**Integration Practices for Built Environments**

ARC5043 Section: 1489

***Class Periods:*** Wednesday, 2:30-5:30pm

***Location:*** online

***Academic Term:*** Fall 2020

***Instructor:***

Steven Grant

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407-610-8325

Office Hours: by appointment

***Course Description***

An active immersion into practices of creativity and innovation enhanced through integration. Collaboration, a precondition, is furthered with the application of integration methods and sharing decision-making knowledge. In this project-based learning course, students create individual works, perform group projects, map integrative practices, and measure team performance outcomes.

***Course Pre-Requisites / Co-Requisites***

None.

***Course Objectives***

* Understand the desire for connectivity and shared vision among humans throughout history and the current neurological basis for cooperation. Create groups to identify and solve a challenge.
* Apply integrative practice as both a collaborative organizational strategy and a creative means.
* Examine methods and strategies for assessing and improving team performance. Implement these strategies in group work. Present the outcome of use.
* Experience how each discipline and individual involved in a project adds value to the product by completing collaborative challenges.
* Understand the creative process and be able to define creativity.
* Understand theoretical models that describe the creative process and recognize barriers that limit creativity in individuals and organizations.
* Think critically and creatively and demonstrate the ability to utilize creative thinking tools by solving challenges.

***Required Texts***

Brown, Tim. *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*. S.l.: Harper business. 2019. Print.

Catmull, Ed. *Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration* . New York: Random House, 2013.

Davidson, Drew et. Al. *Creative Chaos*. Pittsburg: Carnegie Mellon: ETC Press, 2016. [You may download this book for free, <https://press.etc.cmu.edu/index.php/product/creative-chaos-learning-lessons-on-inclusion-innovation-making-the-magic/>]

Fuentes, Agustin, and Agustin Fuentes. *The Creative Spark: How Imagination Made Humans Exceptional.* New York: Dutton, 2017.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. 10th Anniversary Edition. New York: Random House, 2006. Chapter 3 (When Smart is Dumb) and chapter 10 (Managing with Heart)

Root-Bernstein, Robert S, and Michèle Root-Bernstein. *Sparks of Genius: The Thirteen Thinking Tools of the World's Most Creative People*. Boston: Houghton Mifflin Company. 2001.

***Methodology***

1. **Reading Assignments**: Each class period will have an assigned reading. The assigned texts explore the history of collaboration, thinking tools, design tools, and how to build a creative collaborative culture.
2. **Journal papers**: Journals assignments are based on readings assigned for a class. Journal entries should do two things: provide a response to the assignment and include an element of self-reflection. Your journal entry will be shared and aggregated within a small group during class and presented back to the class as an aggregate presentation. Journal Entries will be graded as completed or not completed.
3. **Focus Papers:** This program includes many writing assignments. Writing is a very important part of your learning process and your professional career. Your focus papers will be shared and aggregated within a small group during class and presented back to the class as an aggregate presentation. Focus papers will be reviewed and graded on the quality and content of your writing.
4. **Design/Collaborative Project:** One multi-week collaborative project will be assigned to be solved.
5. The purpose of the assigned readings, journal and focus papers and the collaborative project is to explore how we collaborate. The assignments are judged according to creative implementation of integration strategies (process) with equal weight to the problem solution.

***Course Schedule***

**Week 1:** Introductory Class-Team Building

**Week 2:** History of Collaboration-Lets Make a Knife

**Week 3:** History of Collaboration; lines, community, food security, and war.

**Week 4:** History of Collaboration; creative sex, religious foundations

**Week 5:** History of Collaboration; storytelling, artistic flights, scientific architecture, your creative life

**Week 6**: Thinking Tools; rethinking thinking, schooling the imagination, observing, imaging

**Week 7:** Thinking Tools; abstracting, recognizing patterns, forming patterns, analogizing

**Week 8:** Thinking Tools; body thinking, empathizing, dimensional thinking.

**Week 9:** Thinking Tools; modeling, playing, transforming, synthesizing.

**Week 10**: “The Challenge” Synthesis Activity

**Week 11**: Design Thinking

**Week 12**; Design-Lets Build a Game

**Week 13**: A Culture of Creativity

**Week 14**: Let us Play Games

# ***Attendance Policy, Class Expectations, and Make-Up Policy***

State whether attendance is required and if so, how will it be monitored? What are the penalties for absence, tardiness, cell phone policy, laptop policy, etc. What are the arrangements for missed homework, missed quizzes, and missed exams? This statement is required: Excused absences must be consistent with university policies in the [Graduate Catalog](https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found in [Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

***Evaluation of Grades***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Total Points** | **% of Final Grade** |
| Journal Assignment 1 | 10 | 5 |
| Journal Assignment 2 | 10 | 5 |
| Journal Assignment 3 | 10 | 5 |
| Journal Assignment 4 | 10 | 5 |
| Journal Assignment 5 | 10 | 5 |
| Journal Assignment 6 | 10 | 5 |
| Focus Paper 1 | 20 | 10 |
| Focus Paper 2 | 20 | 10 |
| Focus Paper 3 | 20 | 10 |
| Design Collaborative Project | 40 | 20 |
| Participation/ Attendance  | 40 | 20 |

***Grading Policy***

The following is given as an example only.

|  |  |  |
| --- | --- | --- |
| **Percent**  | **Grade**  | **Grade Points**  |
| 90.0 - 100.0  | A  | 4.00  |
| 87.0 - 89.9  | A-  | 3.67  |
| 84.0 - 86.9  | B+  | 3.33  |
| 81.0 – 83.9  | B  | 3.00  |
| 78.0 - 80.9  | B-  | 2.67  |
| 75.0 - 77.9  | C+  | 2.33  |
| 72.0 – 74.9  | C  | 2.00  |
| 69.0 - 71.9  | C-  | 1.67  |
| 66.0 - 68.9  | D+  | 1.33  |
| 63.0 - 65.9  | D  | 1.00  |
| 60.0 - 62.9  | D-  | 0.67  |
| 0 - 59.9  | E  | 0.00  |

More information on UF grading policy may be found at:

[UF Graduate Catalog](https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#grades)
[Grades and Grading Policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

# ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

# ***Course Evaluation***

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](https://gatorevals.aa.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 on the [Gator Evals page](https://gatorevals.aa.ufl.edu/).

# ***University Honesty Policy***

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](https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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 the instructor or TAs in this class.

# ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

# ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](https://registrar.ufl.edu/catalog0910/policies/regulationferpa.html).

# ***Campus Resources:***

## Health and Wellness

**U Matter, We Care:**

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department**at392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://www.police.ufl.edu/).

## Academic Resources

[**E-learning technical support**](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[**Career Resource Center**](https://www.crc.ufl.edu/), Reitz Union, 392-1601. Career assistance and counseling.

[**Library Support**](http://cms.uflib.ufl.edu/ask), Various ways to receive assistance with respect to using the libraries or finding resources.

[**Teaching Center**](https://teachingcenter.ufl.edu/), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[**Writing Studio**](https://writing.ufl.edu/writing-studio/)**,** 302 Tigert Hall*,* 846-1138. Help brainstorming, formatting, and writing papers.

[**Student Complaints Campus**](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

[**On-Line Students Complaints**](http://www.distance.ufl.edu/student-complaint-process)