



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

Course Number: DSGN 301

Course Name: Transscalar Design Studio I – Small Scale

Section Number: B01

Classroom: [REDACTED]

Instructor: Ricardo Moya-Barbera

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

I will hold regular office hours each week in the course classroom on Tuesday and Friday mornings. I will announce the exact times 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, 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.

Class Dates: Mandatory all in-person classes: Tuesdays and Fridays, September 2 – December 5, 1:00 pm to 4:50 pm.

Course Description:

How can a single architectural detail tell a story about ecology, culture, and belonging in the city?

This studio is an invitation to think big by starting small. Together, we will explore how the smallest design gestures, like a façade panel, a wall system, or a piece of roof structure, can spark conversations about ecology, culture, and belonging in the city. The course is about learning to design across scales, from detail to building to collective identity, while experimenting, collaborating, and discovering your own voice as a designer.

Over the semester, you will work through three interconnected projects. First, you will design and prototype an adaptable building component, focusing on material efficiency, environmental performance, and creative storytelling. Then, you will collaborate in small teams to design a micro-pavilion: an ephemeral structure that doubles as both exhibition space and ecological infrastructure. These pavilions will house your individual projects and narrate ecological and cultural processes through their design. Finally, as a class, you will become a design firm. Together will create a shared brand, website, portfolio and social media presence to publicly present your collective and individual works.

Along the way, you will experiment with digital modelling in Rhinoceros, Adobe Suite, AI tools, diagramming, and hands-on prototyping. You will engage with vernacular architecture, sustainable strategies, ephemeral construction, and the poetics of atmosphere. You will also reflect on how space can create emotion, belonging, and empowerment, qualities that make architecture meaningful and long-lasting.

This studio is not just about designing objects, but about crafting systems, stories, and experiences. Through critiques, collaborative design, and public engagement, you will develop critical and creative thinking, teamwork, and professional communication skills. By the end, you will have built a portfolio of individual, group, and collective projects, exhibited digitally and physically, that demonstrate innovation, ecological awareness, and your ability to connect architecture with society.

- Teaching Approaches

The studio will combine desk reviews and critiques with mini-lectures and guest talks. A balance of digital modelling (Rhinoceros, Grasshopper, Adobe Suite, AI) and physical prototyping will encourage students to test ideas across mediums and scales. Field/site visits and short readings will ground design work in ecological and cultural contexts.

- Research Methods

Students will engage in contextual research through vernacular and ecological case studies, site observations, and literature review. They will apply iterative prototyping and performance testing as methods of inquiry, using both digital and physical tools to develop and refine their designs. Collaboration, reflection, and public exhibition are framed as essential research practices, transforming the studio into a laboratory for ecological storytelling and collective innovation.

- Academic Calendar description: <https://calendar.ucalgary.ca/courses/1660551>
- Course Hours: 6 units; (0-4)

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

- Prerequisite(s): Design 203 and admission to the Bachelor of Design in City Innovation program.
- Corequisite(s): Design 311.
- Antirequisite(s): Credit for Design 301 and either 302 or 303 will not be allowed.

Course Delivery:

This studio will be delivered in-person, with sessions on Tuesdays and Fridays, 1:00–4:50 pm from September 2 to December 5. The course is structured to balance individual guidance, group collaboration, and collective exploration, creating a dynamic and playful studio culture.

- Tuesdays will emphasize desk reviews and one-on-one guidance, either individually or in small groups. This time will allow students to receive tailored feedback and refine their design strategies. The class will also coordinate progress on the collective project, ensuring that individual and group work remain interconnected.
- Most of the Fridays will be composed of a mini-lecture (max. 40 minutes) introducing key concepts, precedents, or design strategies and examples. These short lectures will be followed by exercises and/or follow-up discussions in class that apply theory directly to practice. These sessions will also host pin-ups and collective critiques, where students present their work-in-progress (both individual components and group pavilion projects) for feedback from peers and the instructor. The class will also share progress on the collective “design firm” project, including branding, exhibition planning, and social media presence.

Throughout the semester, the studio will include:

- Work time every day under the instructor's supervision.

- Mid-reviews at the end of September and October, and a final review on December 5, with potential participation from faculty and external practitioners.
- Support in Rhino, Adobe Suite, and model-making techniques, alongside digital and physical prototyping workshops.
- Guest speakers, short readings, and games to connect design work with cultural and ecological contexts.
- A culminating exhibition, either virtual or physical, where students showcase their prototypes, pavilions, and collective firm identity.

