**Integration Practices for Built Environments**

ARC5043 Section: 1489

***Class Periods:*** Wednesday, 6:30-9:30

***Location:*** CityLab Orlando

***Academic Term:*** Fall 2024

***Instructor:***

**Nick Bazo**

**Steven Grant**

**steven.grant@ufl.edu**

Office Hours: by appointment.

***Course Description***

An active immersion into the practices of creativity and innovation that are a result of group collaboration. Students will study the evolution of collaboration, and will collaborate in class, through engaging conversations, improvisation, game playing, aggregation of ideas, and the creation and prototyping of team projects. This is not a lecture class. An elevated level of participation is expected.

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

None.

***Course Objectives***

1. Understand the desire for connectivity and shared vision among humans throughout history, and the current neurological basis for cooperation.
2. Apply integrative practice as both a collaborative organizational strategy and a creative means.
3. Examine methods and strategies for assessing and improving team performance. Implement these strategies in group work.
4. Experience how each discipline and individual involved in a project adds value to the product by completing collaborative challenges.
5. Understand the creative process and be able to define creativity.
6. Understand theoretical models that describe the creative process and recognize barriers that limit creativity in individuals and organizations.
7. Obtain a greater understanding of one’s own collaborative abilities and challenges.

***Required Texts***

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

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. *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.
2. **Art Presentation**:
   1. Every student will be assigned a week to present a work of art that has meaning to them.
   2. It can be a poem, painting, sculpture, dance, cartoon. Not a building.
   3. How does it manifest its time?
   4. Tell its story.
3. **Writing Assignments**: This program includes many writing assignments. Writing is an especially important part of your learning process and your professional career.
   1. **Journal papers**: Journal topics are based on the readings assigned for a class. Journal entries should do two things: provide a response to the assignment and include an element of self-reflection. Journal Entries will be graded as completed or not completed (see grades for late papers below). Minimum word count, five hundred. MLA Formatted.
   2. **Focus Papers:** Focus papers will be reviewed and graded on the quality and content of your writing. Minimum word count: one thousand words. MLA format
   3. **Late Papers:**

* Journal assignments turned in within a week after their due date will receive three points instead of five. Journal assignments turned in over a week late receive zero points.
* Focus papers turned in within a week after their due date will automatically receive five points less than the points earned. Focus papers turned in over a week late receive zero points.

1. **Design/Collaborative Project:** One multi-week collaborative project will be assigned.
2. **Participation.** The design and operation of themed Environments is very collaborative. An elevated level of participation is expected in this class.

***Tentative Class 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**: Design-Lets Build a Game

**Week 11**: A Culture of Creativity

**Week 12**: Creativity Inc.

**Week 13:** Let us Play Games

**Week 14**: Play final games.

***Attendance Policy, Class Expectations***

1. **There will be no Zoom participation. Attendance at CityLab is required.**
2. All students are expected to attend every scheduled class meeting. Contact your professor via email if you are going to be absent. Note that THREE absences will result in a full letter grade deduction, and FOUR or more absences will result in a failing or incomplete grade and/or an automatic drop from the course. Arriving late (within 30 minutes of the start of class) will be counted as half of an absence; arriving more than 30 minutes late will be counted as an absence.
3. Traffic, weather (unless class is cancelled), vacation, or work are not excused absences.

***Evaluation of Grades***

The primary focus of the Themed Environments Integration graduate program is the nurturing of collaborative and integrative thinking methods. Your performance as a collaborative team member is reflected in this class’s grade.

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| --- | --- |
| **Assignment** | **Points** |
| Journal Assignment 1 | 5 |
| Journal Assignment 2 | 5 |
| Journal Assignment 3 | 5 |
| Focus Paper 1 | 15 |
| Focus Paper 2 | 15 |
| Focus Paper 3 | 15 |
| Art Presentation | 10 |
| Game Design Proposal | 5 |
| Game Design Prototypes | 10 |
| Game Design Final | 10 |
| **Total Points** | **100** |

***Grading Policy***

The University of Florida Graduate School requires that a graduate student maintain a 3.0 (B) average to remain in good academic standing. Every effort is made to counsel students in academic difficulty to determine the cause and solution so that the student can continue and complete their studies in the University. The Graduate School considers grades of C-minus or lower to be failing grades.

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| --- | --- | --- | --- | --- |
|  | Letter Grade | Numeric Grade | Quality Points | Qualitative Description |
| *PASSING GRADES* | A | 100-93 | 4.0  Minimum Cumulative GPA | *Outstanding work only* |
| A- | 92-90 | 3.67 | *Close to outstanding* |
| B+ | 89-87 | 3.33 | *Very good work* |
| B | 86-83 | 3.0 | *Good work* |
| B- | 82-80 | 2.67 | *Good work with some problems* |
| C+ | 79-77 | 2.33 | *Slightly above average work* |
| C | 76-73 | 2.0 | *Average work* |
| *FAILING GRADES* | C- | 72-70 | 1.67 | *Average work with some problems* |
| D+ | 69-67 | 1.33 | *Poor work with some effort* |
| D | 66-63 | 1.0 | *Poor work* |
| D- | 62-60 | 0.67 | *Poor work with some problems* |
| E | 59-0 | 0.0 | *Inadequate work* |

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](about:blank). 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 [ufl.bluera.com/ufl/.](https://ufl.bluera.com/ufl/) [Summaries of course evaluation results are available to students here](https://gatorevals.aa.ufl.edu/public-results/).

***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 several 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.

Students at the University of Florida’s CityLab are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. The following acts are academic dishonesty:

* + - 1. **Plagiarism/misrepresentation**

1. There shall be no question about what your work is and what someone else’s is. This applies to all aspects of student performance, including but not limited to class reports and papers (again, both written and graphic information)
2. Examples of inappropriate activities include:

* copying graphics for a report without crediting the original source
* representing someone else’s work as your own
* allowing someone else to represent your work as his own.

1. Anything that is not original must be paraphrased and cited, or quoted, using MLA formatting. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism.
   * + 1. **Falsifying information.** Examples include:
2. misrepresenting reasons why work cannot be done as requested.
3. changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the “real world” may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)
4. altering work after it has been submitted.
5. hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

# ***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. 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)

Orlando Resources

Police / Fire / Medical Emergency – 911

Orlando Police Department Non-Emergency Number: 321.235.5300

Consult CityLab-Orlando Student Resources for Emergency contact information.