COLLEGE OF DESIGN, CONSTRUCTION AND PLANNING
UNIVERSITY OF FLORIDA

CREATING OUR BUILT ENVIRONMENT

DCP 1003 (15HG) ~ 1 CREDIT ~ FALL 2018

INSTRUCTOR: Laura Dedenbach, Ph.D., AICP
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OFFICE HOURS: Tuesdays 10:45 – 11:45 AM, or by appointment

CLASS LOCATION: Rinker Hall Room 110

CLASS MEETING TIMES: Tuesdays Period 3 (9:35 – 10:25 AM)

COURSE WEBSITE: http://elearning.ufl.edu

We will use Canvas, UF's online e-learning system, as our online "homebase".   It is your responsibility to check Canvas regularly for announcements related to the course. Readings and changes to the syllabus will be posted on Canvas. I will also send you periodic emails through Canvas. It is your responsibility to ensure that you either login to Canvas to retrieve these emails or have them set to forward to the correct email account.

To login to Canvas you will need to provide your GatorLink User Name and Password. If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

Canvas email is my best (and preferred) method of communication. I will answer your email as quickly as possible but please allow up to 24 hours for a reply.   Proper email etiquette is expected.

Class handouts, assignments, and slides may be posted on Canvas. Reviewing materials online is never a substitute for class attendance. The posting of the slides is a courtesy of the instructor and are not intended to be a complete study aid. Students are expected to take adequate class notes.

COURSE DESCRIPTION:
An introduction to the planning, design and construction of the built environment. Includes consideration of professional practice in architecture, construction management, historic preservation, interior design, landscape architecture, sustainability and the built environment, and urban and regional planning.

PURPOSE OF COURSE:
The collaborative practices are of particular importance with planning, design, and construction of the built environment as they bring together large number of diverse disciplines. This introductory course provides DCP students an opportunity to learn about the different disciplines within the college and practice working in multidisciplinary teams to collaboratively assemble a project.

PREREQUISITE KNOWLEDGE AND SKILLS:
Admission to one of the College of Design, Construction and Planning disciplines.

COURSE OBJECTIVES:
- Understanding the impact of DCP disciplines in design and construction of the built environment.
- Awareness of the interdisciplinary nature of DCP disciplines.
- Understanding the fundamental vocabulary, words and concepts of DCP disciplines.
- Learning about the career opportunities afforded by each DCP discipline.
- Collaborating to write reports and prepare group presentations.

COURSE LEARNING OUTCOMES:
Upon completion of the course students will demonstrate their ability to:
- Understand the processes of education and professional practice for the DCP disciplines
- Understand the tools and techniques associated with the DCP disciplines.
- Recognize the interrelationship of allied professions/disciplines/cultures of architecture, construction management, historic preservation, interior design, landscape architecture, sustainability and the built environment, and urban and regional planning.
- Participate in multidisciplinary teams to collaboratively write reports and prepare group presentations.

INSTRUCTIONAL METHODS:
This course is based on lectures, discussion of assigned readings, viewing of multi-media materials, activities during and outside of class, and student collaboration and writing outside of class. Class format will combine discussions, lectures, multi-media activities, practice-based activities, and electronic communications and assignments. We will also have guest lecturers. Students should take notes for lectures, guest speakers, and videos, as this material will also be included on the quizzes and synthesized for the final presentation.

COURSE POLICIES:

ATTENDANCE POLICY:

Attendance is required. *There are no unexcused absences.* Attendance grade will be computed in proportion to the number of presence on the days the rolls were taken. Requirements for class attendance and make-up quizzes, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Absences for reasons of illness, religious holiday, emergency, or official university business, as described in the Undergraduate Catalog are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. You are responsible for contacting a classmate to obtain notes on the materials covered. If you encounter an emergency or illness that requires an extended absence, you may wish to contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

PERSONAL CONDUCT POLICY: Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of the current week's materials. If you need to leave class early, please let me know ahead of time and sit nearer to the door so as not to disrupt class. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

> **Cell Phones:** Cell phones and other electronic devices must be set to vibrate mode during class. Cell phones must be put away during class time. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day.

> **Tablets & Laptops:** You may use tablets or laptops to take notes and access course materials. If you are observed using your electronic device for Facebook, email, messaging, or other non-class uses, you will be asked to leave and marked absent for the day.

