Course Number	DCP-6301-SDM2(19058)
Course Title	Design Studio in Sustainability
Term	Summer 2025
Instructor	Albertus S. Wang, Assoc. Inst. Professor
	eMail: aslwang@ufl.edu
	Faculty Office: CityLab-Orlando Office (by appointment)
	Office Hours: by appointment
Credits	6 Credit Hours
Class Time	Fieldtrip + Online Meetings (TBA)
Room Number	Field Trip; Zoom Links; Canvas; Miro.

COURSE DESCRIPTION

This advanced studio offers a hands-on practicum grounded in prior coursework such as Research Methods and Data-Driven Research. It emphasizes design thinking and problem-solving through the integration of research and proposal development. Studio projects explore a range of sustainability topics, including water quality, urban density, mixed-use development, ecological infrastructure, habitat preservation, urban heat islands, food and water security, and the reimagining of park systems as ecological corridors. Land use and tourism challenges are also addressed within a broader urban and environmental context.

Research, documentation and site visit play a central role in the studio, with precedent studies and site analysis guiding design outcomes. Students work in teams and individual, intentionally assembled to encourage collaboration across geographic and disciplinary boundaries, mirroring the real-world dynamics of sustainable design practice. The course builds on related seminars such as *International Sustainable Development* and *Ecological Issues in Sustainability*, while also preparing students for independent work in their Sustainability Thesis or Master's Research Project.

Recognizing the diverse academic backgrounds of participants, this studio is structured as an interdisciplinary platform. It focuses on the collaborative development of actionable design strategies that respond to complex environmental and social challenges.

COURSE OUTLINE + DELIVERY

This course is organized around a design challenge, enabling students to apply knowledge from previous and concurrent classes to formulate design proposals that tackle various environmental and cultural issues. The students refine their project proposals through an iterative process, involving multiple studies, revisions, verbal and visual presentations, and discussions encompassing both their own work and that of their peers. The topics to be discussed in three places to visit (Singapore, Bali, Flores)

Research, Analysis, Discovery + Defining Project Parameters
▪ Mapping, Diagramming
▪ Discussion on Concepts, Variables, Correlations (Hypothesis – to be discussed)
▪ Site Analysis (watershed; natural/ecological considerations; circulation, access and transportation; zoning; built environment; cultural/social; etc.)
▪ Precedent & Case Studies

Synthesis, Design + Evaluation of Proposals
▪ Projective Representational Tools (Urban + Landscape Scales)

▪ Schematic Design Proposals
▪ Development and Refinement of Design Proposals

Tours + Daily Journal (Documentation of multi-media) + Reflection
▪ Studio Travel to Singapore + Bali + Flores
▪ Daily Journal: textual (writing), photographs, filming, collage — to enrich MIRO wall, and eventually ArchGIS Story Telling
▪ Reflection, Self-Criticism, + Revisions   ▪ Reflection whether your MRP topic is applicable or not. (not all MRP topics are directly related or applicable to the project, but you will write a short explanation on this matter)   ▪ Development and Refinement of Design Proposals   ▪ Final Project Presentations + Documentation
▪ Post Review Reflections + Wrap-Up   ▪ ArcGIS Story Telling

BOOKS & ARTICLES

Lynch, Kevin. *The Image of the City.* Cambridge, MA: The MIT Press, 1990. 20th Printing.
All other reading materials will be posted on Canvas.

KEY LEARNING OUTCOMES

- Understand how concept generates variables through research and the correlations between variables, and how this data-driven research inform design proposals.
- Understand the complexities of sustainable design, particularly the inherent conflicts between systems. Students should be able to evaluate a number of competing demands and establish a clear design proposal that establishes a hierarchy among these different systems and value structures.
- Understand varying scales of design and the different possibilities for making sustainable design decisions at these different scales of work.
- Understand the impacts of urbanization on natural systems and reciprocal interactions between diverse systems.
- Develop refined understandings of "sustainability" and test these through projective design proposals.
- Develop an ability to use a range of representational tools, including drawing, mapping, diagramming, computer-assisted spatial representation, etc.
- Develop iterative and diverse processes for problem solving.
- Clearly communicate and implement a sustainable design proposal.

THE STUDIO SYSTEM

The structure of studio courses is substantially different from a lecture format, more closely approximating a lab class or workshop or site discussion. The basic assumption is that the student learns as much from fellow students as from professors. Exercises and discussions will involve your active participation both in and outside of the structured class time. The process is a communal one, involving redundant sequences of making, looking, articulating, clarifying, and remaking. You must learn to trust one another, and value each other's input in the development of your work. You must also communicate your academic discussions with respect toward one another.

CRITIQUES

From time to time at the end of a project, or at a critical moment of the work Reviews and/or Critiques are scheduled. These are public presentations of the work and provide a forum for its discussion. Usually an external critic - or several - are brought in to provide a fresh viewpoint and to stimulate discussion. These sessions are usually more formal than other studio sessions and should be taken quite seriously. Critics come in on their own time and expend a serious level of energy in trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment, but as an opportunity to get input on implications and possible directions for development. The critiques of your fellow students will also be essential to your education.

