Syllabus

This is a single, concatenated file, suitable for printing or saving as a PDF for offline viewing. Please note that some animations or images may not work.

Description

This module is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

MET CS 622

Advanced Programming Techniques

Polymorphism, containers, libraries, method specifications, large-scale code management, use of exceptions, concurrent programming, functional programming, programming tests. Java and Python will be used to illustrate these concepts. Students will implement a project in either language.

Prerequisites: MET CS 342 or MET CS 521. Or instructor's consent.

Technical Note

The table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page icons in the top right corner of the learning modules.

This course requires you to access files such as word documents, PDFs, and/or media files. These files may open in your browser or be downloaded as files, depending on the settings of your browser.

Learning Objectives

By successfully completing this course you will be able to:

- use the advanced features of Java for object-oriented programming;
- design and develop applications using collections, generics, lambdas, streams in Java;
- design and develop applications using concurrency, database connectivity, and networking in Java.

Instructor

Eric Braude, Ph.D.

Eric Braude received his Ph.D. from Columbia University in mathematics and Master's in Computer Science from the University of Miami. He taught at CUNY and Penn State, followed by twelve years in government and industry as a software engineer, scientist, and manager. He is an Associate Professor of Computer Science at Boston University's Metropolitan College where he has at times held the chairmanship and the acting associate deanship. His research concerns reliable program construction. Eric has written, co-written, or edited six books, including "Software Engineering" and "Software Design."

(For a complete resume, see http://www.bu.edu/csmet/files/2014/07/Professor-Eric-Braude_Resume.pdf.)

Computer Science Department

Metropolitan College

Boston University

808 Commonwealth Ave Room 258

http://www.bu.edu/csmet/braude

Contacting Prof Braude

Stay in contact with your facilitator and with Prof. Braude by means of the following:

- E-mail within Blackboard
- Live Classroom Sessions: Each week, Live Classroom sessions will be scheduled to review with teams. The time for each will be arranged based on the schedule of the team, the facilitator, and Prof. Braude. Each session will be open to all students and will be recorded.
- Post to "Ask Your Instructor"
- Telephone contact with your facilitator or with me (Prof. Braude). Call me at the following number any time from 6 AM to 9 PM ET M–F or Sundays 10–5 ET. (978) 806-5724. If you prefer, e-mail me on Blackboard to set up a time.

Initial Course Developer

Uday Chakraborty, Ph.D.

Professor of the Practice of Computer Science

Having earned his PhD in computer science and engineering from Jadavpur University in 1994, Dr. Chakraborty went on to gain professional experience working in the software industry on several large-scale commercial projects. His research is focused on machine learning, and other areas of expertise include software engineering, data mining, and advanced data structures and algorithms.

Professor Chakraborty's international professional and academic experience includes work as a software engineer at CMC Limited and research scientist position at the German National Research Center for Information Technology (GMD, now Fraunhofer-Gesellschaft) in Bonn, Germany. He was also a visiting scientist with the computer science department at Carnegie Mellon University, for which he received a United Nations Industrial Development Organization (UNIDO) Fellowship. Prior to Boston University, Chakraborty was professor of computer science at the University of Missouri at St. Louis.

Chakraborty has authored nearly a hundred publications, including books, journal articles, and refereed papers published in highly selective journals and proceedings. He is editor of the journal *New Mathematics and Natural Computation*, and currently sits on the editorial boards of several other publications. He has been involved in supervision of student research at both master's and doctoral levels. He has also been successful in securing research grants from several national agencies and organizations.

At Boston University's Metropolitan College, Chakraborty teaches in the areas of machine learning, algorithms, software engineering, and database management. He also participates in curriculum and program development, part-time faculty mentorship, and student recruiting and outreach.