ASSIGNMENT POLICY: Assignments will be posted on Canvas well in advance of their due dates. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted by posting on Canvas. *Late work will not be accepted*. It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas. If you know you will not be able to turn in the assignment on time, please notify me as early as possible. Extensions are not granted lightly and must be arranged in advance.

A NOTE ON GROUP WORK: There are two group assignments in this course – a field trip and related report and a final presentation. Design professions have a long history of collaborative, group-based work, and individual work completed in a group setting. We often work in multidisciplinary groups. For those assignments, you are expected to conduct yourself in accordance with the University's Honor Code (see statement on academic dishonesty below).

For group assignments, you are expected to conduct yourself in the following manner:

- Be a good team member. Be on time, be respectful.

- Be responsive with group communication.

- Everyone is expected to participate and contribute equally in each assignment. If there are problems with group dynamics or participation/effort levels, please come and talk to me.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:
Students requesting accommodation for disabilities must first register with the Dean of Students Office – Disability Resource Center (DRC) (https://drc.dso.ufl.edu). DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

STUDENTS IN DISTRESS:
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact http://www.umatter.ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

TECHNICAL ASSISTANCE:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- http://helpdesk.ufl.edu

A NOTE ON COMPUTER OR CANVAS PROBLEMS: If you have computer or Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Contact me right away, prior to the assignment due time, and let me know there is a problem.

- If you are having a computer problem (hardware, software), describe the problem to me and we'll work out a plan. Examples of an extension-worthy issue: "I dropped my computer in the parking lot and now it won't turn on." Examples of situations that are not extension-worthy: "I went home this weekend and left my computer behind." "I went to [insert your location here] and there was no internet connection." Plan ahead; practice time-management; be resilient by backing up your work frequently to a back-up drive, jump drive, or the cloud.

- It is your responsibility to submit assignments on time through Canvas. If you are having problems uploading your assignment to Canvas, you must immediately contact the Help Desk (392-HELP (4357) or helpdesk@ufl.edu) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.

GRADING POLICIES:

Assignment	Points (Percent)
3 Quizzes @ 10% each	300 points (100 points each): 30%
Field Trip Report	250 points: 25%
Final Group Presentation	250 points: 25%
Attendance	200 points: 25%
Total	1,000 points: 100%

GRADING SCALE:

Grades will be computed according to the following scale:

A=93-100; A- =90-92.9; B+ =87-89.9; B=83-86.9; B- =80-82.9; C+ = 77-79.9; C=73-76.9; C- =70-72.9; D+ =67-69.9; D=63-66.9; D- =60-62.9; E<60.

EVALUATIONS:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

COURSE CONTENT & ASSIGNMENTS:

CONTENT:

Each week, students will be presented with information about the disciplines and programs within the College of Design, Construction and Planning.   Information will be presented in lecture format, discussions, and activities with faculty and industry professionals.

Readings and materials will be posted to the course's Canvas webpage. Students should complete all readings in preparation for each class meeting. Students should take notes for lectures, panels, readings, and other resources, as this material will also be included on the quizzes.

ATTENDANCE:

Each week, attendance will be taken before class begins. As you arrive, it will be your responsibility to sign in on the attendance sheet provided. If you arrive late, it will be your responsibility to sign the attendance sheet after class. If you are more than 10 minutes late without an excuse, you will be marked absent for the day.

ASSIGNMENTS:

QUIZZES

Three pop quizzes will be given over the course of the semester. The quizzes will consist of 10 multiple-choice, fill-in-the-blank, and/or short answer questions. Quizzes may be cumulative in nature, meaning that all material (lectures, discussions, readings, videos) since the previous quiz is eligible. This will require that you take good notes and review over the course of the semester. Each quiz is worth 100 points. If you miss a quiz due to an unexcused absence, you will receive a zero.

FIELD TRIP & REPORT

The class includes a field trip to the Cade Museum for Creativity & Invention and Depot Park. You will be divided into multidisciplinary teams. As a team, you will participate in the field trip on either October 13th or October 20th, and you will prepare a final report. Specific instructions for the field trip and final report will be posted in the Assignments section of our Canvas page.

FINAL GROUP PRESENTATION

Students will be divided into multidisciplinary teams of five to seven to collaborate in preparing the end of the semester group presentation. Your final presentation will synthesize and evaluate your understanding of the interdisciplinary nature of DCP disciplines (at UF and professionally) and serve as a reflection and evaluation of DCP 1003. Specific instructions for the final group presentation and the schedule for presentation will be posted in the Assignments section of our Canvas page.

