

Introduction

In a recent publication by the Royal Architectural Institute of Canada entitled *Innovative Practice, The Regional Sessions*, Thomas Fisher remarks, "Architectural practice has become a major design problem. Traditional methods and patterns of practice and construction are not working as well as they once did. We have been conditioned to think of design as the creation of buildings and to consider practice in isolation from design. But if we define design ... more broadly as the resolution of conflict and the finding of optimal solutions to seemingly insoluble problems, then practice is ripe for a redesign."

Fisher elaborates by stating that, "what lies before us is not just the redesign of traditional practice, but the design of new practices which go beyond our role as building designers to take advantage of our potential role as activists, visionaries, enablers, and coordinators. In other words, once we see our role as not just that of building form-givers, but as architects in the broadest sense of the word, we will find our rightful place in the world."

This course is an opportunity to explore the potential for the architectural profession and architecture professionals to reconsider the nature of practice.

Objectives

- To gain an ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.
- To gain an understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.
- To gain an understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- To gain an understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation, and as well as an understanding of trends that affect practice.

Teaching Approach

The course is offered in the February Block course. It will be a combination of lectures, seminar discussion, and workshop exercises in which students will work individually and in small groups. Students will present their work to the class for discussion in the workshop sessions.

Content: Topic Areas

The course will explore entrepreneurship and its application to developing new forms of architectural practice. It will discuss the benefits and limitations of current forms of professional practice and challenge the orthodoxies of their conventions. The course will also explore leadership theory and the potential role of the architecture profession to forge new, and more meaningful, roles in contemporary society.

Means of Evaluation

The course evaluation will be based on participation in the class discussions and performance on the group project. There will be no final examinations.

Class Participation	10%
Final Group Presentation	70%
Final document submission	20%

Grading Scale

Faculty shall use the following methods for reporting grades and for determining final grades.

Final grades shall be reported as letter grades, with the grade point value as per column 2. Final grades shall be calculated according to the 4-point range in column 3. Should faculty members evaluate any individual exams or assignments by percentage grades, the equivalents shown in column 4 shall be used. Students must be informed of the method of calculation, and should be able to, from the grades provided by the instructor, determine their standing. Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range.

Assignment(s) evaluated by percentage grades will be converted into letter grade equivalents as shown.

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	92.5-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	85-92.49	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	80-84.99	Very good performance
B+	3.30	3.15-3.49	76-79.99	Good performance
B	3.00	2.85-3.14	73-75.99	Satisfactory performance
B-	2.70	2.50-2.84	70-72.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	66-69.99	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	63-65.99	
C-	1.70	1.50-1.84	60-62.99	

D+	1.30	1.15-1.49	56-59.99	
D	1.00	0.50-1.14	50-55.99	
F	0.00	0-0.49	0-49.99	

Notes:

- 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.

Partial Bibliography

In The Bubble, Designing In A Complex World, John Thackara
 Design Thinking, Tim Brown, Harvard Business Review, June 2008
<http://managementhelp.org/socialenterprise/index.htm#anchor2366>
<http://www.virtueventures.com/resources/setypology>

Partial Bibliography

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/contact>);
8. Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office).