



Land Acknowledgement: <https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement>

Course Number: DSGN 221

Course Name: Histories of Innovation in the Designed Environment

Section Number: Lec 01 and Lec 02

Classroom: [REDACTED]

Instructor: Ricardo Moya-Barbera

- Email: ricardo.moyabarbera@ucalgary.ca
- Office Hours and Location:

I will hold regular office hours every week on Tuesday and Friday mornings. The exact times and location will be announced at the beginning of the term, and during these hours, you are welcome to drop in anytime to ask questions, discuss your work, or simply chat about the course.

If those times don't align with your schedule, please don't hesitate to email me. I am more than willing to arrange an appointment that works for you. Whether you prefer to meet in person or online, I am flexible and want to ensure you feel comfortable.

My primary goal is to help you succeed and feel supported throughout this course, so please reach out if you would like to talk about any ideas, challenges, or feedback you may have. You're not alone in this journey!

- Instructor Email Policy:

I want to ensure we have clear communication throughout our time together, so please use your @ucalgary email account when reaching out to me. I strive to respond within 48 hours on weekdays, but I understand that weekends and holidays can be busy times, so messages sent then may see a reply the following business day.

To help me assist you more effectively, please include the course number, term and year, your last name, your first name, and the topic in the subject line. This will make it easier for me to understand your query right away.

For example: DSGN 301_F25_LAST NAME, FIRST NAME_TOPIC.

I know that some questions can be more complex, so while email is great for shorter inquiries, I'm absolutely here for you if you'd like to discuss anything more in-depth, like assignment feedback or design ideas. I'm more than happy to connect during office hours or set up a meeting at a time that works for you.

Please feel free to reach out anytime. I'm here to support you throughout this course and want to ensure you have the best experience possible.

Teaching Assistants:

- Christie Kwan
 - Email: christie.kwan@ucalgary.ca
- Fengxia Ning
 - Email: fengxia.ning@ucalgary.ca
- Kiana Rasti
 - Email: kiana.rasti@ucalgary.ca
- Yunhao Yang
 - Email: yunhao.yang@ucalgary.ca

Class Dates: This course is offered in two sections. Both sections cover the same content, assignments, and learning outcomes.

- Section 01 (Lec 01): Mondays & Wednesdays, 11:00 am to 12:15 pm
- Section 02 (Lec 02): Mondays & Wednesdays, 9:30 am to 10:45 am

All classes are mandatory and will be delivered in person, from September 2 to December 5.

Course Description:

How can a single innovation change the way we design, build, and experience our environments?

This course is an invitation to explore how ideas about space, structure, light, material, and ecology have emerged across time and continue to shape contemporary design. Together, we will examine how innovation arises from cultural, environmental, and technological contexts, and how it connects architecture, urbanism, landscape, and interiors.

Each week, we will study a core concept through historic milestones, such as the verticality of Gothic cathedrals, the modularity of industrial prefabrication, or the ecological strategies of vernacular architecture, and compare them to contemporary practices that reinterpret similar principles. In doing so, we will treat history not as a timeline of styles, but as a toolbox of strategies for addressing today's design challenges.

Over the semester, you will build a portfolio that combines an Innovation Notebook (a raw record of ideas using sketches, diagrams, and reflections) and a Concept Manual (a refined collection of illustrated concepts with short explanatory texts and relevant referents). Alongside this portfolio,

short weekly tests, midterms, and a final exam will encourage cumulative learning and help reinforce key ideas.

This course is not about memorizing dates or movements, but about discovering how the past can inspire new ways of thinking about design. Through lectures, discussions, and workshops, you will practice visual and critical interpretation, collaborative debate, and reflective writing. By the end, you will have created your own reference manual of design innovations, a living document to guide your future practice as an architect, planner, landscape architect, or interior designer.

- Teaching Approaches

The course combines mini-lectures, workshops, and group discussions to create an interactive and collaborative learning environment. Lectures will introduce weekly concepts with historical and contemporary case studies, while workshops will encourage students to translate these concepts into drawings, diagrams, and short written reflections. Weekly tests will reinforce cumulative learning. The rhythm of lecture–practice–reflection is designed to help students connect past innovations with present-day design practice.

