Course Number: **ARC6611**
Course Title: **Advanced Topics in Architectural Technology**
Term: Offered Spring, Summer, and Fall Semesters
Credits: Variable, 3 credits; Max 6 credits
Grading Scheme: Letter grade
Meeting Times: As posted to section syllabus
Meeting Locations: As posted to section syllabus

Instructor: ARC faculty

Office Location: Refer to https://dcp.ufl.edu/faculty/ for faculty office locations.
Email Address: Refer to https://dcp.ufl.edu/faculty/ for faculty email addresses.
Telephone Number: Refer to https://dcp.ufl.edu/faculty/architecture/ for faculty telephone numbers.

Teaching Assistant: Not applicable
TA Contact Info: Not applicable

Office hours: Refer to schedules posted on doors of faculty offices.

SYLLABUS

01. COURSE DESCRIPTION

The UF Graduate Course Catalog describes this course as follows: "Structures, materials, construction systems, or environmental technology. Determining architectural form by available technologies and inventions throughout history."[1] This course allows for rotating topics to be included under the larger umbrella of building technologies. It requires an advanced inquiry into specific aspects of architectural design and research relative to building technologies, with outputs and outcomes determined by individual faculty and/or topic.

02. COURSE OBJECTIVES AND/OR GOALS

Course objectives and/or goals are developed by individual faculty and articulated through the a specific course syllabus tailored to the specific topic and expertise of individual faculty. Specific subjects, objectives, goals, and schedules will vary per subject and/or faculty, though all will:

- Engage an area of architectural research and inquiry at an advanced level of work relative to building technologies.
- Contribute to the exploration and development of the discipline of architecture.

03. WEEKLY COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS

Weekly course schedule of topics will vary based on the projects developed by students. Students should consult the specific syllabus for each faculty to understand meeting times, expectations, and the overall course structure and sequence of research activities. These may include (but are not limited to):

- Literature reviews
- Case study research and/or detailed study of precedent projects
- Ethical conduct of any work involving human subjects, in accordance with the UF Institutional Review Board (IRB)
- Iterative design thinking, evidenced through research work completed over the course of the semester
- Writing, speculative drawings, physical model-building, digital modelling, and/or large-scale installations, as deemed appropriate for the research work being conducted

04. METHODS BY WHICH STUDENTS WILL BE EVALUATED AND THEIR GRADE DETERMINED

Students will be evaluated by their faculty. Specific deliverables will be stipulated in the syllabus for individual topics/sections.

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[1] UF Graduate Catalog, Architecture: https://gradcatalog.ufl.edu/graduate/courses-az/architecture/

05.   LIST OF ALL REQUIRED AND RECOMMENDED TEXTBOOKS

This class does not have any required textbooks. Recommendations for supplemental reference materials, books, case studies, and precedent projects will be provided by individual faculty.

06.   MATERIALS AND SUPPLIES FEES

This course includes and "Additional Course Fee" of $1.00.

07.   UF ACADEMIC POLICIES AND RESOURCES

For additional UF "Academic Policies & Resources," go to: https://go.ufl.edu/syllabuspolicies. These resources include information about:

- Requirements for class attendance, make-up exams, and assignments
- Processes for students with disabilities who may require accommodations
- Current UF grading policies
- Expectations for course evaluations and constructive feedback
- The University's Honesty Policy regarding cheating, plagiarism, etc.
- In-class recording of class lectures for personal use
- Academic resources, including contact information
- Campus health and wellness resources, including contact information

Discussing difficult topics objectively and without endorsement

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world.

With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably.

These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

The following summary of Florida HB7 (2022) is provided for additional information and context:

HB 7 – Individual freedom

"(4)(a) It shall constitute discrimination on the basis of race, color, national origin, or sex under this section to subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:

1. Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
2. A person, by virtue of his or her race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
3. A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
4. Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
5. A person, by virtue of his or her race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
6. A person, by virtue of his or her race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
7. A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.

8. *Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.*

(b) Paragraph (a) may not be construed to prohibit discussion of the concepts listed therein as part of a larger course of training or instruction, <u>provided such training or instruction is given in an objective manner without endorsement of the concepts</u>."

08. UF GRADUATE SCHOOL GRADING POLICIES FOR ASSIGNING GRADE POINTS

	Letter Grade	Numeric Grade	Grade Points	Qualitative Description
PASSING GRADES	A	100% to 94.0%	4.0	*Outstanding work only*
	A-	< 94.0% to 90.0%	3.67	*Close to outstanding*
	B+	< 90.0% to 87.0%	3.33	*Very good work*
	B	< 87.0% to 84.0%	3.0	*Good work*
	B-	< 84.0% to 80.0%	2.67	*Good work with some problems*
	C+	< 80.0% to 77.0%	2.33	*Slightly above average work*
	C	< 77.0% to 74.0%	2.0	*Average work*
FAILING GRADES	C-	< 74.0% to 70.0%	1.67	*Average work with some problems*
	D+	< 70.0% to 67.0%	1.33	*Poor work with some effort*
	D	< 67.0% to 64.0%	1.0	*Poor work*
	D-	< 64.0% to 61.0%	0.67	*Poor work with some problems*
	E	< 61.0% to 0.0%	0.0	*Inadequate work*

(Note beside grade 3.0: Minimum Cumulative GPA = 3.0)

Current UF grading policies can be found at: https://catalog.ufl.edu/graduate/regulations/#text (go to "Graduate Academic Regulations," and then "Grades").

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. Note:

"Any graduate student may be denied further registration if progress toward completing the program becomes unsatisfactory to the academic unit, college, or Dean of the Graduate School. Unsatisfactory scholarship is defined as failure to maintain a B average (3.00) in all work attempted. Graduate students need an overall GPA of 3.00 truncated and a 3.00 truncated GPA in their major (and in the minor, if a minor is declared) at graduation. Students with less than a 3.00 GPA may not hold an assistantship or fellowship." [2]

<u>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</u>.

SUPPLEMENTAL COURSE INFORMATION

09. COURSE TECHNOLOGY

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. We will also use Zoom for synchronous online learning across multiple classroom locations. Links to the class Zoom meetings will be provided through Canvas.

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[2] UF Graduate Academic Regulations, https://gradcatalog.ufl.edu/graduate/regulations/

10. UNIVERSITY POLICY ON ACADEMIC INTEGRITY + ACADEMIC MISCONDUCT

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information: https://sccr.dso.ufl.edu/process/student-conduct-code/. If you have any questions or concerns, please consult with the instructor in this class.

SUPPLEMENTAL SCHOOL OF ARCHITECTURE STATEMENTS:

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 at any time, please consult your instructors.

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

A. Plagiarism / Misrepresentation
There should be no ambiguity around what work is your own as opposed to work created by others. This applies to all aspects of student performance, including but not limited to:
- CAD drawings and construction details
- Design guidelines (written and graphic)
- Design, planning, and management projects or portions of projects
- Class reports and papers (written and graphic information)
- Any assignment where sole authorship is indicated or expected, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:
- Copying graphics for a report without crediting the original source
- Representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)
- Using the work of others with minor alterations (mirroring, application of visual effects/filters/distortions, etc.)
- Allowing someone else to represent your work as his/her own

Given the collaborative nature of design studios, interaction between students is desirable, but the intention and degree of assistance must be appropriate. For example, it is appropriate to discuss the assignment/method/software program/course materials—but it is not appropriate to solve or resolve a large portion of the project together.
The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or explicitly quoted, using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. 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 is necessary for academic honesty as well as for professionalism. For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.

B. Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

C. Falsifying Information
Examples include:

- Misrepresenting reasons why work cannot be done as requested
- Changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. In some cases, 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. These exclusions should always be explicitly articulated.
- Altering work after it has been submitted
- Hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)