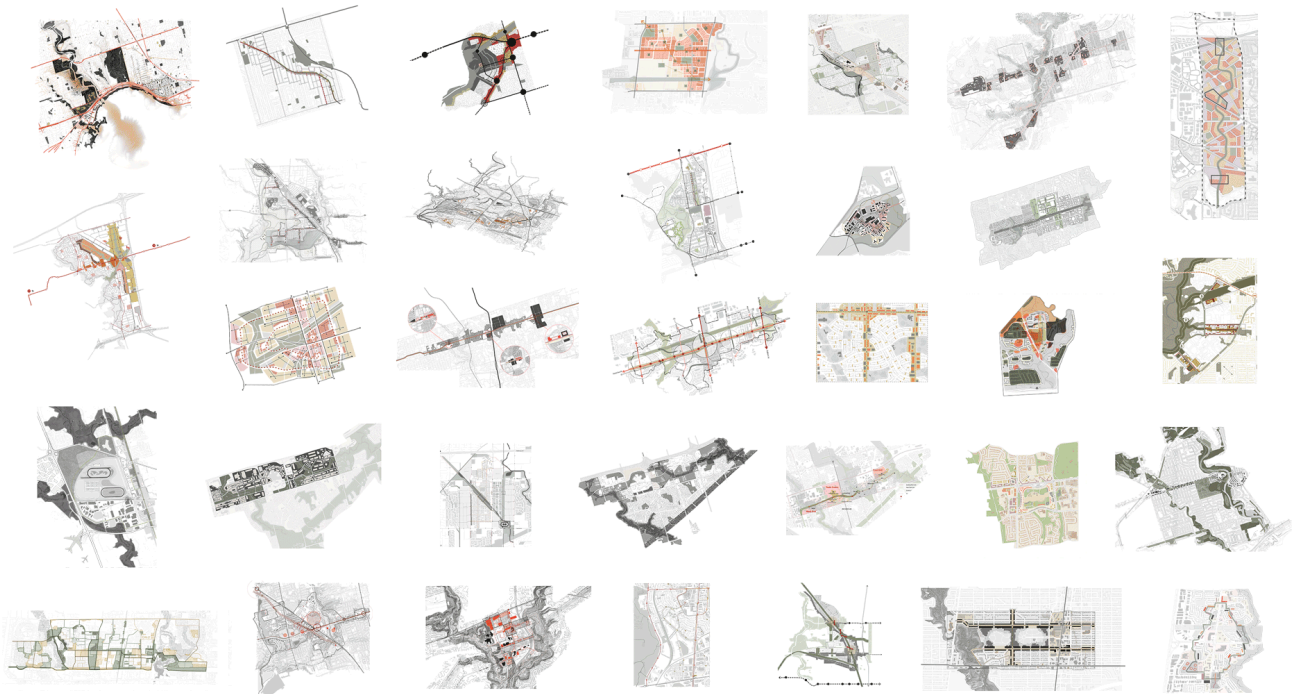


Fall 2021
GRADUATE COURSE OUTLINE

COURSE CODE: UDR1011Y / LAN2013Y / ARC2013Y
COURSE TITLE: Integrated Urbanism Studio
LOCATION: Hybrid: Daniels Graduate Studio and Online
CLASS HOURS: Mon: 9-6 Thu: 2-6pm
INSTRUCTORS:
MUD Michael Piper (*coordinator*)
MLA Fadi Masoud (*coordinator*) / Megan Esopenko / Rob Wright
MARCH Roberto Damiani (*coordinator*) / Pina Petricone /
Mariana Leguia / Anne-Marie Armstrong / Drew Adams / Jon Cummings
Laurence Holland / Christos Marcopoulos / Lukas Pauer / Delnaz Yekrangian
WEBSITE: <https://academic.daniels.utoronto.ca/urbanism/>



Design Action Zones (DAZ)s are sites of urban transformation and intervention at the intersection of social, ecological, development, and political pressures. (Integrated Urbanism Studio - 2020)