The instructor's role will be that of a facilitator and mentor, providing just enough structure and theoretical grounding to spark creativity, while encouraging experimentation, play, and independent discovery. Students will be supported in working across scales and modes of research, blending design as inquiry with design as communication.

Course Learning Outcomes:

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

1. Critically analyze vernacular and ecological design strategies, situating them within infrastructural and architectural systems.
2. Design and prototype adaptable building components that balance material efficiency, performance, and ecological principles.
3. Collaborate in teams to conceive and deliver micro-architectures, demonstrating systems thinking and shared authorship.
4. Synthesize individual and group work into a collective class project, framing architecture as both exhibition and public engagement.
5. Employ digital and analog tools (Rhino, Adobe Suite, model-making) for design development, technical detailing, and visual communication.
6. Interpret and express architecture as a medium for ecological storytelling, cultural reflection, and the creation of atmosphere.

Learning Resources:

- Required readings, textbooks, and learning materials:
 - Recommended readings:
 - Campo Baeza, A. (n.d.). Essays and Reflections on Architecture [Various Texts]. Retrieved from <https://www.campobaeza.com>

The selected writings serve as accessible and inspiring reflections on the poetic essence of architecture. Campo Baeza's texts are not conventional theoretical treatises but meditations that emphasize clarity, light, and the search for essential beauty in architectural space.

In this studio, his writings provide a counterbalance to more technical or methodological approaches, inviting students to engage architecture through sensitivity, emotion, and critical reflection. Campo Baeza insists on the importance of light as the raw material of architecture and challenges students to think about simplicity, proportion, and permanence. His texts encourage the pursuit of architecture that is not only functional but also profoundly human and universal.

By reading and discussing these essays, students will be exposed to a way of thinking that blends rigour with poetry, an invaluable lens for projects that aim to create adaptable, ephemeral, yet meaningful architectural interventions.

- El Croquis. (1982–present). El Croquis [Architectural journal]. El Croquis Editorial. Available at UofC library.

El Croquis is one of the most respected architectural journals worldwide, known for its detailed documentation of contemporary architecture and design practices. Each monograph is dedicated to a single architect, office, or theme, providing in-depth insight through drawings, models, essays, and high-quality photography.

For this studio, El Croquis serves as both inspiration and a reference. Students can learn how ideas are communicated across drawings, diagrams, and texts, and how architects frame their projects in relation to cultural, ecological, and urban contexts. The journal also offers valuable lessons in visual clarity, representational techniques, and the narrative strategies that link design concepts to built form.

- Tanizaki, J. (1977). In Praise of Shadows (T. J. Harper & E. G. Seidensticker, Trans.). Stony Creek, CT: Leete's Island Books. (Original work published 1933). Available at UofC library.

This short but profound essay explores the cultural and architectural value of shadow, subtlety, and imperfection. Contrasting Western ideals of brightness and technological progress with Japanese traditions that embrace dimness, texture, and patina, Tanizaki challenges readers to rethink how atmosphere is created in built environments.

This text offers an invitation to see architecture as an art of refinement, where light, material, and cultural values converge to shape human experience.

Recommended for this studio as an inspiration to explore how design decisions influence atmosphere, emotion, and ecological resonance beyond pure function.

- Zumthor, P. (2010). *Thinking Architecture* (3rd ed.). Basel: Birkhäuser. Available at UofC library.

This book offers a concise yet profound meditation on how architecture shapes human experience. It reflects on memory, materiality, light, and atmosphere, showing how architectural design is not only about function and form but also about creating spaces that resonate emotionally and culturally.

This book complements the studio's emphasis on ecological storytelling and vernacular design strategies by encouraging students to consider the sensory and poetic dimensions of space. Students are invited to think critically about how their design decisions, whether at the scale of a building component, a pavilion, or a collective project, can generate atmosphere, embody values, and communicate narratives.

- Zumthor, P. (2006). *Atmospheres: Architectural Environments, surrounding objects*. Basel: Birkhäuser. Available at UofC library.

This book provides a poetic yet practical meditation on the sensory and emotional dimensions of architecture. Unlike technical manuals or theoretical treatises, this short text invites students to reflect on how design can create feelings of intimacy, serenity, awe, and belonging.

This reading encourages students to think beyond form and function, considering how material choices, light, sound, proportion, and detail come together to generate experiences that resonate deeply with people. Its emphasis on architecture as a lived, atmospheric experience aligns closely with the course's goals of designing systems and spaces that are both ecological and emotionally meaningful.

Atmospheres serves not only as inspiration but also as a reminder that the prototypes, pavilions, and collective projects are not just objects; they are environments capable of shaping human perception and interaction.

- 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 a course 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.

Special Budgetary Requirements:

This studio involves a strong emphasis on hands-on prototyping, physical model-making, and exhibition design. To support these activities, students may require additional materials beyond standard drafting and digital tools. These may include wood, cardboard, rigid foam, textiles, fasteners, and other supplies for individual and group prototypes, as well as shared materials for the group pavilion and collective exhibition.

It will also encourage the use of digital fabrication (laser cutting, CNC milling, 3D printing) when feasible. Access to the BDCI Makerspace will provide students with opportunities to test material performance and improve precision in their work. Modest printing and exhibition costs should also be anticipated for final presentations, including posters and documentation.

Efforts will be made to minimize costs by emphasizing the reuse of materials, collaborative pooling of resources for group work, and making use of available school fabrication shops.

Design Studio Health and Safety

Studios at SAPL are designated as lab-like environments under the University of Calgary's Environmental Health & Safety (EHS) requirements. All students and instructors must comply with both university-wide safety standards and the SAPL-specific studio rules outlined below. These rules are in place to ensure a safe, functional, and respectful working environment for everyone. Failure to comply may be considered Academic or Non-Academic misconduct and be subject to disciplinary action, including loss of studio and/or workshop privileges under the SAPL demerit system.

Conduct & Culture

- No horseplay, pranks, or behavior that could distract or endanger others. Keep voices and music at levels that don't mask hazards or emergency instructions.
- All posted door placards and safety signage must be followed at all times.

Fire Safety, Exits & Evacuation

- Keep aisles, doors, and all emergency equipment fully clear at all times; do not block exits with models, carts, or materials. Obey Emergency/Fire Wardens during drills and alarms.
- Nothing may be stored on top of lockers (fire code/OH&S).

- During an evacuation: leave immediately, use stairs, go to the assembly point, and wait for the all-clear.

Prohibited & Restricted Items in Studios

- No flammable sprays or solvents (e.g., spray paint, spray glue, fixatives) may be used or stored in studios. Use only in a designated spray booth with ventilation.
- Freshly laser-cut plastics must not be stored in studios due to off-gassing; allow time for ventilation per shop guidance.
- No concrete powder storage in studios.
- No small kitchen appliances (kettles, coffee makers, hot plates, etc.).
- No drugs or alcohol may be consumed or stored on campus.

Materials

- Use only materials approved for studio use. If you have any questions, please ask your instructor, workshop personnel, or the Manager of Faculty Operations.
- Store materials neatly; dispose of hazardous waste per posted instructions—never in regular bins.

Housekeeping & End-of-Term Cleanout

- Maintain a clean, orderly workstation; manage offcuts and trip hazards promptly.
- End of term: remove all models and supplies from studios and model storage by posted deadlines—items left will be discarded.

Layout, Furniture & Power

- Do not relocate furniture to other areas or reconfigure studio layouts without authorization from Faculty Operations.
- Each student may have one locker only.
- Nothing may be hung from ceilings except approved extension cords for power. If you need additional power, contact a technician or Building Operations; do not DIY electrical setups. Personal heaters require Faculty Operations approval.

Working Hours, Security & Working Alone

- After hours: do not admit unknown persons; theft and damage have occurred this way.
- If anyone is actively building/cutting/gluing, studio lights must remain on for safety.
- Working alone: follow UCalgary's Working Alone Standard—use the UCSafety App check-in feature or an approved plan, especially after hours.

PPE & Personal Safety

- Tie back long hair; avoid loose clothing, scarves, dangling jewelry, and headphones when performing tasks that could snag. Wear eye protection when there's risk from cutting/sanding/particulates; use respiratory protection/booths where required.
- Closed-toe footwear is mandatory; hearing/respiratory protection as task-appropriate. (See posted signage and SDS guidance.)

Tools & Equipment in Studios.

- Use tools only for their intended purpose and only those permitted in studios by your instructor and posted rules. High-risk tools (e.g., power tools) are not operated in studios without coordination with workshop personnel.
- Report damaged or malfunctioning furniture or equipment immediately—do not attempt repairs yourself.