Materials

Required Book

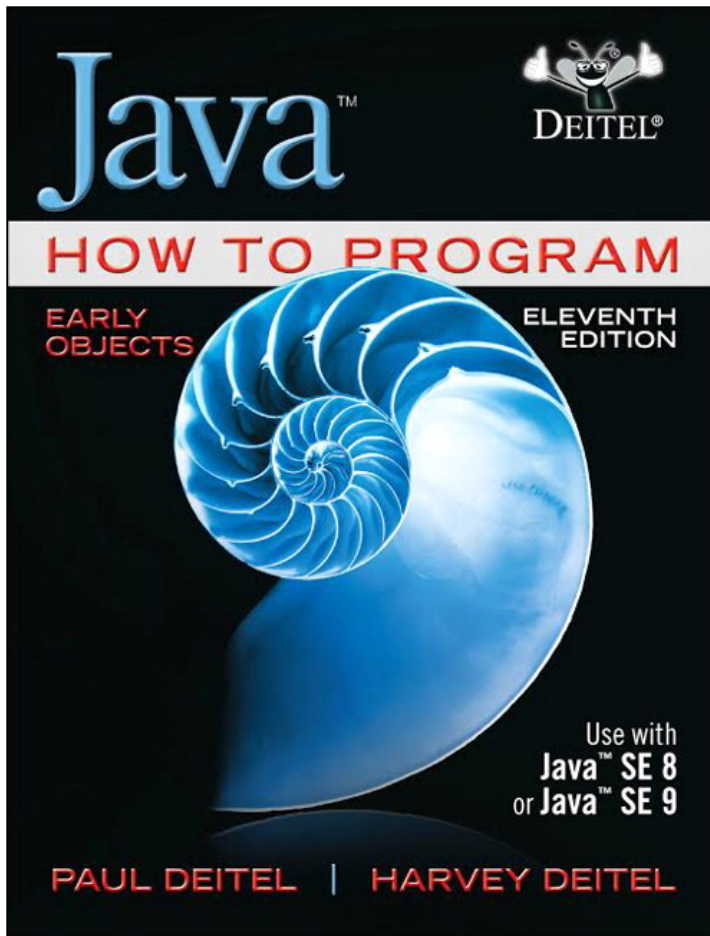**Paul J. Deitel and Harvey Deitel (2018)**

Java How to Program, Early Objects, **(11th Edition)**
Publisher: Pearson.

ISBN-13: 978-0134743356
ISBN-10: 0134743350

This book can be purchased from Barnes and Noble at Boston University.

Boston University Library Information

Boston University has created a set of videos to help orient you to the online resources at your disposal. An introduction to the series is below:

met_ode_library_14_sp1_00_intro video cannot be displayed here

All of the videos in the series are available on the Online Library Resources page, which is also accessible from the Campus Bookmarks section of your Online Campus Dashboard. Please feel free to make use of them.

As Boston University students, you have full access to the BU Library. From any computer, you can gain access to anything at the library that is electronically formatted. To connect to the library, use the link http://www.bu.edu/library. You may use the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos password.

Once in the library system, you can use the links under "Resources" and "Collections" to find databases, eJournals, and eBooks, as well as search the library by subject. Some other useful links follow:

> Go to http://www.bu.edu/library/research/collections to access eBooks and eJournals directly.
>
> If you have questions about library resources, go to http://www.bu.edu/library/help/ask-a-librarian to email the library or use the live-chat feature.
>
> To locate course eReserves, go to http://www.bu.edu/library/services/reserves.

Please note that you are not to post attachments of the required or other readings in the water cooler or other areas of the course, as it is an infringement on copyright laws and department policy. All students have access to the library system and will need to develop research skills that include how to find articles through library systems and databases.

Free Tutoring Service

Free online tutoring with SMARTHINKING is available to BU online students for the duration of their courses. The tutors do not rewrite assignments, but instead teach students how to improve their skills in the following areas: writing, math, sciences, business, ESL, and Word/Excel/PowerPoint.

