UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Studio One - ARCH 506 | F(0-8) Fall 2021
Design as Activism: Comple(x)ity and Pluralism at Fort Calgary

Instructors:
B01 | B02 Dr. Brian R. Sinclair (Course Manager)
B03 | B04 Dan Hapton
B05 | B06 Matthew Parker
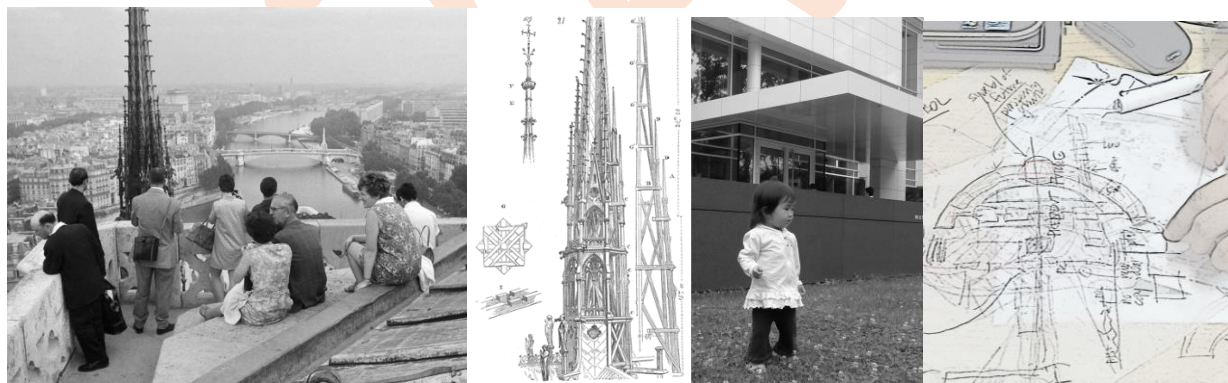B07 | B08 Alberto de Salvatierra
B09 | B10 Alison MacLachlan

Class Dates and Times:
Monday Tuesday Thursday Friday, | September 07 – December 08 | 2pm – 6pm (primary contact days Monday|Thursday with other days utilized & programmed at the discretion of individual section instructors)

Email Policy:
Please note that all course communications must occur through your @ucalgary email, and the instructors will aim to respond to emails sent via student's @ucalgary emails within approximately 48 hours.

DESIGN THINKING

"In a fragment of a second you can understand: Things you know, things you don't know, things you don't know that you don't know, conscious, unconscious, things which in a fragment of a second you can react to: we can all imagine why this capacity was given to us as human beings - I guess to survive. Architecture to me has the same kind of capacity. It takes longer to capture, but the essence to me is the same. I call this atmosphere. When you experience a building and it gets to you. It sticks in your memory and your feelings. I guess that's what I am trying to do."
(Peter Zumthor)

Discussion on Studio Pedagogy

This is the first studio in the four-studio foundational rotation, and therefore, it shoulders the responsibility to define fundamental aspects of architecture, its culture, its design processes, its discipline, and its users/consumers. Part of the learning curve explicit in the pedagogy of a first studio is the development of a consciousness around moving from lived experience to its abstract interpretation within architectural conventions. These architectural conventions collectively form a language that can be consciously manipulated towards the construction of design intentions in architectural form/space. Architectural form/space, in turn, anticipates lived experience. The studio experience, then, encompasses the above process as a designed sequence of explorations by the student, specifically geared to develop each student's consciousness around how architecture exists simultaneously as its own abstract way of understanding the world while projecting and anticipating new realities in that world. The studio is structured in a manner that opens with an emphasis on analysis (research), transitions towards the introduction into synthesis (design), then concludes with full and meaningful immersion into synthesis - namely the design of a home for an Activist.