Incidents, Reporting & Enforcement

- Report all injuries, near misses, and hazards immediately to your instructor and Campus Security; complete required incident reports per university procedure.
- Safety violations may be considered Academic or Non-Academic misconduct and trigger disciplinary action. Persistent non-compliance is escalated to Faculty Operations/Associate Dean.

Instructor Responsibilities (Studios)

- Instructors are responsible for monitoring and enforcing studio safety, addressing prohibited activities (e.g., sprays in studios, blocked exits), and escalating repeat violations to Faculty Operations. (Workshop personnel focus on workshop safety under the revised framework.)

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 behaviour 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
Individual Component Prototype (IC)	Design and prototype a building component focusing on adaptability, efficiency, and performance.	25%	2, 5 & 6
Group Micro-Pavilion Project (GP)	Work in teams to design a micro-pavilion that integrates individual components into an exhibition space.	25%	2, 3, 5 & 6
Collective Project - Design firm & exhibition (CP)	As a class, create a design firm identity and curate a public exhibition showcasing all projects.	20%	3, 4, 5 & 6
Exploratory Exercises (EE)	Short weekly activities applying lecture and reading concepts through quick design challenges and experiments.	15%	1 & 5
Collective Reflection (CR)	Participate in discussions and critiques to connect theory with practice and learn collaboratively.	15%	1, 3 & 6

▪ 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: "DSGN 301_TERM&YEAR_LAST NAME, FIRST NAME_ASSIGNMENT TITLE" (e.g., DSGN331_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:
 - This course has no final examination.
 - Final Submission:

- By **Friday, December 5 by 11:00 am (MT) (Final Review)** you are expected to submit the following:
 - **1. Individual Component (IC)**
 - Final prototype (physical model, 1:1 or scaled as instructed).
 - Process documentation (sketches, diagrams, material testing, performance notes).
 - Presentation boards (digital/printed) clearly showing design intent, construction logic, and ecological relevance. Number of boards to be determined.
 - **2. Group Pavilion (GP)**
 - Final pavilion design package (plans, sections, elevations, diagrams, physical model/photos, renders)
 - Integration of all group members' individual components
 - Exhibition narrative (how your pavilion communicates the dialog ecology & infrastructure + atmospheres)
 - # presentation boards per group to be determined.
 - **3. Collective Project (CP)**
 - Cohesive brand package (logo, visual identity, mission/vision/values...).
 - Class website featuring all IC + GP projects (organized and functional).
 - Marketing plan and social media strategy/presence.
 - Exhibition layout plan (how all projects come together in public display).
 - **Submission Format**
 - Digital files uploaded to D2L by 11:59 pm (MT), December 7.
 - Printed boards (as coordinated in class) mounted for final review
 - Physical models/exhibition prototypes set up in the review space
- Additional details will be posted in D2L prior to starting 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:

To make the most of this studio, you'll need to stay consistently engaged with the work, your peers, and the feedback process. These benchmarks are designed to support your learning and ensure fairness across the class:

- **Mid-Reviews:** Be present and present your work at both mid-reviews (September 26 & October 31). These checkpoints are essential moments to track progress and receive feedback.
- **Pin-Ups & Collective Critiques:** Participate actively in at least 7 of the 9 Friday sessions, sharing your work and contributing to group discussions.
- **Tuesday Desk Reviews:** Show your progress on the Individual Component (IC), Group Pavilion (GP), and Collective Project (CP) in at least 8 of the 11 Tuesday review sessions.
- **Final Submission Quality:** Earn a minimum of 7/10 in each of the IC, GP, and CP components of your final submission. This ensures a balanced contribution across all parts of the studio. Additionally, you'll need to upload all required final submission material (IC, GP & CP) by 11:59 pm (MT), December 7.

These expectations are not just about passing, they're about ensuring that you're fully part of the collaborative design journey. Meeting them means you'll leave the course with stronger skills, deeper insights, and a portfolio of work you can be proud of.