You can log in directly to SMARTHINKING from Online Campus by using the link in the left-hand navigation menu of your course.
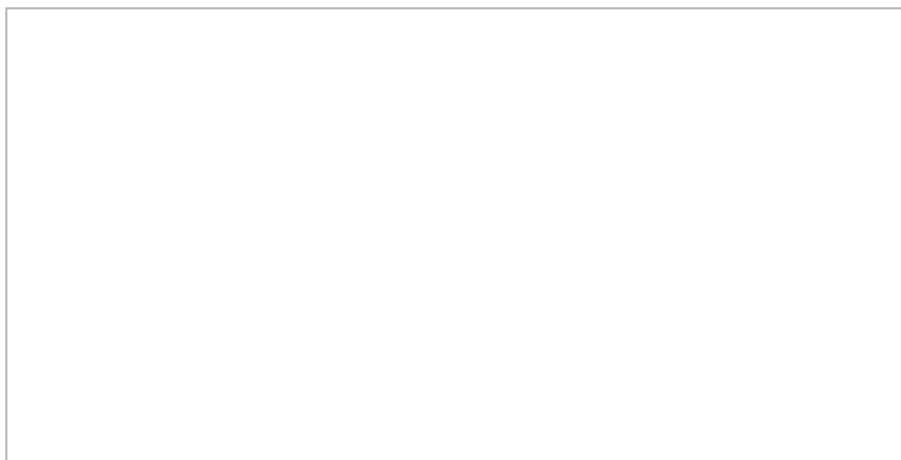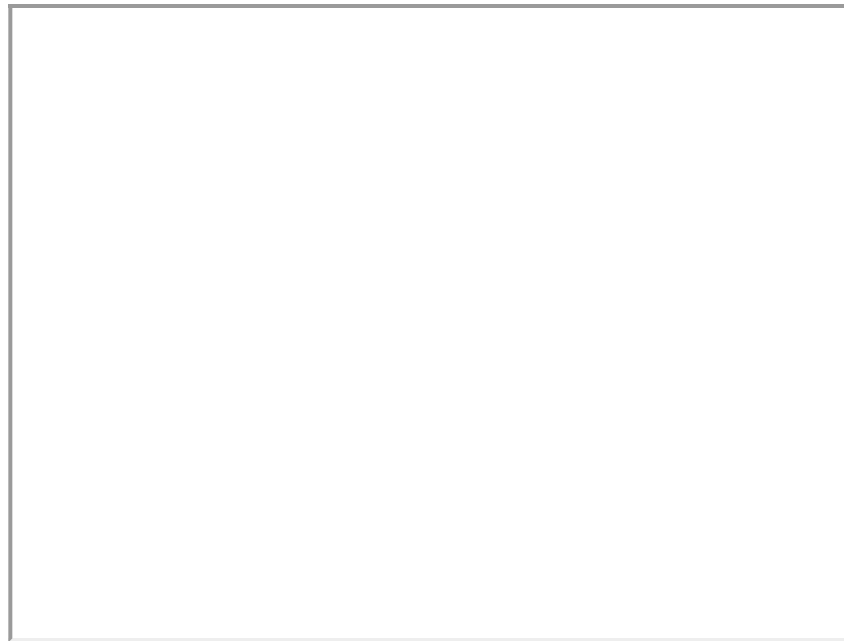
[YouTube]

Please Note

SMARTHINKING may be used only for current Boston University online courses and career services.
Use of this service for purposes other than current coursework or career services may result in
deactivation of your SMARTHINKING account.

Study Guide

This course is organized around seven weeks. The last week is reserved for the final exam so we will have six
weeks to cover the material. The material is presented as modules, each module containing a set of related topics.

