California Polytechnic State University, San Luis Obispo

Construction Management Department

CM 318, Housing and Communities, Fall 2019

Instructor:	Scott Kelting
Office Location:	Bldg. 186, A205
Telephone:	(805) 756-6315 *email for fastest response!
Email:	skelting@calpoly.edu
Office Hours:	Thursdays 11-3, online or by appointment
Class Days/Times:	T,R 9:10 am – 11:00 pm
Classroom:	Bldg. 02: Room 113
Prerequisite(s):	Junior standing; completion of GE Area A with grades of C- or better; completion of one course in GE Area B1 with a grade of C- or better; and one lower-division course in GE Area D.

Course Description

An overview of the social, economic, environmental and cultural impacts of housing on communities and nations. Students are presented with varied perspectives to understand the different facets of housing and their impacts on the human experience. 4 lectures.

Course Goals and Learning Outcomes

Course Goals

1. This course will address critical thinking through analysis, evaluation, and synthesis of information. Housing encompasses and affects a broad range of topics such as socio-economics, politics, design, and diversity. Because housing impacts so many facets of our human experience, the course requires students to analyze and evaluate information from these different facets to more fully understand the impacts of housing on individuals and groups.

2. The course plans to use an interactive online format that uses student input and interaction through discussion and interaction. To develop written and visual communication the course includes a housing experience assignment where students are required to write about and visually document their experience exploring various housing organizations and their initiatives. The class further requires communication as student comments and responses regarding reading assignments.

3. By providing background and information on various topics directly and indirectly related to social responsibility in the context of housing, this course helps prepare students to: gain intercultural competence, know and recognize civic responsibility, and gain the ability to engage effectively in their communities. This core objective is addressed through housing in sections focused on: Government policy, homelessness, affordability, diversity, aging, health,

sustainability, international housing and communities and neighborhoods. The synthesis of these issues that are all directly related to housing combine to inform students holistically on social responsibility as it relates to their homes, communities, states, and nations. Further the housing experience assignment will serve as a vehicle for students to gain knowledge about their civic responsibilities, and to engage in their community.

4. The core objective of personal responsibility will be addressed through a similar approach as social responsibility. The course includes class sessions that address: policy, homelessness, affordability, diversity, aging, health, sustainability, and communities and neighborhoods. Within these sections the impacts housing has on us as individuals, and the impacts of our choices regarding housing are addressed. Through these topics students will learn how housing choices lead to different outcomes and the ethical need to consider social, cultural, and environmental consequences in those choices. Additionally the housing experience assignment will give students exposure to the results and consequences of decisions made.

Course Learning Outcomes (CLOs)

1. Examine basic residential architectural styles and identify the societal changes that were associated with each style.

2. To think critically about the social, economic, political, and environmental effects of housing on the United States.

3. Discuss the importance of home as a symbol of self.

4. Learn how household characteristics, social class components, and housing values and norms have an effect on housing choices.

5. Assess how household characteristics, social class components, and housing values and norms have an effect on housing choices.

6. Analyze the role of the federal government in establishing housing policies and programs, learn about the government's affordability challenge associated with cost burdened households, and gain knowledge about the strength and weakness of various legislations.

7. Understand how life style choices influence and determine the quality of one's life as related to the home environment.

Student and Program Learning Outcomes

The American Council for Construction Education (ACCE) is the accrediting body for Cal Poly's construction management program. The ACCE requires achievement of 20 student learning outcomes,(SLOs). The construction management program has identified 20 program learning outcomes (PLOs) that equal or exceed the ACCE SLOs and 5 additional idiosyncratic PLOs.

This course supports the following PLOs:

PLO 1: Create written communications appropriate to the construction discipline.

PLO 2: Create oral presentations appropriate to the construction discipline.
PLO 4: Create construction project cost estimates.
PLO 5: Create construction project schedules.
PLO 6: Analyze professional decisions based on ethical principles.
PLO 7: Analyze construction documents for planning and management of construction processes.
PLO 8: Analyze methods, materials, and equipment used to construct projects.
PLO 10: Apply electronic-based technology to manage the construction process.
PLO 13: Understand construction risk management.
PLO 15: Understand construction quality assurance and control.
PLO 18: Understand the basic principles of sustainable construction.
PLO 19: Understand the basic principles of structural behavior.
PLO 20: Understand the basic principles of mechanical, electrical and plumbing systems.
PLO 21: Understand the role construction managers play in enhancing the needs of society.
PLO 23: Understand the key leadership characteristics that are successful in building and strengthening construction management teams.
PLO 24: Understand the importance of recognizing culture differences and role culture plays on influencing project success for a construction team.
PLO 25: Understand the benefits of respecting the unique and diverse backgrounds individuals bring to a construction team.

Topical Outline, Outcomes, and Method of Assessment

This course has embedded assessment instruments for the PLO(s) listed below:

N/A

An overview of content, course learning outcomes, program learning outcomes, instructional activities, and assessment measures, is listed in the table below.

Week	Topical Outline	CLOs	PLOs	Instructional Activities	Method of Assessment
1	Short History of Housing, Current Trends in Housing, and Influence on Housing and Behavior	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Discussion, Assignment, and Synthesis Paper
2	Home Environments, Sustainability, and Disasters	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper

Week	Topical Outline	CLOs	PLOs	Instructional Activities	Method of Assessment
3	The Housing Industry	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper
4	Housing and Community	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper
5	Housing Finance, Governmental Policy, and The Great Recession	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper
6	Housing Design and Universal Design	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper
7	Housing Affordability & Homelessness	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper
8	Homeownership and Renting	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper

Week	Topical Outline	CLOs	PLOs	Instructional Activities	Method of Assessment
9	Diversity and Aging in Housing	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper
10	Assigned Articles on International Housing	Integrated	Integrated	Reading, Videos, Discussion, Assignment, Self Check Questions, and Synthesis Paper	Reading, Videos, Discussion, Assignment, and Synthesis Paper

Required Texts/Reading

Textbook

Introduction to Housing 3rd edition. Housing Education and Research Association. ISBN-13: 978-0131190429 , ISBN-10: 0131190423

Other Readings

Any supplemental reading will be posted on the course PolyLearn page.

Other Equipment/Material Requirements

Camera

Classroom Protocol

Email

- The instructor may email the students or post to the Course Announcements Forum with updates on the course. Students are required to read their email and check the Course Announcements Forum within every day (24hrs). Confirm that the email from Cal Poly is forwarded to their desired email account http://servicedesk.calpoly.edu/my_cp_support/index.html#23.
- The instructor will not be responding to general class questions via email. All learning communication must be through the Courses Question and Answer Forum.
- Personal or private questions/issues can be emailed to the instructor.
- The instructor will respond to emails within 48 hours or less. Special timelines or technical issues that may prevent the instructor from returning emails will be posted in the course Announcements.

Instructor Communication/Feedback

- Students are required to use the course Discussion Forums to communicate to their classmates and instructor.
- Class Questions, Assignment Discussion Forum, Peer Review/Feedback and Water Cooler Forums should be reviewed by the instructor and students within 48 hours or less.
- Students should post their Assigned Discussion Forum Threads by Tuesday 11:59pm PST, and respond to at least 2 other classmate's threads by Thursday 11:59 PST. Unless specified differently due to a Holiday.
- The instructor feedback / response can take up to 48 hours or less.
- Peer Review/Feedback must be supportive, professionally constructive and mindful of each other's feelings.
- Classmates will mentor each other in the overall learning process and provide support and encouragement throughout the course.
- All users must follow the guidelines with in the "Netiquette" document listed in the Course Manual.
- Students who abuse the Discussion Forum tools will be disabled from using them until the student discusses their behavior/issue with the instructor via the phone or email.

Participation

- Students are required to participate in the course via the Discussion Forum, sharing and Assignments.
- Students will need to spend a minimum of 12 hours a week on the course content, readings, Discussion Forums, and assignments/projects.
- Students are required to be self-motivated to learn the content, read the materials, and participate in the community Discussion Forums.
- Active participation within an online environment can strengthen learning to provide stronger comprehension and retention of material. Because the students are now more involved in their learning by writing, discussing, sharing, and debating, the instructor must now facilitate the students' learning.

Assignments, Synthesis Papers and Discussion Submission Policy

- Assigned Discussion Forums and Peer Reviews have deadlines for students to post and reply to others. Unexcused late assignments will not be accepted and will receive a grade of 0%.
- Students will submit all discussions and assignments via the Discussion Forum or the Assignment Tool. Dates and location will be posted within the module.
- If PolyLearn is experiencing technical difficulties, assignments can be submitted via email.
- All assignments, synthesis papers and discussions are due 11:59 pm PST. Review modules for assignment deadlines.
- Post discussion text in text box if there are no pictures or tables instead of attaching a file. This makes it easier for everyone to view.
- All assignments and supporting documents for discussions will be saved and submitted as a PDF file.
- All discussion text needs to be typed directly message box.
- File names must include the student name and the file type (ex: John Smith.pdf).
- If a file cannot be opened it the assignment or discussion will receive a grade of 0%.

- Always compose and save your posts and replies in a word processing program. Not only will you have copy of your work on your local drive, but you can use spell check and other features to make sure your post is perfect before your teacher and classmates read it.
- If the student is unable to submit an assignment via PolyLearn or email due to technical issues, the student must call and inform the instructor of the issue and leave contact information so that the instructor can get back to the student.
- Assignments will be reviewed and graded within 72 hours. Special timelines or technical issues that may prevent the instructor from grading assignments will be posted in the Course Announcements.
- Discussion Title: A relevant title must be used as title for each discussion and any attachments (Ex. John Smith / Introduction). Some discussions will provide directions for specific titles.
- Assignment Titles: Name and assignment as title for each assignment and any attachments (Ex. John Smith's Module 1 / Assignment)
- Students must make certain to keep their computers virus free and not submit assignments (any file) into the course unless they are Virus Free.

Assignments, Synthesis and Discussions Evaluation

- Students with a sound grasp of the materials and a demonstrated ability to analyze those materials at a satisfactory to above average level for under graduate students can expect to receive a grade of "B". Grades below "B" only will be assigned for performance that is less than satisfactory. The grade of "A" will be reserved to designate excellence. This will require not only a sound grasp of the materials and the demonstration of an ability to analyze them at an under graduate level, but also a clear capacity to synthesize and evaluate the materials and apply principles contained for purposes of effective communication and problem solving. There is not a preconceived designation of the number of students to receive each grade, nor any ceiling on the number of "A's" to be assigned if all students exhibit the high standard of performance expected for that grade. Incomplete grades will be granted only for extenuating circumstances and advanced discussion with the course instructor.
- It is important to review the grading rubric and follow instructions to be successful in this class.

SELF CHECK QUESTIONS

- Modules 1-9 have self check questions. Test your knowledge by answering the questions in a 25-minute timeframe. These questions are designed to help you feel confident that you understand the material.

Assignments and Exams

Description	Percent
Discussions	30
Assignments	20
Synthesis Papers	30

Final Exam (During Finals Week)	20
Total Possible	**100**

Late/Missed Work and Make-Up Policy

No make-up assignments without acceptable written notification prior to the event.

Grading Policy

Listed below is the grading scale for this course.

Letter Grade	Percentage	Performance	Definition
A	93 – 100%	Excellent Work	Superior Attainment of Course Learning Outcomes
A-	90 – 92%	Mostly Excellent Work	
B+	87 – 89%	Very Good Work	Good Attainment of Course Learning Outcomes
B	83 – 86%	Good Work	
B-	80 – 82%	Mostly Good Work	
C+	77 – 79%	Very Acceptable Work	Acceptable Attainment of Course Learning Outcomes
C	73 – 76%	Acceptable Work	
C-	70 – 72%	Mostly Acceptable Work	
D+	67 – 69%	Mostly Poor Work	Poor Attainment of Course Learning Outcomes
D	63 – 66%	Poor Work	
D-	60 – 62%	Very Poor Work	
F	0 – 59%	Failing Work	Non-Attainment of Course Learning Outcomes

University Policies

Participation and Attendance

Students are expected to attend every class meeting.

Students are responsible for knowing the University policy regarding class attendance. See this link on Class Attendance Policy provided on the university website.

Add/Drop Policy

Students are responsible for knowing the University policies, procedures, and schedule for dropping or adding classes. See this link on Add/Drop Policy provided on the university website.

Academic Integrity

Students are responsible for knowing the Academic Honesty Policy.

Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term, as accommodations may take several weeks to arrange. If you are a student with a disability, please consider discussing your needs and possible accommodations with me as soon as possible, and visit the DRC Website for additional information.

SensusAccess

SensusAccess is a self-service, alternate media solution made available by Kennedy Library to automatically convert files into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. The service can also be used to convert inaccessible files such as image-only PDF files, JPG pictures and Microsoft PowerPoint presentations into more accessible and less tricky formats. This service is available at no charge for all Cal Poly students, faculty, staff and alumni. For additional information, visit SensusAccess at the Kennedy Library.

Diversity and Inclusion

Cal Poly considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Cal Poly expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. For more information on resources related to diversity and inclusion, please visit the Office of University Diversity & Inclusivity website at diversity.calpoly.edu.

Technical Support and Contact Information

Support is available for troubleshooting and access issues for PolyLearn. Please visit the PolyLearn Student Support Web Site for further information.

Campus Resources to Support Student Learning

Cal Poly offers programs and resources that are available to assist students during your academic studies, such as the Cal Poly Student Academic Services Web Site.