COURSE TECHNOLOGY

The seminar will be conducted online, following UF School of Architecture Studio System utilizing three portals:

- CANVAS
- ZOOM (https://zoom.us/privacy; https://zoom.us/accessibility);
  please go to Canvas for Zoom Link
- ONE-DRIVE
- MIRO
- ARCGIS Story Telling

The UF Canvas e-learning portal will be used for sharing of certain common references available in electronic format. It will be accessible at http://elearning.ufl.edu/. Notify your faculty if you do not have access to the course through this online portal. We will also use Zoom for synchronous online learning and Miro for class presentations and reviews. Links to the class Zoom meetings and Miro presentation boards will be provided through Canvas.

Communicating and Learning Online [1]
It is important to recognize that the online aspect of courses still constitutes a classroom setting, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security
Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always logout when you are finished using the system.

General Guidelines
When communicating online, you should always:
- Respect local cultures.
- Treat instructor and classmates with respect, even in email or in any other online communication.
- Use clear and concise language.
- All college level communication should have correct spelling and grammar.
- Use standard fonts such as Arial, Calibri, Helvetica, or Times New Roman.

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[1] Adapted from information provided by the UF Center for Teaching Excellence Quality Assurance Committee: https://teach.ufl.edu/resource-library/onlinehybrid-course-creation/ and http://biostat.ufl.edu/resources/e-learning-resources/e-learning-basics/etiquette-online/.

- Avoid using all lower cases (as it can be interpreted as lazy) and all upper cases or caps lock feature (AS IT CAN BE INTERPRETTED AS YELLING). We are here try to make you "professional" in all aspects, including preparing documents and communicating.
- Limit and possibly avoid the use of emoticons like :) or 🙂.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential medical or patient information via e-mail.

Email Communications
When you send an email to your instructor, teaching assistant, or classmates, you should:
- Use a descriptive subject line.
- Be concise and clear.
- Use standard file formats for attachments (e.g. PDF, DOCX, XLSX), or confirm that the recipient can open the format you intend to send.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.
- Use respectful language and tone, as you are in an academic setting.

Discussion Board Guidelines
When posting on the Discussion Board, you should:
- Pay attention to manner.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.
- When engaged in class discussion:
    - Make discussion that are on topic and within the scope of the course material.
    - Don't repeat someone else's comment without adding something of your own to it.
    - Take your comments seriously.
    - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
    - If you refer to something that was said in an earlier post, quote a few key lines so reader do not have go back and figure out which post you are referring to.
    - Avoid plagiarism. Use your own words to analyze and synthesize ideas. Always give proper credit when referencing or quoting sources.
    - If you reply to a classmate's question, make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
    - When you disagree with someone, you should express your differing opinions in a respectful, non-critical way.
    - Do not make personal or insulting remarks.
    - Do not write anything sarcastic or angry; it often backfires.
    - Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom Online Meetings
When attending a Zoom class or meeting, you should:
- Do not share your Zoom classroom link or password with others.
- Enter the room a little early to have time to set up your audio and/or video.

- Even though you may be alone at home your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Mute your microphone when not in use, especially if you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background.
    - If you choose to use one, you should test the background out first to make sure your device can support it.
    - Your background can express your personality but be sure to avoid using backgrounds that may contain offensive images, inappropriate language, nudity, and/or overt political messaging.

Privacy

Remember to safeguard private or sensitive information.
- Be careful with personal information (both yours and other people's).
- Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded for purposes of this class only. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who are un-mute during class and participate orally agree to have their voices recorded.
- Unauthorized recording and unauthorized sharing of recorded materials is prohibited. Recorded materials that contain identifiable student information will not be shared outside the course without the express authorization of participants.

Use of Reference Material

All references should follow the format used by the American Psychological Association (APA). Citations should appear in the text as follows: (Meyer & Miller, 2014) when using an idea from the text; or (Meyer and Miller, 2014, p. 2-33) when using a specific quote on the indicated page (in this case, page 2-33). A good source of information on the APA format can be found from the Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/resource/560/01/. Students from other departments may use a commonly accepted format for citations from their own field; please discuss this option with the instructor before you complete the outline of the paper.

Assistance for Writing Papers

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (http://cwoc.ufl.edu/) and the Writing Program (http://writing.ufl.edu) at the University of Florida can assist you in several different aspects of writing. You can use the writing lab to get one-onone help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument.

Many other universities offer online handbooks on writing. I have found the following three particularly useful: the University of North Carolina at Chapel Hill (http://writingcenter.unc.edu/handouts/), the University of Wisconsin (http://writing.wisc.edu/Handbook/), and Purdue University (http://owl.english.purdue.edu/).

I found the following handouts particularly helpful while editing papers:
 http://writing.wisc.edu/Handbook/CommonErrors.html and
http://www.wisc.edu/writing/Handbook/ClearConciseSentences.html.

The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please see the instructor.