Module 1 Study Guide and Deliverables

Topics: Classes and Objects

Readings:
- Classes and objects review:
  Deitel & Deitel, Chapters 6
  through 8
- Inheritance: Deitel & Deitel,
  Chapter 9
- Polymorphism and interfaces:
  Deitel & Deitel, Chapter 10

- Module 1 online content

Discussions: Please post your introduction as soon as possible. Discussion 1 postings end Tuesday, May 15 at 6:00 AM ET

Assessments: Interim Assessment 1 due Saturday, May 12 at 12:00 noon ET

Assignments: Assignment 1 due Wednesday, May 16 at 6:00 AM ET

Live Classrooms:
- Wednesday, May 9, 8:00-9:00 PM ET
- Thursday, May 10, 8:00-9:00 PM ET
- Live Office: TBD by each Facilitator

Module 2 Study Guide and Deliverables

Topics: Exception Handling and Text IO

Readings:
- Exception handling: Deitel & Deitel, Chapter 11
- Regular expression, StringBuilder: Deitel & Deitel, Chapter 14
- Text I/O, Files: Deitel & Deitel, Chapter 15
- Module 2 online content

Discussions: Discussion 2 postings end Tuesday, May 22 at 6:00 AM ET

Assessments: Interim Assessment 2 due Saturday, May 19 at 12:00 noon ET

Assignments: Assignment 2 due Wednesday, May 23 at 6:00 AM ET

Live
- Tuesday, May 15, 8:00-9:00 PM

Classrooms: ET

- Thursday, May 17, 8:00-9:00
  PM ET
- Live Office: TBD by each
  Facilitator

Module 3 Study Guide and Deliverables

Topics: Generics

Readings:
- Generic collections: Deitel &
  Deitel, Chapter 16
- Generic classes and methods:
  Deitel & Deitel, Chapter 20
- Module 3 online content

Discussions: Discussion 3 postings end Tuesday,
                     May 29 at 6:00 AM ET

Assessments: Interim Assessment 3 due Saturday,
                     May 26 at 12:00 noon ET

Assignments: Assignment 3 due Wednesday, May
                     30 at 6:00 AM ET

Live
Classrooms:
- Tuesday, May 22, 8:00-9:00 PM
  ET
- Thursday, May 24, 8:00-9:00
  PM ET
- Live Office: TBD by each
  Facilitator

Module 4 Study Guide and Deliverables

Topics: Binary I/O, GUI:JavaFX, Event-driven
                     Programming, Java SE 8 Lambdas
                     and Streams

Readings:
- Binary I/O, object serialization:

- Deitel & Deitel, Chapter 15
- Java SE 8 Lambdas and Streams: Deitel & Deitel, Chapter 17
- JavaFX: Deitel & Deitel, Chapter 25
- Module 4 online content

Discussions: Discussion 4 postings end Tuesday, June 5 at 6:00 AM ET

Assessments: Interim Assessment 4 due Saturday, June 2 at 12:00 noon ET

Assignments: Assignment 4 due Wednesday, June 6 at 6:00 AM ET

Live Classrooms:
- Tuesday, May 29, 8:00-9:00 PM ET
- Thursday, May 31, 8:00-9:00 PM ET
- Live Office: TBD by each Facilitator

Module 5 Study Guide and Deliverables

Topics: Java Database Connectivity

Readings:
- Deitel & Deitel, Chapter 24
- Module 5 online content

Discussions: Discussion 5 postings end Tuesday, June 12 at 6:00 AM ET

Assessments: Interim Assessment 5 due Saturday, June 9 at 12:00 noon ET

Assignments: Assignment 5 due Wednesday, June 13 at 6:00 AM ET

Live Classrooms:
- Tuesday, June 5, 8:00-9:00 PM ET

- Thursday, June 7, 8:00-9:00 PM ET
- Live Office: TBD by each Facilitator

Module 6 Study Guide and Deliverables

Topics: Concurrency and Networking

Readings:
- Concurrency: Deitel & Deitel, Chapter 23
- Networking: Deitel & Deitel, Chapter 28 (online; accessible from the textbook's web site)
- Module 6 online content

Discussions: Discussion 6 postings end Tuesday, June 19 at 6:00 AM ET

Assessments: Interim Assessment 6 due Saturday, June 16 at 12:00 noon ET

Assignments: Assignment 6 due Wednesday, June 20 at 6:00 AM ET

Live Classrooms:
- Tuesday, June 12, 8:00-9:00 PM ET
- Thursday, June 14, 8:00-9:00 PM ET
- Live Office: TBD by each Facilitator

Final Exam Details

The Final Exam is a proctored exam available from **Wednesday, June 20 at 6:00 AM ET to Saturday, June 23 at 11:59 PM ET**. The Computer Science department requires that all final exams be proctored.

