School of Architecture, Planning, and Preservation
University of Maryland
Architecture Program
Fall Semester 2014

ARCH 270 DESIGN IN PRACTICE
COURSE SYLLABUS

Good design is a lot like clear thinking made visual. - Edward Tufte

FACULTY:
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301.405.6796 (please do not leave voicemail – use email for messages)
ARC 1230

Graduate Teaching Assistants Nicole Akpedeye, Sam Englehart, Robert Kuentzel
Architecture Studio

COURSE INFORMATION:

Catalogue Description
ARCH 270 Design in Practice (3) General Education DSSP, SCIS. Case studies and hands-on design projects ranging in scale from a product to a building to give students insight into the process by which architects work both individually and collaboratively to put disciplinary knowledge and expertise into practice to shape our built environment. Course offered in fall semester. A Fearless Ideas Course from the Academy for Innovation & Entrepreneurship (AIE)

Course Meeting Times and Location(s):
See Testudo for details: http://www.testudo.umd.edu/
TUTH 2:00 – 3:15pm
ASY 2203
In addition to the classroom, ASY 2203, ARCH 270 will utilize the Great Space and Computer Labs in the Architecture Building as workspaces.

Course Description:
ARCH 270 Design in Practice is a Fearless Ideas course that fulfills the General Education requirements of both an I-Series and a Scholarship in Practice course. Design in Practice focuses on innovation, introducing students to the ideas and practice of design thinking through active engagement in two projects. Students can opt to concentrate on innovation all semester or take an entrepreneurship track in the second half of the semester. We will call the two alternative course tracks Innovation/Innovation (I/I) and Innovation/Entrepreneurship (I/E).

The blended learning approach devotes most class time to active learning. Students work in teams, learning a collaborative design process in the first project, applying their knowledge with increasing mastery in the more complex second project. In the first half semester, all students design a product (for example, cardboard chair) using physical modeling. A case study introduces students the iterative design process and issues of human use, empathy, context, materiality, structure,
sustainability, design technologies, fabrication, and aesthetics. Students ground their innovative thinking in research and analysis of existing examples. They learn to generate multiple alternatives; evaluate and select; prototype, test, and critique; revise, refine, and rebuild; present and reflect. In the second half, students in the I/I track apply their design thinking to an environment for individual and community, using digital modeling technology. Students in the I/E track apply their design thinking to a business model, using lean start-up methodology. Students learn content online and engage in activities structured around the elements of the opportunity analysis canvas and business model canvas, and get out of the building to test their hypotheses.

**Fearless Ideas**
The goal of Fearless Ideas courses is to develop innovators who will have the skills and mindset to embrace, explore, and analyze real-world problems and attempt a variety of innovative solutions to the world’s toughest challenges. Fearless Idea courses ideally accomplish the following:

- Provide students with ongoing opportunities to reach innovative solutions by quickly, relentlessly, and iteratively hypothesizing, experimenting, and learning from both successful and failed experiments
- Challenge students to take risks, seek non-obvious solutions, and think outside the box
- Foster collaborative teams with diverse majors, skills, experiences, cultures, and viewpoints
- Incorporate discover-based/experiential learning into the curriculum

Design in Practice is a Fearless Ideas course that introduces students to the ideas and practice of design thinking through active engagement in collaborative projects. In the first half of the semester, student teams practice a hands-on design process leading to a full-scale product prototype. In the second half of the semester, students can elect one of two alternative tracks. Students interested in learning more about architectural practice use digital tools to design an environment. Students interested in learning about entrepreneurship apply the lean start-up model to design a proposal for taking their product to market.

**I-Series**
I-Series courses deal with important issues that spark the imagination, demand intellect, inspiration, and innovation and conclude ...with real-world implementation. I-Series courses are not surveys of particular fields of knowledge. Instead, I-Series courses provide students with the basic concepts, approaches, and vocabulary of particular disciplines and fields of study as well as an understanding of how experts in those disciplines and fields employ terms, concepts, and approaches. Indeed, while I-Series courses ask questions...they do not necessarily attempt to answer them. Rather, they aim to examine the ways in which diverse intellectual traditions and disciplinary protocols address such questions. In ARCH 270, the I-Series question is: How do the built environment we inhabit and the objects we use come to be the way they are? As we explore this big question by learning to practice the design process, we will encounter many of the other ideas that make architecture an exciting discipline. The I of I-Series also suggests that each student is the agent of his/her own education. In this active learning course, you will learn by practicing design.

**Scholarship in Practice**
Scholarship in Practice courses explore the process whereby abstract knowledge is transferred into some tangible form and offer students a chance to innovate by exploring the material basis of ideologies (systems of ideas and ideals) and exposing the ideology upon which material reality rests. Scholarship in Practice courses put a stronger emphasis on process than more traditional lecture courses, so that students come to grasp the essence of a discipline by engaging in it’s practices. What distinguishes SP courses is the way they immerse students in a rich intellectual apprenticeship, guided by the practices of particular disciplines and fields. In ARCH 270, the scholarship is the design process. The practice is the design of an object and an environment or business model.
Some of the characteristics of SP courses are:

- **Authentic Experience**: SP courses help students learn about the nature of a discipline by participating in an authentic experience of the discipline’s work. While adjustments will be called for to take account of the fact that students are not professionals, SP courses stress active learning.

- **Process**: SP courses typically place far more emphasis on process than traditional courses. SP courses are based around participation in a process that culminates in new insights or a product whose completion calls for and reinforces the tools and methods of the discipline.

- **Emergence and Discovery**: In most SP courses, students learn to deal with the unexpected and to incorporate insights and solutions that emerge from the process of the course. As is characteristic of disciplinary work, students will not simply know in advance where the process will take them.

- **Innovation**: Students will have opportunities to depart from existing knowledge and to innovate or create new knowledge based on their own discoveries. They will be encouraged to take risks with their thinking.

**Course Methodology:**
This is an active-learning course that will engage you in work, most of it collaborative, in nearly every class session. Expect to talk to your classmates, stand up, move around the room, get outside the classroom for special activities, talk to strangers, sketch, build, make things, make a mess, clean it up, have fun, ask questions, critique each others’ work, give presentations, learn from each other, learn from TAs and faculty, learn from guest critics, learn by doing, learn from failure, learn from success, try new ways of working, try out new ideas, work hard, enjoy yourselves. Expect to work outside of class, both individually and with your teammates. Expect to take responsibility for checking CANVAS regularly to familiarize yourself with the course schedule, assignments, work to be done in preparation for each class, due dates and exam dates, announcements, etc.

Students will be organized into 3 sections, with each section led by a graduate teaching assistant (TA). Each section will be organized into student teams. We will generally start each class period by meeting as a group in the lecture hall for information and questions about the scheduled work for the day. After a brief meeting, we will generally move quickly across the street to the Architecture Building, where the Great Space will be our workspace and each section will have its designated area. Once you reach your work area, quickly get together with your team around a worktable, grab chairs if needed, and get to work. The TAs will meet with their student teams to discuss the progress of the work, answer suggestions, provide critiques, etc. The professor will generally circulate among the three sections, meeting with teams on a rotating basis. Please conclude your work five minutes before the end of each class session and clean up your section’s area of the Great Space, leaving it in as good or better condition than you found it. Return tables and chairs to the places you found them, recycle all recyclables, discard all waste, place used blades in red containers, erase the white boards, and wipe up any spills. Store large materials and projects in designated locations and take your equipment with you. There will be special activities that will take us outside the studio. And, in the second half of the course, work time will be scheduled in the computer labs.

**Expectations of Students**
Students are expected to attend all classes and participate in course activities. Students will work on both individual and collaborative projects during and outside of class time. Student will present work in class and participate in peer critiques. No assignments or work submittal will be accepted late unless there is an excused absence. Preparation for class includes completing assigned work. This will often involve scheduling collaborative work time with team members and working together to complete assigned work.
Learning Outcomes:
As a result of participating in the course, students will be able to:
1. demonstrate the design thinking processes required to formulate a project/question and develop a strategy for its solution or implementation. (Innovation & Entrepreneurship)
2. demonstrate an ability to solve real world challenges by selecting and critiquing existing applications of scholarship, learning from past successes and failures and identifying new or unexplored opportunities. (Innovation and Scholarship in Practice)
3. demonstrate an ability to develop business models that incorporate feedback from customers and pivot based upon the needs of the marketplace. (Entrepreneurship)
4. demonstrate an ability to reach innovative/unconventional solutions by iteratively proposing ideas/strategies, receiving feedback, incorporating feedback and learning from failed approaches; articulate the iterative processes required to bring about successful outcome of a design project, including researching, programming, modeling, exploring alternatives, evaluating, selecting, developing, presenting, critiquing, testing, revising, refining, and improving. (General Learning and Scholarship in Practice)
5. demonstrate an ability to collaborate with others on developing an innovative analysis, project, or solution, by incorporating different viewpoints and experiences (General Learning and Scholarship in Practice)
6. identify the major questions and issues in the design and realization of objects and environments for human use. (I-Series)
7. demonstrate an understanding of basic terms, concepts, and approaches that architects, designers, and entrepreneurs employ in design thinking. (I-Series)
8. apply relevant methods and frameworks to the planning, modeling, and representing a project that is authentic to the disciplines of architecture, design, and/or entrepreneurship. (Scholarship in Practice)
9. effectively present projects according to the authentic practices of the disciplines of design and entrepreneurship in visual, written, and oral formats and various digital media. (I-Series and Scholarship in Practice)
10. articulate how this course has invited them to think in new ways about their lives, the objects they utilize in daily life, the environments they inhabit, their role as users of designed environments, their place in an ecosystem, their responsibilities as an occupant of our planet, their potential future roles as designers, clients, entrepreneurs, customers, and, perhaps, the possibility of a career in architecture. (I-Series)
11. recognize how the design process affects or is affected by social, cultural, environmental, economic, and ethical dimensions, with a particular focus on sustainability (I-Series and Scholarship in Practice).

Faculty Office Hours:
Professor Simon’s office hours are Tuesdays 3:30pm – 4:30pm and Wednesdays 10:30am – 11:30am. (See CANVAS announcements for any changes or cancellations.) Students can sign up for office hours at the Front Desk in the School Office (through the glass doors on the second floor of the Architecture Building). Graduate Teaching Assistants (TAs) will hold office hours at their desks in the Architecture Studio. TAs will announce their office hours and sign-up procedures at the beginning of the semester.

Communication Policy:
CANVAS will be used as the communications platform for ARCH 270. Faculty and graduate teaching assistants will use the Announcements feature to communicate information to all students. We will use the Inbox feature to communicate with individual students, teams, and sections. Students should use the Inbox feature to send messages to faculty, graduate teaching assistants, teammates, and other students in the course. It is everyone’s responsibility to check regularly for announcements and messages. Student email addresses are confidential, protected under FERPA. Students’ email
addresses should never be shared with other students (even students in the same course) or outsiders.

**Required / Recommended Texts / Technology:**

**Readings**

Students will use resources of the Architecture Library (ARCH 270 Kiosk) and Visual Resource Center, along with on-line resources, for research.

**Online Content**

Online resources include the following:

- Coursera course: *Developing Innovative Ideas for New Companies: The First Step in Entrepreneurship* by Dr. James V. Green, selected lectures [https://www.coursera.org/course/innovativeideas](https://www.coursera.org/course/innovativeideas)

- Udacity course: How to Build a Startup the lean Launchpad by Steve Blank, selected lectures, YouTube videos [https://www.udacity.com/course/ep245](https://www.udacity.com/course/ep245)
  - IDEO Shopping Cart Project, deep dive methodology in practice [https://www.youtube.com/watch?v=taJ0V-YCiel](https://www.youtube.com/watch?v=taJ0V-YCiel)
  - IDEO Creators Talk How to Unleash Your Creativity [https://www.youtube.com/watch?v=JMeLbFtQW8](https://www.youtube.com/watch?v=JMeLbFtQW8)
  - The Importance of Teams, Steve Blank [https://www.youtube.com/watch?v=AXairYe09oQ](https://www.youtube.com/watch?v=AXairYe09oQ)
  - Osterwalder Explaining the Business Model Canvas [https://www.youtube.com/watch?v=RzkdJiax6Tw](https://www.youtube.com/watch?v=RzkdJiax6Tw)

**Supplies and Equipment**

One class period will be dedicated to purchasing supplies, so you do not need to purchase these items in advance. Please come to the first class meeting with the basics – pens, pencils, paper.

- The following required supplies are available at the University of Maryland Book Center:
  - Sketchbook (approximate size 5” x 8”)
  - Graph paper pad, quad ruled
  - Pens, pencils, fine-point Sharpie, white-board marker
  - Utility knife and blades
  - Cork-backed metal ruler 18” long
  - Cutting mat, 18” x 24”
  - Tape measure, minimum 16’ long
  - Corrugated cardboard, 30” x 40” sheets (2 per student)
  - Sticky Notes (Post-Its)
  - Flash drive, minimum 2GB

- The following additional supplies and equipment will be needed:
  - Scrap cardboard (chipboard scraps from Architecture building, cereal boxes, etc.)
  - Student teams will need the use of a camera (phone camera is fine, sharing is fine – do not purchase a camera specifically for this course)
  - Student teams will need the use of laptop computers (sharing is fine – do not purchase a laptop specifically for this course)

- Bring pens/pencils, Sharpie, white-board marker, sketchbook, and camera (if you have one) to class every day. Take notes and make sketches in your sketchbook. Use the camera to document your work and your team processes. During the chair prototyping exercises, also bring cutting mat, knife, and metal ruler to every class. During dormitory or business model canvas projects, bring laptop if you have one.
GRADING INFORMATION:

Course Grading & Evaluation
You will be working both individually and collaboratively in ARCH 270. For individual work, each student will get an individual grade. For team assignments, all team members will get the same grade. You have a responsibility to your team and your teammates have a responsibility to you. It is a good idea to have a team discussion about your aspirations for success in the course, to set shared goals, and to set clear expectations for the level of effort and achievement that will be required to meet your shared goals.

There are two projects and each is divided into a series of steps. Each step will be graded and feedback given on a rubric. In addition, feedback will often be given verbally during class work sessions, when teaching assistants and faculty meet with student teams to discuss project progress. All of this evaluation and feedback is intended as formative assessment. This means that evaluation in this course is intended as a learning experience, rather than a judgment. Project 1 introduces knowledge and skills that you will have another opportunity to practice, in Project 2. Assessment of your work in Project 1 should help you to improve your work in Project 2. Therefore, the steps in Project 1, when you are first introduced to the material, are weighted less than the steps in Project 2, when you have gained some experience with the material. None of the individual project steps is worth many points. The piece of the course that is worth the most points is the Final Exam. This will be your opportunity to collect, present, and reflect upon your semester’s work. Don’t wait until the end of the semester to collect your work for the portfolio portion of the exam. You should photograph, scan, save, and file your work from the beginning of the semester so that when the Final Exam comes around, you will be prepared. The Midterm Exam will give you an opportunity to present a draft version of your portfolio for feedback that can help you to improve your performance on the Final Exam.

Grading Criteria:
Rubrics will be used for grading. Each rubric will break the assignment grade down into the criteria listed in the assignment and student work will be evaluated for each of these criteria, using a five-point scale. The grade for each assignment will reflect consideration of level of achievement in all relevant criteria.

Late and Incomplete Work:
Each project is built up of a sequence of steps. Each subsequent step depends upon the earlier ones. It is essential for students to meet due dates so projects, and learning, can move forward as scheduled. Project presentations involve guest faculty and professionals. They cannot be rescheduled. Therefore, no late assignments will be accepted, unless there is an excused absence. The midterm and final exams are take-home exams. The midterm exam is due at the beginning of the class period listed in the schedule. The midterm exam will not be accepted after 11:59pm on the day it is due unless there is an excused absence. The final exam is due during the official final exam period, listed on Testudo. The final exam will not be accepted after the close of the final exam period unless there is an excused absence. Incomplete work will be accepted and graded. Incomplete aspects will likely negatively affect the grade.
Final Grading Computation:
Grading criteria will be articulated in each assignment. Students will receive grades indicating how much of the possible value they earn for each assignment. Assignment Values are as follows:

Project #1 - 25% of final grade (see below for value of each step):
- Assignment 1.1 - 1%
- Assignment 1.2 - 2%
- Assignment 1.3 - 2%
- Assignment 1.4 - 2%
- Assignment 1.5 - 2%
- Assignment 1.6 - 5%
- Assignment 1.7 - 10%
- Assignment 1.8 - 1%

Midterm Exam 10% of final grade (see below for value of the two components of the exam):
- Reflective Essay (individual) 4%
- Portfolio draft (individual) 6%

Project #2 - 34% of final grade (see below for value of each step):
- Assignment 2.1 - 1%
- Assignment 2.2 - 3%
- Assignment 2.3 - 3%
- Assignment 2.4 - 3%
- Assignment 2.5 - 5%
- Assignment 2.6 - 6%
- Assignment 2.7 - 12%
- Assignment 2.8 - 1%

Course Evaluation 1% of final grade
- Once the participation rate reaches 90% or higher for the UM CourseEvals and any other course surveys, the entire class will receive full credit. If the participation rate for all evaluations and surveys does not reach 90%, no credit will be given.

Final Exam 30% of final grade (see below for value of each of the two components of the exam):
- Introduction Essay (individual assignment) 5%
- Portfolio (individual assignment) 25%

Final Semester Grade 100% is the sum of all of the above
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<thead>
<tr>
<th>Grade</th>
<th>Q.P.</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>Denotes acceptable mastery of the subject.</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>Denotes acceptable mastery of the subject.</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>Denotes acceptable mastery of the subject. (Minimum grade for Undergraduate Credit)</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.</td>
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<td>D</td>
<td>1.0</td>
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<td>D-</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Denotes failure to understand the subject and unsatisfactory performance.</td>
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<tr>
<td>I</td>
<td>INC</td>
<td>Incomplete -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.</td>
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**Letter grade – numerical grade scale:**

- A+ = 100 - 97
- A = <97 - 94
- A- = <94 - 90
- B+ = <90 - 87
- B = <87 - 84
- B- = <84 - 80
- C+ = <80 - 77
- C = <77 - 74
- C- = <74 - 70
- D+ = <70 - 67
- D = <67 - 64
- D- = <64 - 60
- F = <60 - 0
Concerns About Grades:
Students are always welcome to meet with faculty and graduate teaching assistants during regularly scheduled office hours to discuss concerns about grades. We encourage you to set high aspirations for yourselves and you are welcome to discuss with us strategies for success in ARCH 270. If you are experiencing difficulties in keeping up with the academic demands of this course, you can contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.
If you have specific concerns about a particular grade or think there may be a grading error, please contact your teaching assistant (by sending a message through CANVAS or meeting during regularly scheduled office hours) as soon as possible after you have received the grade. If you cannot satisfactorily resolve the issue with your teaching assistant, then please contact the course faculty (by sending a message through CANVAS or meeting during regularly scheduled office hours) and please let your teaching assistant know that you are asking for faculty help in resolving the issue.

COURSE POLICIES AND PROCEDURES:

Attendance:
Classes meet Tuesdays and Thursdays, 2:00PM – 3:15PM. During this time faculty presentations, student presentations, teamwork sessions, discussions, critiques, reviews, and other course activities will take place. Participation in all of these activities is essential to success in this course. Since much of the course work is done in teams, it is particularly important for all team members to be present and actively engaged during all course meetings. Students are expected to attend all classes unless excused for medical absences or religious observances (see below).

Absences:
Students are asked to confirm their absence prior to class time either via email or ELMS (CANVAS) with their assigned graduate teaching assistant. It is the student's responsibility to inform the instructor of any intended absences in advance. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Religious Observances:
University policy (http://www.faculty.umd.edu/teach/attendance.html#religious) on religious observance and classroom assignments and tests states that:
Students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. This is especially important for final examinations. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.
Medical Absences:
Regular attendance and participation is essential to success in this class, where much of the work takes place during teamwork sessions. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor (graduate teaching assistant) in advance of the class. When returning to class, students must bring a self-signed note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

2. If a student is absent more than 3 time(s), documentation signed by a health care professional is required.

3. If a student is absent on days when presentations, reviews, and exams are scheduled [for other such events as specified Major Grading Events in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

See University policy (http://www.president.umd.edu/policies/) for further information on documenting medical absences.

Campus Safety / Inclement Weather / School Closure Policy:
This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://www.umd.edu/emergencypreparedness/weather_emer/

UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: http://alert.umd.edu/

ADA Compliance:
Information on Disability Support Services can be found online at: http://www.counseling.umd.edu/DSS/

Academic / Studio Culture Policy:
Information on policy can be found online at: http://arch.umd.edu/architecture/resources/

Academic Integrity:
Information on the University’s policies on academic honesty can be found online at: Office of Judicial Programs and Student Ethical Development online at: http://www.jpo.umd.edu or the Student Honor Council: http://www.shc.umd.edu/

Authorship of Work:
Please see CANVAS for information on which assignments are team projects and which assignments are individual projects. All projects designated as team projects must be entirely the work of the student members of the team. On team assignments, ARCH 270 students may not receive any drawing, model making, etc., assistance from fellow students outside of the team, students outside of ARCH 270, spouses, significant others, relatives, friends, acquaintances or employees. All projects designated as individual must be entirely the product of the individual student. On individual assignments and exams, ARCH 270 students may not receive any drawing, model making, etc., assistance from fellow students, students outside of ARCH 270, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty.
Ownership of Work:
University regulations require the professor to retain all examinations for a period not less than one academic year. The School of Architecture, Planning, and Preservation does reserve the right to retain certain projects for use in publicity, display, or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes. Any design project, drawing or model that is submitted for academic credit is recognized by the University of Maryland and the School of Architecture, Planning, and Preservation to be the equivalent to a formal examination. Therefore, upon submission, all projects, drawings and/or models become the property of the School of Architecture, Planning, and Preservation. Generally, however, projects submitted to the School of Architecture are usually returned to the individual student for inclusion in their academic portfolio. In all cases, projects will be made available to the authors for documentation.

IT Resources and Computer Lab Etiquette:
The IT Group Technology Solutions Center (TSC) is a valuable resource for computing related information and inquiry for all students and faculty of the school. Please direct questions and concerns for IT services and equipment and report any and all service problems/outages to the TSC either in person at their office space or via email at TSC@umd.edu. The Digital Media Lab (DML) upstairs and the Digital Research Lab (DRL) downstairs and the Document Output Center (DOC) are public IT facility areas available to all students that must be shared by all students across the school and maintained in a professional manner through appropriate student conduct for the beneficial use of all. The DOC is a facility provided for the support of academic mission of the school relating to student media input/output. The equipment provided is available for student use of the “pay-for-print” system. Students must prepay for all output in the facility. While quiet and constructive communication between students in the lab is encouraged, visits by other students outside the class during class time are not permitted. Students must respect the work and workspace of others at all times. NO FOOD OR DRINK is permitted in the computer labs or IT facilities at any time.

Sustainability:
The University of Maryland and the faculty of the Architecture Program believe that sustainability is an important environmental ethic. We encourage you to adopt sustainable practices during this course. Consider the use of materials, printing/plotting efficiency and the energy consumption of your travel and actions on the broader environment and your personal impact on the built environment. For further information visit the Campus Sustainability at the University of Maryland website: http://www.sustainability.umd.edu/

Sexual Misconduct:
The University of Maryland is committed to maintaining a working and learning environment free of sexual misconduct. Such an environment must be free of unwelcome, unwanted and/or uninvited sexual or gender based conduct; this includes, verbal, nonverbal, and/or physical conduct. Please familiarize yourself with the University’s policy on sexual misconduct, found at: http://president.umd.edu/policies/docs/vi120a.pdf

Architecture Student Handbook:
Please also find other important and complementary information you need to familiarize yourself with in the Student Handbook at: http://www.arch.umd.edu/students/handbook/handbook.cfm/
Course Evaluations:
Course evaluations are an important component of higher education. The School of Architecture, Planning, and Preservation takes course evaluations very seriously, utilizing the information gained therein to assist faculty in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every semester for each course in which he or she is enrolled. Information on course evaluation policy can be found online at: http://www.courseevalum.umd.edu/

In addition to the University of Maryland course evaluations, students may be asked to complete surveys assessing I-Series, Scholarship in Practice, and/or Fearless Ideas courses. Your feedback on these surveys provides information specific to these course types and assists faculty in improving teaching methods, revising curriculum, and planning new courses.

Thank you for taking the time to provide thoughtful answers to the evaluations and surveys.

Copyright Notice:
Lectures and other course materials are copyrighted and may not be reproduced for anything other than personal use without written permission from the course faculty.

Studio Policies:
1. INJURIES OR ACCIDENTS – should be reported immediately to Campus Security – 405–3333. If you, or a friend, have been injured do not attempt to go to the student health center alone, either summon help from Campus Security or ask for assistance from a fellow student. Studio first aid boxes are available; be sure to acquaint yourselves with the location and contents of these.
2. Visitors are not permitted in studio during class hours.
3. Strangers in studio should be asked to identify themselves and their business. Generally, this can be accomplished in a friendly and helpful manner. But, should the person in question appear suspicious, you owe it to yourself and your fellow students to notify Campus Security at once, particularly during off hours.
4. When you leave your work area, be sure that all articles of value are either properly secured or removed from the studio. The University assumes no responsibility for theft or vandalism of your personal property. Laptops should be properly secured.
5. Smoking is forbidden in the Architecture Building at all times.
6. The use or possession of alcoholic beverages and/or illegal drugs is strictly forbidden in the building at all times.
7. Radios, CD players, iPods, and other audible devices are to be used in conjunction with headphones at all times. The use of speakers in studio is forbidden at all times.
8. No televisions, DVD Players, etc., are permitted in the studio. Recent studies have confirmed both the personal safety, physical, and intellectual challenges that are associated with multitasking. While in studio, students are encouraged to focus on the tasks at hand. Watching DVDs, YouTube videos, playing digital games, etc., can be detrimental to your performance and distracting to those around you.
9. Before leaving the studio, remove all personal possessions, secure models in designated areas, put all trash and recyclables in bins, and clean any dirty work surfaces.
10. Aerosol paint, glue, or other aerosol media may not be used in or around the building.
11. The use of X–Acto knives or similar cutting devices will be conducted with the utmost care for personal safety, university owned furnishings and room finishes. All cutting must be done on surfaces designated expressly for that purpose and provided by the individual student. Used blades should be safely and properly disposed of in the red containers provided throughout the studio area.