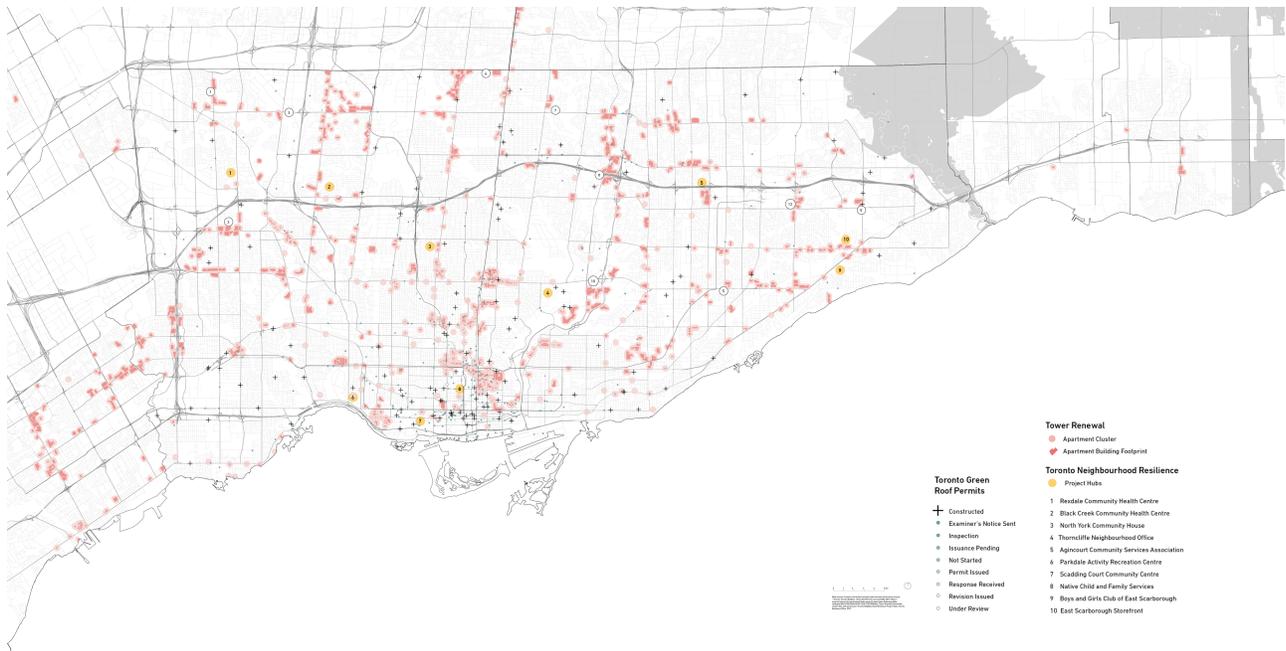


Fall 2020
GRADUATE COURSE OUTLINE

COURSE CODE: UDR1011Y / LAN2013Y / ARC2013Y
COURSE TITLE: Integrated Urbanism Studio III
LOCATION: online
CLASS HOURS: Mon: 9-6 Thu: 2-6pm
INSTRUCTORS:
MUD Michael Piper (*coordinator*) / Sneha Mandan
MLA Fadi Masoud (*coordinator*) / Meghan Esopenko
MARCH Mason White (*coordinator*) / Roberto Damiani /
 Lisa Rapoport / Aziza Chaouni / Christos Marcopoulos /
 Dina Sarhane / Monica Hutton / Jon Cummings



Vertical + Green: Map Showing Toronto's Green Roof Permits, Apartment Tower Clusters, and Neighbourhood Resilience Nodes (Masoud / Piper Resilient TO - 2020)

COURSE DESCRIPTION:

At this moment two parallel conditions press the viability of cities. On one hand, the environmental costs of modern urbanization are now coming due as exemplified by the impacts of the climate crisis. On the other, the social liabilities of development led by private interests have produced inequities in terms of housing, services, and employment. In the past, addressing one has often meant sacrificing the other.

Forces that intertwine social and environmental issues manifest themselves physically in the built environment. For example, new density to alleviate housing inequity can sometimes occupy land that might otherwise have sequestered carbon and absorbed storm water runoff. Robust green infrastructure for mitigating floods might inadvertently drive up land value and costs of housing resulting in a form of “climate gentrification”. This studio will negotiate these seemingly conflicting endeavors by providing a platform for students from the Daniels Faculty’s various design disciplines (MLA, MUD, MArch) to engage in common areas and sites of research and design. In this one semester, there may not be the time to synthesize all of our knowledge into a single project, rather each discipline will approach shared subjects of investigation from a lens appropriate to their field of study. The studio, as a platform, will provide a space for student to work from distinct disciplinary approaches that are ultimately shared through a common body of knowledge.

Participation in Green New Deal Superstudio



Art of the Green New Deal – Creative Action Network (2020)

[The Green New Deal Superstudio](#) is a collaborative and interdisciplinary platform that will bring together over 40 design schools to translate the core goals of the Green New Deal—**decarbonization, climate resilience, social justice, and jobs**—into design and planning projects for their respective regions. For our purposes, we will broaden the investigation to see how these goals inform, and may be informed by, envisioning new forms of housing, mobility and social service for the Greater Toronto Area. Design programs across North America will sponsor studios to investigate frameworks of the Green New Deal and how they can be translated into actual projects. Additionally, the studios will identify, as a matter of priority where these projects should take place? what will they look like? who will they serve? and how will they roll out?

While we are inspired by the ambitions of the *Green New Deal*, we propose such ambitions will take on a different tone than the original. The New Deal created enormous infrastructures that ultimately produced vast and “sprawling” condition of post-war, modern, (sub)urbanization. Rather than invent

radical new infrastructures, our version of the Green New Deal shall be charged with repurposing and reimagining the “outdated” and “crumbling” physical urban systems that were invented a generation before. This time, we contend, big infrastructure spending won’t bear the brand of a central agency, but rather will be present as a diffused constellation of neighborhood authors, local agencies, and individual actors. The role of a central plan in this context is not to own the work, but rather to provide the tools and a framework for local actors and urban districts. In the spirit of linking design with the policy ambitions of the Green New Deal, we will study policies that the City of Toronto has been using over the last twenty or so years to address issues of climate, housing, mobility, and social equity.

Recognizing the immense social and environmental pressures our cities face today, the studio will ask students to re-conceive our neighborhoods, highways, energy and food networks, affordable housing provisions, parks, storm water systems, and other public assets that form Toronto’s physical urban fabric and social safety nets.

The studio will ask students to first investigate, and then to reimagine, the physical urban assemblages that make up the city’s vast post-war landscape and its pervasive speculative-real-estate-driven urban forms. It will then ask; how should designers grapple with / and rectify / the role architecture, landscape architecture, and urban design has played in perpetuating environmental negligence and social inequity? Lastly, the studio will ask students to reconsider our deficient and vulnerable urban terrains, landscapes, buildings, and infrastructures in service of a more resilient and equitable urban region.

ASSIGNMENTS

Exercise 1 (3 weeks)

EX. 1A: Mapping and Research

Teams will identify, research, and map these urban systems (buildings, roads, topography / hydrology, open space. etc.) as well as geo-locate from pre-selected planning report the location of projective / active policy areas (Mid-rise Avenues, Growth Centres, Parkland Strategy...etc.). Teams will produce maps at a standardized scale and projection. These maps will be at the scale of Toronto, and in some cases, the broader urbanized area.

EX. 2B: Overlay and Narratives

Using the maps from 1A as a shared studio resource, teams are asked to overlay two or more existing urban systems and projective policies to identify sites of overlap, or “*Design Action Zones*” (DAZs). DAZs are areas within the city that exhibit a high degree of uncertainty, vulnerability, and opportunity, based on the intersection of various parameters such as environmental conditions, infrastructure/building age, socio-demographic information, land values, and land use.

Student teams will produce district-scale plans of the DAZs. These drawings should frame a ~2kmX2km area of the city and illustrate the overlap of two or more urban systems. They will provide the basis for site selection for exercise 3, the final design proposal.

Students will also describe these sites using graphic essays. Teams will depict moments of lived experience in the DAZ they have identified where urban systems couple, conflict, or produce other moments of synthesis.

Exercise 2**Precedent Analysis (2.5 weeks)**

Each team will select one or two key precedents / competitions and explore the various entries' constructed narratives, site strategies, sponsoring agencies, stakeholders / constituents, methods, plans, propositions and tactics.

Ex. 2A: Precedent Research and Summary

Each team will present a 10 min summary of this research underlining what makes the project innovative, exemplary, or in some instances a failure.

Ex. 2B: Typology

Teams will then extract key strategies (the how) and physical metrics (the what) from the precedents to use as part of a studio-wide design typological catalogue to be used in the final phase. In teams, students are asked to re-draw, abstract, and illustrate (in axonometric, section, and plan) key aspects of the selected precedents.

a) Terrains:

Describe, model, and Illustrate the qualities, geometries, permeability, drainage, and geologies of the ground, infrastructure, and landscapes.

b) Assemblies:

Describe and Illustrate the tectonics, materiality, spatial arrangement, qualities, and form of buildings - especially as they intersect

c) Constituents and Codes:

Make explicit the populations and demographics the project aims to serve. Then distill the rules that intersect terrains and assemblies with the planning codes, rules, and policies that shape them.

Exercise 3**Urban Transformations (6.5 weeks)**

Using the selected urban systems and the DAZs identified in *exercise 1*, students will develop multi-scalar, scenario-based, design proposals.

Ex. 3A: Site Concept

The first part of this exercise begins conceptual development on a district scale. At this scale the interconnection and siting of individual physical urban elements (buildings, roads, open spaces) to larger urban systems and networks must be identifiable and legible. This network might include social service sites such as community centres or schools; parcels slated for new development proposals such as malls or employment zones; or infrastructural corridors such as those planned for LRT, or linear parks along hydro corridors or ecological and recreational networks such as ravines and trails. Using the district-scale plans of DAZs identified in project 1, student teams will produce a conceptual design proposal at the district scale. They will identify exemplary sites to zoom in to for design at a greater degree of detail.

Ex. 2B: Site Detailing

Student will be asked to zoom in and detail some are of the district plan. This detailing should not include full material articulation of buildings or landscapes, but rather, should be detailed at a typological level. Students will be required to develop ground floor site plans. And then to detail other standard elements of their landscapes or buildings. Landscape Architecture students for example, will be asked to develop topographic, hydrological and programmatic strategies that directs the placement

of buildings, roads, parks and other infrastructures, meanwhile, Architecture and Urban Design students will be asked to produce typical floor plans and massing of standard buildings.

Ex. 3C: Design Articulation

The final two weeks of the studio will offer time for students to refine drawings they have been working on throughout the semester. As mentioned above, the District Area Plan, Ground Floor Urban Site Plans, and standard details. In addition, students will use the graphic essays of their sites that they produced in project 1A and will integrate their design proposition into these images.

Broad Studio Approach

MArch and MUD students will be required to zoom into a site where they can develop detailed designs for housing, streets/blocks, open space and social service. These detailed designs should negotiate a combination of urban systems identified in Exercise 3 above: climate, housing, social equity and mobility. Students will be required to develop typological housing designs. Typological designs should not be focused on the detailed layout of residential units, nor on a sculptural design for its architecture, but rather on establishing the basic element of the building: circulation, demising/structural walls, unit depth. Design invention will focus on the site scale, that is on the relationship between buildings, how they shape public space, or are affected by the provision of an additional urban system or service.

MLA students are required to envision an urban project at the intersection of ecology, equity, and climate resilience and adaptation. Adaptation to risks from climate change-related hazards include context-specific actions to prevent or minimize damage, to adjust to it, or to even capitalize on arising opportunities. Climate adaptation occurs at different spatial and temporal scales. To maximize the effectiveness of urban climate adaptation, multiple policy instruments work in tandem to achieve resilience (i.e., risk reduction), efficiency (i.e., benefits exceed costs) and legitimacy (i.e., political and public support). In the absence of innovative climate adaptation and resilience design tools, costly infrastructural engineering solutions and inept conventional / normative planning practices will continue to proliferate and fail. Therefore, a different approach is necessary for enhancing urban resilience in the context of climate change. Firstly, urban climate adaptation strategies must consider the larger metropolitan and/or regional scales. They must be based on the ecological, topographic, or geomorphological conditions that actually impact an area's adaptive capacity (as opposed to political or administrative boundaries). As such, project proposals must adopt landscape and ecological systems as the fundamental units of resilient urban design. Furthermore, proposals must not overlook social vulnerability and need to engage with issues of equity and power. This is especially pertinent given the conundrum of environmental gentrification that displaces established low-income populations due to subordinating equity to profit-minded development and investment in green infrastructure.

COURSE OBJECTIVES:

- To explore the urban underpinnings and dimensions of Architecture, Landscape Architecture and Urban Design and how their equations of history, geography, construction types, economics, ecology and social life inform contemporary modes of design practice and city building.
- To explore seminal precedents and analytical techniques as the basis for developing the formal and programmatic concepts and characteristics of urban projects.
- To focus on a particular form of urban project that exists at the intersection of Architecture, Landscape Architecture and Urban Design, considering a range of elements – from the street to the block, the neighborhood to the park, and the district to the larger contexts of the city region.

- To challenge students to develop an approach to working on cities, and problems of design and urbanization, that are informed by the values they hold as citizens, reflect a knowledge of contemporary conditions, challenges and opportunities, and in ways that promise to inform their work as future design professionals.

SCHEDULE:

Please list the date, topic(s) covered, required readings, assignment deadlines, as well as any additional information for special classes, such as guest lecturers, site visits, etc. When scheduling your classes, please note the important term dates listed below.

Week 1

Sept 14

- Lecture: Course Overview / Introduction to Exercise 1, Mapping and Drawing Urban Systems
- Assigned - Exercise 1A: Mapping and Research

Sept 17

- Desk Critique - Ex. 1A Base maps and research presentation.

Week 2

Sept 21

- **PAIRED REVIEW**
Due: Ex. 1A: Base maps and research presentation
- Assigned: Exercise 1B: Overlay and Narratives

Sept 24

- Desk Critique: ***Due: Ex. 1B***, Overlay Maps and aerial photographs of DAZs due.
- Assigned: Ex. 1B, Graphic Essay

Week 3

Sept 28

- Lecture: Making Graphic Essays
- Desk Critique: ***Due: Ex 1b***, Draft of DAZ District Plan, Photo essay of DAZ

Oct 1

- Desk Critique – Ex. 1B, Draft of Graphic Essay/Narrative

Week 4

Oct 5

- **FINAL REVIEW – Exercise 1(A+B)**

Oct 8

- Lecture – Introduction to Exercise 2: Analysis of Urban Precedents
- Assigned – Ex. 2A: Precedent Research/Summary

Week 5

Oct. 12

- Thanksgiving, university closed

Oct 15

- Desk Critique – Ex. 2A, Precedent Research/Summary
- Assigned – Ex. 2B: Typology

Week 6

Oct 19

- Lecture – Urban Design Basics
- Desk Critique – Ex. 2B: Typology



Oct 22

- Desk Critique – Ex. 2B: Typology

Week 7

Oct 26

- **FINAL REVIEW – Exercise 2 (A+B)**

Oct 29

- Lecture – Introduction to Exercise 3: From Analysis to Design
- Assigned – Ex 3A: Site Concept / District Design

Week 8

Nov 2

- **PAIRED REVIEW – Ex. 3A: Site Concept**

Nov 5

- Desk Critique – Ex. 3A: Site Concept

Week 9

Nov 9

- Desk Critique – Ex. 3A: Site Concept
1pm: Lunch-time Lecture: Luis Callejas

- Assigned – Ex. 3B: Site Detail

Nov 12

- Desk Critique – Ex. 3B: Site Detail

Week 10

Nov 16

- Desk Critique – Ex. 3B: Site Detail
1pm: Lunch-time Lecture: Sergio Lopez-Pinero

Nov 19

- Desk Critique – Ex. 3B: Site Detail

Week 11

Nov 23

- **PAIRED REVIEW – Ex. 3B: Site Detail**

Nov 26

- Desk Critique – Ex. 3B: Site Detail

Week 12

Nov 30

- Lecture Urban Representation
- Assigned – Ex 3C: Design Articulation

Dec 3

- Desk Critique – Ex 3C: Design Articulation

Week 13

No Lecture Classes / Studio Only

Dec 7

- Desk Critique – Ex 3C: Design Articulation

Dec 10

- Desk Critique – Ex 3C: Design Articulation

Week 14

FINAL REVIEW, Date T.B.D.



Important Dates:

Fall 2020	
Labour Day Holiday- University Closed	Monday, September 7, 2020
First day of most F classes	Thursday, September 10, 2020
Last day of F/Y classes waitlist	Sunday, September 20, 2020
Last day to enroll in F/Y classes	Monday, September 21, 2020
Thanksgiving Holiday- University Closed	Monday, October 12, 2020
Last day to cancel F section courses without academic penalty	Tuesday, October 26, 2020
Final exam/assessment period	Friday, December 11 to Tuesday, December 22, 2020
Winter Holidays	Wednesday, December 23 to Friday, January 1, 2020

Conflicts with religious observances should be brought to the attention of the course instructor and the Office of the Registrar and Student Services no later than the second week of classes. For more information, please see the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#).

ONLINE STUDIO TEACHING TOOLS:**ZOOM / MS TEAMS**

- We will be using Zoom / MS Teams for discussion. We'll send you a recurring zoom link for studio wide discussions. Your studio instructor will be sending you information for your studio zoom meetings;
- We will be using MS Teams Teams for messaging, [here](#) is a link to download Teams, you will need your UTOR ID to set it up, . You should plan to have Teams open for the duration of your studio session time;

MIRO

- We will be using the digital whiteboard [Miro](#) to review drawings, please familiarize yourself with it. You can request a student license [here](#) though it is not necessary to get started on your first class, as you have 8 free boards without a license. We will also be using Miro as a kind of dynamic pin-up space/course home page, where you will be asked to post images of your and other student work throughout the semester.

CARGO

- Each group / team will create an individual website that will link to the main course website using Cargo: Cargo University of Toronto Student Program code is "4354ff00") <https://cargo.site/>

EVALUATION:

5%	EX. 1A: Mapping and Research
15%	EX. 1B: Overlay and Narratives
5%	Ex. 2A: Precedent Research and Summary
15%	Ex. 2B: Typology
15%	Ex. 3A: Site Concept
15%	Ex. 3B: Site Design
15%	Ex. 3C: Design Articulation
15%	Participation / Growth / Initiative

Evaluation will be carried out in accordance with the University Assessment and Grading Practices Policy. Please refer to the policy located on the governing council website.

http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm#G

[Insert specific information on evaluation, referring to the course outline and schedule, as presented. The following guidelines must be followed:

- Provide a percentage value for each course component with due dates
- **Must indicate if no graded work will be returned before October 26, 2020.**
- **For non-studio courses:** No final reviews or assignments should be scheduled during the last week of the semester. If the final assignment is worth more than 35% of the grade, the due date must be in the review period following studio reviews and ideally during the last week of the review period.
- If you plan to hold a final Exam or Review you must enter the details in the **Course Information System by September 24, 2020.**
<https://www.sis.utoronto.ca/cis/>
- **For studio courses,** include the following sentence: "The studio grade includes a growth factor / participation through the various studio projects and involvement in the studio."-
- All methods of evaluation must be outlined clearly within this document and must total 100%

PLEASE NOTE: As per Section 1.3 of the University Assessment and Grading Practices Policy, "After the methods of evaluation have been made known, you may not change them or their relative weight without **the consent of a simple majority** of students attending the class, provided the vote is announced no later than in the previous class." Any changes must be reported to both registrar@daniels.utoronto.ca and programs@daniels.utoronto.ca.

The graduate grading scale is listed as letter grades. The graduate grading scale is included below for your reference:

Graduate		
Letter Grade Scale	Grade Meaning	Numerical Scale of Marks
A+		90 – 100%
A	Excellent	85 – 89%
A-		80 – 84%
B+		77 – 79%
B	Good	73 – 76%
B-		70 – 72%
FZ*	Inadequate	0 – 69%

*FZ=Fail

Please refer to the University of Toronto Grading Practices Policy for additional information:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>.

LATE WORK:

All assignments are due in class at the specified time and date. Late submission will result in a 5% deduction (of each assignment's total grade) per day (excluding weekends). In the case of illness or other special circumstance, notification should be given to the Instructors and the Registrar as soon as possible and before the deadline in question; where required, the official University of Toronto [Verification of Student Illness or Injury](#) form must be submitted. Additional information is available on the Verification of Illness or Injury is available online:

<http://www.illnessverification.utoronto.ca/Frequently-Asked-Questions.php>

FINAL DUE DATE:

Due dates are set by the Instructor in the schedule and evaluation sections of this outline. All term work must be submitted on or before the deadline date stipulated by the instructor. Students who for reasons beyond their control are unable to submit an assignment by its deadline must obtain approval from their Instructor for an extension within the term. The last date of the fall term is December 31, 2020. Any work submitted after the stipulated deadline and before the end of term without an approved extension will not be accepted. Students will be required to petition to the School of Graduate Studies for an extension if they will be unable to submit their work by December 31, 2020. <https://www.sgs.utoronto.ca/wpcontent/uploads/sites/253/2019/06/ExtensiontoCompleteCoursework.pdf>

Students are advised to contact their professors in advance of a deadline, where possible. Those students registered with Accessibility services should provide a letter from their advisor that confirms their registration and indicates their required accommodations. Please speak with Andrea McGee in the ORSS if you have any questions or concerns regarding their letter of accommodation and how to interpret the information. Otherwise, students should present you with a Verification of Illness or Injury form (VOI). Without any documentation, or where notice was not given, the ultimate decision is at the instructor's discretion.

REMOTE/ONLINE COURSES

Student Behaviour

All students registered at the University of Toronto are still required to conduct themselves in a respectful manner whilst undertaking studies online. The [Code of Student Conduct](#) applies and will be enforced regardless of the physical location where students are undertaking their studies. Offenses against other persons will not be tolerated whether committed in person or online.

Instructor Recording

Notice of video recording and sharing (Download permissible; re-use prohibited)

This course, including your participation, may be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

Copyright Notice

Instructor Permits Audio Recordings (No Distribution Rights)

STUDENTS MUST VERBALLY NOTIFY INSTRUCTORS BEFORE RECORDING ANY CONTENT

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.

Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.

In accordance with the Accessibility for Ontarians with Disabilities Act, 2005, persons who have special needs will be accommodated.

Students agree to the following terms when creating audio recordings of lectures:



- Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, or other distribution channels.
- Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons.

Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

PREPAREDNESS AT UOFT:

Students are advised to register for UTAAlert, the University's alert system, at <http://alert.utoronto.ca/>. UTAAlert sends important messages to registrants via text, email, and phone.

ACCESSIBILITY NEEDS:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you are a student who identifies with one or more of the broad categories below, we encourage you to register with Accessibility Services: <https://studentlife.utoronto.ca/department/accessibility-services/>.

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Brain Injury and Concussion
- Chronic Health
- Deaf and Hard of Hearing
- Learning Disability
- Mental Health
- Mobility and Functional
- Low Vision / Legally Blind
- Temporary Injuries

For any questions or assistance, please see the staff in the Office of the Registrar and Student Services.

ENGLISH LANGUAGE AND WRITING SUPPORT:

The University of Toronto expects its students to write well, and it provides resources to help. Please consult the University of Toronto writing site: <https://writing.utoronto.ca/> for advice and answers to your questions about writing. Please pay special attention to "Advice on Writing: Academic Writing."

The Writing Centre at the John H. Daniels Faculty of Architecture, Landscape, and Design (<http://www.daniels.utoronto.ca/resources/writing-program>) is a resource for Daniels students seeking assistance with academic writing through tutorials and individual consultations.

Academic writing carries with it certain expectations about properly citing, quoting, and referencing source material. Your research must be conveyed in a language commonly shared by others in the discipline. The style guidelines preferred by the Daniels Faculty are put forth in the Chicago Manual of Style and can be found here:

<http://www.chicagomanualofstyle.org/16/contents.html>

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html

The Centre for International Experience (CIE) English Language Support is also available to support students: <https://www.studentlife.utoronto.ca/cie/els>

ACADEMIC INTEGRITY:



This example language may prove useful to place on the 'Assignment' or 'Quiz' submission page on Quercus. It should be removed from this document.

"By submitting this assignment, I confirm that this assignment represents entirely my own efforts and adheres to the Code of Behaviour on Academic Matters. I confirm that I have NOT acted in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, impersonating another person, or committing plagiarism. I understand that [COURSE CODE or instructor name] will enforce these policies and sanctions."

Potential offenses include, but are not limited to:

- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).
- Sharing your answers with someone else.
- Misrepresenting your identity or having someone else complete your test or exam.

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. The Code of Behavior on Academic Matters states: "It shall be an offence for a student knowingly [...] to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism." The Code also states: "Wherever in the Code an offence is described as depending on 'knowing,' the offence shall likewise be deemed to have been committed if the person ought reasonably to have known."

Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. For information about academic integrity at the University of Toronto, please see <https://www.academicintegrity.utoronto.ca/>.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

For accepted methods of standard documentation formats, including electronic citation of internet sources please see the U of T writing website at: <http://www.writing.utoronto.ca/advice/using-sources/documentation>.

Please also refer to “Reading and Using Sources: How Not to Plagiarize” on the University of Toronto writing site (<http://www.writing.utoronto.ca/>).

REPRODUCTION RIGHTS:

On occasion, the John H. Daniels Faculty of Architecture, Landscape, and Design (the Faculty) will reproduce, use, exhibit, display, broadcast, and distribute images of student work completed in this course in connection with the activities of the Faculty for promoting, publicizing, or explaining the activities of the school. Unless you notify us otherwise at communications@daniels.utoronto.ca, your participation in this course grants the Faculty permission to publish such images in PR/promotional materials such as marketing, advertising, fundraising, and any other Faculty-related publication. These images may appear in a wide variety of formats including but not limited to print, broadcast, digital and online media.