

UNIVERSITY OF CALGARY

Faculty of Environmental Design

EVDP 637 (0-8)
Community Planning
Fall 2012, PF2160

Monday & Wednesday: 10:00-13:50

Instructors: Sasha Tsenkova (course manager) & Francisco Alaniz Uribe

Telephones: Sasha (403) 220-2155 & Francisco (403) 399-4920

Email: tsenkova@ucalgary.ca; fcalaniz@gmail.com

COURSE OUTLINE

Context

During the 1950s, the movement of people away from urban centres led to the evolution of the suburban residential neighbourhood, and ultimately to strip commercial and office development. Continuing demand for lower density housing resulted in consumption of large tracts of land at the expense of the environment and the increasing economic and social costs. In recent years, there have been concerted efforts in North America to deal with the urban sprawl that resulted from unchecked development and laissez-faire attitudes. The challenge in the future is to accommodate growth through development that is economically feasible, socially inclusive and environmentally friendly; development that is guided by the principles of 'smart growth' and creates a sense of community through effective planning and design solutions.

Objectives

The overall objective of this course is to introduce students to sustainable community planning principles, land use planning policies and development processes.

Specific objectives are:

- To provide a step-by-step introduction to the community planning process and essential planning policies;
- To provide an opportunity to apply community planning and design approaches to the development of a concept land use plan of a suburban community;
- To enhance learning through a framework for efficient collaboration among student teams dealing with sector specific issues – housing, employment, transportation, community facilities, infrastructure.

Teaching Approach

This is a studio-based course, which incorporates a variety of teaching techniques -- lectures, seminar presentations, lab sessions, project work, and field visits. Students will explore different aspects of the community planning process through census data analysis, research and evaluation of good practices of sustainable community plans, the development of different planning scenarios for a study area, as well as the design of a concept land use plan. Depending on specific interests, students might be able to work individually or in teams. The course will consist of a series of lectures and assignments that will gradually build towards the completion of a comprehensive community plan. Much of the work will be in a studio setting, where students learn by doing, and through review and critique by the instructors and collaboration with peers. It is essential that students

bring material showcasing their progress to the desk critiques during studio time, as these reviews is where most of the project's feedback is obtained.

Each thematic session will be led by one of the instructors with input from professional planners. **Selected sessions will involve a professional partner— Jamal Ramjohn, Senior Planner with New Communities at the City of Calgary.** Towards the end of the course most classes will provide dedicated time for students to work on the final project, which will be presented to a panel of reviewers. The final outcome of this studio project will provide a vital mechanism for collective learning of the material on community and neighbourhood planning and for the development of a range of practical urban planning skills.

Content

Lectures, seminars and assignments will explore a wide range of topics central to the planning of cities and communities in a more sustainable manner. Some of these thematic clusters include:

1. Planning of sustainable cities
2. Planning of sustainable neighbourhoods
3. Geodemographics: who are we planning for?
4. Activity centres: mixed use areas, people + jobs
5. Planning for schools & community facilities
6. Transit & transit oriented development
7. Housing
8. Open space & the public realm
9. Infrastructure & utilities
10. Connecting communities
11. Subdivision design process

Skills

The course is designed to assist students in the development of essential professional skills:

- Critical analysis of data and planning documents;
- Analysis of census data and graphic presentation of results;
- Ability to document major research findings and recommendations in a professional manner;
- Planning and design skills;
- Presentation skills, consensus building skills, team work management.

Evaluation

The course evaluation will be based on the assignments completed during the term, which includes written assignments, presentation of work, and team planning and design project. There will be no final examination. Students must achieve a passing grade in all assignments to complete the course successfully. The EVDS standard grading scale will be used in all evaluations for this course.

Field Study - Reflective Observation	20%
Case Study Review	20%
Final Design and Planning Project	50%
Class Participation	10%
Total	100%

Assessment will be based on the day-to-day progress as well as on the quality and content of each assignment/project. While final deliverables are important, the student's ability to develop a comprehensive and integrated planning process will also be taken into consideration. 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 of the 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 that an unequal share of the work occurred. Attendance is expected. Engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in the work and discussions. Class participation will be evaluated on the basis of class attendance, engagement in class discussions and review of assigned readings.

Readings

Articles, reports and papers relevant to specific topics in the class will be posted on Blackboard. The following publications are suggested readings for the course.

Barton, Hugh et al (2010) *Shaping Neighbourhoods* (Routledge)
 Farr, Douglas (2007) *Sustainable Urbanism: Urban Design With Nature* (Wiley)
 Hodge, Gerald and Gordon, David (2008) *Planning Canadian Communities* (Nelson)
 Kelly, Eric D. and Becker, Barbara (2000) *Community Planning* (Island Press)

Grading Scale

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. Assignments will be evaluated by percentage grades, with their letter grade equivalents as shown in the table below.

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	

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.

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. 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>); 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>).