The exam is only accessible during the final exam period. You can access it from the Assessments section of the course. Your proctor will enter the password to start the exam.

You will receive a technical support hotline number before the start of the exam. Please bring this number with you to the exam.

Evaluation of Students and Grading

To attain excellence ("A" work), you will be expected to develop your own analyses and comparisons. More detailed criteria are listed later in this Syllabus section.

Basis for Grades

There are three components to your grades.

1. **Weekly Assignments**

   Most of the content of the course will be explored through weekly assignments that build a term project. These are counted equally. You are permitted to submit your assignment up to two times before the assignment deadline for that week.

2. **Interim Assessments**

   These questions are typically part of your week's assignment and are intended to help you with the associated subject matter. You may only submit your interim assessment once, so that you can get feedback before your assignment for that week is due. We encourage you to start the Interim Assessment early each week. You can leave the assessment open and work on it at any time prior to its deadline.

3. **Final Exam**

   There will be a three-hour final exam which is similar in format to the weekly homework assignments. This mainly provides you the opportunity to show what you have learned by implementing your project. More details will be provided when the final exam is closer.

Grade Computations

The course grade will be computed from the following:

Overall Grading Percentages	
Weekly Assignments	60
Interim Assessments	10
Proctored Final Exam	30

Rubric

The weekly assignments are graded according to the evaluation matrices on pages that follow. These are averaged using A+=97 A=95, A-=93, B+=87, B=85, B-=83 etc. When a paper is considered outstanding, a score up to 100 can be given.

To get an A grade for the course, your weighted average should be >93. For A-:>=90. B+:>=87. B:>83. B-:>=80 etc.

By the time grades are submitted to the registrar, the class average will be approximately a 87 (B+).

Grades typically start lower, allowing room for growth as the term progresses.

The interim assessment grades are Acceptably on track (1), Not yet acceptably on track (0). Otherwise:
>=5 " Acceptably...": A
>=4 " Acceptably...":: B
>=3 " Acceptably...":: C
.=1 " Acceptably...":: D
None "meets ...":: F

An "A" grade at Boston University is reserved for excellent work. If you are given and A, you are to be especially congratulated. The university officially designates good work as deserving of a "B" and we reward good work with a "B" accordingly. It is our obligation to tell you as far as we can what would improve your work. (That can sometimes be hard if you receive an A, of course.) If you don't see such feedback, please remind your facilitator about it. Grades are an excellent motivator but they are only means to an end rather than ends in themselves. The average grade in graduate courses is usually expected to be a B+. If the course average turns out to be less than this at the end of the term, and the class performance is not less than average, I am able to elevate some grades that fall on borderlines.

Ungraded Items:

- **Ungraded Discussion Forums:** There are ungraded discussion forums in each module that encourage you to share and learn from peers, throughout the course. The discussion topics are related to how you will apply what you have learned in the module in industry. **Your active participation is strongly encouraged—active interaction in group discussions will probably be considered a plus while assigning the final letter grade in borderline cases.**

- **Live classroom sessions:** Live classroom sessions will be offered during this course in Modules 1–6. Each week, students have a live classroom session with the instructor and another live classroom (or problem-

solving session) with the facilitator. Days/times will be posted in the Study Guide and the "Announcements" area.

- Your participation, while not mandatory, will be valuable to you and the class. To participate in the live classroom discussion, you will need to go to the "Live Classroom/Offices" area.
- Live classroom sessions will be recorded and archived for further viewing. You go to the "Live Classroom Recordings" area to view the recordings.

Assignments Rubric

Criteria	D	C	B	A
Correctness	No justification of correctness	Tests, comments, and explanations mostly correct	Tests, comments, and explanations justify correctness; honored all instructions	Tests, comments, and explanations justify correctness extremely well; complete and thorough; honored all instructions
Clarity	Unclear	Explained; somewhat clear	Every class, class relationship, and method clearly specified; well commented; clear; little redundant code	Every class, class relationship, and method precisely specified; thoroughly commented; entirely clear; negligible redundant code
Understanding	Minor understanding evidenced	Satisfactory understanding evidenced	Evidence of good understanding throughout	Evidence throughout of entirely thorough understanding

Expectations

We recognize that emergencies occur in professional and personal lives. If one occurs that prevents your completion of homework by a deadline, please make this plain to your facilitator. This must be done in advance of the deadline (unless the emergency makes this impossible, of course), and should be accompanied by particulars that back it up. Additional documentation may be requested. **No regular credit will otherwise be granted for late homework, but we will note it and it may influence your course grade at the end of the term.**

Discussion Participation

Discussions forums are provided for your benefit. Some discussion forums involve the instructional staff; others are among students.

Academic Conduct Policy

Please visit Metropolitan College's website for the full text of the department's *Academic Conduct Code*.

A Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition, Revised Edition.* Copyright 1963, Holt, Rinehart and Winston.

Academic Conduct Code

I. **Philosophy of Discipline**

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else's dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

II. **Academic Misconduct**

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another's work as your own.

III. **Violations of this Code**

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

A. **Cheating on examination**. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.

B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.

C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.

D. **Theft of an examination**. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.

E. **Unauthorized communication during examinations**. Any unauthorized communication may be considered prima facie evidence of cheating.

F. **Knowingly allowing another student to represent your work as his or her own**. This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).

G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents**, including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.

H. **Theft or destruction of examinations or papers** after submission.

I. **Submitting the same work in more than one course** without the consent of instructors.

J. **Altering or destroying another student's work or records**, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.

K. **Violation of the rules governing teamwork**. Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

L. **Failure to sit in a specifically assigned seat during examinations.**

M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**

N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.**

O. **Attempting improperly to influence the award of any credit, grade, or honor.**

P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**

Q. **Failure to comply with the sanctions imposed under the authority of this code.**

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to maintain the high academic standard of all Boston University programs, including our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses includes a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The final exam is administered online, and the access will be available at the exam sites.

Specific information regarding final-exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for where you will take the final exam.

I know that you recognize the value of your Boston University degree and that you will support the efforts of the University to maintain the highest standards in our online degree program.

Thank you very much for your support with this important issue.

Regards,

Professor Lou Chitkushev, Ph.D.
Associate Dean for Academic Affairs
Boston University Metropolitan College

Microsoft Imagine for Academic Institutions

Metropolitan College is a member of Microsoft Imagine for Academic Institutions (formerly DreamSpark), a Microsoft program that supports technical education by providing access to Microsoft software for learning, teaching, and

research purposes. Our membership allows faculty and students currently enrolled in MET courses to obtain certain Microsoft products free of charge. All MET students are granted access to download the software for the duration of their study at MET College.

FAQ and basic information are at: http://www.bu.edu/metit/hw-and-sw/msdn-academic-alliance-software-center/.

Who's Who: Roles and Responsibilities

You will meet many BU people in this course and program. Some of these people you will meet online, and some you will communicate with by email and telephone. There are many people behind the scenes, too, including instructional designers, faculty who assist with course preparation, and video and animation specialists.

People in Your Online Course in Addition to Your Fellow Students

Your Facilitator. Our classes are divided into small groups, and each group has its own facilitator. We carefully select and train our facilitators for their expertise in the subject matter and their excellence in teaching. Your facilitator is responsible for stimulating discussions in pedagogically useful areas, for answering your questions, and for grading homework assignments, discussions, term projects, and any manually graded quiz or final-exam questions. If you ask your facilitator a question by email, you should get a response within 24 hours, and usually faster. If you need a question answered urgently, post your question to one of the urgent help topics, where everyone can see it and answer it.

Your Professor. The professor for your course has primary responsibility for the course. If you have any questions that your facilitator doesn't answer quickly and to your satisfaction, then send your professor an email in the course, with a cc to your facilitator so that your facilitator is aware of your question and your professor's response.

Your Faculty and Student Support Administrator, Jeff Behn. Jeff is here to ensure you have a positive online experience. You will receive emails and announcements from him throughout the semester. Jeff represents Boston University's university services and works for the Office of Distance Education. He prepares students for milestones such as course launch, final exams, and course evaluations. He is a resource to both students and faculty. For example, he can direct your university questions and concerns to the appropriate party. He also handles general questions regarding Online Campus functionality for students, faculty, and facilitators, but he does not provide tech support. He is enrolled in all classes and can be contacted within the course through Online Campus email as it is running. You can also contact him by external email at jeffbehn@bu.edu or call (617) 358-1985.

People Not in Your Online Course

Although you will not normally encounter the following people in your online course, they are central to the program. You may receive emails or phone calls from them, and you should feel free to contact them.

Your Computer Science Department Online Program Coordinator, Peter Mirza. Peter administers the academic aspects of the program, including admissions and registration. You can ask him questions about the program, registration, course offerings, graduation, or any other program-related topic. He can be reached at metcsol@bu.edu or (617) 353-2566.

Your Computer Science Department Program Manager, Kim Richards. Kim is responsible for administering most aspects of the Computer Science Department. You can reach Kim at <u>kimrich@bu.edu</u> or (617) 353-2566.

Andrew Gorlin, Academic Advisor. Reviews requests for transfer credits and waivers. Advises students on which courses to take to meet their career goals. You can reach Andrew at <u>asgorlin@bu.edu</u>, or (617)-353-2566.

Professor Anatoly Temkin, Computer Science Department Chairman. You can reach Professor Temkin at <u>temkin@bu.edu</u> or at 617-353-2566.

Professor Lou T. Chitkushev, Associate Dean for Academic Affairs, Metropolitan College. Dr. Chitkushev is responsible for the academic programs of Metropolitan College. Contact Professor Chitkushev with any issues that you feel have not been addressed adequately. The customary issue-escalation sequence after your course facilitator and course faculty is Professor Temkin, and then Professor Chitkushev.

Professor Tanya Zlateva, Metropolitan College Dean Dr. Zlateva is responsible for the quality of all the academic programs at Boston University Metropolitan College.

Disability Services

In accordance with University policy, every effort will be made to accommodate unique and special needs of students with respect to speech, hearing, vision, or other disabilities. Any student who feels he or she may need an accommodation for a documented disability should contact the <u>Office of Disability Services</u> at (617) 353-3658 or at <u>access@bu.edu</u> for review and approval of accommodation requests.

Netiquette

The Office of Distance Education has produced a netiquette guide to help you understand the potential impact of your communication style.

Before posting to any discussion forum, sending email, or participating in any course or public area, please consider the following:

Ask Yourself…

- How would I say this in a face-to-face classroom or if writing for a newspaper, public blog, or wiki?
- How would I feel if I were the reader?
- How might my comment impact others?
- Am I being respectful?
- Is this the appropriate area or forum to post what I have to say?

Writing

When you are writing, please follow these rules:

- **Stay polite and positive in your communications**. You can and should disagree and participate in discussions with vigor; however, when able, be constructive with your comments.
- **Proofread your comments before you post them.** Remember that your comments are permanent.
- **Pay attention to your tone.** Without the benefit of facial expressions and body language your intended tone or the meaning of the message can be misconstrued.
- **Be thoughtful and remember that classmates' experience levels may vary.** You may want to include background information that is not obvious to all readers.
- **Stay on message.** When adding to existing messages, try to maintain the theme of the comments previously posted. If you want to change the topic, simply start another thread rather than disrupt the current conversation.
- **When appropriate, cite sources.** When referencing the work or opinions of others, make sure to use correct citations.

Reading

When you are reading your peers' communication, consider the following:

- **Respect people's privacy.** Don't assume that information shared with you is public; your peers may not want personal information shared. Please check with them before sharing their information.
- **Be forgiving of other students' and instructors' mistakes.** There are many reasons for typos and misinterpretations. Be gracious and forgive other's mistakes or privately point them out politely.
- **If a comment upsets or offends you, reread it and/or take some time before responding.**

Important Note

Don't hesitate to let your instructor or your faculty and student support administrator know if you feel others are inappropriately commenting in any forum.

All Boston University students are required to follow academic and behavioral conduct codes. Failure to comply with these conduct codes may result in disciplinary action.

Registration Information and Important Dates

View the drop dates for your course.

Withdraw or drop your course.

- If you are dropping down to zero credits for a semester, please contact your college or academic department.
- **Nonparticipation in your online course does not constitute a withdrawal from the class.**
- If you are unable to drop yourself on student link please contact your college or academic department.

Technical Support

Experiencing issues with BU websites or Blackboard?

It may be a system-wide problem. Check the BU Information Services & Technology (IS&T) news page for announcements.

Boston University technical support is available via email (ithelp@bu.edu), the support form, and phone (888-243-4596). Please note that the IT Help Center has multiple locations. All locations can be reached through the previously mentioned methods. For IT Help Center hours of operation please visit their contact page. For other times, you may still submit a support request via email, phone, or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical-support form as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

Examples of issues you might want to request support for include the following:

- Problems viewing or listening to sound or video files
- Problems accessing internal messages
- Problems viewing or posting comments
- Problems attaching or uploading files for assignments or discussions
- Problems accessing or submitting an assessment

To ensure the fastest possible response, please fill out the online form using the link below:

| IT Help Center Support |
| --- |
| 888-243-4596 or 617-353-4357 or Web |
| Check your open tickets using BU's ticketing system. |

Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla Firefox browser.

The Table of Contents may contain folders. These folders open and close (+ and − signs) and may conceal some pages. To avoid missing content pages, you are advised to use the next- and previous-page buttons (and icons) in the top-right corner of the learning content.

Please also familiarize yourself with the navigation tools, as shown below; these allow you to show and hide both the Course Menu and the Table of Contents on the left. This will be helpful for freeing up screen space when moving through the weekly lecture materials.

Navigation tools for the Table of Contents are shown in the image below:
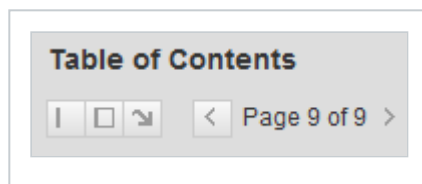
Clicking on the space between the Course Menu and the Table of Contents allows you to show or hide the Course Menu on the left:

Web Resources/Browser Plug-Ins

To view certain media elements in this course, you will need to have several browser plug-in applications installed on your computer. See the Course Resources page in the syllabus of each individual course for other specific software requirements.

- Check your computer's compatibility by reviewing Blackboard's System Requirements
- Check your browser settings with Blackboard's Connection Test
- Download most recent version of Adobe Flash Player
- Download most recent version of Adobe Acrobat Reader

How to Clear Your Browser Cache

The IT Help Center recommends that you periodically clear your browser cache to ensure that you are viewing the most current content, particularly after course or system updates.

This page is also found within the "How to…" section of the online documentation, which contains a list of some of the most common tasks in Blackboard Learn.

Boston University Metropolitan College