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.
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	Transscalar Studio Launch Session. _from 1 pm to 3 pm _at the Calgary Public Library _attend directly to the library %Total evaluated: 0%		
Sep 5	Course Introduction	- Introduction of the course, instructor and students. - Conformation of work groups. - Introductory discussion and exercise.	- Exercise: Conformation of groups. - Discussion: What do you expect from this course? - Due date: Sep 5, by the end of class. %Total evaluated: 0%
Sep 9	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or	- Formative feedback during class.

		in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- CP material to review: Due September 9 by 1:00 pm (MT) %Total evaluated: 0%
Sep 12	Mini-lecture, exercise and/or follow-up discussion	- Lecture #1. - Exercise and/or follow-up discussion #1. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due September 12 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #1: Due September 18 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Sep 16	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due September 16 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Sep 19	Mini-lecture, exercise and/or follow-up discussion	- Lecture #2. - Exercise and/or follow-up discussion #2. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due September 19 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #2: Due September 25 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66%

			<u>CR: 1.66%</u>
Sep 23	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due September 23 by 1:00 pm (MT) %Total evaluated: 1.56% <u>IC (progress): 0.56%</u> <u>GP (progress): 0.56%</u> <u>CP (progress): 0.44%</u>
Sep 26	Mid-review #1	Formal group and individual presentations of project progress to peers, instructor, and invited reviewers. Individual and collective feedback and discussion to guide the next phase of work.	Mid-review: Formative assessment of progress and design development. All project deliverables due September 26 by 11:00 am (MT). %Total evaluated: 14% <u>IC (mid-review): 5%</u> <u>GP (mid-review): 5%</u> <u>CP (mid-review): 4%</u>
Sep 30	National Day for Truth and Reconciliation, University closed		
Oct 3	Mini-lecture, exercise and/or follow-up discussion	- Lecture #3. - Exercise and/or follow-up discussion #3. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due October 3 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #3: Due October 9 by 11:59 pm (MT) %Total evaluated: 3.33% <u>EE: 1.66%</u> <u>CR: 1.66%</u>
Oct 7	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure	- Formative feedback during class. - CP material to review: Due October 7 by 1:00 pm (MT) %Total evaluated: 1.56% <u>IC (progress): 0.56%</u> <u>GP (progress): 0.56%</u>

		interconnection with individual, group, and class-wide work.	_CP (progress): 0.44%
Oct 10	Mini-lecture, exercise and/or follow-up discussion	- Lecture #4. - Exercise and/or follow-up discussion #4. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due October 10 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #4: Due October 16 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Oct 13	Thanksgiving Day, University closed		
Oct 14	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due October 14 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Oct 17	Mini-lecture, exercise and/or follow-up discussion	- Lecture #5. - Exercise and/or follow-up discussion #5. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due October 17 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #5: Due October 23 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Oct 21	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or	- Formative feedback during class.

		in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- CP material to review: Due October 21 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Oct 24	Mini-lecture, exercise and/or follow-up discussion	- Lecture #6. - Exercise and/or follow-up discussion #6. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due October 24 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #6: Due October 30 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Oct 28	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due October 28 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Oct 31	Mid-review #2	Formal group and individual presentations of project progress to peers, instructor, and invited reviewers. Individual and collective feedback and discussion to guide the next phase of work.	Mid-review: Formative assessment of progress and design development. All project deliverables due October 31 by 11:00 am (MT). %Total evaluated: 14% _IC (mid-review): 5% _GP (mid-review): 5% _CP (mid-review): 4%

Nov 4	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due November 4 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Nov 7	Mini-lecture, exercise and/or follow-up discussion	- Lecture #7. - Exercise and/or follow-up discussion #7. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due November 7 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #7: Due November 20 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Nov 9-15	Term Break, no classes		
Nov 18	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due November 18 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Nov 21	Mini-lecture, exercise and/or follow-up discussion	- Lecture #8. - Exercise and/or follow-up discussion #8. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due November 21 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #8: Due

			November 27 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Nov 25	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. - CP material to review: Due November 25 by 1:00 pm (MT) %Total evaluated: 1.56% _IC (progress): 0.56% _GP (progress): 0.56% _CP (progress): 0.44%
Nov 28	Mini-lecture, exercise and/or follow-up discussion	- Lecture #9. - Exercise and/or follow-up discussion #9. - Weekly pin-ups and collective critiques for the IC, GP & CP components.	- Formative feedback during class. - IC, GP & CP material to review: Due November 28 by 1:00 pm (MT) - Exercise and/or follow-up discussion reflection #9: Due November 30 by 11:59 pm (MT) %Total evaluated: 3.33% _EE: 1.66% _CR: 1.66%
Dec 2	Individual Progress & Collective Project Coordination	- Desk reviews and one-on-one guidance, either individually or in small groups for the IC & GP components. - Class coordination and progress discussion on the collective project (CP) to ensure interconnection with individual, group, and class-wide work.	- Formative feedback during class. %Total evaluated: 0%
Friday, December 5	Last day of classes		
	Final-review/submission	Formal final presentations of individual, group and collective projects to peers, instructor,	Final-review: Summative assessment.

		and invited external reviewers. Public-style review simulating a professional exhibition and critique.	- All final project deliverables due December 5 by 11:00 am (MT). - Digital files uploaded to D2L by 11:59 pm (MT), December 7. %Total evaluated: 28% _IC (final-submis): 10% _GP (final-submis): 10% _CP (final-submis): 8%
Tuesday, December 9	Start of exams		
Friday, December 19	End of exams		

Dates Schedule Summary:

Individual Component Prototype (IC) (25%)

- #1 Review, On September 16 at 1:00 pm (0.56%)
- #2 Review, On September 23 at 1:00 pm (0.56%)
- #1 Mid-term submission, Due September 26 at 11:00 am (4.96%)
- #3 Review, On October 7 at 1:00 pm (0.56%)
- #4 Review, On October 14 at 1:00 pm (0.56%)
- #5 Review, On October 21 at 1:00 pm (0.56%)
- #6 Review, On October 28 at 1:00 pm (0.56%)
- #2 Mid-term submission, Due October 31 at 11:00 am (5%)
- #7, On November 4 during class time (0.56%)
- #8, On November 18 during class time (0.56%)
- #9, On November 25 during class time (0.56%)
- Final submission, Due December 5 at 11:00 am (10%)

Group Micro-Pavilion Project (GP) (25% total)

- #1 Review, On September 16 at 1:00 pm (0.56%)
- #2 Review, On September 23 at 1:00 pm (0.56%)
- #1 Mid-term submission, Due September 26 at 11:00 am (4.96%)
- #3 Review, On October 7 at 1:00 pm (0.56%)
- #4 Review, On October 14 at 1:00 pm (0.56%)
- #5 Review, On October 21 at 1:00 pm (0.56%)
- #6 Review, On October 28 at 1:00 pm (0.56%)
- #2 Mid-term submission, Due October 31 at 11:00 am (5%)
- #7, On November 4 during class time (0.56%)
- #8, On November 18 during class time (0.56%)

- #9, On November 25 during class time (0.56%)
- Final submission, Due December 5 at 11:00 am (10%)

Collective Project - Design firm & exhibition (CP) (20% total)

- #1 Review, On September 16 at 1:00 pm (0.44%)
- #2 Review, On September 23 at 1:00 pm (0.44%)
- #1 Mid-term submission, Due September 26 at 11:00 am (4%)
- #3 Review, On October 7 at 1:00 pm (0.44%)
- #4 Review, On October 14 at 1:00 pm (0.44%)
- #5 Review, On October 21 at 1:00 pm (0.44%)
- #6 Review, On October 28 at 1:00 pm (0.44%)
- #2 Mid-term submission, Due October 31 at 11:00 am (4.4%)
- #7, On November 4 during class time (0.44%)
- #8, On November 18 during class time (0.44%)
- #9, On November 25 during class time (0.44%)
- Final submission, Due December 5 at 11:00 am (8%)

Exploratory Exercises (EE) (15% total)

- #1, Due September 18 at 11:59 pm (1.66%)
- #2, Due September 25 at 11:59 pm (1.66%)
- #3, Due October 9 at 11:59 pm (1.66%)
- #4, Due October 16 at 11:59 pm (1.67%)
- #5, Due October 23 at 11:59 pm (1.67%)
- #6, Due October 30 at 11:59 pm (1.67%)
- #7, Due November 20 at 11:59 pm (1.67%)
- #8, Due November 27 at 11:59 pm (1.67%)
- #9, Due November 30 at 11:59 pm (1.67%)

Collective Reflection (CR) (15%)

- #1, September 12 during class time (1.66%)
- #2, September 19 during class time (1.66%)
- #3, October 3 during class time (1.66%)
- #4, October 10 during class time (1.67%)
- #5, October 17 during class time (1.67%)
- #6, October 24 during class time (1.67%)
- #7, November 7 during class time (1.67%)
- #8, November 21 during class time (1.67%)
- #9, Due November 28 at 11:59 pm (1.67%)

Scheduled Out-of-Class Activities:

If applicable, please list all dates, times and locations of all **approved** class activities scheduled outside of regular course hours.

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

- **Unrestricted Use:** Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.
 - Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
 - AI-generated content must be submitted as an appendix with the prompt used.
 - Reflections on AI tool usage should be included in assignments.
 - AI-generated content must be cited appropriately.

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