The studio embraces a pedagogy that aims to provide a well-grounded introduction into not only the technical skills of communicating, but also and critically the social, psychological, cultural and other ways of conceiving and creating Architecture. In this way, over the course of the semester, Studio One engages each student to develop a relationship between critical thinking and design thinking. Concurrently, students are encouraged to begin to develop an understanding of context & conditions (that is, a world view) while forging a perspective on their role in the system (that is, a self view). Interspersed with more conventional studio mentorship & guidance at the section level will be required topical seminars, with invited guests, targeting pressing issues facing architecture and societies beyond. Overarching specific considerations of technical competency are broader objectives around understanding society, human behavior, environmental dimensions and quality of life (QoL).

Course Delivery Mode:

This course will take place in a blended format. Studio activities at the section level, including desk crits, will be conducted primarily in person. Larger meetings, including full cohort workshops, will likely be delivered online using zoom. The teaching team, and individual instructors, will be providing guidance with respect to specific modes of delivery pertinent to given activities. If the government and the university determine that additional measures are needed, based on public health circumstances, the studio will follow such measures. Please ensure to read the relevant sections of the syllabus, and associated links, regarding online delivery.

Technology Requirements:

Regardless of modes of studio delivery, to successfully engage in their learning experiences at the University of Calgary, students in studio are required to have reliable access to the following technology:

•   A computer with a supported operating system, as well as the latest security, and malware updates.
•   A current and updated web browser

- Webcam (built-in or external)
- Microphone and speaker (built-in or external), or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection
- Student IT Resources

Workshop Safety Training Requirement

As this studio requires use of the SAPL workshop, both the online Trajectory safety training course as well as in-person workshop training and a grade of pass on the final evaluation project must be completed before a student will be granted access. This training is offered once a year, around the start of Fall term. The following is the schedule of Studio One dates, by section, for the mandatory training:

Sinclair - Wednesday, September 01 – 1pm to 4pm
Hapton - Friday, September 03 – 1pm to 4pm
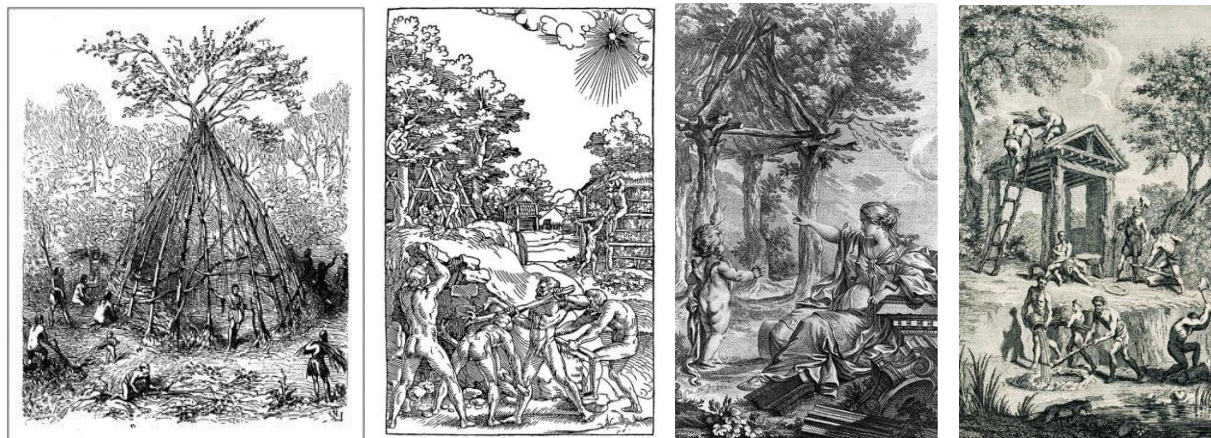**De Salvatierra** - Wednesday September 08 – 1pm to 4pm
MacLachlan - Friday September 10 – 1pm to 4pm
Parker - Thursday, September 23 – 1pm to 4pm

Course Learning Outcomes

Studio One (www.ucalgary.ca/pubs/calendar/current/architecture.html#47126) aims to develop a well-rounded set of competencies, strategies and ways of seeing, that equip students to move forward in the program. The learning outcomes target foundational knowledge and skills, with the design project -- a home -- intentionally limited in scale and manageable in complexity. The following objectives inform the teaching approach for Studio One:

