Environmental Design Capstone
Course Syllabus for EN D 4993, Section 001. 3 Credit Hours
Spring Semester 20??
Class Hours: Fridays, 9:30am-12:30pm
Building: Gould Hall. Room: IQC Conference Room

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Course Website: http://learn.ou.edu

Course Description:

The course will provide students a hands-on service/learning opportunity, presenting real world challenges that require collaboration. The students will work with faculty, guest speakers, practicing professionals, paid staff, volunteers, and/or community stakeholders to address a project in an Oklahoma community. The work will include exposure to the community’s social and built environment as well as academic instruction.

Course Objectives:
The course objectives include the following:

• Provide students the experience of contributing to an actual project for an Oklahoma community.
• Engage students with staff, volunteers, and community stakeholders.
• Expose students to practicing professionals in various design oriented fields.
• Provide the opportunity for students to complete documentation, research, and field work both in individual and group settings.
• Expose students to working with local media.
• Provide students the opportunities to learn new skills for field work, for public presentations, and for written reports.

Prerequisites:
• EnD 3893 Introduction to Urban Development: Theory & Practice
• EnD 3993 Environmental Design Practicum (can be completed concurrently with this course)
• EnD 4893 (Currently RCPL 5970 / ARCH 5970) Historic Preservation Planning
Text(s) Required:
This is the fourth course of a course sequence for the Bachelor of Science in Environmental Design. Students will need to use the previous texts from the other three courses for their research. These courses and texts include the following (in order of course sequence):

EnD 3893 Introduction to Urban Development: Theory & Practice
• All recommended texts distributed by professor for this course.

EnD 3993 Environmental Design Practicum
• Recommended texts for this course:
  o Mike Miles, Gayle Baren, Mark Eppli, Marc Weiss; “Real Estate Development: Principles and Process” Urban Land Institute; 2007
  o Deborah Brett, Adrienne Schmitz; “Real Estate Market Analysis: Methods and Case Studies” Urban Land Institute; 2009

EnD 4893 (Currently RCPL 5970 / ARCH 5970) Historic Preservation Planning
• Required text for this course:
• All recommended texts distributed by professor for this course.

Text(s) Recommended: Brief readings may be assigned throughout the semester as deemed necessary.
• All recommended readings and texts distributed by professor. Texts will vary according to the specific project to be completed during the semester.

Grading:
Grading will be given based on the documentation of understanding of the course topics. Grades will follow the typical breakdown of A (exceptional and rare); B (very good); C (good); D (poor); and F (failure). Grades will be based on 40% class participation and short exercises, and 60% on the following assignments:

15% Attendance in classes
15% Participation in group discussions
10% Participation in field trips (general)
15% Participation in field work (on-site for project)
15% Individual, “internal” journal and sketchbook
30% Final project
  15% Group, “external” report/booklet including documentation, writing, drawings, and graphics
  15% Final presentation

Grades will be assigned the following number value when averaging grades:

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<tr>
<th>Grade</th>
<th>Value</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>96</td>
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<td>A-</td>
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<td>B+</td>
<td>89</td>
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<td>B</td>
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To receive your final grade, final documentation of all work will be required and submitted before the end of the semester. The final documentation will be in electronic form.
Exams and Assignments:

Project Assignment:

The capstone course is culmination of a series of four courses for Environmental Design students. This project assignment will require the use of skills and knowledge gained in the previous three courses (EnD 3893 Introduction to Urban Development Theory & Practice; EnD 3993 Environmental Design Practicum; and EnD 4893, currently RCPL 5970/ARCH 5970, Historic Preservation Planning). Using these skills, the students will focus on one, semester-long, community-based project that has a service learning component to it.

The project will focus on a building, public space, district, downtown, or neighborhood with a specific client and user. The project will be in a smaller area within an urban or metropolitan setting or in a smaller or mid-size town in Oklahoma.

The project will require learning new research skills as well as having exposure to new resources. These sources will include historic collections of maps and photographs; professionals from private practice, public service, and non-profit work, and community programs, both government and non-profit. Exposure to these new resources will included short field trips on campus, just off campus in the Norman area, in the Oklahoma City metropolitan area, and at the location of the project.

The field work will include a variety of work including interviewing, photographing, measuring, drawing, researching (local resources), and working within constraints (weather, location, space, budget, local resources, local people).

The group project will be a combination of work of each student in the class. Based on previous skills learned through their studies as well as new skills acquired, students will have specific tasks to complete that, when combined into one final product, will provide a total overview of the recommendations for the project. Skills will require photography, computer rendering, writing, and presenting.

The final project will be presented in the following ways:

- PowerPoint presentation to be given to the client and users and completed either in a gallery presentation within the OU College of Architecture or on-site at a place selected by the client.
- Publication in the form of a small booklet that combines the photographs, maps, computer renderings, details, and other graphics deemed necessary with verbiage, captions, and texts that are easy to read and understand for the client.

The requirements for each project will be determined as each project is selected. Each semester, each capstone course will address a different project for a different client or user. The requirements for completing the project will both build on skills the students have acquired in previous Environmental Design courses and other courses while expanding their knowledge and experiences in the Environmental Design Capstone Course.
Writing Assignments:

This course will have two writing assignments. One assignment is an individual, “internal” writing that is for the student and the faculty. The other assignment is a group, “external” writing that is for the client or the user of the project for the course.

The individual, “internal” writing assignment is semester long journal that records the processes, activities, and milestones of the course. This can be recorded in a hand-written journal, electronic format, or a sketchbook, complete with small drawings, diagrams, maps, graphs, and other graphics. The focus of this writing assignment is to get the student to document the different learning experiences and various professional exposures provided during the semester. This journal will document how the student became engaged in the design process and contributed to the project solutions. References to previous readings and academic experiences in the previous three courses in this series (EnD 3893 Intro to Urban Development Theory & Practice; EnD 3993 Environmental Design Practicum; and EnD 4893, currently RCPL 5970/ARCH 5970 Historic Preservation Planning) will be encouraged.

The group, “external” writing assignment is a concise, 12-16 page document with limited, concise text that supports graphics and drawings of the final project. Each student in the Environmental Capstone Course will contribute some form of writing and graphics to this “booklet.” The writing style will be completed in a way that the client, or user, can clearly understand the design recommendations that the class made. This booklet, or document, will serve as a tool that the client, or user, will have in order to promote the project to others long after the semester is over.

Assignment Guidelines:
Unless otherwise noted, assignments are due at the beginning of class and will be turned in on time. Late assignments are subject to a penalty of 25 percent per class period (or portion thereof). This means that an assignment 1 minute late or 47 hours and 59 minutes late will result in a 25 percent deduction. The maximum deduction is 50 percent unless the assignment is not turned in at all. All assignments must be attempted by each student. Should a student fail to turn in all assignments by the beginning of the last scheduled class, they will receive a zero (0) for that assignment. Assignments shall be submitted in a neat, complete, readable, and understandable (to the Professor) manner. If I (or we) cannot understand what you have done, then you have not been successful.

Course Presentation, Guidelines, and Evaluation:
Unless otherwise indicated, students are to complete the course requirements as individuals and in collaboration. Any indication that students are doing otherwise will result in the maximum ramifications as allowed by university policy. In the case of group assignments, all members are expected to contribute to their best potential. Unless stated otherwise, a single copy of the completed assignment, with the names of group members on the cover sheet, will suffice. The instructor retains the right to have group members grade the performance of all the other members of their group.

Other Relevant Information

Class participation:
Active participation in class discussion is mandatory for all students. Students are expected to come prepared and participate by sharing thoughts, asking questions, and altogether engaging in the course discussion.
Readings:
Students are expected to complete the assigned readings before each class session. If necessary, the instructor reserves the right to use pop quizzes, request reading summaries, etc., in order to assess reading completion and comprehension.

Classroom etiquette:
During this course, all voices will be heard, regardless of race, gender, disability or sexual preference. This class shall be a place with professional standards of respect, tolerance and consideration for one another. (Note: Faculty of this course is part of the OU Sooner Ally network and the Green Zone Veteran Support Alliance.)

Attendance
Attendance is required. Explanation in advance of any absence is appreciated, but an excused absence only will be granted in case of a documented emergency or religious holiday. Attendance will be evaluated when assessing level of class participation.

3.13.2 (Faculty Handbook) Religious Holidays
It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

General Information

University policies:
The University of Oklahoma’s official policies:  http://catalog.ou.edu/current/Policies.htm

Accommodations of disabilities:
Any student in this course with a disability that may prevent him or her from fully demonstrating his or her abilities is requested to speak with the professor as early as possible. The University of Oklahoma is committed to providing reasonable accommodations for all students with disabilities. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center. More information about their services can be found here:  http://www.ou.edu/drc/home.html

Writing Center:
The Writing Center here at OU is an important resource. You will soon learn, and early in your career, the importance of good communication. The instructors at the Writing Center will be glad to talk to you about your writing, and for any course you may be taking. They are available for appointment, either online or by phone, or you can drop in any time they are open. Please familiarize yourself with their website:  http://www.ou.edu/writingcenter.html

Plagiarism:
Plagiarism is severely punished at OU and all universities. The problem has become exacerbated by the extensive outreach of the internet. It is possible to obtain voluminous information on any subject, and a temptation for many students to “lift” entire paragraphs or entire essays from the web particularly when pressed for time. Please make it a practice to cite all references using Chicago style, and never present anyone else’s work as your own. Policies regarding student rights and responsibilities can be found at the Office of Student Conduct, please see http://studentconduct.ou.edu/ for more information.
Restrictions during Dead Week:
Dead Week is defined as the seven days prior to the first day of Exams and College of Architecture courses are consistent with University policy. Student and Faculty Organizations cannot schedule events during this period that will require student participation in order that preparation time for Finals Exams is provided.

DEAD WEEK (4.10.1 Faculty Handbook)
STUDENT-FACULTY POLICIES AND INFORMATION
(A) Assignments, examinations, or projects worth less than 10 percent of a student’s grade may be assigned at any time prior to pre-finals week and may be due during pre-finals week. However, no assignments, examinations, or projects may be due on the last two days of pre-finals week.

(B) Assignments, take-home examinations, in-class examinations, or projects worth more than 10 percent of a student’s grade must be scheduled at least 30 days prior to the first day of finals and must be due or given prior to pre-finals week. Any assignment that is to take the entire semester to complete may be accepted or presented during pre-finals week provided the syllabus explicitly states that the assignment can be turned in prior to pre-finals week. In-class presentation of semester assignments due before pre-finals week may be scheduled for any day other than the last two days of pre-finals week.

(C) Special case deviations from this policy must be clearly stated in the course syllabus and approved by the chair of the department through which the course is offered.

(D) Special requests made by a student for an extension of assignment deadlines into pre-finals week may be granted subject to the discretion of the instructor.

This policy applies only to 16-week courses during the spring and fall semesters.

This policy excludes make-up assignments, make-up tests, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour with a start time before 5:00 p.m. and evening classes.

All University laboratory classes are exempt from this policy.

No University of Oklahoma Student Association (UOSA) organization may hold meetings, banquets, or receptions or sponsor or participate in any activity, program, or related function that requires student participation during pre-finals week.

Violations to this policy should be reported to the chair of the department in which the course is taught or, in special circumstances, to the dean of the college and may be grounds for grade appeal.

College of Architecture Laptop, Space-use and Building Policies:
Policies can be found at the website below and students are expected for being aware of and adhering to them. Regarding the use of Gould Hall, it is expected that students clean up during and after each studio or class project. Students who deface or damage any property other than their own are subject to penalties which can include an academic misconduct complaint. Please refer to your student code of conduct on how academic misconduct complaints are handled through the Integrity Council. Failure to comply with these policies will result in financial and/or academic misconduct charges. Clean up costs may be assessed against divisions in which the class is offered. Individual students will be held responsible for identifiable damage to facilities and equipment. Faculty will be held responsible for the condition of design studios and teaching spaces throughout the semester.

http://www.ou.edu/content/architecture/college_info/policies.html

Student Handbook:
All students should familiarize themselves with the University’s Student Code. The University’s Student Code is available at http://studentconduct.ou.edu/images/stories/student_codebook.pdf
Course Calendar

All classes are 9:30am until 12:30pm on Friday unless participants deem additional time is needed.

NOTE: This is a tentative schedule. It can be modified to meet the needs of the class, speakers, speakers, or weather conditions.

Class 1: January ??
- Introduction of faculty and students.
- Ice Breaker.
- Student Questionnaire.
- Overview of Syllabus and Semester.
- Ground Rules for Course.
- Questions and Answers.

Reading assignment: “Charts of Change” article from Preservation magazine (Sanborn Fire Insurance Maps).

Individual, “Internal” Writing assignment: Please refer to “Exams and Assignments” section of this syllabus.

Class 2: January ??
- Meet with Jackie Slater Reece and look at historic Sanborn Fire Insurance Maps and historic photograph collections at the OU Western History Collection that relate to the class project.
- PowerPoint presentation/lecture about projects related to the class project to be completed during the semester.

Project Assignment: Please refer to “Exams and Assignments” section of this syllabus.

Class 3: January ??
- Invite guest speakers from private sector or government sector to speak about their work and relate this to the class project.
- General discussion of work that is to be done for the project (based on presentations).

Class 4: February ??
- Field trip for on-site research of project, district, or program that is similar to semester project.
- Discussion to refine scope of project analysis to be done and work to be completed.

Class 5: February ??
- Presentation by faculty of similar projects, both successes and failures, of similar projects.
- Discussion of skills needed to work with the general public, non-profit organizations, private sector clients, and volunteers.
- Discussion of “mandates” for a project versus “inspirational approaches” for generating interest in a project.
Class 6: February ??
  • Preparation for field work at site.
  • Discussion of tools needed for exploratory work.
  • Discussion of roles of students in course, roles of faculty, and inclusion of staff or volunteers at project site.
  • Overview of working and interviewing with the media should we encounter reporters.
  • Overview of working with curious citizens and bystanders and the balance of transparency versus confidential details.

Class 7: February ??
  • NO CLASS THIS DAY AS WE WILL WORK ON SATURDAY (UNLESS CLASS DETERMINES THAT WE NEED PLANNING TIME).

On Site Field Work (Proposed): Saturday, March ?
  • This will be a rather long, intense work day on site in NAME OF TOWN, Oklahoma. Plan to leave early in the morning and return very late that night. More details to come.

Class 8: March?? (Mid-terms)
  • Follow-up discussions of field work completed the previous Saturday.
  • Discussions about any thoughts, reflections, findings, questions, etc., about project or client.
  • Review of work to be done.
  • Group work time for specific research, documentation, and other information gathering. Faculty available for questions, comments, and guidance.
  • End of class review of work to be done in the next class.

Class 9: March ??
  • Work with students (or groups) as needed on specific project components.
  • Recap of work completed and work to be done. Informal presentations by different groups of work accomplished to date.

No Class: March ??
  • Spring Break, March ??-??.

Class 10: March ??
  • Organizational presentation by faculty focused on the skills of groups and stages of group dynamics during project development.
  • Work time for groups with faculty oversight.

Class 11: April ??
  • Promotional presentation by faculty focused on how to “sell your ideas” to the client both in verbal and written forms.
  • Work time for groups with faculty oversight.

Class 12: April ??
  • Field trip and walking tour of place that is similar to the class project. Scheduled activity is to provide a fresh perspective as well as allow for a chance to step back from the work and re-evaluate the project.

Class 13: April ??
Work time for groups with faculty oversight.
Class 14: April ??
- Project due.
- Writing assignments due.

April ??-May ??: Final Exam Preparation Period (Dead Week)

Class 15: May 2 (Final day of classes)
- Final Class.
- Very rough dry run of final presentation, allowing for revisions for the verbal presentation to the client.

May 5-May 9: Final Examinations
- Final presentation with lunch.
- Details to be determined for date, time, and location of presentation.

May 13: Grades Due

**These are optional activities that relate to the Environmental Design Capstone Course.**