- Research Methods

Students will engage in contextual research through the study of historic and contemporary precedents, guided readings, and independent exploration of referents. They will apply visual and textual interpretation as research tools, using sketching, diagramming, analysis of relevant referents and short essays to unpack complex ideas. The iterative development of the Innovation Notebook and Concept Manual functions as an ongoing method of inquiry, moving from raw observations to refined synthesis. Collaboration, peer discussion, and participation in workshops are framed as essential research practices, ensuring that students learn to connect innovation across architecture, planning, interiors, and landscape.

- Academic Calendar description: <https://calendar.ucalgary.ca/courses/1656051>
- Course Hours: 3 units; (3-0)

Requisites: See [Section 3.3.5](#) of the Academic Calendar for more information regarding School of Architecture, Planning and Landscape courses.

- Prerequisite(s): Admission to the Bachelor of Design in City Innovation program.
- Corequisite(s): N/A

Course Delivery:

This course will be delivered in-person, with sessions on Mondays and Wednesdays, September 2 to December 5. The course is structured to balance lectures, collective discussion, and individual reflection, fostering a collaborative and engaged learning environment.

- Mondays will emphasize lectures introducing key concepts, historic precedents, and contemporary parallels. After the lecture, there will be a Q&A session to address all questions and doubts regarding the lecture.
- Wednesdays will be devoted to collaborative workshops, where students refine their notebooks and manuals, participate in group debates, and share work-in-progress. Participation in these sessions is an integral part of the course evaluation. Weekly assignments and quizzes are due at the end of Wednesday.

Throughout the semester, the course will include:

- Weekly assignments (drawing + short text + referent analysis + others) to build the Innovation Notebook and Concept Manual progressively.
- Midterm submissions in October and November that compile work to date into draft versions of the Concept Manual, ensuring steady progress toward the final portfolio.
- Weekly mini-quizzes will be held virtually and open-book from Monday to Wednesday. This will culminate in a midterm and final exam that are direct compilations of these quizzes.
- Group discussions and peer learning, guided by teaching assistants, encourage multiple perspectives across architecture, planning, landscape, and interiors.
- Integration of readings and case studies that connect historic innovations with contemporary design practice.

The instructor's role is to act as a facilitator and guide, providing structure through lectures and assessments, while creating space for students to explore, interpret, and reinterpret design concepts in ways relevant to their future practice. Students are encouraged to approach the course as a process of discovery, building a personal portfolio of innovations that serves as both a record of learning and a reference for future design work.

Course Learning Outcomes:

1. Understand design innovation as a response to cultural, environmental, social, and technological pressures.
2. Identify key historical precedents of design innovation across architecture, planning, landscape, and interior design.
3. Compare historic and contemporary projects to extract lessons for current design practice.
4. Develop design literacy and critical thinking skills that inform their future specialization.
5. Communicate design ideas effectively through verbal, written, and visual means, adapting style and medium to audience and context.

Learning Resources:

- Required readings, textbooks, and learning materials:
 - General orientation readings

- Allen, S. (1999). Points + lines: Diagrams and projects for the city. Princeton Architectural Press. Available at UofC library.
- Campo Baeza, A. (n.d.). Essays and Reflections on Architecture [Various Texts]. Retrieved from <https://www.campobaeza.com>
- Zumthor, P. (2006). Atmospheres: Architectural Environments, surrounding objects. Basel: Birkhäuser. Available at UofC library.
- Additional readings will be posted on D2L providing the corresponding link.
- Technology requirements:
 - To successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology:
 - A computer with a supported operating system, as well as the latest security, and malware updates;
 - A current and updated web browser;
 - Webcam (built-in or external);
 - Microphone and speaker (built-in or external), or headset with microphone;
 - Current antivirus and/or firewall software enabled;
 - Broadband internet connection
 - Most current laptops will have a built-in webcam, speaker and microphone.
 - [Student IT Resources](#)
- BDCI Makerspace Training Requirement:
 - If any student requires the use of the BDCI Makerspace, students must complete all relevant online University of Calgary safety courses and the online Trajectory Safety training course to be granted access to the BDCI Makerspace.

