Course Title: Colloquium: Tracking the Built Environment
Course Number: ARCH 608
Credit: 1 credit
Meeting times: April 23, 2016 (one-day conference); through June 6, 2016
Next Generation: STEM, Standards, and Sustainability Conference Location: UO Baker Downtown Center, Eugene; UO White Stag Block, Portland
Instructors: Alison G. Kwok, PhD, AIA, LEED AP
Registered Architect: California, Oregon; office hours: by appointment only
Teaching Assistants: Erik Barth, Erick Bernabe, Alyssa Jagfeld, Alyssa Franco, Ashley Kopetsky, Ashley Tuffo

Course Description
Have you ever wondered how our school buildings work? Do you know that understanding the buildings you work and teach in can make the buildings work even better? Come and explore how to use your school environment as a teaching tool to enhance STEM concepts in your classroom. The Department of Architecture at the University of Oregon, ranked #1 in sustainability, is home to an inspired campus community committed to social and environmental sustainability.

During a one-day workshop on campus, teachers will learn about the sustainable design, construction, and performance of buildings through the lens of modular activities that may be adapted for classroom use. Students will explore options for applying gained knowledge to classroom environments at their own schools and discuss how to implement that information to enhance and change student learning experiences.

Following the workshop, teachers will develop, apply, and pretest a lesson plan, activity, exercise, or case study methodology from the workshop. Teachers will share these lesson plans via a workshop Learning Management System (e.g. Blackboard, Canvas or Google docs). Reading responses will be shared via a blog site. Teachers may also be asked to participate in follow up surveys, interviews, or questionnaires about their implementation experience.

Course Objectives
1. Raise awareness and understanding of how buildings work
2. Recognize on-campus habitats and consider innovative ways to infuse the principles and concepts into subject areas
3. Enhance science, technology, engineering, art, and math (STEAM) teaching and learning
4. Development of a classroom application and implementation plan
5. Understand the impacts of people, behavior, and attitudes on the environment and develop solutions to environmental problems.

Due Dates: All assigned work must be completed by June 6, 2016.

Readings
Students will read and reflect on the following:
OPW/P Architects, VS Furniture, and Bruce Mau Design. The Third Teacher, 79 Ways You Can Use Design to Transform Teaching & Learning, 3rd ed. Abrams, 2010

Course Expectations and Assignments
Participation in Next Generation: STEM, Standards, and Sustainability Conference, and:
• Lesson Plan Development: 70%
• Book Review and Reading Response: 30%

To receive UO credit for this class, participating teachers must attend: (a) Next Generation Sustainability Conference on April 23, 2016; (b) develop a lesson plan that will be implemented in your own class; and (c) complete reading responses and post online. These assignments can build upon the lessons learned in the workshop and may be completed with a partner or group of three.
Incompletes
Incompletes can be given to participating teachers who fail to complete the assignments by June 30, 2016. To receive an incomplete, the student must request it in writing from the instructor, along with a written plan and timeline for completing the unfinished assignments. It is at the instructor's discretion to accept or reject the proposed arrangement for eliminating the incomplete.

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours of student engagement</th>
<th>Explanatory comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>8</td>
<td>Face-to-face interaction and activity at the Next Generation Workshop</td>
</tr>
<tr>
<td>Readings and Written Assignments</td>
<td>6</td>
<td>Selected assigned readings and written reflections on a blog site for the course</td>
</tr>
<tr>
<td>Lesson Plan Development</td>
<td>24</td>
<td>Participants will integrate and/or apply techniques and lessons learned from the workshop and develop a lesson plan to adapt to their own class</td>
</tr>
<tr>
<td>Consultation with Teaching Assistants</td>
<td>Variable (1 – 2 hours)</td>
<td>Participants will do a progress check with teaching assistants</td>
</tr>
<tr>
<td>Total hours:</td>
<td>40</td>
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</tbody>
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Attendance Policy
Attendance at workshop and follow up activities are expected and required.

Absence Policy
Students must contact the instructor in case of illness or emergencies that preclude attending a class session or taking a quiz/exam. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. On a case-by-case basis, the instructor will determine whether the illness or emergency qualifies as an excused absence. If the absence is excused, the instructor will work with the student to create an alternate learning experience to make up for session that was missed. If no prior arrangement was made before class time, the absence will be unexcused and the student will not be able to make up the time.

Add/Drop Policy:
The last day to drop this course with a 100% refund is April 27, 2016.
The last day to add this course is April 29, 2016.

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University of Oregon.

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the university community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which are the lifeblood of the university.

Accessibility
The University of Oregon is working to create inclusive learning environments. If you have a documented disability and anticipate needing accommodations in this course, please contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu; provide documentation, by April 30, 2016.

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request. Accommodations for people with disabilities will be provided if requested in advance. © 2016 University of Oregon. AE #13342