

Course outline: Community Design Workshop / ARCH 514 / 001
(as it appears in the [eCalendar](#))

CLIMATE ACTION THROUGH DESIGN

Version 31.05.2024

General information

Term and year: Winter 2025

Course schedule (class day(s) and time): Wednesday - 09:35 am-14:25 pm

Location: MDHAR 207

Number of credits: 3 credits

Instructor information

Name and title: Assoc. Prof. Ipek Türeli,

E-mail: ipek.tureli@mcgill.ca

Office location / office hours: #308, MDHAR / Friday 2:30-4 pm

Communication plan: MS Teams

Course readings will be posted on a Teams group set up for the class; students should regularly check their Teams site and messages. Students can use Teams messaging; please expect a workday/24-hour response time.

Course overview

Course description as it appears in the eCalendar: “Context-focused community-based architectural projects undertaken in collaboration with external partners. Exploration of challenges, needs, and opportunities in architectural and urban-design interventions on real sites through interdisciplinary and cross-sectorial collaboration.”

“Climate Action through Design” is a service-learning course that provides university students the opportunity to develop and lead teaching sessions at the intersection of climate change, forced migration, and the built environment at local elementary schools. Students enrolled in this course will research and review existing programs for children, develop lesson plans, and facilitate sessions, putting into practice the insights of cutting-edge environmental education practices together with architectural scholarship pertaining to climate justice and climate action. The course is scheduled to run for thirteen weeks, convening once a week for a one-hour seminar followed by a four-hour studio session. It will culminate in an exhibition of the children's design works and the processes of the workshops.

Learning outcomes McGill students enrolled in the course will be able to:

- Better understand the learning material of the architecture’s curriculum about the social and human impact of climate change and ways design can mitigate its effects. (*Discipline based knowledge*) [Lesson Plans]
- Engage elementary school students in learning activities. (*Professional development*) [Teaching Report]
- Enhance elementary school students’ ability to understand the relationship between built environment and climate change. (*Professional development*) [Teaching Report]

Commented [SL1]: This is such an exciting course where students will develop and apply both theoretical and practical skills! My biggest question from reading the outline is, how will students develop their teaching skills, especially for this age group! Since climate change is such a complex and heavy topic, how will students practice communicating this heavy topic to young students? I know many of these details might not show up in the course outline - so you might already have a plan for how students will practice working with/talking to the K-6 students before their first interactions.

Commented [SL2]: I like how these learning outcomes are linked to the competencies and how they will be assessed.

- Leverage elementary school students’ design competencies. (*Professional development*) [Teaching Report]
- Identify/Specify/Describe various ways children’s perspectives contribute to design thinking. (*Discipline based knowledge*) [Teaching Report]
- Demonstrate how architecture is made accessible and relevant to K6 education. (*Professional development*) [Teaching Report]
- Synthesize their teaching experience by connecting the learning outcomes, classroom activities, and K-6 children’s design work. (*Communication skills*) [Teaching Report]
- Represent children’s learning outcomes through their design works. (*Communication skills*) [Poster]

Instructional methods

The first six weeks of the course consist of a one-hour seminar on module topics and a four-hour studio for discussion and developing lesson plans. In preparation for each session, you will be expected to closely read several articles that total about 100-120 pages. Seminars will feature guest speakers who are experts on the module theme. During studio sessions, students will use the existing course materials and make them accessible to K6 classrooms in the form of lessons plans. During Weeks 7-11, students will lead workshop sessions in the classrooms of the partner school using the lesson plans they developed in the previous weeks. In Weeks 12-13, the students will curate an exhibition displaying posters synthesizing the teaching sessions in annotated drawings presented in the posters.

We will be using Teams for all class communication, posting the required readings, and submitting assignments. Class attendance is mandatory, and active participation is strongly expected, as they both count toward class evaluation.

This 3-credit course adheres to McGill's guidelines for learning activities, where one credit corresponds to approximately 45 hours of student work. Consequently, students should anticipate dedicating about 135 hours over the 13-week semester.

	Lecture (1 hour)	Studio (4 hours)	Independent Study (4 hours)
Weeks 1-6	Seminar	Studio (Lesson Plans)	Reading + Research
Weeks 7-11	Seminar (Documentation of Teaching Sessions)	Studio (Teaching Sessions)	Documentation towards exhibition
Weeks 12-13	Seminar (Poster Reviews)	Studio (Exhibition Design)	Reproduction of children’s design work + Poster Design + Exhibition Installation

Expectations for student participation

The course requires active class participation. Class participation includes:

- Interacting with the instructor by asking and responding to questions
- Interacting with peers in small group activities, including peer review of weekly writings
- Contributing to whole-class discussions

- Abiding by established class norms – for example:
 - students are expected to arrive on time and not eat in class (water and beverages are acceptable) to be respectful of everyone.
 - students are expected to attend all seminar sessions. Extenuating circumstances should be communicated in writing via email to the instructor in advance of the session being missed.
- Being prepared to engage in learning and teaching activities, be they graded or not.