ATTENDANCE POLICY

Our policy on attendance is extremely strict: <u>All students are expected to attend every scheduled seminar meeting</u>. Any absence must be explained. Call the office and have a note left for your professor or contact your professor via email. It is your responsibility to get any assignments from your fellow students. Note that THREE unexcused absences will result in a full letter grade deduction, and <u>FOUR or more unexcused absences will result in a failing grade and/or an automatic drop from the course</u>. Arriving late (within 30 minutes of the start of class) will be counted as a half of an absence; arriving more than 30 minutes late will be counted as an absence.

It is never permissible to miss a critique, nor is it permissible to be late or to leave early. It will be considered a direct insult to your fellow classmates and the invited critics. If you arrive late to a review, you will not be allowed to present your work and will receive an automatic reduction of one letter grade on the project or assignment. You may or may not be allowed to present your work at a later date.

<u>If something is seriously wrong and may affect your attendance, please talk to us about it</u>. Arrangements can be made to cope with serious illness, family issues, or personal crises.

MAKE-UP POLICY

No late work will be accepted without prior approval by the instructor. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted by the designated time on E-Learning or you will not receive credit for the assignment. In the event that make-up work is required and approved by the instructor in accordance with university policies, students will be given an amount of time equivalent to the missed classes to make up the work. Such make-ups will be administered individually if/as needed.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance and in the Graduate School Handbook at: http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf.

GRADING

Grading will be structured as follows:
1. Your documentation and notes will account for 20%
2. Final package on precedent review in form of Miro Wall (process board) 30%
3. Your story telling (ArcGIS) 40%
4. The remaining 10% will be based on in-class participation, attendance, effort and progress, and general attitude. Do keep in mind that the day-to-day interaction in class and during presentations will have a significant impact on your final grade. The following listing of project grades should help to understand their breakdown and grading criteria.

Graduate School Grading Scale + Qualitative Descriptions

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	100-93	4.0	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

(Note pointing to B / 3.0: Minimum Cumulative GPA = 3.0)

The current UF grading policies can be found at: https://catalog.ufl.edu/graduate/regulations/#text.

Please note that the University of Florida Graduate School requires that a graduate student maintain a 3.0 (B) average to remain in good academic standing. Every possible effort is made to counsel students in academic difficulty to determine the cause and possible 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. Note that you cannot graduate with any failing grades (C-minus or lower) or incomplete ("I") grades on your transcript.

An incomplete grade may be assigned at the discretion of the instructor as an interim grade only in cases of extreme extenuating circumstances. Note that the incomplete grade must be resolved prior to enrolling in Advanced Graduate Architectural Design Two. Failure to complete this studio before the beginning of the next semester requires a minimum of one-year delay in progress through the program.

UF POLICIES
University Policy on Accommodating Students with Disabilities
Students with disabilities requesting accommodation should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. 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://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 your faculty instructors.

Plagiarism includes the direct copying of text/images from other sources as well as minor alterations of work created by others (mirroring, application of visual effects/filters/distortions, etc.). Plagiarism is a serious offense and can lead to failure of the course and/or premature dismissal from the Graduate School. We expect that the work you prepare is wholly your own, created this semester for this course. You are expected to provide appropriate citations and/or credit for images, text references, and design influences, where appropriate. If you have any questions or concerns, please consult your instructors.

POLICY on RETAINING WORK

Please note that the University of Florida, College of Design, Construction, and Planning policy states that student's work may be retained indefinitely for academic purposes. You should be prepared for the instructor to ask that it be exhibited or photographed during or after the term. Having your work retained for photography or exhibition is evidence of its quality and value to the school. Not to worry, you will be able either to retrieve your original work or retrieve it temporarily to make copies or photograph it for your own personal purposes.

REGARDING ACCOMMODATIONS for STUDENTS with DISABILITIES

Students with disabilities requesting accommodation should first register with the University of Florida Disability Resource Center by providing appropriate documentation (352-392-8565, www.dso.ufl.edu/drc/). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

ONLINE COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/results/.

GETTING HELP

For issues with technical difficulties for e-learning, please contact the UF Help Desk:
- Email: helpdesk@ufl.edu
- (352) 392-4357 – available 24 hours per day, 7 days per week
- Online: http://elearning.ufl.edu/ or http://helpdesk.ufl.edu/

Any requests for make-up or deadline extensions due to technical issues MUST be accompanied by the ticket number received from the UF Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up or deadline extension.

Counseling + Emergency Contacts
- Police / Fire / Medical Emergency: 911

- University Police Department (UPD): 352.392.1111
- UF Counseling and Wellness Center (3190 Radio Road): 352.392.1575 or
  http://www.counseling.ufl.edu/cwc/
- Student Nighttime Auxiliary Patrol (SNAP) free transportation: Use free "TapRide" app (IOS or android) to schedule pickup or call 352.392.7627. For more info: http://www.police.ufl.edu/community-services/student-nighttime-auxiliary-patrol-snap/. Hours of operation: Fall and Spring semesters: 6:30 pm to 3:00 am; Summer: 8:30 pm to 3:00 am.

CHANGES AND REVISIONS TO SYLLABUS

This syllabus is subject to change. Any changes will be relayed during regular studio meetings.