1. To acquire the knowledge of a design process based on the relationship between critical thinking and design thinking as a means of translating bodies of knowledge into innovative design solutions.
2. To develop a consciousness around, and become conversant with, the fundamental aspects defining the discipline of architecture.
3. To attain awareness of, and sensitivity to, the diversity of users that access the built environment, and to pursue environmental design that fosters health, wellness, happiness, and heightened quality of life (QoL) of individuals, and the broader communities, that access our buildings, landscapes, and urban realms.
4. To develop the skills to explore and manipulate architectural space and form towards pursuing design intentions.
5. To develop an awareness of a functional program and its relationship to architectural space and form, as well as the act of programming towards conceptually tuning function as a contributive element to manifesting architectural intentions.
6. To develop the skills to critically interpret context and deploy mapping strategies towards revealing a context's capacity to contribute to an architectural project's design intentions.
7. To develop the skills to explore and document ideation from analysis and interpretation, through to conception and design development, as an iterative and synthetic process.
8. To develop in students, self and world views that couple the pursuit of excellence in design with the need to advocate for equity, diversity, inclusion, wellness + sustainability in our built environments.

Teaching Approach

In this studio there will be five studio sections, each necessarily covering the same fundamental material and deliverables, based on the Architecture Program's established pedagogy. Within this overall pedagogical and studio delivery framework, each instructor can particularize the studio experience strategically. Each instructor will provide detailed project descriptions, and communicate specific requirements, throughout the semester, based on the studio framework. Guidance and feedback will be provided during regular on-line desk crits, informal lectures, and formal reviews.

Interwoven within the studio education are selected and required topical seminars, or workshops, addressing numerous issues of intense concern and relevance to our contemporary world. These seminars, involving all studio sections, will involve invited guests who are leaders in their respective fields. These seminars are intended to introduce students to new knowledge deemed vital to improving the nature of modern cities and societies, including ensuring social/spatial justice, pursuing sustainability in natural/built environments, and heightening quality of life for all people. Seminars are coordinated with studio phases, subjects, and assignments.

The course will be appropriately dovetailed with the Graphics One and History One courses, creating the necessary dialogue between the development of knowledge bases and their strategic applicability to contribute to the conceptual framework of the studio project, and its development into resolved architectural form. Students are expected to apply skills and knowledge acquired in graphics and history within the studio environment, with an aim to realize design solutions that are sensitive to circumstances, informed by evidence, and appropriate for intended users.
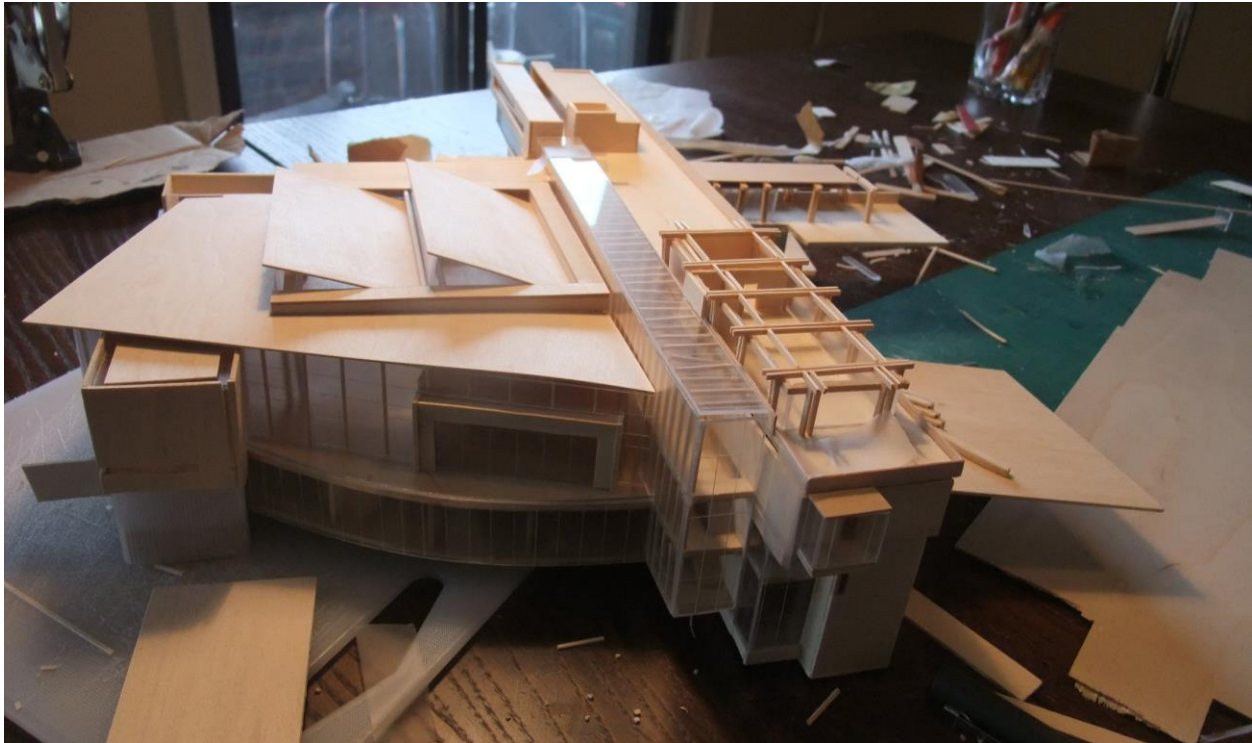
User, Program + Site | A Home for Activist-X

"By linking design to activism, "design activism" considers design as a vehicle for activism. Rather than viewing design as a technical exercise, "design activism" or "design as activism" recognizes the potential and capacity of design \as a tool for social and environmental progress."
(Design Activism Seminar, University of Washington, 2020)

User: A contemporary activist (Activist-X) based in Calgary Canada.
Program: Home (300 M2 +/- 10%) including a live/work studio inspired by and based on research into a particular activism + activist's life/work.

ARCH506_StudioOne_F2021-SYLLABUS-r21-Sinclair-Aug27-2021

Site: **Fort Calgary**, Calgary, Canada (three distinct site options provided - with site areas and finite boundaries to be provided by teaching team)

Centre for Human Values - sinclairstudio + RK Architecture   *(© b.r.sinclair 2021)*

Canadian Architectural Certification Board (CACB) Student Performance Criteria (SPC):

The following CACB Student Performance Criteria will be covered in this course at a primary level:

A1. **Design Theories, Precedents, and Methods**. The student must demonstrate an *ability* to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents.

A2. Design Skills. The student must demonstrate an *ability* to apply design theories, methods and precedents to the conception, configurations, and design of buildings, spaces, building elements, and tectonic components.

A3. Design Tools. The student must demonstrate an ability to use the broad range of design tools available to the architectural discipline, including a range of techniques for two-dimensional and three-dimensional representation, computational design, modeling, simulation, and fabrication.

A4. Program Analysis. The student must demonstrate an *ability* to analyse and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selections and design assessment criteria.

A5. Site Context and Design. The student must demonstrate an *ability* to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientations in the development of an architectural design project.

B1. Critical Thinking and Communication. The student must demonstrate an ability to reach clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standard; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual medial effectively to appropriately communicate on subject matter related to the architectural discipline with the profession and general public.
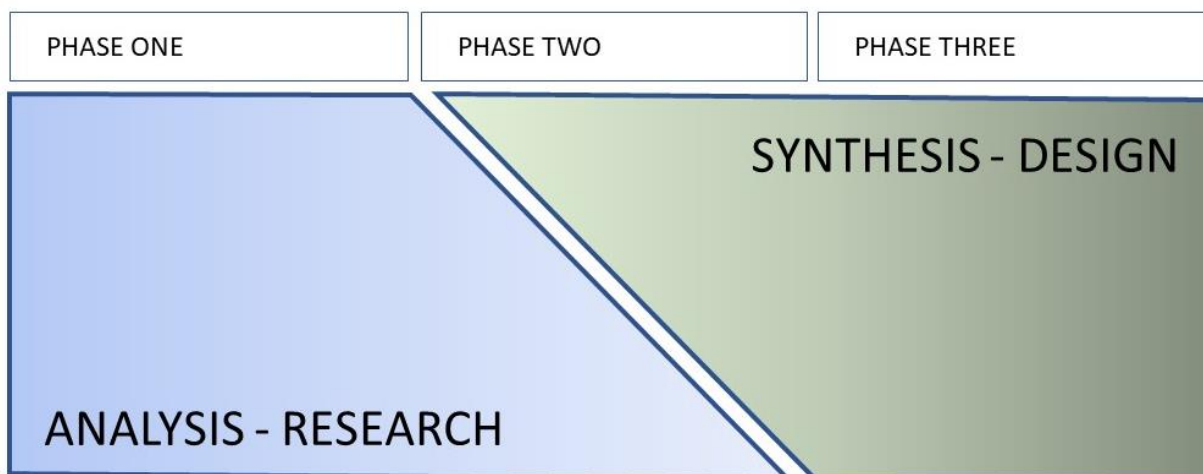
Topical Seminars

Studio One will hold numerous full class (all sections) mandatory workshops on topics relevant and vital to the design of buildings, landscapes, spaces and places. All students must attend and participate in these core sessions. The following topics & dates (tentative - subject to change) will be offered:

Landscape	Friday September 17	(de Salvatierra)
Sustainability	Tuesday September 21st	(Parker)
Indigeneity	Tuesday October 19th	(Sinclair)
Equity	Friday October 29th	(MacLachlan)

Learning Resources

Studio One has several textbooks and readings that will serve to develop knowledge and guide actions over the semester. Numerous of these resources operate across all sections -- that is, they are part of a studio-wide teaching model. Each instructor will also have unique readings and resources that synchronize with their own teaching style and learning objectives.

1. Required Studio Textbooks (available at the University of Calgary bookstore)
    a. Costanza-Chock, Sasha. Design Justice: Community-Led Practices to Build the Worlds We Need. MIT Press: Cambridge, Massachusetts. 2020
    Open Access: https://design-justice.pubpub.org/
    b. Ching, Francis D. K. Architecture: Form, Space, & Order (4th Edition). Wiley: NY. 2014.
2. Recommended Studio Textbooks (see list in syllabus)
3. Various publications defining a foundation in the architectural discipline (by each Instructor)

PHASE ONE	PHASE TWO	PHASE THREE

SYNTHESIS - DESIGN

ANALYSIS - RESEARCH

Studio One Transition from Research Through Design

(© b.r.sinclair 2021)

Course Expectations, Assessment Components, and Course Schedule

Students are expected to complete all assignments, be present on Mondays and Thursdays (and on other studio days as required) and attend all lectures and reviews. At formal reviews students are expected to be present for ALL presentations by peers. Students will also be expected to read any assigned readings. Detailed project descriptions will be provided throughout the term by studio instructors. The following is the overall studio schedule and the general breakdown of assignments:

Phase 1   **Analysis | Research**   25%
                       Tuesday September 7 – Friday October 01 (3.5 weeks)
                       REVIEW: Friday October 01 (individual presentations)

                       Description:
                       The opening phase of studio permits students to delve into critical aspects of analyzing, or researching, key components regarding the term project. Architects refer to problem seeking -- pursuing a rich understanding of the essence of a design problem -- informed by investigation into the factors and forces in play. By studying these core components an awareness is built concerning the foundations upon

which the project, a home for Activist X, will be conceived and created later in the term. Research across Phase 1 examines basic topics: the act of Activism, the qualities that define Place (including landscape precedents), and finally, the understanding of Site & Sustainability. Each of these areas, in principle and in practice, are interrelated. However, for the purposes of studio, each will be considered separately over Phase 1 then assembled and connected for the first studio review. Phase 1 will also include a discrete assignment focused on Making -- in this case a physical model exploring place. Instructors, per section, will guide students through various tasks based on an overall set of Studio One objectives guided by their own approach to pedagogy and learning.

Week 1 Researching Activism (group)
Week 2 Researching Place (including 'making' exercise physical model) (group)
Week 3 Researching Site/Sustainability (individual)
Week 4 Review Preparation (individual)

Base Deliverables (specific deliverables issued per section | instructor):

1. Research exploration + representation on Activism
    a. Mixed Media collage (NTS)
    b. One-page Manifesto (letter Arial 12pt)
2. Delineating, explaining, and celebrating Place: Calgary, Mohkinstsis, Urban Core, East Village, Fort Calgary
    a. Landscape Precedent Studies
    b. 'Making' Exercise Physical Model - Conceptually exploring Place
3. Preliminary Sustainability Strategy (one page letter Arial 12pt)
4. Site Analysis: Detailed analysis and narrative presentation of the site based on both its physical and immaterial aspects: drawing is used in translating the diverse knowledge developed from a site analysis into a comprehensive two-dimensional representation of site. Graphic strategies are utilized to explore the site as a complex, layered entity. (report 10pp letter Arial 12pt)
    a. Site Plan incorporating appropriate representations of existing conditions including vegetation, circulation systems, structures, art installations, urban armatures, outdoor rooms, sun path shadows, wind shadows.
    b. Two Extended Site Sections of existing conditions
5. PowerPoint & PDF for Review Presentation (details per section | instructor)

Block Week   Monday October 4 – Friday October 8 (no studio)

Phase 2   **Analysis to Synthesis | Research to Design**   25%
Tuesday, October 12 – Friday November 5 (3.5 weeks)
REVIEW: Thursday November 4 (individual presentations)

Description:
Students in Phase 2 of Studio One will continue to examine, in more detail, vital aspects of the district, land and site (Fort Calgary) while concurrently considering

architectural precedent and architectural program. Equipped with an initial understanding of place and people, informed by research in Phase 1, students delve deeper into the nuances of project users, gaining awareness of needs and aspirations. Students will research an activism 'type' to better understand how user needs and space effectively connect. Students, in groups, will craft narratives illustrating a typical 'day-in-the-life' of Activist X - this understanding of activities will inform building requirements. With a grasp of user needs, and insights into space and form, students will individually develop initial conceptual designs for a Home for Activist X. In this phase students delineate and communicate design ideas, with knowledge acquired in the graphics course and in studio. The nature of architectural graphics in this opening stage of design is focused on disciplined line work and simple orthographic drawings, with an emphasis on monochromatic expression.

Week 5 Investigating Precedents in Architecture (group)
Week 6 Studying Activism Types + Activist Agendas (Day in the Life) (group)
Week 7 Develop Architectural Program + Design Concept (individual)
Week 8 Review Preparation (individual)

Base Deliverables (specific deliverables issued per section | instructor):

1. Precedent Studies (Architecture)
2. Activism Type Description - A Day in the Life of Activist X
3. Program: A detailed program for a live/work studio for Activist X based on the research of a specific activist, how they live and their strategies into cultural/social tactics and impacts. Programming includes a list of spaces (including SQM), a 'bubble diagram' explaining the spatial relationships between the different constituent spaces of the program, and a description of each space. (report 10pp letter Arial 12pt)
4. Conceptual Design: An array of drawings, primarily focused on line work and orthographics, that effectively communicate the initial design directions for a home for Activist X. Clarity of drawings, including use of line weights, is essential at this stage of studio. Drawings should be monochromatic.
   The following drawings are required:
   a. Parti (2D|3D)
   b. Site Plan with roof plan proposed landscape design
   c. Floor Plans (per level)
   d. Elevations (minimum 4)
   e. Sections (minimum 2)
   f. Precedents (minimum 2)
   g. Sustainability Strategy Diagram
   h. Axonometrics (minimum 2)
   The following physical model is required:
   • 1:200 massing model (incl class-prepared site base | 1 per section)
5. PowerPoint & PDF for Review Presentation (details per section | instructor)

Mid-Term Break Sunday November 7 – Saturday November 13 (no classes)

| Phase 3 | **Synthesis | Design: A Home for Activist-X** | 40% |

Monday, November 15 - Thursday December 09 (3.5 weeks)
REVIEW: Week of December 13th - Exact Date TBD (individual presentations)

Description:
The final month (Phase 3) of studio is focused on design development and professional delineation of a 300 M2 (+/-10%) home, for Activist X, located on the grounds of the historically significant Fort Calgary site. A landscape component, as part of the house design, will be included. Students will develop the initial concept, generated in Phase 2, into a resolved, well-considered and well-communicated Architectural project. Details of space and form will be pursued, including aspects of materiality, light, proportions, circulation, access, views, meaning, identity, landscape, and so forth. The goal of this ultimate segment of Studio One is to have students competently advance their design, execute clear illustrative drawings, and effectively communicate their work to others.

Week 9-12 Designing a Home for Activist X (iteration, refinement, resolution)

Base Deliverables (specific deliverables issued per section | instructor):

1. Design Development: An array of more advanced drawings, primarily focused on line work and orthographics, that effectively communicate the initial design directions for a home for Activist X. Clarity of drawings, including use of line weights, remains essential for this stage of studio. Drawings should be mainly monochromatic, with sparing use of color based on instructor's guidance.
   The following drawings are required:
   a. Parti (2D|3D)
   b. Site Plan with roof plan proposed landscape design
   c. Floor Plans (per level)
   d. Elevations (minimum 4)
   e. Sections (minimum 2)
   f. Precedents (minimum 2)
   g. Sustainability Strategy Diagram
   h. Axonometrics (minimum 2)
   i. Perspectives (minimum 2)
   The following physical model is required:
   - 1:200 massing model (including class-prepared site base)
   - 1:100 architectural model
2. PowerPoint & PDF for Review Presentation (details per section | instructor)

Final Reviews   Week of December 13th - Review Date to Be Determined

Final Individual Portfolio + Section Studio Book Submission   10%
Friday December 17

Required + Recommended Textbooks

Required

1. Ching, Francis D. K. Architecture: Form, Space, & Order (4th Edition). Wiley: New York. 2014.
2. Costanza-Chock, Sasha. Design Justice: Community-Led Practices to Build the Worlds We Need. MIT Press: Cambridge, Massachusetts. 2020.
Open Access: https://design-justice.pubpub.org/

Recommended

1. Bieling, Tom (Editor). Design (&) Activism: Perspectives on Design as Activism and Activism as Design. Mimesis International: city. 2019.
2. Chattopadhyay, Swati and White, Jeremy (Editors). The Routledge Companion to Critical Approaches to Contemporary Architecture. Routledge: London. 2021
3. Smith, Korydon and Guitart, Miguel. Introducing Architectural Theory: Debating a Discipline. Routledge: London. 2012.

Note: A passing grade in all assignments is required to pass the course.

Late Assignments will lose a letter grade every 24 hours after the submission date/time.

Expectations for Writing (https://www.ucalgary.ca/pubs/calendar/current/e-2.html)

Grading Scale				
Grade	**Grade Point Value**	**4-Point Range**	**Percent**	**Description**
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot

				be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Guidelines for Zoom Sessions

Some activities within studio may require the use of digital conferencing. Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

UNIVERSITY OF CALGARY POLICIES + SUPPORTS:

COVID-19 PROCEDURE FOR SICK STUDENTS: https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the faculty. https://www.ucalgary.ca/secretariat/student-appeals

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk