with due consideration for others while on Harvard University property, as well as in all their interactions and communications with members of the Harvard community. The Administrative Board for the University Extension will review the actions of a student who is charged with harassment; fraud; infringing on the rights of others; violating the rules and regulations of any University department; behaving inappropriately toward University faculty, staff, or fellow students; abusing University computer resources; destroying or defacing University property; misrepresenting themselves or their University affiliation; or disturbing orderly academic functions and processes. The policy can be found on the Harvard Extension School web site: http://www.extension.harvard.edu/2005-06/register/policies/responsible.jsp