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| Course Number | PLAN 610 | Classroom | TBD |
| Course Name | Community Planning Studio | | |
| Pre/Co-Requisites | PLAN 606 | | |
| Instructors | Joseli Macedo Teresa Goldstein Justin Bhatia | Office Hours / Location | By appointment PF4185 (JM) |
| | E-mails: joseli.macedo@ucalgary.ca teresa.goldstein@ucalgary.ca justin.bhatia1@ucalgary.ca | | Tels: (e-mail always best) 403.220.8533 (JM) 403.512.0869 (TG) 403.471.1299 (JB) |
| Class Dates | January 09 – April 12. Mondays, Tuesdays, Thursdays, and Fridays from 2:00pm to 6:10pm. Instructors will be available per class schedule below. | | |
| Instructor E-mail Policy | Please note that all course communications must occur through your @ucalgary e-mail or D2L. Instructors will strive to respond to e-mails sent via students' @ucalgary e-mails within 48 hours. | | |
| Name and Email of Teaching Assistant(s) | TBD | | |

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| Course Description |
| The overall objective of the Community Planning Studio is to introduce students to theoretical approaches and practical applications to land use planning and development issues in urban and suburban contexts. Students will be provided opportunities to identify, discuss and address challenges related to the implementation of contemporary urban design theories and principles in each of these settings. Application of this progressive learning will be provided through the preparation of master planning drawings and documents for a land development or redevelopment project area. Each project will offer a step-by-step introduction to community planning processes and essential planning policies to create communities that are well designed, economically feasible, socially inclusive and environmentally responsive. |
| Course Hours |
| <u>6 units</u> . Instructors will be present for the full class period twice a week; in the remaining two days, students are expected to work on their own to advance the project between sessions with instructors. |

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. document, analyze and understand communities and their evolution, especially communities within the regional context of Alberta and Western Canada.
2. identify key theoretical frameworks, concepts and principles of community planning and their application through community planning methodologies.
3. use an iterative design approach—wherein conducting research, analysis and design is not treated as a linear activity—as it relates to community planning.
4. understand 2D and 3D representation techniques in the context of existing and proposed site and design features.
5. understand 2D and 3D spatial thinking at various scales when addressing the sites / landforms / contexts, urban and natural systems, infrastructure and transportation systems, and land use and built form to design a community plan.
6. apply sustainable urbanism principles to create community plans in different contexts.

Teaching Approach

This is a studio-based course and will comprise lectures, field trips, studio work time, course projects, and project presentations. Lectures will provide a survey of theoretical approaches to the course material, information about the regional context, and technical instruction. Student work will consist of a series of projects that will gradually build towards the completion of a master plan. Much of the work will be done in a studio setting, where students will learn by doing, through input from instructors, collaboration with peers, and critique and evaluation of assignments. It is essential that students bring project materials to scheduled studio times that demonstrate progress on their work during each scheduled class time.

Project and course feedback will be provided through discussions during studio time and formal reviews. The more a student's work is presented and discussed, the more concrete feedback and clear direction will be offered by the instructors. The studio is largely self-directed, that is, you must work both individually and as teams to identify the project scope, analyze the site, determine a vision based on design principles, and generate and present an integrated plan. The instructional team is there to support this iterative process through teaching, feedback and discussion. A combination of both individual and group work will be required for the studio. Students are expected to participate and contribute equally in all group assignments.

Learning Resources

Learning activities in this course will be facilitated by readings in various formats, maps from several sources, and additional tools and equipment commonly used in design studios, as follows:

Readings

There are no mandatory readings or a course text, though a bibliography will be provided with each project brief. Students are encouraged to explore these references as they will enhance the ability to relate to lectures and should influence the development of design projects. All suggested readings are available through the Taylor Digital Library, with many in the form of e-books / e-periodicals. Those readings that are only available in hardcopy format will be on reserve at the library.

Mapping Resources

Required base maps and aerial photos will be provided, or will be available from the Spatial and Numeric Data Services (SANDS) from the Taylor Digital Library, or will be obtainable from other on-line resources (City of Calgary, Google Earth, etc.). Any additional information and associated costs will be at the discretion of each student.

Equipment & Software

For this course, students will need the drawing / drafting supplies and knowledge of the computer programs from the lists below. Please have these materials on hand and available at all times during class studio hours.