Future Skills in this Course

As you progress through the Bachelor of Design in City Innovation (BDCI) program, Future Skills will empower you to thrive in your studies, careers, and as leaders in city innovation. These tools prepare you for today's workforce and equip you to shape tomorrow's cities with empathy, impact, and innovation. This course includes a Future Skills module.

- Mandatory Assignment: Future Skills
 - Grading: Pass/Fail | Weight: 5% of final grade
 - This course has a mandatory Future Skills module. To pass, students must complete all workbook sections with thoughtful, clearly articulated responses that demonstrate applied learning and meet all rubric criteria. No partial credit is given. Full instructions and materials are available on D2L. Research Methods
- The **Communication** module helps you develop key skills in verbal, non-verbal, written, and visual expression, as well as active listening and feedback. You will learn to adapt your communication style based on context, audience, and purpose, and apply these strategies.



Special Budgetary Requirements:

There are no special budgetary requirements for this course.

Additional Classroom Conduct and Related Information:

- **Code of Conduct:** The SAPL Studio spaces and other SAPL/University-provided facilities and equipment are governed by the [University's Student Non-Academic Misconduct Policy](#). Professional and courteous behavior is expected at all times. For more information, please refer to [Appendix 1: Prohibited Conduct](#), including the following categories: 1. Protection of Individuals; 2. Protection of Property; 3. Protection of University Functions, Activities and Services; 4. False Information and Identification; 5. Possession or Use of Dangerous Objects, Drugs or Alcohol; 6. Aiding in the Commission of an Offence; 7. Contravention of Other Laws and University Policies; and 8. Failure to Comply with a Sanction.

Assessment Components:

The University policy on grading and related matters is described in [F.1](#) and [F.2](#) of the Academic Calendar. In determining the overall grade in the course, the following weights will be used:

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Portfolio	The portfolio is composed of two interconnected parts: the Innovation Notebook and the Concept Manual: - Innovation Notebook: A raw and exploratory record of the learning process, completed after each lecture. Entries should capture the week's core ideas and include the student's interpretation of the lecture(s) title as a metaphor for the concepts discussed. - Concept Manual: A refined and organized collection of core concepts, developed progressively from notebook material, transforming initial ideas into polished entries. Each entry should contain students' reflections and interpretations, with at least the following sections: Illustrations, Short explanatory text, Referent analysis, and one Other creative expression. Students are encouraged to use any medium of expression, including but not limited to sketches, text, diagrams, photography, collage, video, music, or performance.	40%	2, 3 & 4
Weekly-quizzes	Weekly mini-quizzes every week, cumulative in nature. Encourage continuous review of lectures and readings.	16%	1 & 2

Midterm Exam	Evaluates core concepts through questions aligned with the weekly mini-tests.	10%	1 & 2
Final Exam	Covers all course concepts with integrative questions that connect themes across the semester.	10%	1, 2 & 3
Future Skills Component	Pass/Fail component: to pass, students must complete all workbook sections with thoughtful, clearly articulated responses that demonstrate applied learning and meet all rubric criteria. No partial credit is given. Full instructions and materials are available on D2L.	5%	5
Weekly Assignments	Each week, students will submit a short assignment that reflects on the concepts introduced in lectures and readings. Additionally, students will also reflect on the lecture title for that week, interpreting why it was named in that way and how the metaphor connects with the design concepts discussed.	10%	1, 2 & 3
In-class participation	Active participation in weekly discussions, workshops, and group activities. Constructive contributions during group work moderated by teaching assistants. Consistent preparation (completion of readings and engagement with course materials).	9%	3 & 4

▪ Assessment and Evaluation Information:

- If a student misses (or is late for) a required component of the course for a valid excuse or absence, they must contact the instructor in writing within 24 hours to discuss applicable options to submit and/or make-up for that component.
- Alternate arrangements for missed in-person assessments *with a valid excuse* will be made on a case-by-case basis at the discretion of the Instructor and upon review of the student's class participation and attendance record.
- For example, students who have missed an in-person assessment (e.g., oral presentation) as a result of an excused absence may be asked—*if applicable to the assessment*—to submit a self-recorded video (via Zoom's auto-record feature) in lieu of an in-person engagement.
- For assessments submitted online (e.g., D2L), late assignments *with a valid excuse* may be considered for grading without penalty at the discretion of the Instructor and upon review of the student's class participation and attendance record. Otherwise, the course's standard grade penalties (indicated below) will apply.
- For assessments submitted online (e.g., D2L), all late assignments *without a valid excuse* will lose a letter grade (e.g., A- to B-) every 24 hours after the submission date/time. Late assignments submitted more than four days late constitute an automatic zero (0).
- Missed in-person assessments (e.g., oral presentation, exam, etc.) as a result of an *unexcused* absence will receive an automatic zero (0).

▪ Attendance and Participation Expectations:

- Students are expected to attend and come prepared to meaningfully engage in all class sessions. This includes producing or preparing content necessary for discussion and contributing to individual and class-wide discussions and/or conversations/assessments with the Course Instructor.
- **Excused Absences:** In the event of an exceptional circumstance (e.g., illness, bereavement, etc.) or an exceptional opportunity (e.g., varsity athletic competition, national conference or awards ceremony, pow wow, etc.) up to four excused absences (for courses that meet twice or more per week) and up to two excused absences (for courses that meet once per week) are allowable per semester before jeopardizing one's own course grade and ability to pass the course. However, any such arrangements must be approved by the Instructor with advance notice by the student.
- **Unexcused Absences:** Attendance at all class sessions and participation in all assessments is mandatory. Unexcused absences in excess of two per semester (for courses that meet twice per week) and one per semester (for courses that meet once per week) are grounds for failure in the course.
- **Total Number of Absences:** The combined total number of excused AND unexcused absences per semester cannot exceed four per semester (for courses that meet twice per week) or two per semester (for courses that meet once per week). Any number in excess are grounds for failure in the course.
- Guidelines for Submitting Assignments:
 - All assignments (e.g., projects, papers, presentations, etc.) must be turned in on time.
 - Please submit all assignments electronically through Dropbox in D2L. Assignments may be submitted in PDF format (unless otherwise stated). Assignments should have a file name as follows: "DSGN221_TERM&YEAR_LAST NAME, FIRST NAME_ASSIGNMENT TITLE" (e.g., DSGN221_F25_Smith,Alex_Plan-Drawings).
 - Students are responsible for ensuring that all submitted digital files are in the correct format, complete, and accessible. Submissions that are corrupt, empty, incorrect (e.g., wrong file type), or inaccessible may receive a grade of zero. It is not the Instructor's responsibility to verify or notify students of submission errors. Students are encouraged to double-check their uploads and retain confirmation of successful submission.
 - **Late Assignments:** Please see above for the course's policy on late assignments/assessments
- Final Examinations:
 - Final Exam:
 - The final exam for this course will be conducted as an **open-book, virtual exam**, available on D2L from **December 9, 00:00 am (MT)** until **December 17, 11:59 pm (MT)**. Students may complete the exam at any time within this window.
 - The exam will consist of short comparative questions that mirror the style of the weekly mini-tests and cover all concepts introduced in lectures and readings. Each question will present two design referents, one historical and one contemporary, and ask students to analyze them using the conceptual frameworks developed in

the course. Responses will combine short written answers with supporting diagrams or sketches. Although the exam is open-book, students are expected to work individually and demonstrate their own understanding of the material

- Although aids such as textbooks, course notes, or electronic devices are permitted, responses must reflect each student's own understanding. Originality, clarity, and genuine engagement with the concepts will be highly valued.
- Additional details will be posted in D2L prior to the exam date.
- Final Submission:
 - The final submission for this course consists of the Innovation Notebook and Concept Manual, compiled into a single digital portfolio. This portfolio is due on **December 15 by 11:59 pm (MT)** and must be uploaded to D2L.
 - The Innovation Notebook should document the exploratory process developed throughout the semester, while the Concept Manual should present a refined, organized collection of core ideas. Together, they demonstrate the progression from exploration to synthesis.
 - Students are encouraged to **use any medium of expression**, including sketches, text, diagrams, collage, photography, video, sound, or other creative formats, as long as the final submission is consolidated into a digital portfolio. The goal is to communicate design concepts clearly, creatively, and authentically.
 - While references and tools may be used, the portfolio must reflect **each student's own process and understanding**. Originality, clarity, and genuine engagement with the concepts will be highly valued.
 - Additional details will be posted in D2L prior to the exam date.
- Expectations for Writing:
 - Please see the "Copyright and Legislation" Section of the University of Calgary Policies and Supports for information on the use of AI in this course.
 - Section E.2 Writing Across the Curriculum:
<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>
- Criteria that must be met to pass:
 - Out of the 8 weekly tests offered, students must complete at least 6 weekly tests and achieve at least a grade of 50% on a minimum of 4 weekly tests.
 - Out of the 8 weekly assignments offered, students must complete at least 6 weekly assignments and achieve at least a grade of 50% on a minimum of 4 weekly assignments.
 - Students must achieve a minimum of 20/40 on the portfolio grade in order to pass the course.

Flexible Grade Option (CG Grade):

As per [Section 3.5.1](#) of the Academic Calendar, the School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School, with the exception of the following courses:

- Architecture 201
- Landscape Architecture 201
- Planning 201

Grading Scale:

Based on [Section F.1.1](#) of the Academic Calendar

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding performance
A	4.00	3.85-4.00	90-94.99	Excellent performance
A-	3.70	3.50-3.84	85-89.99	Approaching excellent performance
B+	3.30	3.15-3.49	80-84.99	Exceeding good performance
B	3.00	2.85-3.14	75-79.99	Good performance
B-	2.70	2.50-2.84	70-74.99	Approaching good performance
C+	2.30	2.15-2.49	65-69.99	Exceeding satisfactory performance
C	2.00	1.85-2.14	60-64.99	Satisfactory performance
C-	1.70	1.50-1.84	55-59.99	Approaching satisfactory performance. Minimum grade requirement for SAPL prerequisite courses.
D+	1.30	1.15-1.49	50-54.99	Marginal pass. Insufficient preparation for subsequent courses in the same subject.
D	1.00	0.50-1.14	45-49.99	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.

Grade	Grade Point Value	4-Point Range	Percent	Description
F	0.00	0-0.49	0-44.99	Failure. Did not meet course requirements.

Topic Areas and Detailed Class Schedule:

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
Sep 2-8	BDCI: Launchpad		
Sep 10	Course introduction	- Introduction of the course, instructor and students. - Conformation of work groups. - Discussion Why study innovation in design? Innovation as responses to challenges.	- Assignment: Conformation of groups. - Discussion: What do you expect from this course? - Due date: September 12 by 11:59 pm (MT) %Total evaluated: 0%
Sep 15	Lecture & Q/A	How do designers shape space innovatively? - Lecture #1: From cave to hut. - Q&A section. - Weekly assignment (WA) #1, Weekly test (WT) #1 & Future Skills quiz (FS) #1.	- Weekly recommended reading: TBD. Due before class. - WA#1, WT#1, FS#1: Due September 17 by 11:59 pm (MT) %Total evaluated: 0%
Sep 17	Weekly-test & assignment	- Workshop and collective discussion for the preparation of the submission of the week assignment (concept reinterpretation in the innovation notebook and the concept manual).	- WA#1, WT#1, FS#1: Due September 17 by 11:59 pm (MT) %Total evaluated: 3.87% _WT#1: 1.5% _WA#1: 1.25% _Participation: 1.12%
Sep 22	Lecture & Q/A	How do designers shape space innovatively? - Lecture #2: Nets and fabrics. - Q&A section.	- Weekly recommended reading: TBD. Due before class.

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
		- Weekly assignment (WA) #2, Weekly test (WT) #2 & Future Skills quiz (FS) #2.	- WA#2, WT#2, FS#2: Due September 24 by 11:59 pm (MT) %Total evaluated: 0%
Sep 24	Weekly-test & assignment	- Workshop and collective discussion for the preparation of the submission of the week assignment (concept reinterpretation in the innovation notebook and the concept manual).	- WA#2, WT#2, FS#2: Due September 24 by 11:59 pm (MT) %Total evaluated: 3.87% _WT#2: 1.5% _WA#2: 1.25% _Participation: 1.12%
Sep 29	Lecture & Q/A	Verticality and horizontality - Lecture #3: Icarus ascending. - Q&A section. - Weekly assignment (WA) #3, Weekly test (WT) #3 & Future Skills quiz (FS) #3.	- Weekly recommended reading: TBD. Due before class. - WA#3, WT#3, FS#3: Due October 1 by 11:59 pm (MT) %Total evaluated: 0%
Tuesday, September 30	National Day for Truth and Reconciliation, University closed		
Wednesday, October 1	Weekly-test & assignment	- Workshop and collective discussion for the preparation of the submission of the week assignment (concept reinterpretation in the innovation notebook and the concept manual).	- WA#3, WT#3, FS#3: Due October 1 by 11:59 pm (MT) %Total evaluated: 3.87% _WT#3: 1.5% _WA#3: 1.25% _Participation: 1.12%
Oct 6	Work session for Mid-term exam #1 & mid-term submission #1	- Workshop and collective discussion for the preparation of the submission of the mid-term submission #1 (concept reinterpretation in the innovation notebook and the concept manual).	- Weekly recommended reading: TBD. Due before class. - Mid-term exam & submission #1: Due October 8 by 11:59 pm (MT) %Total evaluated: 0.56%

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
			<u>Participation: 0.56%</u>
Oct 8	Mid-term exam #1 & mid-term submission #1	- Test evaluating the core concepts covered to date. - Submission of the progress of the innovation notebook and the concept manual.	- Mid-term exam & submission #1: Due October 8 by 11:59 pm (MT) %Total evaluated: 10% <u>Mid-term exam#1: 5%</u> <u>Mid-term sub#2: 5%</u>
	City Futures: Undergraduate Design Research Symposium		
Monday, October 13	Thanksgiving Day, University closed		
Oct 15	Lecture virtual, weekly-test & assignment	Verticality and horizontality - Lecture #4: The unfinished awakening. Delivered virtually. - Workshop and collective discussion for the preparation of the submission of the week assignment (concept reinterpretation in the innovation notebook and the concept manual). - Weekly assignment (WA) #4, Weekly test (WT) #4 & Future Skills quiz (FS) #4.	- WA#4, WT#4, FS#4: Due October 15 by 11:59 pm (MT) %Total evaluated: 3.88% <u>WT#4: 1.5%</u> <u>WA#4: 1.25%</u> <u>Participation: 1.13%</u>
Oct 20	Lecture, weekly assignment and follow-up discussion	Light as innovation - Lecture #5: Plato and Prometheus playing in co-op mode. - Q&A section. - Weekly assignment (WA) #5, Weekly test (WT) #5 & Final Future Skills component (FFS).	- Weekly recommended reading: TBD. Due before class. - WA#5, WT#5, FFS: Due October 22 by 11:59 pm (MT) %Total evaluated: 0%
Oct 22	Weekly-test, assignment & future skills test	- Workshop and collective discussion for the preparation of the submission of the week assignment (concept	- WA#5, WT#5, FFS: Due October 22 by 11:59 pm (MT) %Total evaluated: 8.81%

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
		reinterpretation in the innovation notebook and the concept manual).	_FST: 5% _WT#5: 2% _WA#5: 1.25% _Participation: 0.56%
Oct 27	Lecture, weekly assignment and follow-up discussion	Materials, prefabrication & modularity - Lecture #6: Imhotep's chisel and Vishvakarma's toolbox. - Q&A section. - Mid-Term Submission #2 with Weekly assignment (WA) #6 & Mid-Term Exam #2 with Weekly test (WT) #6.	- Weekly recommended reading: TBD. Due before class. - Mid-term exam & submission #2: Due October 29 by 11:59 pm (MT) %Total evaluated: 0%
Oct 29	Mid-term exam #2 & mid-term submission #2	- Workshop and collective discussion for the preparation of the submission of the mid-term submission #2 (concept reinterpretation in the innovation notebook and the concept manual).	- Mid-term exam & submission #2: Due October 29 by 11:59 pm (MT) %Total evaluated: 10.57% _Mid-term exam#2: 5% _Mid-term sub#2: 5% _Participation: 0.57%
Nov 3	Lecture, weekly assignment and follow-up discussion	Landscape as infrastructure - Lecture #7: Mohenjo-daro, Qanats and Aqueducts: Cere's City Game-a-thon. - Q&A section. - Weekly assignment (WA) #7 & Weekly test (WT) #7.	- Weekly recommended reading: TBD. Due before class. - WA#7, WT#7: Due November 5 by 11:59 pm (MT) %Total evaluated: 0%
Nov 5	Weekly-test & assignment	- Workshop and collective discussion for the preparation of the submission of the week assignment (concept reinterpretation in the innovation notebook and the concept manual).	- WA#7, WT#7: Due November 5 by 11:59 pm (MT) %Total evaluated: 4.37% _WT#7: 2% _WA#7: 1.25% _Participation: 1.12%

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
Nov 9-15	Term Break, no classes		
Nov 17	Lecture, weekly assignment and follow-up discussion	Modernism & Professionalization - Lecture #8: >>Utopia.exe→ Dystopia.exe. - Q&A section. - Mid-Term Submission #3 with Weekly assignment (WA) #8 & Weekly test (WT) #8.	- Weekly recommended reading: TBD. Due before class. - WT#8 & Mid-term submission #3: Due November 19 by 11:59 pm (MT) %Total evaluated: 0%
Nov 19	Weekly-test & mid-term submission #3	- Workshop and collective discussion for the preparation of the submission of the mid-term submission #3 (concept reinterpretation in the innovation notebook and the concept manual).	- WT#8 & mid-term submission #3: Due November 19 by 11:59 pm (MT) Total evaluated: 13.13% _WT#8: 2% _Mid-term sub#3: 10% _Participation: 1.13%
Nov 24	Lecture, weekly assignment and follow-up discussion	Postmodern & plural voices - Lecture #9: Walking with Rousseau in the postmodern agora. - Q&A section. - Weekly assignment (WA) #9 & Weekly test (WT) #9.	- Weekly recommended reading: TBD. Due before class. - WA#9, WT#9: Due November 26 by 11:59 pm (MT) %Total evaluated: 0%
Nov 26	Weekly-test & assignment	- Workshop and collective discussion for the preparation of the submission of the week assignment (concept reinterpretation in the innovation notebook and the concept manual).	- WA#9, WT#9: Due November 26 by 11:59 pm (MT) %Total evaluated: 4.38% _WT#9: 2% _WA#9: 1.25% _Participation: 1.13%
Dec 1	Lecture, weekly assignment and follow-up discussion	Vernacular ecology - Lecture #10: What if Heidegger participated in Solar Decathlon? - Q&A section.	- Weekly recommended reading: TBD. Due before class.

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
		- Weekly assignment (WA) #10 & Weekly test (WT) #10.	- WA#10, WT#10: Due December 3 by 11:59 pm (MT) %Total evaluated: 0%
Dec 3	Weekly-test & assignment	Digital & data-driven design - Lecture #12: From vellum and plaster to code. - Q&A section. - Weekly assignment (WA) #10 & Weekly test (WT) #10.	- WA#10, WT#10: Due December 3 by 11:59 pm (MT) %Total evaluated: 3.25% _WT#10: 2% _WA#10: 1.25%
Friday, December 5	Last day of classes		
Tuesday, December 9	Start of exams		
Dec 15	Final exam & portfolio submission	- Final exam evaluating the core concepts of the course. - Final submission of the portfolio (innovation notebook + the concept manual).	- Final test: An open-book, virtual exam, available on D2L from December 9, 00:00 am (MT) until December 17, 11:59 pm (MT). Students may complete the exam at any time within this window. - Final portfolio submission: Consisted of the Innovation Notebook and Concept Manual, compiled into a single digital portfolio. This portfolio is due on December 15 by 11:59 pm (MT) and must be uploaded to D2L. %Total evaluated: 30% _Final exam: 10% _Final port. subm.: 20%

Course Schedule Date	Topic	Learning Activity	Assessments and Due Dates
Friday, December 19	End of exams		

Dates Schedule Summary:

Portfolio (40%)

- #1 Mid-term submission, Due October 8 at 11:59 pm (5%)
- #2 Mid-term submission, Due October 29 at 11:59 pm (5%)
- #3 Mid-term submission, Due November 19 at 11:59 pm (10%)
- Final submission, Due December 15 at 11:59 pm (20%)

Weekly Tests (16% total)

- #1, On September 17 at 11:59 pm (1.5%)
- #2, On September 24 at 11:59 pm (1.5%)
- #3, On October 1 at 11:59 pm (1.5%)
- #4, On October 15 at 11:59 pm (1.5%)
- #5, On October 22 at 11:59 pm (2%)
- #6 part of the Mid-term exam #2, On October 29 at 11:59 pm (2%)
- #7, On November 5 at 11:59 pm (2%)
- #8, On November 19 at 11:59 pm (2%)
- #9, On November 26 at 11:59 pm (2%)
- #10, On December 3 at 11:59 pm (2%)

Exams (20% total)

- #1 Mid-term exam, October 8 at 11:59 pm (5%)
- #2 Mid-term exam, October 29 at 11:59 pm (5%)
- Final exam, from December 9, 0:00 am to December 15, 23:59 pm (10%)

Future Skills Module (5%)

- October 22 during class time (5%)

Weekly Assignments (10% total)

- #1, Due September 17 at 11:59 pm (1.25%)
- #2, Due September 24 at 11:59 pm (1.25%)
- #3, Due October 1 at 11:59 pm (1.25%)
- #4, Due October 15 at 11:59 pm (1.25%)
- #5, Due October 22 at 11:59 pm (1.25%)

- #6 part of the Mid-term submission #2, October 29 at 11:59 pm (1.25%)
- #7, Due November 5 at 11:59 pm (1.25%)
- #8, Due November 19 at 11:59 pm (1.25%)
- #9, Due November 26 at 11:59 pm (1.25%)
- #10, Due December 3 at 11:59 pm (1.25%)

In-class participation (9%)

- #1, September 17 during class time (1.12%)
- #2, September 24 during class time (1.12%)
- #3, October 1 during class time (1.12%)
- #4, October 6 during class time (0.56%)
- #5, October 15 during class time (1.13%)
- #6, October 22 during class time (0.56%)
- #7, October 29 during class time (0.57%)
- #8, November 5 during class time (1.12%)
- #9, November 19 during class time (1.13%)
- #10, November 26 during class time (1.13%)

Scheduled Out-of-Class Activities:

There are no scheduled out-of-class activities for this course.

University of Calgary Policies and Supports:

UNIVERSITY OF CALGARY COVID-19 UPDATES AND PROCEDURES

<https://www.ucalgary.ca/risk/emergency-management/covid-19-response/covidsafe-campus>

ACADEMIC ACCOMMODATION

<https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

[Student Accessibility Services](#) will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedures please visit:

- Student Academic Misconduct Policy: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>
- Student Academic Misconduct Procedure: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at

<https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>).

Notice to Students Regarding Use of Generative Artificial Intelligence (AI) Applications and Tools in Learning Environments

- **Some Use Permitted:** Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assessment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.
 - AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.
 - AI tools may be prohibited for tests, major assignments, or research papers but allowed for information gathering.

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

PROTECTION OF PRIVACY ACT

The University of Calgary (University) respects your privacy and is committed to ensuring the privacy of all students, staff, and community members. UCalgary's collection, use, and disclosure of your personal information is authorized under section 4(c) of the Alberta [Protection of Privacy Act](#) (POPA). It will be collected, used and disclosed as permitted under POPA and in accordance with the University's [Privacy Policy](#) and [Notice of Collection, Use and Disclosure of Student Personal Information](#). All student assignments and personal information provided to your course instructor will remain confidential

unless otherwise stated before submission. It will not be disclosed to anyone else without your permission unless permitted under POPA.

SEXUAL AND GENDER-BASED VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-Based Violence Policy guides us in how we respond to incidents of sexual and/or gender-based violence, including supports available to those who have experienced or witnessed sexual/gender-based violence, or those who are alleged to have committed sexual/gender-based violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>.

UNIVERSITY STUDENT APPEALS OFFICE

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://calendar.ucalgary.ca/uofcregs/university-regulations/reappraisal-term-work>) which describes how to have a grade reappraised.

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk