

URBAN DESIGN STUDIO

EVDS 618 H (0-8)

Winter 2013 Monday and Wednesday 14:00 - 17:50

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INTRODUCTION

This studio aims to further develop skills in conceptualization and visualization through consideration of contemporary urban design issues. It includes documentation and analysis of urban form and process, and explores site planning and design of the public realm. Issues of local and regional identity and sustainability inform the approach of the studio. Development of a portfolio will be a requirement of the course.

This course may not be repeated for credit.

Prerequisites: EVDP 625 or permission of the instructor

OBJECTIVES

- To gain experience in understanding, analyzing and documenting urban form and its evolution;
- To develop knowledge of key concepts and principles of urban design and their application through the approach and methodology of urban design;
- To develop the ability to address urban design issues and opportunities at the urban scale in three dimensional form through a process of design development/exploration;

TEACHING APPROACH

- This course follows a studio format, supplemented with site visits, lectures, various design tasks and continuous reviews and feedback on individual work.
- Each class period is to be considered a multi-layered working session, with teaching and learning taking place through dynamic presentations and discussions of the work in progress with the instructor and other students.
- Each class will build on a previous one, so students are expected to attend each session in order to gain necessary understanding of urban design topics, and to present and discuss their ideas as they evolve.
- Development of exercises and projects will require additional time in addition to the assigned class period.
- Guest lecturers and reviewers will augment the teaching approach.
- Through the interactive studio sessions, and with a series of inter-related exercises as instruments, students will gain experience in understanding, analyzing, designing, illustrating and documenting design concepts and strategies while utilizing an iterative design process.

CONTENT

1. Lectures/discussions

Throughout the semester, short lectures/discussions will address these and other related topics:

- What is urban design?
- The role of urban design in integrated planning and political processes.
- How is a city built?
- What is the planning and development process?
- Who is involved in urban design and how?
- How is planning and design policy integrated and how are plans implemented?
- Genius Loci or sense of place – how to plan upon environmental, cultural and urban qualities of the context.
- Calgary's city form – Centre City and its neighbourhoods: urban morphology, history of planning, typology and spatial structure. Issues of densification and infill.
- The public realm – importance and basic elements.
- Streetscape design principles, typologies and precedents.
- Special Places design principles, typologies and precedents.
- Built form principles, typologies and the role in urban design.
- Contemporary urban design - international examples.
- Ecological urban design.

2. Skill-building exercises

Each studio will consist of few short assignments related to improvement of visual communication, and will include 3D exercises that will provide opportunities to develop conceptual design skills, spatial awareness and design vocabulary necessary for execution of the final studio project.

3. Major project

A program and objectives for a site in Calgary will provide the primary means of developing urban design skills, and will involve exploration and communication through analysis and conceptualization, utilizing various drawing and computer modeling techniques.

4. Portfolio

Students will compose /compile a portfolio that is a record of the work of the semester and a reflection of the design process that has been developed.

GRAPHIC AND COMPUTER SKILLS

Students should have some previous background with the following:

- basic hand-sketching skills;
- image editing software (i.e Photoshop);
- vector drawing software (i.e Illustrator, Autocad, Rhino);
- 3D modeling software (i.e SketchUp, Rhino);
- desktop publishing software (i.e InDesign);
- presentation software (i.e.Powerpoint / or Keynote;);
- GIS might also be useful in urban design but will not be required or taught in this course;
- model-making will be included in some parts of the course, and will be able to be completed outside of the EVDS Workshop and will not require specialized materials or tools. Any students choosing to utilize the EVDS workshop are required to complete the workshop safety course (please consult the EVDS website under Resources>Workshop).

SCHEDULE

- Classes will be held in PF LAB 1 (2165) on Mondays and Wednesdays from 14:00-17:50 P.M.
- Classes start Wednesday, **January 9, 2013 at 14:00 p.m.**;
- The final class day will be **Monday April 15,2013** and
- the final review will be scheduled during the period April 17 – 30, 2013 (the date will be determined early in the semester);
- A detailed schedule of assignments, reviews and due dates will be provided at the start of the course.
- There will be no classes during Block Week.

MEANS OF EVALUATION

- Evaluation will be based on the elements listed below. There will be no final examination.
- Assessment will be done on the basis of day-to-day performance as well as on the quality of work presented at reviews.
- While the *product* of studio work is important, equally important is the student's ability to develop a practical, appropriate and coherent understanding of the planning and design *process*.
- Students are expected to be in attendance for the entirety of each studio period.
- Each component of the course must be completed, and a passing grade (i.e. minimum B-, or the 4-point or percentage equivalent) achieved, in order to pass the course as a whole.
- Because the studio work is evaluated during the interim and final reviews, all work must be completed on time, and all students must take part in the presentations and reviews. Late pinning up/ submission of material to be presented in studio reviews is not acceptable (grades will be deducted for work pinned up or submitted later than the deadline specified in the course/project brief or as discussed in class).
- Most work will be completed individually, however, some exercises may be completed as pairs or small groups. Students will receive a common grade for work done in pairs or groups.
- Attendance is expected - marks will be deducted for unexcused absences. An active engagement is also expected as a requirement for progress in design, and is characterized by active involvement in the work and discussions.

EVALUATION

MAJOR PROJECT

1. Field / site evaluation/ analysis - 15%
2. Initial concepts / alternatives and urban design direction - 10%
3. Final concept/ visualization – 35%

SKILL BUILDING EXERCISES

1. Design vocabulary: 5%
2. Short exercises #1 (hand-sketching): 10%
3. Short exercise #2 (3D analysis): 10%
4. Presentation skills: 5%

PORTFOLIO

Final project portfolio - design process / reflection: 10%

Total 100%

MAJOR PROJECT

Field / Site evaluation/ analysis - 15%

Field visit and site evaluation will involve analysis of context, existing urban morphology, typologies of public realm, including streetscape and built form. Focus on understanding existing planning policy and by-laws related to project program. Creation of site photo-library and visual analysis.

2. Initial Concepts / alternatives and urban design direction - 10%

Concept phase focuses on exploration of minimum two scenarios that consider context, site and the given design program. Exploration will involve extensive hand-sketching and analysis of potential urban design relationships outside and within the site.

Each student will prepare a series of diagrams that includes:

- a synthesis of the analysis describing the context, site access, environmental issues, opportunities and constraints;
- key considerations of site development;
- alternatives/potential spatial structure or site organization;
- reference to relevant/appropriate precedents/best practices

3. Final concept/ visualization – 35%

The project focuses on **urban design**, and it represents a summary of considerations related to site /context, analysis of existing morphology and final concept / alternatives for the future of the site. It defines and outlines the particular type or scale of design, it considers major elements of the public realm (block, streetscape, special places and built form) and

EVALUATION / cont'd

relationships between these elements, but also considers interfaces and contexts between public and private realms. It deals with long time frames, involves thinking about incremental growth/ phasing, complexity of urban situations and planning and political decision-making. It requires the involvement of many disciplines, professions, and civic stakeholders. It is physical design, but also involves guidelines and policies.

This is an individual project – Students will be offered one location at the beginning of the course.

1. Each student will develop design package to include the following:
 - 1) Land use plan;
 - 2) Conceptual site plan,
 - 3) Streetscape plan (with surrounding street block patterns, and street typologies, access);
 - 4) Public realm plan with proposed public spaces;
 - 5) Built form - conceptual elevations, cross sections and other drawings as appropriate to illustrate your concept;
 - 6) 3D digital model showing transportation/access, public realm, and built form layers for all above;
 - 7) Typical streetscape concept (perspectives) illustrating the quality of public realm;
 - 8) Development phasing;
 - 9) Potential for programming of public spaces;
 - 10) Urban design guidelines for development. In text and diagram form, outline the elements of urban design of the development that you would like to control, in order to create a high quality project. These could include: building, lot, setbacks, massing, streetscape, street standards, specific elements of the project that relate to your concept;
 - 11) Physical model of your proposal. Simple massing and major landscape elements.

Evaluation will be based on:

- response to analysis (critical thinking);
- competent identification of planning issues and urban design opportunities;
- employment of effective methodology in analysis and design;
- quality of conceptual ideas and plans that address qualities of good urban form and place-making as discussed in class and acquired in readings;
- development of concise and legible urban design guidelines to guide future development of the concept;
- quality of drawings and visual and oral presentation appropriate to the educational level and standards of the studio, progress in skills and knowledge.

EVALUATION / cont'd

SKILL BUILDING EXERCISES

1. Short exercises #1: Design vocabulary (DEVO): 5%

Interactive exercise involving all course attendants where each student will research a limited number of topics and present to colleagues in a crisp, short presentation, Pecha-Kucha style. Research and presentation of applicable visual material included

2. Short exercises #2: Hand-sketching: 10%

- Students will work on variety of hand-sketching tasks that will build confidence and help their work on initial concepts / alternatives.
- Bubble-diagrams, plan view concepts and illustration of elevations and simple isometric sketches will be explored.
- Line drawings and basic colouring concepts.

3. Short exercise #3: 3D analysis- total 10%

Fun exploration and understanding of basic principles of 3D. Understanding of basic spatial concepts. Students will start with simple tasks and progress to more complex ones. Aim is to build capacity and better understanding of massing and scale.

4. Final Presentation: total 5%

Course will outline basic principles and useful presentation tips necessary for “survival in the real world” when presenting for Planning commission, Urban design panels, City councils or developers. Students will be exposed to few local, national and international examples.

Final presentation evaluation will be based on the following:

- context / planning context;
- rationale for the concept;
- content organization (format) of presentation;
- quality of photo material;
- quality of visuals / diagrams;
- utilization of software and other media;
- delivery: style and approach

EVALUATION / cont'd

Final Project Portfolio - design process / reflection 10%

High quality summary of learning process demonstrating evolution of the project and final outcomes/ recommendations. Each student will assemble a selection of their work completed during the semester and present in a physical portfolio. The intent is to collect the work in order to reflect on the design process that has been learned, and to illustrate your skills and knowledge in a format that would be suitable for job applications, academic program applications, etc.. Carefully select work that is a record of your progress.

Requirements:

- **FORMAT:** 8 1/2 x 11
- paper and binding of your choice
- headings and very brief notes, photos, working sketches/concepts, final renderings, maps and illustrations

Evaluation will be based on review of the following:

- quality of graphic design/ format to present the collection of work in a comprehensive way;
- selection and quality of photo material;
- selection and quality of design concepts and layout;
- quality and legibility of written material;
- overall organization and neatness of the portfolio

SPECIAL BUDGETARY CONSIDERATIONS

- Project sites will be possible to reach by LRT/bus and some on foot.
- Required base maps and air photos will be provided, or will be available from the library or online, and any additional information and associated costs will be at the discretion of the student;
- Students should have basic drawing tools (pencils, a small selection of markers, scales, sketch rolls, other paper, a small cutting mat, knife, and drafting tape, and a small selection of pencil crayons will be useful);
- Some costs for plotting and printing should be anticipated, as per the typical studio practice.

READINGS

There are no required textbooks for this course. Readings may be assigned during the semester.

EVDS GRADING SCALE

LETTER	POINT SCALE	POINT RANGE	PERCENT (%)	DESCRIPTION
A+	4.00	4.00	92.5-100	Outstanding (evaluated by
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
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	

Note:

- 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;
- "Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range."
- 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;
- 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.
- **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.
- 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;
- **Emergency Evacuation/Assembly Points** (<http://www.ucalgary.ca/emergencyplan/assemblypoints>);
- **Safewalk** information (<http://www.ucalgary.ca/security/safewalk>);
- Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/contact>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).