

# DCP 3210: Sustainable Solutions for the Built Environment, Section 5265

Fall 2021 | 3 Credits

<b>Instructor:</b>	<b>Dr. Azza Kamal</b> , LEED AP ND   Sustainability & the Built Environment (SBE) Program, and Department of Urban and Regional Planning College of Design, Construction and Planning (DCP)   University of Florida.
<b>Instructor's Office:</b>	ARCH 132   <a href="#">UF Building #0268</a>
<b>Instructor's Contacts &amp;</b>	Canvas email ( <i>Preferred</i> ) O: (352) 294-1425   <a href="mailto:azzakamal@ufl.edu">azzakamal@ufl.edu</a> ( <i>Alternative</i> )
<b>Office Hours:</b>	Monday & Wednesday   1 - 2 PM   or by appointment
<b>Course Time &amp; Location:</b>	Tuesday   Period 3 - 4 (9:35 to 11:30 AM)   RNK 0215   <a href="#">UF Building #0272</a> Thursday   Period 3 (9:35 to 10:25 AM)   RNK 0215   <a href="#">UF Building #0272</a>
<b>Co/Prerequisite:</b>	BCN 1582 or IDS 2154, or a course approved in the topic area.
<b>General Education Credit:</b>	None
<b>Final Exam Schedule:</b>	No Final Exam. Final (group) Project is due on Tuesday, December 7 (@11:59).

**IT IS IMPORTANT TO READ THIS ENTIRE SYLLABUS ON YOUR FIRST DAY OF CLASS**

## COURSE DESCRIPTION

This course focuses on the knowledge, skills, attitudes, and values necessary to shape a sustainable future. Education for Sustainable Development and the Built Environment mean including key issues into teaching and learning, for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.



Source: <https://www.iberdrola.com/sustainability/sustainable-infrastructure>

Education for sustainability is essential to help people to understand and accept the need for significant changes in the way we operate socially and economically, in order to ensure a sustainable future for everyone. In this course, students will learn to think about sustainability issues, make assessment, identify strategies and technologies that addresses triple bottom line of sustainability using knowledge and skills gained in the course.

### To provide sustainable solutions for the built environment, we must:

Use all resources wisely, consider the needs of future generations, evaluate a wide range of risks, protect and enhance the environment, conserve energy and natural resources, improve quality of life, and encourage innovative approaches to the design, construction, and operation & maintenance of facilities and infrastructure.

## COURSE OVERVIEW AND OBJECTIVES

This course’s objectives to facilitate student learning and leadership in the establishment and enhancement of more sustainable planet. The objectives emphasis is on evaluating evidence-based products, systems, material, and services, and think about applying new strategies and technologies that contributes to more sustainable world via at home preparation, in-class discussions, videos, online engagement, and individual and collaborative team assignments, students will:

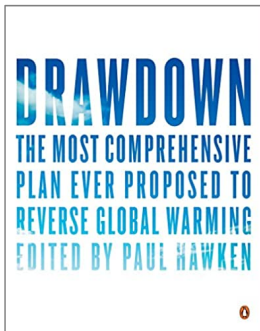
- 1) Explore and understand sustainability.
- 2) Evaluate and communicate the effectiveness of current sustainability initiatives in the built environment and ability to assess whether they are operating in an effective sustainability framework.
- 3) Create a focus on the execution of strategies to drive long-term sustainability performance.
- 4) Develop own body of knowledge to improve own sustainability competency and learn the importance of communicating the built environment’s sustainability level.
- 5) Understand how to reflect on the future of sustainability in the built environment, communities, and cities.
- 6) Identify the characteristics of best practice in sustainable building/development/infrastructure initiatives and look beyond current initiatives to resilient buildings and cities.
- 7) Communicate and advocate sustainable design principles, strategies, solutions and/or outcomes.

## STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course, successful students will be able to:

- Upon completion of this course, successful students will be able to:
- Distinguish the similarities and differences between sustainability and resilience.
- Understand how sustainable solutions are developed, deployed, monitored, measured, and/or modeled in service to the betterment of people, place, and planet.
- Formulate and deliver higher quality verbal and written arguments.
- Demonstrate an improved ability to think holistically and to learn from other people and professions.
- Interact effectively as a part of a team exploring important issues.

## REQUIRED TEXT/READING



- Hawken, P. (2017). **Drawdown: The most comprehensive plan ever proposed to reverse global warming** (<http://www.drawdown.org/>, Cost ~ \$15 on Amazon)
- In addition to the required text, various supplemental, free publications identified for class reading/discussion and/or assignments is supplied viasyllabus on Canvas e-Learning portal. Students expected to complete readings as advance preparation for class discussion.
- In addition to the required text(s), various supplemental, free publications identified for class discussion and/or assignments may be supplied via the UF Canvas e- Learning portal (<https://lss.at.ufl.edu/>), such as the following:

1. BuildingGreen	1.1. Homepage   <a href="https://www.buildinggreen.com/">https://www.buildinggreen.com/</a> 1.2. Knowledge Base   <a href="https://www.buildinggreen.com/knowledge-base">https://www.buildinggreen.com/knowledge-base</a> 1.3. Product Guidance   <a href="https://www.buildinggreen.com/product-guidance">https://www.buildinggreen.com/product-guidance</a>
2. Drawdown	2.1. Homepage   <a href="https://www.drawdown.org/">https://www.drawdown.org/</a> 2.2. Solutions   <a href="https://www.drawdown.org/solutions">https://www.drawdown.org/solutions</a>
3. Green Building Advisor	3.1. Homepage   <a href="https://www.greenbuildingadvisor.com/">https://www.greenbuildingadvisor.com/</a> 3.2. Green Basics   <a href="https://www.greenbuildingadvisor.com/green-basics">https://www.greenbuildingadvisor.com/green-basics</a>
4. My Florida Home Energy	4.1. Homepage   <a href="http://www.myfloridahomeenergy.com/">http://www.myfloridahomeenergy.com/</a> 4.2. Find Help   <a href="http://www.myfloridahomeenergy.com/help/">http://www.myfloridahomeenergy.com/help/</a>

## ADDITIONAL EXPENSES

Not applicable. However, students are expected to procure and use their own mobile file storage and transfer device (e.g., USB thumb drive) or web-based service to present and share information in class.

## INSTRUCTIONAL METHODS AND EXPECTATIONS

This course includes lectures, readings and reflections, multi-media materials, in-class engagement activities (individuals and groups), research/writing, a group semester project, and interaction with local and appointed officials. The course may periodically include guest lecturers and short site visits (in/and outside class time). Students are encouraged to take content and contextual notes about lectures by guest speakers, and videos, as these materials may also be referenced on course assignments and projects. The following is a summary of expectations:

- Student expectations of instructor: enthusiasm for the course; engaging lectures; application of knowledge through classroom activities and fieldwork; easy to access course materials; clear guidance and assessment rubric; openness and encouragement of critical thoughts and new ideas; constructive feedback, and reasonable flexibility to meet with students outside of class.
- Instructor expectations of students: passionate curiosity; positive attention and intention; enthusiasm about learning new ideas and contribution to the learning environment, consistent attendance; punctual arrival; active participation in class discussions and activities; advance-reading and note preparation of assigned reading; on-time completion/submission of all assignments; proper citation management; professional attitude, adherence to proper netiquette and all University rules and regulations.

## COURSE COMMUNICATIONS AND E-LEARNING/ CANVAS PORTAL

This class will be delivered through in-person instructions. The instructor will utilize the [UF Canvas e-Learning](#) portal as the primary medium to send announcements and to distribute course information, assignments, readings materials, resources, and grading. Students are responsible for checking Canvas portal regularly for announcements, course content, access to all supplemental readings, and to submit assignments and projects. Readings and changes to the syllabus will also be posted on Canvas.

Lecture slides will be posted on Canvas in advance of each scheduled lecture. Reviewing materials online is never a substitute for class attendance. Lecture posted on Canvas by instructor are not intended to be a complete study aid and should be viewed as supplementary to personal notes.

- **Canvas email is my 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. It is your responsibility to ensure that you either login to Canvas to retrieve instructor's emails or have them set to be forwarded to your university's email account. To login to Canvas, provide your GatorLink username and password. If you are new to Canvas or have any problems with it, **please contact the Help Desk at 392-HELP.**
- 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.

## WEEKLY PLAN *(Recommended)*

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading and preparing reading summary	<ul style="list-style-type: none"> <li>▪ Guest Speaker</li> <li>▪ Group activities, discussion, or Presentation (based on module)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading &amp; Finishing Teams Presentation</li> </ul>	Lecture	<ul style="list-style-type: none"> <li>▪ Submit Quiz (by 11:59 PM) (based on module)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection due on Canvas Discussion Forum (Sunday 11:59 PM)</li> <li>▪ Work on Final Project/ Report</li> </ul>	

## ASSIGNMENTS AND GRADING

The University standard is for students to expect to study approximately 3 hours for each course credit hour. For example, DCP 3210 is a 3-credit course. Thus, you should expect to work up to 9 hours per week outside of class.

All grades will be posted in the Canvas gradebook. Any discrepancies with points displayed in the gradebook should be addressed directly with the instructor. Course grades will neither be curved, nor rounded up. *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

### Assignments Points and Weights

Assignment	Points	Percent
Attendance and Punctuality	100	10%
Reading and in-class activities	150	15%
5 Quizzes (5 X 30 each)	150	15%
5 Reflections (5 X 30 each)	150	15%
2 Presentations (Group): (2 X 50 each)	100	10%
Final Project (Group)*	350	35%
<b>Total</b>	<b>1000</b>	<b>100%</b>

*\*A (30-point) Extra credit will be available for additional exemplary work (details will be provided).*

### Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Final student grades will follow University of Florida grades and grading policies.

- Undergraduate Students [grading policy](#)

## CLASS POLICY AND EXPECTATIONS

### Attendance Policy

You are expected to be an active participant in the class. Attendance is mandatory and participation is graded based on each class period (i.e., missing a multi-period day of class will count as multiple absences in accordance with the number of periods). Students may **miss up to 3 periods** without penalty. Students with **4 or 5 unexcused period absences** will have 10% (one letter grade) dropped from their total semester grade. **6 unexcused period absences** mean failing the course.

According to University policy, absences may be excused due to illness, religious holiday, emergency, death in the family, or participation in official University-sponsored athletic events or scholarly activities. Please inform the instructor of any anticipated absences 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.

Requirements for class attendance and **make-up exams, assignments, and other work** in this course are consistent with University policies as found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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.

Failure to attend class regularly, consistent tardiness, and/or early departure will result in a significant negative impact on your attendance and class participation grades. Missing a substantive portion of a class, whether you arrive late or leave early without prior approval, will also be considered an unexcused absence. This means the following:

- Come to class on time and complete weekly readings and assignments prior to class discussions.
- Submit your work on time.
- Participate in class and be an active listener (i.e., listen, respond, ask questions, and make comments).

### Class Participation

Your engagement in, and contribution to and leading, class discussions is essential to the success of this course as both instructors and students benefit from learning from new perspectives. As such, you are expected to be well prepared for each class by keeping up with scheduled readings, completing assignments, and creatively contributing information and commentaries.

Critical thinking and problem solving require robust, informed conversation. If an interesting issue in sustainability and the built environment is receiving considerable attention in the audio or visual media, it may be discussed in class. Similarly, if there are issues, ideas, or readings that you want included in this course, please let the instructor know. This is your course, and together we will make every reasonable attempt to accommodate new ideas. Thus, you should plan to invest some of your time into finding material and leading discussion on those new ideas. You are expected to participate via active listening and thoughtful discourse. The following rubric will be employed to assign class participation points:

Qualities	Preferred (4 pts)	Acceptable (3 pts)	Passing (1 pts)	Unacceptable (0 pts)
<b>Punctuality</b>	Arrives on time	Arrives less than 5 minutes late	Arrives 5-10 minutes late	Absent, or arrives more than 10 minutes late (w/o explanation)
<b>Commentary</b>	Comments are relevant and reflect understanding and good preparation	Comments are mostly relevant, but understanding may be slightly lacking	Comments are minimal and demonstrate poor preparation	No comments are made or disruption to others.
<b>Demeanor</b>	Clear enthusiasm	Not overly enthusiastic, but positive	Partially engaged, but not enthusiastic or positive	Disengaged, texting, online, et.

### Personal Conduct Policies

Treat this course as you would a new job. 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, honesty, professionalism, and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of the current week's materials. Tardiness is unacceptable and rude to both the instructor and your fellow classmates. If you need to leave class early, please let the instructor know ahead of time and sit nearer to the door so as not to disrupt class. A break will be provided approximately every 60 minutes for any multi-hour blocks. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

### Netiquette – Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Please refer to: <http://biostat.ufl.edu/resources/e-learning-resources/e-learning-basics/etiquette-online/>



### 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, access course materials, and/or complete in-class assignments. If you are observed using your electronic device for social media, email, messaging, and/or other non-class uses, you will be asked to leave and marked absent for the day.

### Make-Up Policies

There is no make-up policy for exams, quizzes, and in-class activities missed due to unexcused absences. If you are sick or have an emergency that prevents you from taking an exam at the scheduled time, it is your responsibility to contact the instructor as soon as possible. Documentation of the illness, emergency, or religious holiday date will be required. If you need to schedule a make-up exam, please email the instructor with a detailed explanation, and attach documentation. Make-up exams will be given at the instructor's discretion. Scheduling make-up exams is the responsibility of the student and should be done before the scheduled exam time.

If you have a serious emergency or life event, **please contact the Dean of Students Office** ([www.dso.ufl.edu](http://www.dso.ufl.edu)), and they will contact all of your instructors so that you do not have to provide documentation of the emergency/death in order to make-up exams and coursework. You and your instructor may work together to create a schedule for make-up coursework upon your return. See other sections of **Class Policy and Expectations** for more information.

### Assignments and Submission Policy

Assignments will be opened on Canvas in advance of their due dates and must be submitted by their posted deadlines. It is your responsibility to ensure that each assignment has been successfully uploaded to Canvas for instructor grading. If you anticipate being unable to submit an assignment on time for an excusable reason, you must submit the assignment early or notify the instructor as early as possible. Extensions are not granted lightly and must be arranged in advance. Otherwise, **late work will be marked down by 10% for each day it is late**. No work will be accepted after one week without accepted excuse. The following is a summary of the expected coursework. Detailed guidance and assessment rubric for each will be available on Canvas throughout the semester:

#### Reading and in-class activities (Individual): 15% of Semester Grade

There are weekly in-class discussion and group activities, individual reflections on the reading and other material discussed in class. Students are expected to come to class prepared, completed assigned reading and research, and have their summary notes to share with the rest of class. They are also expected to be fully engaged, and respectful for their peers' discussion points. Evaluation will be based on engagement, positive demeanor, respectful and constructive feedback, working collaboratively with a group, quality, insight, accuracy, and quality of work produced in class.

#### Quizzes (Individual): 15% of Semester Grade

Five (5) quizzes are required to test your understanding of the principles, scopes, and areas of sustainability practice. Each quiz worth 30 point with a total of 150 points (15%) of the total semester grade for all the five quizzes. Quizzes are not summative, rather focusses on the contents covered in the weeks preceding the quiz only. You have two attempts to re-take each quiz, and all quizzes are accessed and submitted on Canvas.

#### Reflections in Discussion Forums (Individual): 15% of Semester Grade

There are five (5) discussion forums on Canvas for reflections and discussion contributions that expected to be succinct and relevant to the topic with examples, whenever possible. You can earn up to 30 points for each reflection (a total of 150 points, or 15% of total semester grade) for all contributions. Forums are intended to initiate student engagement with other classmates to emulate in-person class-discussion. Engagement includes, liking and commenting on other student contributions and provide professional and respectful viewpoints. Students will be evaluated on the quality, insight, accuracy, and supportive evidence to their contributions as relevant to each module.

#### Presentations (Group): 10% of Semester Grade

Students will be organized in groups for the final project (3-4 student each). Each group will be required to present twice their ideas and progress of the project tasks to the rest of the class for peer-review. They will also submit their work-in-progress on Canvas for grading and feedback. Each presentation weighs 50 points (for the two presentations, up to 100 points, or 10% of the total semester grade is available).

#### Final Project/ Report: 35% of Semester Grade

The final project is a significant checkpoint in the course. It is an opportunity for the student to demonstrate they have a firm grasp of the foundations and scopes of sustainability profession and community development. The final project is conducted in groups (3-4 student each) and is awarded up to 350 points (35%) of the final grade. The semester project

will focus on sustainability metrics for historic neighborhoods in Gainesville and the value of rehab, reuse, and circular economy. Detailed evaluation rubric and project guidelines will be available on Canvas.

## UNIVERSITY POLICIES

### Student Responsibilities

As a student at the University of Florida, you have committed yourself to uphold the [Honor Code](#), which includes the following responsibilities as delineated at <https://catalog.ufl.edu/UGRD/student-responsibilities/>.

- Academic Honesty
  - Preamble
  - The Honor Pledge
  - Student Responsibility
  - Faculty Responsibility
  - Administration Responsibility
- Student Conduct Code
- Alcohol and Drugs
  - What the University Community Can Do to Prevent Alcohol Abuse and Drug Abuse
- Relations Between People and Groups
- Service to Others
- Standard of Ethical Conduct

### Software Use

All faculty, staff and students at 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. As such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/>.

### Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). The DRC coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues.

Upon registering, the 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 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. The DRC may be contacted by visiting 001 Reid Hall, calling 352-392-8565, or viewing [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/).

### Religious Observances

Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that appropriate accommodations can be made.

### Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts our academic mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between, nor among, members of this community that creates an unacceptable working environment.

### Special Consideration

The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed due to religious observance, verified illness, or absence due to circumstances beyond your control. Reconsideration of subjective judgments of an individual student's work will be done only if all students in the class can be and are given the same consideration.

### Campus Accessibility Considerations

When driving onto campus, be aware of parking decal restrictions and visit <http://www.parking.ufl.edu/>. When riding transit or using other available commuting methods, visit <http://parking.ufl.edu/transit-commuting/>.

## HELPFUL CAMPUS RESOURCES

### Academic and Professional

- *E-Learning Technical Support*, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://elearning.ufl.edu/student-help-faqs/>
- *Library Support*. Provides various ways to receive assistance with respect to using the libraries or finding resources.  
<http://cms.uflib.ufl.edu/ask>
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>
- *UF Information Technology | Computing Help Desk*, 352-392-HELP (4357) or e-mail to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)  
<http://helpdesk.ufl.edu/>
- *Career Connections Center*, Reitz Union, 352-392-1601. Career assistance and counseling. <https://career.ufl.edu/>

### Health and Safety

- *Dean of Students Office*, 202 Peabody Hall, 352-392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). <https://www.dso.ufl.edu/care>
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 352-392-1161. Sexual assault counseling.
- *Student Health Care Center*. Call 352-392-1161 for 24/7 health care information. <https://shcc.ufl.edu/>
- *UF Health Shands Emergency Room / Trauma Center*, 1515 SW Archer Road, Gainesville, FL 32608, 352-733-0111. For immediate medical care call or go to the emergency room. <https://ufhealth.org/emergency-room-trauma-center>
- *U Matter, We Care, U Matter*, multiple locations, 352-392-1575. If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or visit the website to refer or report a concern and a team member will reach out to the student in distress. <https://umatter.ufl.edu/>
- *University Counseling Center & Wellness Center*, 3190 Radio Rd., 392-1575. Personal and career counseling, as well as therapy for anxiety, stress, and mental health issues. <http://www.counseling.ufl.edu/cwc/>
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>



## DCP 3210: COURSE MODULES AND TOPICS\*

Detailed weekly plan, readings, quizzes, and course content will be available on Canvas throughout the semester and will be announced in class.

Week/ Date	Module	Main Topics	Details	Submissions
<u>Week 1</u> T: 8/24 R: 8/26	<b>Module (1)</b> Introduction to Sustainability	Introduction to Sustainability	Welcome to the course; Course overview; UF resources and policies <b>Lecture:</b> What is sustainability; Why you study sustainability?	
<u>Week 2</u> T: 8/31 R: 9/02		Sustainability (Local & Global Perspective)	Reflections and group activities <b>Lecture:</b> Introduction to UN Sustainable Development Goals (SDG). Introduction to Drawdown	<a href="#">On Canvas</a> Quiz 1 (Friday, 11:59 PM) Reflection 1 (Sunday, 11:59 PM)
<u>Week 3</u> T: 9/07 R: 9/09	<b>Module (2)</b> System Thinking (ST)	Systems thinking, Codes, Standards and GreenBuilding	<b>Guest Speaker:</b> Matthew Williams, Director of UF Office of Sustainability <b>Lecture:</b> Biophilic Design, Smart Cities, LEED for Cities, Green Construction Codes, and Living Building	<a href="#">On Canvas</a> Quiz 2 (Friday, 11:59 PM) Reflection 2 (Sunday, 11:59 PM)
<u>Week 4</u> T: 9/14 R: 9/16	<b>Module (3)</b> Global Challenges	SDGs, Drawdown and Sustainability.	<b>Introduction to Semester Project, Groups, Site Tour.</b> <b>Lecture:</b> SDG Goal #2, Zero Hunger, Paris Climate Action (Paris Accord), United Nations 2030 Challenge, Drawdown Solution #3, Reduced Food Waste, and Cutting emissions as cities grow	
<u>Week 5</u> T: 9/21 R: 9/23	<b>Module (4)</b> ST-1: Planning Strategies	Land Use, Zoning, and Sustainable Communities	<b>Lecture:</b> Sustainable Communities, New Urbanism, Mobility and Multi-modal transit, Conservation subdivision, and Urbanization and Smart Growth	
<u>Week 6</u> T: 9/28 R: 9/30	<b>Module (5)</b> ST-2: Site and Geodesign Tools	Sustainable Site and Landscape	<b>Group Presentations-1</b> <b>Lecture:</b> Landscape and Irrigation, Stormwater management, Green Infrastructure, Xeriscaping, Afforestation, Urban Heat Island (UHI), and site lighting	Presentation-1 (Sunday, 11:59 PM)
<u>Week 7</u> T: 10/05 R: 10/07	<b>Module (6)</b> ST-3: Water	Water Conservation	Discussions and group activities <b>Lecture:</b> Water inside and outside, Net zero water, WaterSense, and Wave and Tidal	<a href="#">On Canvas</a> Quiz 3 (Friday, 11:59 PM) Reflection 3 (Sunday, 11:59 PM)
<u>Week 8</u> T: 10/12 R: 10/14	<b>Module (7)</b> ST-4: Energy	Energy Conservation and Efficiency	Reflections and group activities <b>Lecture:</b> Affordable and clean energy, Net zero energy, Building envelope, and Mechanical and electrical systems	

<u>Week 9</u> T: 10/19 R: 10/21		Renewable Energy	<b>Group Presentations-2</b>  <b>Lecture:</b> Energy systems (Solar farms, Refrigerant management, Wind turbine, Geothermal) and Commissioning	Presentation-2 is (Sunday, 11:59 PM)
<u>Week 10</u> T: 10/26 R: 10/28	<b>Module (8)</b> ST-6: Embodied Carbon	Material and Recourse Use	<b>Guest Speaker: Stephanie Phillips</b> (City of San Antonio: Deconstruction and Salvage Initiative)  <b>Lecture:</b> Interior material use, Embodied carbon, Waste management, Circular Economy, Consumption and production, and Eco building material	<a href="#">On Canvas</a> Quiz 4 (Friday, 11:59 PM) Reflection 4 (Sunday, 11:59 PM)
<u>Week 11</u> T: 11/02 R: 11/04	<b>Module (9)</b> ST-5: Indoor Environmental Quality		Indoor Environmental Quality	<b>Rehab &amp; Circular Economy in Gainesville: A discussion with Planning Department (City of Gainesville)</b>  <b>Lecture:</b> Daylight and views, Lighting Pollution, and Air quality <b>Attend: Resilience Panel</b>
<u>Week 12</u> T: 11/09 R: 11/11	Environmental Quality	<b>VETERANS DAY (NO CLASSES)</b>		
<u>Week 13</u> T: 11/16 R: 11/18	<b>Module (10)</b> Mitigation and Adaptation	Looking Ahead: Climate Adaptation  Housing & Equity	<b>Lecture:</b> Climate Change, Anthropocene, and Climate Action Plans  <b>Lecture:</b> Sea Level Rise, Resilient Design, Mitigation and Adaptation, Climate Action Plan, Security and Sustainability in Smart Cities, and Regenerative Agriculture	<a href="#">On Canvas</a> Quiz 5 (Friday, 11:59 PM) Reflection 5 (Sunday, 11:59 PM)
<u>Week 14</u> T: 11/23 R: 11/25	<b>Module (11)</b> ST-7: Social Sustainability & Equity	Health and Well-being	<b>Discussion:</b> WELL, Product Chemical Transparency, and Red list material	Review: Draft Final Project
<u>Week 15</u> T: 11/30 R: 12/02	<b>Module (11)</b> ST-7: Social Sustainability & Equity	Equity and Just Planning	<b>Lecture:</b> Equity for vulnerable residents, equality vs. equality, defining vulnerable population, protected class (per federal government), women and girls' empowerment	
<u>Week 16</u> T: 12/07	<b>Module (12)</b> Final Project	Final Project Presentation	<b>Final Project Presentation (Two groups)</b>  <b>Final Project Presentation (All other groups)</b>	Final Project/Report and Presentations are due.

*\*Disclaimer: This schedule represents the basic and prospective plans and objectives for this course. 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.*

Reading Days: Thursday and Friday, December 9 and 10.