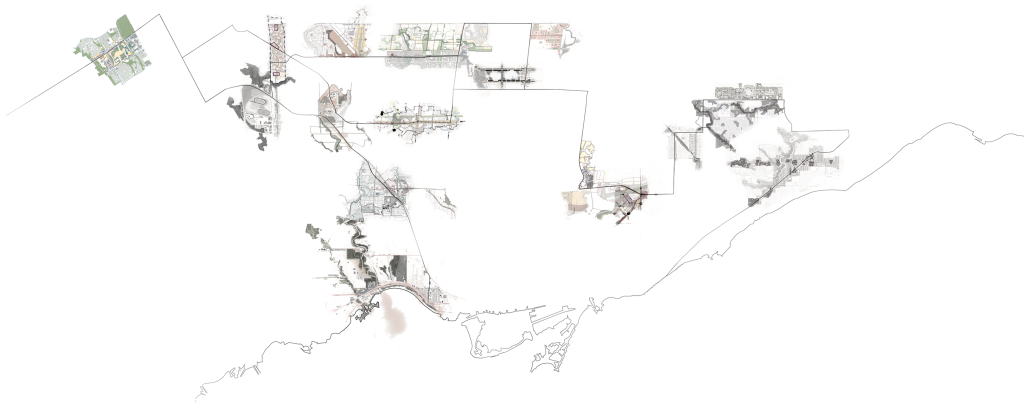
COURSE DESCRIPTION:

At this moment, two interrelated conditions press the viability of cities. The first is the environmental cost of modern urbanization as epitomized by the climate crisis. The other is the social liabilities of development led by private interests. Together, these conditions have produced tremendous inequities in health, housing, services, mobility, and employment. In the past, addressing one has often meant sacrificing the other. Until now, modern cities have internalized environmental costs and social liabilities as natural parts of urban growth. Given increasing social contestation and environmental threats, would it be wise to continue to do so?

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 stormwater runoff. Robust green infrastructure for flood mitigation might inadvertently drive up land value and housing costs, resulting in “climate gentrification.” This studio will negotiate these seemingly conflicting endeavours 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 will provide a platform for students to work from distinct disciplinary approaches that are ultimately shared through a common body of knowledge.

Design and the Green New Deal:

Urbanism, Housing, Climate Resilience, and Socio-environmental Justice



Toronto's Design Action Zones (DAZ) Integrated Urbanism Studio - 2020

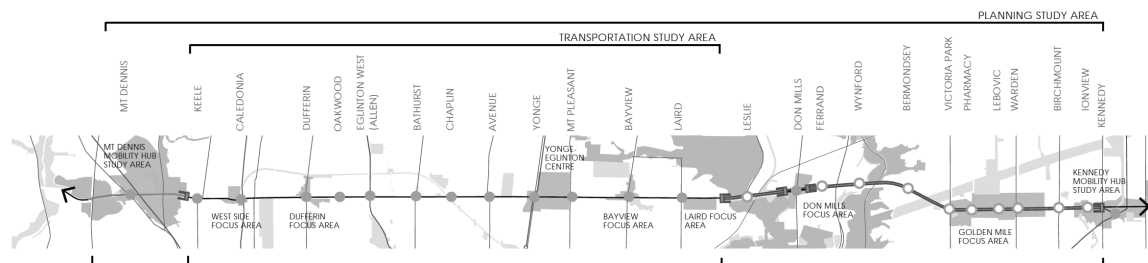
This studio is intended to be a collaborative and interdisciplinary platform that will bring together the Daniels Faculty’s design programs to translate the core goals of the Green New Deal—**decarbonization, climate resilience, employment, equity, and social justice**—into design and projects for Toronto’s urban region. The studio will broaden the investigation to help us envision new forms of housing, open spaces, infrastructure, and social service for the Greater Toronto Area. Additionally, the studios will identify, as a matter of priority where these projects should take place? what will they look like? And who will they serve?

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, open spaces, and housing projects that were invented a generation before. This time, we contend, big infrastructure, housing, and public realm 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 our “design action” in this context is to provide the vision, tools, and frameworks for local actors and agents. In the spirit of linking design with urban policy ambitions, 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 cities face today, the studio will ask students to reconceive our notion of buildings, neighborhoods, transportation, energy and food networks, affordable housing, parks, storm-water systems, and other public assets that form Toronto’s physical urban fabric.

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.

Eglinton Crosstown: Design Action Zones Spine



This year, the studio will ask students to identify Design Action Zones along the Eglinton Avenue urban corridor. With its length of 20 kilometres, the forthcoming light railway line will shape the future of one of the longest transit corridors in Canada. Eglinton Avenue is the urban spine that marks a transition between the traditional built fabric of downtown and more contemporary patterns typical of the postwar years. Employment areas, growth centres, ravines, residential neighbourhoods, retail corridors, and shopping malls are only a small sample of the of the varied buildings and landscapes that qualify the heterogeneous street sections of Eglinton. Compared to other established corridors like Bloor St. or St. Clair Avenue closer to downtown, Eglinton Avenue is more dynamic and in transition. The employment areas of the Golden Mile and Weston Rd., the transit node of Eglinton Station, the residential complex of Flemingdon Park, the concentration of “towers in the park” near Jane Street and Black Creek, the areas serviced by the eventual extension of the crosstown LRT to Pearson Airport, and the hyper-dense core at the intersection of Eglinton and Yonge St., are areas that are all under extreme development pressure.

Toronto has been experiencing unprecedented growth in the last twenty years that produced fast urban densification. However, the positive outcomes of this unique process are unevenly distributed and not

accessible to everyone. Despite the enormous amount of new development, the lack of adequate public policies regarding dwelling, open space provision, community services, and infrastructure to mitigate the impact of market-driven decisions has produced a city with very little architecture beyond the more profitable building types of single-family homes and condo towers.

According to the Province's projections, Toronto will grow by almost 30% by 2046, reaching nearly 4 million inhabitants. How can the transit corridor of Eglinton Avenue integrate the demand for more density with the pressing environmental and social agendas? Students will try to answer this and other design questions regarding housing affordability, spatial and mobility justice, and social and ecological resilience by leveraging the opportunities produced by the new transit line. In doing so, students will consider both top-down planning frameworks, like the 2014 report *Eglinton Connects* with its visions made of mid and high-rise corridors, and bottom-up ones produced by spontaneous groups of citizens asking for counter-gentrification policies such as community land trusts.

ASSIGNMENTS

Exercise 1 (3 weeks)

EX. 1A: Policy Mapping and Research

Teams will identify, research, and map urban systems (buildings, roads, topography / hydrology, open space. etc.) and geo-locate from pre-selected planning policies and reports the sites of active policy areas (Mid-rise Avenues, Growth Centres, Parkland Strategy...etc.) along the Eglinton Corridor. Teams will produce maps at a standardized scale and projection. Each Team will also produce a short media / info-graphic presentation to describe and distill the policy framework.

EX. 1B: 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) along the Eglinton Corridor. DAZs are areas within the city that exhibit a high degree of 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 cognitive and analytical plans of the DAZs. These drawings should frame areas of the corridor and illustrate the overlap of two or more urban systems / policies. These DAZs will provide the basis for site selection for the design proposal.

EX. 1C: Focus Sites and Strategic Vision

Once the DAZ is selected and its critical layers are visualized, each group will identify an urban condition (e.g., a street, a network of buildings and open spaces, a specific block pattern) that will function as the anchor for the strategic vision. Simply put, the strategic vision is a schematic drawing that describes the larger area of intervention, its relationship to the city at larger, and smaller focus sites for detailed design interventions that are contained within. Students will produce this one large drawing (a plan or an isometric) that isolates their DAZ, as a site for strategic intervention, from the existing fabric.

Exercise 2 (3 weeks)

Each team will select a set of critical precedent(s) relevant to their DAZ and strategic vision. After analyzing the various projects' constructed narratives, site strategies, sponsoring agencies, stakeholders / constituents, methods, plans, propositions, and tactics, each group will explore the precedent's potential to address the focus sites according to the narrative from Ex. 1.

Ex. 2A: Precedent Research Decoding

Teams will be provided with a set of precedents under the categories of: Resilient Urbanism, Collective Patterns, and Urban Housing. Each group is asked to review drawings and documents, and to understand the precedents' design principles, standards, and rules. The goal is to understand what makes them exemplary from an architectural, landscape, and urban perspective.

Using the research developed in 2020, teams should extract spatial and programmatic metrics to be collected into a studio-wide collective matrix. 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.

Ex. 2B: Projective Illustration

From the collective matrix of strategies and typologies, each team is asked to curate a selection of at least five exemplary urban design rules / strategies / typologies and deploy them on the strategic vision to refine its spatial structure. The deployment can happen through collage, comparative analysis of similar conditions, or scaling. Each pairing must emphasize hybrids and coupling of systems that support housing, infrastructure, and landscape. These strategies must also respond to the aims of the strategic vision from 1C.

Exercise 3

Urban Transformations Along Eglinton (7 weeks)

Students will develop multi-scalar, scenario-based, design proposals that further their Strategic Vision and build upon the design narrative crafted through Exercise 1 and 2.

Ex. 3A: Focus Sites Scenarios and Strategies

Student teams will revise the strategic vision and envision design scenarios for the focus sites identified in Ex. 1C as the starting point. They will refine the focus sites from Ex. 1 and zoom in for design with greater detail. 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. For example, the proposed networks might link new housing patterns to social service sites such as community centres or schools or they could reimagine slated parcels for new development proposals such as malls or employment zones and connect them to linear parks along hydro corridors or ecological and recreational networks such as ravines and trails. Architecture students will envision housing networks thinking about affordability, multi-cultural identity, and the complex articulation of Eglinton Avenue as a transit thoroughfare. Landscape architecture students will envision how the public realm and the interaction of open space, buildings, and infrastructure will make Toronto more resilient to climate shocks and stresses.

Ex. 3B: Site Detailing / Typological Design

Students will be asked to zoom in and detail the scenarios for the focus sites. This detailing should *not* include the full material articulation of buildings or landscapes, rather, it should be detailed at a typological level. Students will be required to develop multi-scalar site plans, and then to describe other standard elements of their landscapes or buildings. Landscape architecture students, for example, will be asked to develop topographic, hydrological, and programmatic strategies that direct the placement of buildings, roads, parks and other infrastructures. Urban Design students will be asked to detail public spaces and infrastructure. Meanwhile, architecture students will be asked to produce typical floor plans and massing of dwellings and other relevant buildings.

Ex. 3C: Design Elements and Visualization

The final three weeks of the studio will offer time for students to look closer into the design of specific systems and refine drawings they have been working on throughout the semester. Architecture students will refine the

buildings envelopes paying attention to comfort, energy, visual appearance, social interaction, and cultural identity. Landscape architecture students will need to develop dynamic animated plans and renderings showing time-based or cyclical transformations and scenarios of their proposals. Students will use the visual essays of the sites they produced in project 1A and integrate their design proposition into these images.

Disciplinary Frameworks

MArch and MUD students will be required to zoom into a site to develop detailed designs for housing, streets and block patterns, open space networks and social service. These detailed designs should negotiate a combination of urban systems addressing climate, housing, social equity and mobility. Architecture students will be required to investigate urban dwellings by exploring the potential and limits of the relationship between urban morphology and architectural typology. Design invention will address 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 design project at the intersection of ecology, equity, and climate resilience and adaptation. Extreme heat, thermal comfort, air quality, extreme precipitation, and urban flooding as key climate stressors on Toronto. 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 feeble 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 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 access. 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.

Learning Objectives and Outcomes:

- 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.

At the end of this course students will be able to:

- Describe the ways in which architecture, landscape, and urban design, can address questions of cultural relevance, modern craft, and environmental resilience.
- Recognize and enforce relationships between built form, site, urban context, and ecological conditions.

- Navigate the regulatory system and instruments that govern the context within which architecture, landscape, and urban design practices exist.
- Understand the political, socio-cultural, environmental, economic, and technological contexts within architecture, landscape, and urban design exist.
- Draw influence and information from cognate fields and bodies of knowledge.
- Effectively employ the broad range of techniques for two-dimensional and three-dimensional representation including mapping, modeling, and simulation.

READING LIST:

The studio's living bibliography can be found here:

<https://docs.google.com/document/d/1QpZnPyV06xG0PtabBfwakcjJbbDAIhzPvb28OJYIrGA/edit?usp=sharing>

SCHEDULE:

Week 1

Sept 13

- **AM: Online** Course Overview / Introduction to Exercise 1
Assigned - Exercise 1A: Mapping and Research
- **PM: In-Studio** Meeting with groups

Sept 16

- **PM: In-Studio** Desk Critique - Ex. 1A

Week 2

Sept 20

- **AM: In-Studio** **PAIRED DESK CRIT**
Due: Ex. 1A: Base maps and research presentation
Assigned: Exercise 1B: DAZ Overlay and Narratives
- **1 PM: Online** *Lunch-time Lecture: Mark Sterling*
- **PM: In-Studio** **PAIRED DESK CRIT**

Sept 23

- **PM: In-Studio** Desk Critique - Ex. 1B
Overlay Maps and aerial photographs of DAZs due.
Assigned: Exercise Ex. 1C: Strategic Vision

Week 3

Sept 27

- **In-Studio** **PAIRED DESK CRIT**
1C Strategic Vision

Sept 30

- **In-Studio** Desk Critique – Ex. 1C, Strategic Vision
- Week 4**
- Oct 4
- **Online** **FINAL REVIEW – Exercise 1(A+B+C)**
Assigned Ex. 2A: Precedent Research/Summary
- Oct 7
- **In-Studio** Desk Crits
Assigned – Ex. 2B: Projective Illustration
- Week 5**
- Oct. 11
- **NO CLASS** Thanksgiving, university closed
- Oct 14
- **In-Studio** Desk Critique – Ex. 2A, Precedent Research/Summary
Assigned – Ex. 2B: Projective Illustration
- Week 6**
- Oct 18
- **AM: In-Studio** **PAIRED DESK CRIT**
Ex. 2B: Projective Illustration
 - **1 PM: Online** *Lunch-time Lecture: Nicole St. Pierre*
 - **PM: In-Studio** **PAIRED DESK CRIT**
- Oct 21
- **ONLINE** **FINAL REVIEW – Exercise 2 (A+B)**
Assigned – Ex. 3A:
Focus Site Scenarios and Strategies
- Week 7**
- Oct 25
- **AM: In-Studio** **PAIRED DESK CRIT**
Ex. 3A
 - **1 PM Online** *Lunch-time Lecture: Stephan Gray*
 - **PM: In-Studio** **PAIRED DESK CRIT**
- Oct 28
- **In-Studio** Desk Critique – Ex. 3A
- Week 8**
- Nov 1
- **In-Studio** **PAIRED DESK CRIT – Ex. 3A**
- Nov 4
- **In-Studio** Desk Critique – Ex. 3A

Week 9

Nov 8

- **ONLINE** **MID-REVIEW I Ex. 3A**
Assigned – Ex. 3B: Focus Site

Nov 11

- **In-Studio** Desk Critique – Ex. 3B

Week 10

Nov 15

- **AM: In-Studio** **PAIRED DESK CRIT**
Ex. 3B
- **1 PM Online** *Lunch-time Lecture: Kofi Boone*
- **PM: In-Studio** **PAIRED DESK CRIT**

Nov 18

- **In-Studio** Desk Critique – Ex. 3B

Week 11

Nov 22

- **ONLINE** **MID-REVIEW II Ex. 3A+B**
Assigned – Ex. 3C: Design Elements and Visualization

Nov 25

- **In-Studio** Desk Critique – Ex. 3C

Week 12

Nov 29

- **In-Studio** **PAIRED DESK CRIT – Ex. 3C**

Dec 2

- **In-Studio** Desk Critique – Ex. 3C

Week 13

No Lecture Classes / Studio Only

Dec 6

- **In-Studio** **PAIRED DESK CRIT – Ex. 3C**

Dec 9

- **In-Studio** Desk Critique – Ex. 3C

Week 14

- **ONLINE** **FINAL REVIEW, Date T.B.D.**



Important Dates:

Fall 2021	
Labour Day (University Closed)	Monday, September 6, 2021
First day of F/Y Classes	Thursday, September 9, 2021
Final date to add F/Y courses	Monday, September 20, 2021
Thanksgiving (University Closed)	Monday, October 11, 2021
Last day to cancel without academic penalty	Monday, October 25, 2021
Last Day of F/Y courses	Wednesday, December 8, 2021
Final Examination Period	December 9 – December 21, 2021

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](#).

HYBRID STUDIO:

Due to the ongoing uncertainty of the COVID19 pandemic, we will be adopting a hybrid model for our studios. In-person desk crits and group meetings are possible in smaller groups, especially in the context of individual teaching units sections. However, larger lectures, meetings, and reviews / paired crits will take place virtually. Please familiarize yourselves with online teaching tools below.

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

- We will be using Zoom / MS Teams for group discussions. We'll send you a recurring zoom link for studio-wide meetings and lectures. 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 "f24da6f2") <https://cargo.site/>

EVALUATION:

25%	EX. 1
15%	Ex. 2
35%	Ex. 3
10%	Visualization / Communication
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

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. Offences 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 UAlert, the University's alert system, at <http://alert.utoronto.ca/>. UAlert 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/departments/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/>).

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