Weekly assigned readings (weeks 2-6): Students are expected to do the readings to understand them (not merely to skim). Note that these will serve as the critical underpinnings for both the pedagogical strategies and the content development of the lesson plans required for teaching sessions in K-6 classrooms.

In lieu of midterm: The lesson plans (weeks 2-6) and the teaching reports (weeks 7-11) will be assessed as the midterm evaluation.

The final assignment (weeks 12-13): Students will be asked to summarize their learning, documentation, reflections and experience in a poster. The posters should be designed in a way that complies with the exhibition design that will be formulated collectively at the 12th week of the seminar.

Office hours are an excellent opportunity to discuss your assignments in advance of submission.

Required course materials

There is no required textbook for the class. A list of required readings for the class will be placed in a dedicated Teams folder and is listed below in the visual table.

Evaluation

The number, nature, and forms of assessment:

- Attendance and Participation: 15%
- Lesson plans: 40% (8% x 5) (due at the end of courses on weeks 2-6)
- Teaching Reports: 30% (6% x 5)
- Final Poster: 15% (due April 9)

Late penalty: Assignments must be submitted at the beginning of class on the day they are due. In the absence of a medical certificate or analogous circumstances, any required evaluation submitted after its due date and time shall be assessed a penalty of one grading unit per day late - including weekend days. Assignments more than four days late will not be accepted.

The expectations, descriptions, and grading rubrics of the lesson plans, teaching reports, and final posters will be posted on Teams. Lesson plans, teaching reports, and posters are required to be handed in as printed hardcopies during class and to be uploaded to the designated Teams folder.

Course content

Visual Representation of Dates and Themes [Subjected to variation]

Week	Date	Description	Assignments due
1	01.08	Introduction	
2	01.15	Building Better Cities Potential guest: Prof. Avi Friedman (Architecture)	Lesson plan 1
3	01.22	Building Materials Potential guest: Prof. Sal Craig (Architecture)	Lesson plan 2
4	01.29	Rising Sea Levels Potential guest: Prof. Laxmi Sushama (Civil Engineering)	Lesson plan 3
5	02.05	Climate Migration Potential guest: Prof. Diana Allan (Anthropology)	Lesson plan 4
6	02.12	Climate Change Communication with Children Potential guest: Prof. Blane Harvey (Integrated Studies in Education)	Lesson plan 5
7	02.19	Teaching Session 1	Teaching Report 1
8	02.26	Teaching Session 2	Teaching Report 2
9	03.12	Teaching Session 3	Teaching Report 3
10	03.19	Teaching Session 4	Teaching Report 4
11	03.26	Teaching Session 5	Teaching Report 5
12	04.02	Poster Preparation + Reviews	Draft Posters
13	04.09	Exhibition Design	Final Posters' Exhibition

McGill policy statements

- Language of submission
“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à la [Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)
- Academic integrity
“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student](#)

Conduct and Disciplinary Procedures” (Approved by Senate on 29 January 2003) (See McGill’s guide to academic honesty for more information).

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et procédures disciplinaires. » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l’honnêteté académique de McGill.)

Additional statements

- Artificial Intelligence (AI) Tools: To ensure a fair and consistent learning experience for all students, the use of advanced AI tools is strictly prohibited for all academic (written/audiovisual/ creative/etc.) work, assignments, and assessments in this course. Students may not use artificial intelligence tools for writing response papers or completing major course assignments.
- Assessment: The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.
- Charter of Students’ Rights: Additional policies governing academic issues that affect students can be found in the McGill Charter of Students’ Rights.
- Content warning: Please be aware that some of the content in this course contains language or images that may be difficult for some students. Some of it may be emotionally and intellectually challenging to engage with. I will flag especially intense content that discusses or represents challenging topics and themes and will do my best to make this classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content.
- Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.
- Extraordinary circumstances: In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
- Inclusive learning environment: As the instructor of this course, I endeavor to provide an

inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or [Student Accessibility and Achievement](#).

- Intellectual property: I ask for everyone's cooperation in ensuring that the materials shared as course content are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.
- Learning support resources: Consult resources from [Teaching and Learning Services \(TLS\)](#) on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through [Stay on Track](#) and to attend workshops. For further individualized support check out the programs and resources from [Student Accessibility & Achievement](#).
- Mercury course evaluations: [Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience.
- You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- Mobile devices: No audio or video recording of any kind is allowed without the explicit permission of the instructor.
- Pronouns: Please meet during office hours or email if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your pronouns.
- Recording privacy: I will notify you if part of a class is being recorded, but for now, I am not planning to record any part of class.
- Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.
- Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).
- Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.
- Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from [Student Services](#).