

Physical Planning and Site Design

EVDP 625 H (0-8) Fall 2011 Monday and Wednesday 14:00 - 17:50

Instructors:

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PF 3102 or Urban Lab PF 3201
Urban Lab PF 3201

Teaching Assistants:

Cristina Badescu and Lance Robinson

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 courses in the Urban Design and Development Stream.

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/critique by the instructor, teaching assistants, and peers (desk crits, pin ups of work, formal reviews). The approach 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 consist be organized around **three general topics / scales**. Approaches, methods, and exercises for each topic will be covered over a period of approximately four weeks, and culminate in a review of work. A schedule will be provided at the beginning of each topic.

1. The landscape
 - understanding air photos and base maps, using MADGIC and other resources
 - historic evolution analysis
 - site analysis (vegetation, topography, wildlife, sun, wind, built form)
 - diagramming, plan, section, and other drawings
2. The public realm
 - legibility, structure, order
 - cognitive mapping
 - land use, circulation, public space
 - context analysis, density
3. The site
 - site inventory (understanding scale, measuring, drawing)
 - site analysis (sun, shade, views, drainage, wind, circulation, human use)
 - diagramming, plan, section, elevation, axonometric drawings
 - site planning and design

Graphics and Computer Skills

Students will gain skills 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 applications and their uses as appropriate to various tasks:

- image editing software, such as Photoshop
- vector drawing software, such as Illustrator, Autocad, Rhino
- 3D modeling software, such as SketchUp, Rhino
- desk top publishing software (for reports, posters, etc), such as InDesign
- presentation software, such as Powerpoint, 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. Please consult the university calendar for various GIS courses.

Means of 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**, evaluated through **desk crits**, 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**. Students are expected to be in attendance for the entirety of each class/studio period - marks will be deducted for unexcused absences. Engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in the work and discussions.

Each component of the course must be completed, and a passing grade (i.e. minimum B-, or the 4-point or percent 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 of the work will be completed individually or in pairs. Students will receive a common grade for work done in pairs or groups.

1. The landscape	30%	review date - 5 October
2. The public realm	30%	review date - 9 November
3. The site	40%	review date - 13 and 14 December (times tba)
Total	100%	

Special Budgetary Considerations

Site visits will be possible on foot or by LRT. Required base maps and air photos will be provided, or will be available from the MADGIC Centre or on-line, 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). Some costs for plotting and printing should be anticipated, as per the typical studio practice.

Readings

The following are recommended resources:

- Alexander, Christopher et al (1977) *A Pattern Language* (Oxford University Press)
American Planning Association (2006) *Planning and Urban Design Standards* (Wiley Graphic Standards)
Bacon, Edmund N. (1974) *Design of Cities* (New York: Penguin Books)
Bentley, Ian. et al (1985) *Responsive Environments: A Manual for Designers* (Architectural Press)
Ellin, Nan (1996) *Postmodern Urbanism* (Oxford: Blackwell Publishers)
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>
Gehl, Jan (1987) *Life Between Buildings: Using Public Space*

Hough, Michael (1990) *Out of Place: Restoring Identity to the Regional Landscape* (Yale University Press)

Hough, Michael (1994) *Cities and Natural Process* (Routledge)

Jacobs, Jane (1961) *The Death and Life of Great American Cities* (New York: Random House)

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 (1971) *Site Planning* (Cambridge, Mass.: MIT Press) or later versions with Garry Hack

Lynch, Kevin (1981) *(A Theory of) Good City Form* (Cambridge Mass.: MIT Press)

Marsh, Will (2010) *Landscape Planning* (5th ed) (Wiley)

McHarg, Ian (1969, reprinted 1994) *Design With Nature* (New York: Doubleday)

Rees, R. (1988) *New & Naked Land - Making the Prairies Home* (Saskatoon: West. Prod. Prairie Books)

Newton, Norman (1971) *Design on the Land: The Development of Landscape Architecture* (Harvard University Press)

Relph, Edward (1987) *The Modern Urban Landscape* (London: Croom Helm)

Sandalack, Beverly A. & Andrei Nicolai (2006) *The Calgary Project: urban form/urban life* (University of Calgary Press)

Trancik, Roger (1986) *Finding Lost Space: Theories of Urban Design* (New York: Van Nostrand Reinhold)

EVDS Grading Scale

Letter Grade	4-Point Scale	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	

Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade. A grade point value of 3.0 on the 4-Point Scale is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.

Notes:

1. This course may not be repeated for credit.
2. 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.
3. 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.
4. 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.
5. 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
6. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
7. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
8. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>); 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>).