AN INTRODUCTION TO DCP

The mission of the College of Design Construction and Planning (DCP) is to improve the quality of the built and natural environments through offering exceptional educational and professional programs and research/scholarship initiatives that address the planning, design, construction, and preservation of the built and natural environments. DCP is composed of three schools: the School of Architecture, the School of Landscape Architecture and Planning, and the M.E. Rinker, Sr. School of Construction Management; the Department of Interior Design; the Program in Historic Preservation; and, the Program in Sustainability and the Built Environment. DCP is only one of six colleges in the U.S. that combines all of the design and construction disciplines. This presents DCP students with a unique opportunity for interdisciplinary learning. A brief introduction to each of the DCP disciplines is provided as follows:

Architecture:
Architecture has long held a central position among the allied disciplines that design and construct our built environment. Though Architecture is conventionally bounded to the idea of

designing and constructing of buildings proper, a more careful and thorough consideration of the profession reveals far greater breadth and depth of influence than simply that of buildings. Or, to put it another way, Architecture sits at the crossroads of concerns of both design and construction, but also of art, function, technique, culture, community, place, politics, history, etc. Architects are draw influence from these sources and respond to the opportunities and limitations that they provide. In this regard, buildings become more than simple structures that hold conventional functions. Buildings become the voice through which architects establish a commentary on the disparate, disjointed, and often conflicting concerns of society.

Construction Management:

Construction management is the art and science of creating work-in-place with a unique set of designers, engineers, materials, and craftspeople. Construction managers may be involved from conception to turnover of a building of project. Construction management professionals use skillsets of design technology, financial management, scheduling, and logistics to develop the plan to build the project. The process of building a project safely, within time constraints, and budget limitations provides the drive to be a great builder.

Historic Preservation:

Historic places and spaces must evolve in order to survive. Working with a variety of disciplines and engaging stakeholders, historic preservation specialists help manage change in the physical environment. The goal is to document, conserve, manage, and interpret heritage resources ranging in scale from materials and objects to architecture and interiors to neighborhoods and urban landscapes. Historic preservationists can choose to focus on policy and management, documentation and adaptation, education and interpretation, or materials conservation, among other options.

Interior Design:

 Interior Design is both an art and a science that involves the creation of imaginative and well-conceived spaces that: serve the needs, function and requirements of individuals; provide a sense of place within both public and private spaces for group and individual activity; are appropriate and sustainable; and include the community, owners, users, designers, planners and contractors as active participants in the design process. The Interior Design program honors a commitment to evidence-based design that emphasizes the role of research in guiding the design process. Through the design process, graduates develop on all levels: as a thoughtful leader, an innovator, a collaborator and as an ethical and socially engaged human being. The program prepares students for professional careers in corporate design, retail, healthcare, residential and hospitality design.

Landscape Architecture:

Landscape Architecture is the profession that applies artistic and scientific principles to the research, planning, design, and management of both natural and built environments. Integrating art and science, Landscape Architects enhance the quality of our environment while solving conservation and development related problems. They create the best use and function of outdoor spaces at a broad range of scales, from private residential and commercial projects,

to public works such as parks and trails, to large-scale projects such as urban design, regional planning and environmental restoration.

Sustainability and the Built Environment:
Sustainability is essential to our future; without it we will diminish the opportunities and resources available to future generations. We focus on its relationship to the built environment at all scales from concern for indoor air quality and the energy embodied in the materials we choose to use in our buildings to transportation and land use patterns at the community, regional and state scales. We explore sustainable solutions at all these scales and to develop articulate leaders who will make a difference in every area of business, government and not-for-profit work.

Urban and Regional Planning:
Urban and Regional Planning is a highly collaborative field in which people come together to build safe, healthy, sustainable communities that enrich people's lives. Planners coordinate with built environment professionals, environmental scientists, local elected officials, attorneys, and community participants to create a range of long-term, short-term plans, and site-specific development plans. We focus on big-picture connections between the built environment, natural environment, economies, legal frameworks, and social systems. Urban and Regional Planning is alone among the major disciplines in the college in not having an undergraduate degree. However, there is an undergraduate minor in Urban and Regional Planning.

COURSE SCHEDULE:

WEEK ONE (8/28):   INTRODUCTION

Readings: Review the Syllabus and Canvas page

WEEK TWO (9/4):   THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

Guest Speakers: Gerry Dedenbach, AICP, Vice-President CHW
Matt Webster, Executive Vice President, CPPI

WEEK THREE (9/11): URBAN AND REGIONAL PLANNING

Lecture: Dr. Abhinav Alakshendra
Assistant Professor, Urban and Regional Planning

Videos:
    Required:
1. Edward Glaeser: "The Genius of Cities"

2. Amanda Burden: "How Public Spaces Make Cities Work"

WEEK FOUR (9/18):   LANDSCAPE ARCHITECTURE

Lecture: Tina Gurucharri
                      Associate Professor, Landscape Architecture

Readings:

Required:
1.   About Landscape
Architecture https://www.asla.org/aboutlandscapearchitecture.aspx

2.   Green Infrastructure: Cities https://www.asla.org/ContentDetail.aspx?id=43535

Recommended:
1.   What is Landscape Architecture? https://www.asla.org/ Top red button on left
      a.   Landscape Architecture Improves Our Health
      https://www.asla.org/healthbenefitsofnature.aspx
      b.   ASLA Award-winning Works of Landscape Architecture
      https://www.asla.org/2016awards/index.html

2.   Designing Our Future: Sustainable Landscapes:
      https://www.asla.org/sustainablelandscapes/videos.html
      a.   Building a Park Out of Waste
      b.   The Edible City
      c.   Designing for Active Living
      d.   Infrastructure for All
      e.   Revitalizing Communities with Parks
      f.   Designing Neighborhoods for people and Wildlife
      g.   Energy Efficient Homes and Landscapes
      h.   From Industrial Wasteland to Community Park
      i.   Leveraging the landscape to manage Water
      j.   Urban Forests = Cleaner, Cooler Air

WEEK FIVE (9/25):   STAKEHOLDER & CLIENT ENGAGEMENT DISCUSSION

WEEK SIX (10/2):   ARCHITECTURE

Lecture: Mark McGlothlin
                      Associate Professor, Architecture

Readings: TBD – See Canvas

WEEK SEVEN (10/9): INTERIOR DESIGN

Lecture: TBD

Readings:

<u>Required:</u>
1. Why Interior Designers Matter: Radford University
   https://www.youtube.com/watch?v=2WRU4NUJSVc

2. IIDA Value of Interior Design
   https://www.youtube.com/watch?v=O1tCX48ODMA

3. ASID Impact of Design
   https://www.youtube.com/watch?v=P2E-mFJBg5k

4. The Future of Design: Disrupting Design with Empathy

<u>Recommended:</u>
1. IDEC Video Competition: Human Centered Design:
   https://www.idec.org/i4a/pages/index.cfm?pageID=3724

2. Herman Miller: A Sweeter Solution
   https://www.youtube.com/watch?v=zB4-GBPgt9g

3. ASID Transform Grant: Heavener Hall/ Hough Hall
   https://edl.dcp.ufl.edu/video/Heavener.mp4 (Heavener)
   https://www.youtube.com/watch?v=O9NdpKKaLLU&feature=youtu.be (Hough)

4. Piano Stairs
   https://www.youtube.com/watch?v=2lXh2n0aPyw

5. Ulrich, R.S. (1984). "View through a window may influence recovery from surgery." *Science* 224, 420.

WEEK EIGHT (10/16): DESIGN CONCEPTS DISCUSSION

WEEK NINE (10/23): HISTORIC PRESERVATION

Lecture: Marty Hylton
Director, Historic Preservation Program

Readings:

Required:
Fitch, J.M. (1982). *Historic Preservation: Curatorial Management of the Built World.*
Chapters 2 and 4.

WEEK TEN (10/30): CONSTRUCTION MANAGEMENT

Lecture: James Sullivan, Ph.D.
Construction Management

Readings: TBD – See Canvas

WEEK ELEVEN (11/6): TECHNOLOGY DISCUSSION

WEEK TWELVE (11/13): SUSTAINABILITY AND THE BUILT ENVIRONMENT

Lecture: Bahar Armaghani
Director, Sustainability and the Built Environment Program

Readings:

Required:
Hawken, P. (1994). *The Ecology of Commerce.* Chapter 1.

Recommended:
Hawken, P. (1994). *The Ecology of Commerce.* Chapters 2 – 12.

WEEKS THIRTEEN – FIFTEEN (11/20, 11/27, AND 12/4): FINAL TEAM PRESENTATIONS

Disclaimer: This syllabus represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.