Drawing & Drafting Supplies

- Pens, pencils and markers (black ink, different lead types)
- Colored pencils and/or markers
- Pencil sharpeners, erasers and erasing shield
- Drafting (or painters) tape or dots; painters tape is more flexible
- Metric scales (scales ranging from 1:25 to 1:10,000 will be used)
- Rolling ruler with no-slip wheels
- Rolls of tracing paper: comes in 12"-, 18"-, or 24"-wide; long rolls, yellow, canary or white.
- Other types of paper (vellum, bond, sketchbooks, craft, etc.)
- Cutting matt, metal straight edge, and X-Acto knives (or equivalent)
- Drafting brush (optional)

Graphics and Computer Skills

Students should have some previous knowledge with the following:

- Image editing software, such as Photoshop
- Vector drawing software, such as AutoCAD, Vectorworks, and Rhino
- 3D modeling software, such as Rhino and SketchUp
- Desktop publishing software, such as InDesign, Publisher, and Illustrator
- Presentation software, such as PowerPoint and Keynote
- Software for mapping and infographics, such as ArcGIS and Excel

Computer technology / Learning Management Systems (D2L)

In order to successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Webcam (built-in or external)
- Microphone and speaker (built-in or external), or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection
- [Student IT Resources](#)

Workshop Safety Training Requirement

Students must complete all online University of Calgary safety courses, the online Trajectory safety training course, and in-person workshop training with a passing grade on the final evaluation project to be granted access to the SAPL workshop. This training is offered once a year, around the start of the Fall term and has a completion deadline.

| Assessment Components | | | |
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| Assessment Item | Assessment Level | Weight | Aligned Course Learning Outcome |
| Phase I: Research & Infographics | Group | 15% | 1 / 3 / 4 |
| Phase I: Research & Infographics | Individual | 5% | 1 / 3 / 4 |
| Phase II: Analysis & Design Concepts | Group | 10% | 1 / 2 / 3 / 4 / 5 / 6 |
| Phase II: Analysis & Design Concepts | Individual | 10% | 1 / 2 / 3 / 4 / 5 / 6 |
| Phase III: Midterm Review Master Plan Draft & Presentation | Group | 20% | 2 / 3 / 4 / 5 / 6 |
| Phase III: Midterm Review Master Plan Draft & Presentation | Individual | 5% | 2 / 3 / 4 / 5 / 6 |
| Phase IV: Final Master Plan & Presentation | Group | 20% | 2 / 3 / 4 / 5 / 6 |
| Phase IV: Final Master Plan & Presentation | Individual | 15% | 2 / 3 / 4 / 5 / 6 |
| Total | | 100% | |
| * Full descriptions of project deliverables will be made available in Project Briefs for each one of the assignments. | | | |
| <p>A Note on Critical Review</p> <p>Critical review of student work is vital to design projects. This is part of feedback for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from assessment or 'grading'.</p> <p>Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are composed of internal and external experts for the appointed times and cannot be re-composed to consider late submissions. Consequently, late work will not receive a critical review, though it will be assessed with marks.</p> <ul style="list-style-type: none"> ▪ Critical Review: May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result. ▪ Assessment: May take place at a stage in a project or on final submission (or both). Its purpose is to value the work in terms of the objectives stated in the Syllabus and project brief and to express this as a grade. Students are expected to be aware of and comply with the academic regulations set out in the University of Calgary and Faculty of Graduate Studies calendars. | | | |

| Assessment and Evaluation Information |
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| <p>PLAN610 is a graded course. Incomplete (INC) and deferred term (DT) grades will be issued only when student is clearly not able to complete the work due to significant illness, injury, or adverse circumstances duly documented (please refer to University of Calgary Policies and Supports at the end of this syllabus). Evaluation will be based on the elements listed below. There will be no final examination. <i>Assessment will be done on the basis of day-to-day performance as well as on the quality of work presented at reviews.</i> 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 (tangible progress between desk critiques is critical). Also important is that every student work effectively with others as a team.</p> <p>Attendance and Participation Expectations</p> <p>Students are expected to be in attendance for the entirety of each studio period and for all reviews, regardless of mode of delivery. The course is scheduled for Mondays/Tuesdays/Thursdays/Fridays each week of the term. The instructors will be present on the days indicated in the course schedule</p> |

(see below). Scheduled studio days where the instructors are not present will serve as days for students to work without supervision. *Attendance, teamwork, and engagement are expected as a requirement for progress in the planning and design process, and are characterized by active involvement in the work and class discussions.*

Guidelines for Submitting Assignments

All assignments are to be uploaded to the course D2L site by the date and time indicated on course schedule. If file sizes are too large, please arrange for other means of file delivery with the instructors. Hardcopies and models may be retained by instructors for accreditation purposes and gallery displays.

Some work will be completed individually and some will be completed in groups. Students will receive a common grade for work done in groups, unless it is determined by the instructional team that there has been an unfair distribution of work or unequal completion of work, in which case group members shall be evaluated individually. Work planning and distribution for group work is the responsibility of the students. Students should be aware that they may be required to demonstrate what components they have contributed to in group work assignments should this be requested.

Final Examinations

There will be no final examinations in this course.

Expectations for Writing

Writing skills are not exclusive to English courses; they are necessary in all disciplines. The University supports the belief that, throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, instructors use writing and the grading thereof as a factor in the evaluation of student work; design courses, despite their focus on graphics, are no exception. All deliverables for this class should contain carefully crafted language, all text (including titles, legends, captions, etc.) should have spelling checked and should be proofread before they are presented / turned in / uploaded to D2L. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all students who feel they require further assistance.

Late Assignments

Unless agreed to by the instructors on compassionate grounds, illness, or for reasons of academic accommodation (please refer to University of Calgary Policies and Supports at the end of this syllabus), assigned work that is handed in late will be penalized 10% of the total available grade per calendar day late (this includes weekends and holidays). Assignments more than two calendar days late will not be accepted, and no credit will be given for them. Assignments must be handed in or presented during scheduled class hours.

A student who feels that a piece of graded work has been unfairly graded may have the item re-graded. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. More information can be found in the Graduate Calendar: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>

Criteria that must be met to pass

Each component of the course valued at 25% or greater (Phases III & IV) must achieve a passing grade (minimum B-, or the 4-point or percentage equivalent) for student 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 submission of material to be presented in studio reviews is not acceptable (grades will be deducted for work

submitted later than the deadline specified in the course schedule, project brief or as discussed in class). For reviews / presentations, all work (printed hardcopies and digital) must be pinned up / uploaded **before** 2:00pm of the day of the presentation. It is mandatory to submit digital files of all coursework through D2L by 2:00pm on the dates specified in the course schedule.

Grading Scale

| Grade | Grade Point Value | 4-Point Range | Percent | Description |
|-------|-------------------|---------------|----------|--|
| A+ | 4.00 | 4.00 | 95-100 | Outstanding - evaluated by instructor |
| A | 4.00 | 3.85-4.00 | 90-94.99 | Excellent - superior performance showing comprehensive understanding of the subject matter |
| A- | 3.70 | 3.50-3.84 | 85-89.99 | Very good performance |
| B+ | 3.30 | 3.15-3.49 | 80-84.99 | Good performance |
| B | 3.00 | 2.85-3.14 | 75-79.99 | Satisfactory performance |
| B- | 2.70 | 2.50-2.84 | 70-74.99 | Minimum pass for students in the Faculty of Graduate Studies |
| C+ | 2.30 | 2.15-2.49 | 65-69.99 | All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements |

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.

Additional Classroom Conduct and Related Information

Guidelines for On-Line Sessions

In the event classes may have be conducted on-line, please follow these guidelines. Please join remote sessions in a quiet space that will allow you to be fully present and engaged. Students, employees, and academic staff must conduct themselves during remote sessions in the same professional manner demonstrated in class, promoting and maintaining a positive and productive learning environment.

To help ensure on-line sessions are private, do not share the link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Recordings and materials presented on-line, including any teaching materials, must not be shared, distributed or published without the instructors' permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering any video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should e-mail the class instructors explaining why, so they may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend an on-line session, please contact your instructors in advance to arrange an alternative activity for the missed session. Students will be expected to participate actively in all remote sessions with their webcams turned on, and will be advised by their instructors whenever they are expected to turn off their webcams, in case a specific activity requires so.

Instructors may record on-line class sessions for the purposes of supporting student learning in this class. Students will be advised before instructors initiate the recording of a session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Special Budgetary Requirements

Special budgetary requirements are limited to the purchase of materials required to complete course assignments and expenditures related to course activities, such as field trips to the project site.

Topic Areas & Detailed Class Schedule

| Week Date | Topic | Assignments / Due Dates | Instructor(s) |
|-----------------|--|-------------------------|---------------|
| 1 January 9 | <ul style="list-style-type: none"> ▪ Introductions & Semester Project Overview | Phase I | JM / TG / JB |
| 1 January 12 | <ul style="list-style-type: none"> ▪ Studio work / Desk Crits | Phase I | JM / TG / JB |
| 2 January 16 | <ul style="list-style-type: none"> ▪ Guest Lecture ▪ Studio work / Desk Crits | Phase I | JM / TG / JB |
| 2 January 19 | <ul style="list-style-type: none"> ▪ Field Trip to Site (guests TBD) | Phase I | JM / TG / JB |
| 3 January 23 | <ul style="list-style-type: none"> ▪ Research & Infographics Review | Phase I Review | JM / TG / JB |
| 3 January 26 | <ul style="list-style-type: none"> ▪ Phase II Overview ▪ Guest Lecture ▪ Studio work | Phase II | JM / TG / JB |
| 4 January 30 | <ul style="list-style-type: none"> ▪ Lecture: A Survey of Planning (TG) ▪ Studio work | Phase II | JM / TG / JB |
| 4 February 2 | <ul style="list-style-type: none"> ▪ Lecture: Contemporary / Biophilic Approaches to Urban Design (JM) ▪ Studio work | Phase II | JM / TG / JB |
| 5 February 6 | <ul style="list-style-type: none"> ▪ Studio work / Pre-Review Desk Crits | Phase II | JM / TG / JB |
| 5 February 9 | <ul style="list-style-type: none"> ▪ Design Concepts Review (Guests: TBD) | Phase II Review | JM / TG / JB |
| 6 February 13 | <ul style="list-style-type: none"> ▪ Phase III Overview ▪ Lecture: Conceptual Design (JB) ▪ Studio work | Phase III | JM / TG / JB |
| | <ul style="list-style-type: none"> ▪ Guest Lecture ▪ Studio work | Phase III | JM / TG / JB |
| 6 February 16 | <ul style="list-style-type: none"> ▪ ULI Pecha Kucha ▪ Studio work | Phase III | JM / TG / JB |
| 7 Feb. 20-24 | Term Break – No Classes | XXXXXXXXXX | XXXXXXXXXX |

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|------------------|--|---------------------|--------------|
| 8 February 27 | <ul style="list-style-type: none"> ▪ Planning Guest Lecture Forum ▪ Logistics for Phases III & IV: Open Discussion | Phase III | JM / TG / JB |
| 8 March 2 | <ul style="list-style-type: none"> ▪ Lecture: Legislative Framework and the Role of Policy (TG) ▪ Studio work | Phase III | JM / TG / JB |
| 9 March 6 | <ul style="list-style-type: none"> ▪ Studio work | Phase III | JM / TG / JB |
| 9 March 9 | <ul style="list-style-type: none"> ▪ Master Plan Draft. Deliverables due Mar. 12 ▪ Pre-Review Desk Crits | Phase III Review | JM / TG / JB |
| 10 March 13-17 | SAPL Block Week. Regular classes suspended | XXXXXXXXXX | XXXXXXXXXX |
| 11 March 20 | <ul style="list-style-type: none"> ▪ Master Plan Draft & Presentation . Midterm Review (Guests: TBD) | Phase III Review | JM / TG / JB |
| 11 March 23 | <ul style="list-style-type: none"> ▪ Phase IV Overview ▪ Lecture: Sustainability by Design (JM) ▪ Studio work | Phase IV | JM / TG / JB |
| 12 March 27 | <ul style="list-style-type: none"> ▪ Guest Lecture ▪ Studio work | Phase IV | JM / TG / JB |
| 12 March 30 | <ul style="list-style-type: none"> ▪ Numbers Day – Do Your Project Metrics Add Up? (JM & TG) ▪ Studio work | Phase IV | JM / TG / JB |
| 13 April 3 | <ul style="list-style-type: none"> ▪ Studio work/ Pre-Review Desk Crits | Phase IV | JM / TG / JB |
| 13 April 6 | <ul style="list-style-type: none"> ▪ Studio work / Pre-Review Desk Crits ▪ Deliverables deadline April 16 | Phase IV | JM / TG / JB |
| 14 April 17-21 | <ul style="list-style-type: none"> ▪ Master Plan & Presentation . Final Reviews. (Guests: TBD) | Phase IV Review | JM / TG / JB |

NOTE: dates, lectures and guest speakers subject to change.

University of Calgary Policies and Supports

COVID-19: <https://www.ucalgary.ca/risk/covid-19-procedure-for-sick-students>

UNIVERSITY OF CALGARY COVID-19 UPDATES: <https://www.ucalgary.ca/risk/emergency-management/covid-19-response>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty.

<https://www.ucalgary.ca/secretariat/student-appeals>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk