

Physical Planning and Site Design

EVDP 625 (0-8)

Fall 2014

Tuesday & Fridays:14:00-17:50

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Teaching Assistants: TBD

Introduction

This course consists of an introduction to site analysis, site planning, landscape planning and urban design. It emphasizes ideas of landscape and urban process and form, human behaviour/ built form relationships, environmental conservation, and sense of place. This is a required course for all students in the MEDes (Planning) Program, and is the first in the series of studio core courses.

Objectives

The objectives are for students to develop skills and knowledge regarding the following:

1. understanding of the natural and cultural processes that are involved in the formation of the built environment
2. awareness of theories, methods, and strategies employed in physical planning and site design
3. comprehension of site planning as a coherent process and application of this process to decision making with regard to site programming, inventory and analysis, and development, at various scales of resolution
4. development of appropriate graphic and verbal skills in order to facilitate the processes of analysis, planning and design, and as a means of communicating to others.

Teaching Approach

The course will consist of a series of inter-related lectures, illustrative examples, reading assignments, site visits, skill-building exercises and larger projects as opportunities for students to learn and develop site planning and design skills and to apply them to a variety of problems and environments. Much of the work will be in a studio setting, where students learn by doing, and through review and critique by the instructors, teaching assistants, and peers. The approach to site analysis and site planning will be based on the "townscape analysis" methodology (see BA Sandalack and A Nicolai (2006) *"The Calgary Project: urban form/urban life"*, Appendix A, pp. 194-199).

Content

The course will be organized around various topics / scales, to be addressed through three projects and three skill-building exercises. The Skill Building Exercises will be short assignments,

and the Projects will take approximately three weeks each. All course aspects will contribute to the development of the final project, which is a physical plan/concept design for a site in Calgary (to be assigned later).

The topics that we will cover and the skills that will be acquired include:

1. Skill Building 1: Scale
 - understanding scale in drawings
 - hand drawing and basic graphic conventions
 - plan, section, elevation
2. Project 1: Good Streets
 - understanding air photos and base maps, using the Spatial and Numerical Data Services and other resources
 - the qualities of “good” urban form
 - built form analysis (historic evolution, mapping, visual note-taking and observation)
 - using built form for precedent study
 - document layout and graphic presentation (posters)
 - verbal presentation skills
3. Skill Building 2: Site Model
 - understanding topography, slope, sun and wind
 - simple model-making
4. Project 2: Site Analysis
 - developing an approach to site analysis
 - understanding site issues / constraints / opportunities
 - mapping, diagramming, documentation and graphic presentation (slide presentation)
 - verbal presentation skills
5. Skill Building 3: Making Space
 - how to shape space using buildings and site elements
 - planning for human scale, relating to context
 - drawing / understanding plan, section and 3D
6. Project 3: Site Design
 - site planning - from analysis to concept
 - site composition
 - project development
 - graphic and verbal presentation skills

Skills

Students will gain skills in site analysis and site planning, in understanding drawing conventions and graphic standards, and in producing measurable drawings and graphics that are compatible with industry practice. In addition to various types of hand drawing techniques, students will be required to learn the following computer skills and their uses as appropriate to various tasks:

- image editing software, such as Photoshop
- vector drawing software, such as Illustrator and Autocad
- 3D modeling software, such as SketchUp
- desk top publishing software (for reports, posters, etc), such as InDesign

- presentation software, such as Powerpoint and Keynote
- GIS will also be useful to learn during your time in the Planning Program, but will not be required or taught in this course.

Evaluation

Evaluation will be based on the project assignments, completed during the term. 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 planning and design process. This design process is developed and evaluated on a class-to-class basis during desk critiques. Students are expected to be in attendance for the entirety of each class/studio period, and are required to attend all project and assignment reviews.

Each component of the course must be completed, and a passing grade (i.e. minimum B-) achieved, in order to pass the course as a whole. (NOTE: students may be given an opportunity to remediate failing grades, and must satisfy expectations and due dates as per each remedial assignment.) 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). Work will be completed individually or in pairs. Students will receive a common grade for work done in pairs or groups, unless it is clear to the instructors the balance of work has been unfairly distributed between team members. In this case, the distribution of work and grades will be discussed with the students.

The projects and skill-building assignments will be evaluated as letter grades. Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. (see Grading Scale)

1. Skill Building 1: Scale	5%
2. Project 1: Good Streets	25%
3. Skill Building 2: Site Model	7.5%
4. Project 2: Site Analysis	25%
5. Skill Building 3: Making Space	7.5%
6. Project 3: Site Design	30%
Total	100%

Grading Scale

Grade	Grade Point Value	4-Point Range	Description
A+	4.00	4.00	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	Very good performance
B+	3.30	3.15-3.49	Good performance
B	3.00	2.85-3.14	Satisfactory performance
B-	2.70	2.50-2.84	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	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	
C-	1.70	1.50-1.84	
D+	1.30	1.15-1.49	
D	1.00	0.50-1.14	
F	0.00	0-0.49	

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.

Readings

There is no required textbook. The following are recommended resources:

- American Planning Association (2006) Planning & Urban Design Standards (Wiley)
- Bentley, Ian. et al (1985) Responsive Environments: A Manual for Designers (Architectural Press)
- Cantrell, Bradley, Michaels (2010) Digital Drawing for Landscape Architecture (Wiley)
- English Partnerships (several printings) The Urban Design Compendium. You can order this (it is FREE) on line from <http://www.englishpartnerships.co.uk/PublicationsOrderForm.aspx>
- Ching, Frank (2012) Architectural Graphics (Wiley)
- Hough, Michael (1994) Cities and Natural Process (Routledge)
- Jacobs, Alan B., Elizabeth MacDonald and Yodan Rofe (2002) The Boulevard Book (MIT Press)
- Laurie, Michael (1975) An Introduction to Landscape Architecture (New York:Elsevier)
- Lynch, Kevin (1981) (A Theory of) Good City Form (Cambridge Mass.: MIT Press)
- Lynch, Kevin (1971) Site Planning (Cambridge, Mass.: MIT Press) or later versions with Garry Hack (this is the best single source for understanding site planning)
- Marsh, Will (2010) Landscape Planning (5th ed) (Wiley)
- McHarg, Ian (1969, reprinted 1994) Design With Nature (New York: Doubleday)
- Newton, Norman (1971) Design on the Land: The Development of Landscape Architecture (Harvard University Press)
- Sandalack, Beverly A. & Andrei Nicolai (2006) The Calgary Project: urban form/urban life (University of Calgary Press)
- Tal, Daniel (2009) Google SketchUp for Site Design (Wiley)

Notes:

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. Academic Accommodations. The Academic Accommodations Policy can be found at: <http://www.ucalgary.ca/access/accommodations/policy>. It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403.220.6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access. 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>); 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>).