Fall 2022
GRADUATE COURSE OUTLINE

COURSE CODE: UDR1011Y / LAN2013Y / ARC2013Y
COURSE TITLE: Integrated Urbanism Studio
LOCATION: Daniels Graduate Studio and Online
CLASS HOURS: Mon: 9-6 Thu: 2-6pm
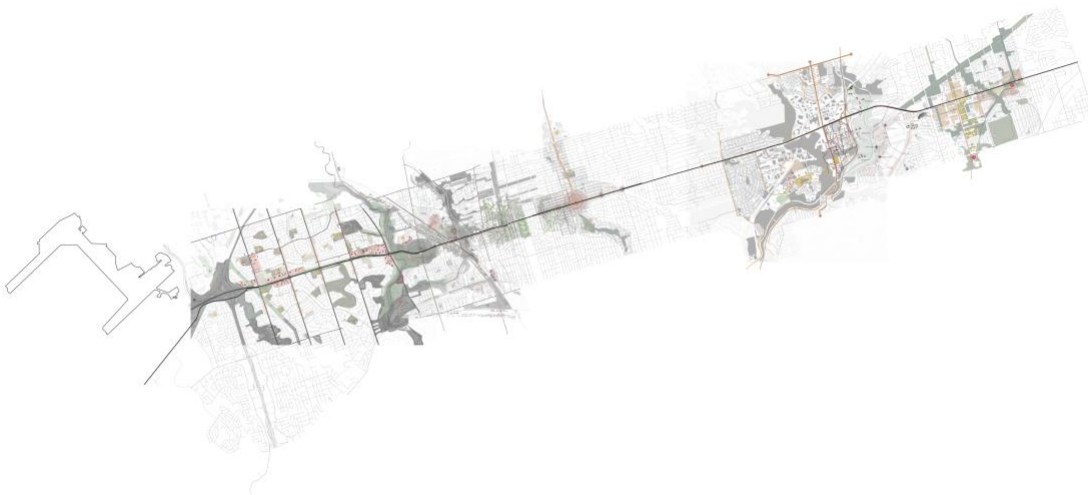**INSTRUCTORS:**
    MUD   Michael Piper *(coordinator)*
    MLA   Fadi Masoud *(coordinator)* / Rob Wright
    MARCH   Roberto Damiani *(coordinator)* / Drew Adams
                  George Baird / Aziza Chaouni **/** Jon Cummings / Natalia Echeverri /
                  Laurence Holland / Christos Marcopoulos / Lisa Rapoport
      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 - 2021)

JUST TORONTO: Urbanism, Housing, and Climate Resilience

COURSE DESCRIPTION:

The climate and affordability crises are pressing the viability of cities. Together, these conditions have produced tremendous inequities in housing, climate vulnerability, access to green space, social and educational services, health, mobility, and employment. Until now, global cities like Toronto have internalized environmental costs and social liabilities as natural parts of urban growth. As cities begin to act, contradictions emerge when negotiating the demands of these various challenges - addressing one has often meant sacrificing others.

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The Integrated Urbanism Studio will negotiate these seemingly conflicting endeavours by providing a platform for students from the Daniels Faculty's design disciplines (MLA, MUD, MArch) to engage in common areas of urban design and research. This studio is intended to be collaborative and interdisciplinary with the aim of translating the core goals of decarbonization, climate resilience, and spatial justice into design projects for Toronto's urban region. The studio will ask students to envision new forms of housing, open space, infrastructure, and social service for the Greater Toronto Area while emphasizing the need to address where these projects should take place and whom they will serve.

Rather than invent radical new infrastructures, the studio will focus on repurposing and reimagining "outdated" and "crumbling" urban physical systems, open spaces, and building types invented for previous generations. We recognize that 21st-century forms of infrastructure, housing, and public realm projects won't bear the brand of a central agency, but instead will be a diffused constellation of neighbourhood authors, local agencies, and individual actors. Our "design action" role 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, the studio will study policies, community leaders, and neighbourhood actions that Toronto residents have been using in recent decades to address climate, affordable housing, mobility, and social equity issues.

The studio will first ask students to investigate and then 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 have 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 to serve a more resilient and equitable metropolitan region.

TRANSIT-ORIENTED URBANISM AND SPATIAL JUSTICE:
Urbanism, Housing, Climate Resilience, and Socio-environmental Justice

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

Demographic and income data, urban research, and real estate market values all suggest that Toronto has become spatially unjust. The unprecedented growth of the city over the last twenty years has produced fast and uneven urban densification, public space, infrastructure, and social services distribution across. While many neighbourhoods have become socially and infrastructurally wealthier, others have remained underserved and are increasingly vulnerable to climate shocks and stresses. To address some of these challenges, the City of

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Toronto announced new programs in 2020 to make the city more socially just, environmentally resilient, and affordable.

It is well known that improvements to public transit are catalysts for more environmentally and socially sustainable urban growth. Urban transformation and densification triggered by new transit lines remain one of the last opportunities to bring climate and spatial justice to the city's most equity-deserving groups. However, recognizing that public investments in transit and improvements to the public realm often result in gentrification and exacerbate unequal service access, there is a need to incorporate measures to promote equity, such as robust investments in affordable housing, support of land trusts, and the creation of social services.

This year, the studio will ask students to identify "Design Action Zones" along the forthcoming light rail lines of Eglinton Avenue, Sheppard Avenue East, and Finch Avenue West. Employment areas, high-rise tower communities, ravines, residential neighbourhoods, retail strips, and shopping malls are only a small sample of the varied built forms and landscapes that qualify the heterogeneous street sections of the three corridors.

The diversity of built forms along these corridors reflects a variety of histories. The section of Eglinton Ave. between Dufferin St. and Bayview Ave. is denser and established as it moves across some of the more affluent neighbourhoods in the city like Forest Hill and Mount Pleasant. The fabric becomes more heterogenous east of the Don Valley where changes to employment land are turning what was a commercial strip into a mixed-use corridor with large-scale developments such as the Golden Mile. The City's vision for Eglinton Avenue is collected in the report *Eglinton Connects* (2014).

Just north of Highway 401, the Sheppard Avenue East LRT line is a 13km long corridor from Don Mills to Morningside Ave. It is an extension of the short segment of the subway line from Yonge to Don Mills. More recent in its formation than Eglinton Ave., the corridor cuts through four fabric types. An asymmetrical segment with employment uses on the north, and residential to the south follows a denser region close to Highway 404. The longest part of the corridor is a suburban arterial flanked by houses backing onto Sheppard Ave. The employment uses at the intersection of Morningside Ave. and Highway 401 end the corridor on the eastern side. Don Mills will be one of the major transit areas in the city as evident in the secondary plan for Sheppard Ave. between Bayview Avenue and Leslie Street.

Finch Ave. West is 11Km long and is flanked by multiple land uses like retail plazas, clusters of high-rise buildings, small-scale mixed-use retail and employment land with office parks. There are two post-secondary educational institutions, Humber College and York University in proximity. In 2015, Finch Ave. West comprised 3% of the city's total employment, and like Sheppard Ave., low-rise residential neighbourhoods comprise a large portion of the urban fabric. The social composition of Finch Ave. West is unique as 61% of the population are immigrants, and seven of Toronto's Neighbourhood Improvement Areas cover most of the corridor length (2015).

Throughout the studio, students will reconcile the evolution of Eglinton Ave., Sheppard Ave., and Finch Ave. as transit corridors with the new demands of housing affordability, climate and spatial justice, and social and ecological resilience by leveraging the opportunities produced by new transit lines. Students will consider both top-down planning frameworks, like the 2014 report Eglinton Connects or the recently approved Inclusionary Zoning, and bottom-up ones produced by spontaneous groups of citizens asking for counter-gentrification strategies such as co-op housing and community land trusts.

DISCIPLINARY FRAMEWORKS

MArch and MUD students will be required to zoom into a site to develop detailed designs for housing, streets, block patterns, open space networks, and social services. These detailed designs should negotiate a combination of urban systems addressing climate, housing, spatial equity and mobility. Architecture students will be required to investigate affordable housing by exploring the potential and limits of the relationship between densification and transit.

Design invention will address how new densities can improve housing affordability and shape the public realm by complementing the neighbourhood with additional urban services. Affordable housing programs in Toronto are varied and mostly financial. Architecture sections will pay a particular focus on frameworks that have a clear connection to design. In particular, the discussion will consider inclusionary zoning, the Housing Now program, laneway suites, public-private partnerships and non-profit models like public housing, co-op housing, and the community land trust. Although public housing remains the framework that offers more design freedom, it has lost political consensus in Toronto and internationally. Students interested in working with this framework should approach it critically and consider how design can mediate the attached social stigma and lack of public funding. Although housing affordability remains a critical factor of housing justice, it is not the only one. Demographic integration, built-in community amenities and job opportunities are other factors to consider when thinking about housing as a social infrastructure.

MLA students are required to envision an urban design project that include built-form, open space, and infrastructure at the intersection of ecology, social equity, and climate resilience, mitigation, and adaptation. Extreme heat, thermal comfort, air quality, extreme precipitation, and urban flooding are key climate stressors in Toronto that must be addressed in the proposed designs. Adaptation to risks from climate change-related hazards include context-specific actions to prevent or minimize damage, adjust to it, or 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). Without innovative climate adaptation and resilience design 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 regional scales. They must be based on the ecological, topographic, or geomorphological conditions that impact an area's adaptive capacity (as opposed to solely political or administrative boundaries). 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.

ASSIGNMENTS

1. Spatializing Injustice: Networks and Urban Blocks (3 weeks)

The first exercise asks students to map critical conditions along the three transit lines and identify Design Action Zones for future interventions. While the landscape and urban design students will focus on demographic data, policy initiatives, and landscape conditions of socio-environmental inequality, architecture students will study the built form in these areas, analyzing residential and mixed-use urban blocks in Toronto and comparing them to local and international precedents.

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ARCHITECTURE

Ex. 1A An Urban Atlas of Housing Injustice

The first exercise asks architecture students to visualize the spatialization of housing injustice by studying typical urban blocks within a 1km radius of Eglinton Ave., Sheppard Ave. East, and Finch Ave. West light transit lines. The analysis will consider each block's contextual relationship to regional and neighbourhood conditions. It will continue by looking into the block's internal configuration, focusing on density, building and open space typology, land use, income, and demographics. The scope of the exercise is to extract the morpho-typological code of each block and understand how housing patterns inform social and climate injustice narratives in urban areas in transformation due to the forthcoming transit corridor. More details will be provided in a separate handout.

Ex. 1B Housing as a Social Infrastructure

After the atlas, the second part of Exercise 1 introduces students to local and international exemplary architectural, landscape, and urban design that provide inspiring combinations of affordable housing and programs to retrofit neighbourhoods. Each group is asked to re-draw, abstract, and illustrate (in isometric, section, and plan) design principles, standards, rules, and spatial and programmatic metrics of the selected precedent. More details will be provided in a separate handout. The outcomes of Ex. 1 will inform a studio-wide design typological catalogue to be used as a reference when approaching the design phase.

LANDSCAPE ARCHITECTURE AND URBAN DESIGN

EXERCISE 1

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 transit corridors. 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 physical impacts of these policies on the city.

Ex. 1B: Overlay and Narratives

Using the maps from 1A, teams are asked to overlay a selection of 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 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 for the DAZs. These drawings should frame areas of the corridor and illustrate the overlap of two or more urban systems/policies. These days will provide the basis for site selection for the design proposal.

Ex. 1C: DAZ Opportunities: Focus Sites and Strategic Vision

Once the DAZ is selected and its critical layers are visualized, each group will identify opportunities and constraints for housing densification, the addition, or protection, of open spaces, and highlighting other key sites, catalysis, anchors, or armatures for urban transformations (community centres, institutional buildings, transit corridors, shopping malls, etc.). Simply put, the strategic vision is a schematic drawing of existing conditions

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that spatially outlines opportunities and constraints of intervention. Teams will produce one large drawing (a plan or an isometric) that isolates their DAZ, as a site for strategic intervention, from the existing fabric.

EXERCISE 2

Knowledge Exchange (3 weeks)

Organized in paired sections that combine Landscape, Architecture and Urban Design, students from each program will exchange ideas to develop multi-scalar, scenario-based design proposals that build upon the knowledge gained through Exercise 1.

Architecture

As a starting point, architecture students are asked to select one of the DAZs from the paired groups, choose an affordability framework and select potential sites for design intervention. This is the moment in the design process when students choose under which affordable model they want to work (Inclusionary zoning, Housing Now, public-private partnerships, public housing) or propose forms of non-profit ownership like a co-op or a community land trust. As a reminder, Inclusionary Zoning applies only to new developments with more than ten dwelling units and less than 51% of affordable units close to major transit station areas and in identified market areas. The site choice should consider economic dynamics and reflect how affordability links urban/social/climate perspectives to multi-cultural representation and the retrofit of underserved neighbourhoods. On this note, students should articulate specific demographic targets if the design narrative comprises ones.

In the second step of the exercise, each group will develop three massing iterations testing how different FARs and lot coverage would affect the affordability strategy and select one to pursue further. While working on the design iterations, each group should draft a design code to situate the landscape and urban design knowledge on the site. The design code could register the typical condition of the site and test how the block rules can eventually propagate beyond the scale of the individual block. Or, like in *The City of the Captive Globe* by Rem Koolhaas, speculate on the exceptional nature of each block. It is important to remember that the code should be developed in coordination with the paired LAN/URD section and register the critical design rules and standards to mediate the connection between the multiple scales from the private housing realm to the more public one of streets, the neighbourhood, and the city at large.

Landscape Architecture

Building on the "Strategic Vision"'s opportunities and constraints identified in Ex1C, landscape architecture students must continue to articulate and identify regions and systems for critical environmental and landscape transformations. A set of multi-scalar projective design ideas must address opportunities for expanding and transforming the urban ground and its public realm to deal with climate-related stresses such as flooding, urban heat, and soil and air pollution. These schematic propositions should include topographic (cut-fill) strategies and surface condition permeability, programmatic, and land cover iterations. Lastly, landscape and ground operations must both intersect with infrastructural and social space provision as well as set the stage for future building and increased density.

Urban Design

MUD students will be asked to elaborate on the "Strategic Visions" from Ex.1C. This will include identifying and clarifying the relationship between focus sites for future density, existing open space assets, and new open spaces that address environmental or social conditions that have been identified in the previous exercise. There will be an emphasis on scaling new housing types to delivery methods of affordability, siting of these types across the DAZ along with an argument to describe intentions.

EXERCISE 3
Design for Spatial Justice (6 weeks)

In Exercise 3, students will develop multi-scalar, scenario-based design proposals that further the design narrative crafted through Exercises 1 and 2.

Ex. 3A: Focus Sites Scenarios (2 Weeks)

Student teams will revise the strategic vision and block strategy and envision design scenarios for the focus sites identified in Ex. 2. 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 develop further the massing iteration from Ex. 2, defining the relationship between private and communal spaces through building and open space types and program studies. The typological studies should include schematic floor plans and sections. 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 (3 Weeks)

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; instead, it should be detailed at a typological level. Students must develop multi-scalar site plans and 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 further investigate the articulation of the building through floor plans and sections highlighting the connection between the residential program and the public realm.

Design Visualization (1 week)

The final week of the studio will be dedicated to refining the overall design narrative and selecting and finalizing the drawings and models for the last reviews.

Learning Objectives and Outcomes:

- To explore the urban underpinnings and dimensions of Architecture, Landscape Architecture and Urban Design and how their history, geography, construction types, economics, ecology and social life inform contemporary modes of design practice and city building.

- 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 knowledge of current conditions, challenges, and opportunities, and in ways that promise to tell their work as future design professionals.

- To Introduce students to issues facing contemporary urbanism; specifically, climate change and socio-environmental equity/justice issues.

- To envision architecture, landscape, and urban design strategies producing social and environmental
equity.

- To focus on a particular form of the urban project at the intersection of architecture, landscape architecture and urban design, considering a range of elements – from the street to the block, the neighbourhood to the park, and the district to the larger contexts of the city region.

- To use analytical, policy, and spatial tools to identify urban sites for intervention and transformation.

- To introduce students to a selection of urban design, architectural, and landscape precedents with the primary objective of extracting typological and methical guidelines for use in the design phase.
- To help students construct a project narrative for the identified/selected site through a curated set of media, mapping, visualizations, and illustrations.

- Critique the social and environmental impact of specific built forms and describe how architecture, landscape, and urban design, can address social justice and environmental resilience.

- Analyze urban conditions 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 architecture, and urban design practices exist.

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- Classify building and open space typologies and apply design rules and standards as learned through the precedents study.

- Effectively employ various two-dimensional and three-dimensional representation techniques, including mapping, modelling, and simulation.

- ARC Compare and evaluate design outcomes through an iterative process that considers quantitative and qualitative inputs.

- ARC Create affordable housing design strategies informed by an understanding of the broader environmental and social implications of urban living.

- ARC: Develop schematic and detailed architectural proposal compliant with the city of Toronto's official plan and Ontario building code.

- LAN: Use the landscape, its systems, and opportunities as the primary medium for the design of an urban district that includes open spaces, infrastructure, and built fabric - with major considerations given to demographics and equity concerns.

- LAN: Use the landscape and its systems to identify opportunities for decarbonization, climate mitigation, adaptation and resilience, pollution remediation, green employment, affordable housing/development, and the design of new blue-green infrastructures in the public realm / open spaces.

READING LIST:
The studio's living bibliography will be sent as a Google Document

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SCHEDULE:

Week	1) Monday, Sep. 12	Intro Studio | Ex.1 Assigned
	Thursday, Sep. 15	Paired desk crits
	2) Monday, Sep. 19	Paired desk crits
	Thursday, Sep. 22	Paired desk crits | Ex.1A Presentations | Ex.1B Intro
	3) Monday, Sep. 26	Paired desk crits
	Thursday, Sep. 29	Paired desk crits

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Week	**4) Monday, Oct. 3**	**Ex.1 Exhibit | Ex. 2 Knowledge Exchange Intro**
	Thursday, Oct. 6	Knowledge exchange
	5) Monday, Oct. 10	Thanksgiving
	Thursday, Oct. 13	Individual unit desk crits
	6) Monday, Oct. 17	Knowledge exchange
	Thursday, Oct. 20	Individual unit desk crits
Week	**7) Monday, Oct. 24**	**Knowledge Exchange Presentations | Ex. 3 Intro**
	Thursday, Oct. 27	Individual unit desk crits
	8) Monday, Oct. 31	Individual unit desk crits
	Thursday, Nov. 3	Individual unit desk crits
Week	**9)** Monday, Nov. 7	Paired presentations Ex. 3A
	Thursday, Nov. 10	Individual unit desk crits
	10) Monday, Nov. 14	Individual unit desk crits
	Thursday, Nov. 17	Individual unit desk crits
	11) Monday., Nov. 21	Individual unit desk crits
	Thursday, Nov. 24	Individual unit desk crits
Week	**12)** Monday, Nov. 28	Paired presentations Ex. 3B
	Thursday, Dec. 1	Individual unit desk crits

Final Reviews   **Wed., Dec. 7 —Thurs., Dec., 8**

Important Dates:

Fall 2022	
Labour Day (University Closed)	Monday, September 5, 2022
First day of F/Y Classes	Monday, September 12, 2022
Final date to add F/Y courses	Monday, September 26, 2022
Thanksgiving (University Closed)	Monday, October 10, 2022
Last day to cancel without academic penalty	Monday, October 31, 2022
Black Out Week (no deadlines)	Monday, November 28, 2022 – Friday, December 2, 2022

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Last day of F/Y Classes	Friday, December 2, 2022
Final Examination and Studio Review period Holiday Break (University Closed)	Monday, December 5, 2022 – Tuesday, December 20, 2022 (including Saturday and/or Sundays) December 21, 2022 – January 1, 2023

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.

The studio will be taught in person with some lectures held remotely. Students must comply with the most recent university and provincial health guidelines. 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.

Occasionally instructors may ask to use Zoom / MS Teams to review the work or communicate with the section. In that case, the instructor will send information for the remote meeting.

ONLINE STUDIO TEACHING TOOLS:

ZOOM / MS TEAMS
- We will be using Zoom / MS Teams for occasional 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 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,

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 can 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/

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EVALUATION:

20%	**EX. 1**
20%	**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

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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 winter term is December 20, 2022. 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 20, 2022. https://www.sgs.utoronto.ca/policies-guidelines/coursework-extensions/

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 report their absence through the online absence declaration tool on Acorn and advisor their professor. Without any documentation, or where notice was not given, the ultimate decision is at the instructor's discretion.

PREPAREDNESS AT UOFT:
Students are advised to register for UTAlert, the University's alert system, at http://alert.utoronto.ca/. UTAlert 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."

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The Writing Centre at the John H. Daniels Faculty of Architecture, Landscape, and Design (https://www.daniels.utoronto.ca/students/student-services) 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:

"By submitting my studio assignments, I confirm that this assignment represents entirely m 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 **ARC / LAN 2013 URD1011** 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:

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1 Spadina Cres.
Toronto, ON M5S 2J5
Canada
416-978-5038

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/).

Student Work – Daniels Publishing Policy
On occasion, the John H. Daniels Faculty of Architecture, Landscape, and Design (the Faculty) will share, 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. Should you wish to 'opt out', please contact communications@daniels.utoronto.ca, otherwise, 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 social media, website and print.

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