

EVDP 625 Site Planning Studio

Contact Info

Site Planning Studio // EVDP 625 // H(0-8) // Fall 2017

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“Places are spaces that you remember, that you can care about and make part of your life.
Much of what is built now is too tepid to be remembered.”

Donlyn Lyndon and Charles W. Moore from *Chambers for a Memory Palace*

Course Description

The overall objective of the Site Planning Studio is to introduce students to a morphological approach to design that translates across all design disciplines. This form-based approach will emphasize visual-spatial exercises and explore both qualitative / experiential and quantitative approaches to site exploration, site analysis, design process and design execution. Projects will focus on design applied to the practices of landscape architecture, planning and architecture: particularly the relationship between measurement, process, experience, sense of place, human behavior / built form relationships, sustainability and form at multiple scales of intervention / design response. In EVDP 625, you are beginning a journey of discovery and invention that hopefully will continue throughout your life in this profession. To begin the design process, which in many respects is a life-long endeavor, we pair skill development with intellectual inquiry to identify and respond to “problems” facing us in design. The course is coordinated with EVDP 602. In both courses, you are asked to explore “graphics” not simply as illustrations of ideas, but as the means by which we begin to intervene in a landscape, an urban environment or with a structure. The choice of materials in the studio environment ultimately affects the design on the land itself.

Objectives

Course objectives are developed to provide a guide to the presentation of material and the expected outcomes for successful completion of this course and this program. In the larger perspective, the objectives help everyone understand how a piece of the curriculum fits into the larger whole. Upon successful completion of the course you should have developed an understanding of the knowledge, skills, and technologies involved in the following:

- **Overall:** to further awareness and understanding of basic design principles fundamental to the environmental design professions: architecture, landscape architecture, planning and urban design.
- **Spatial Design and Organization:** to further the student's development with the creation, interpretation and manipulation of elements and spatial settings to serve a defined purpose.
- **Process Diagrams:** to demonstrate analytical and creative thinking capabilities through problem solving.
- **Context Integration:** to comprehend the value and potential applications of history, culture and the natural environment to design decisions and expressions of physical form.

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- **Introduce the “fabric” of design** (the materials of construction) and their implications in design decisions. To learn how to integrate and apply the techniques related to landform (grading and drainage), structures and natural systems in the design decision-making process.
- To demonstrate an ability to **effectively compose and communicate** spatial analysis and proposals verbally and graphically - physical models, hand drawn and digital formats (2D and 3D).

Teaching Approach

This is a studio-based course that will consist of lectures, field trips, studio work time, course projects and project presentations. Lectures will provide a survey of theoretical approaches to the course material, technical instruction and information about site / regional context. Student work will consist of a series of projects that will build in complexity culminating in a final site design project where the exercises will be synthesized. 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 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 to identify the project scope, analyze the site, determine a vision and design principles, generate and present an integrated plan. The instructional team is there to support this iterative process through teaching, feedback and discussion.

Readings will be assigned to complement the lectures. Students will be required to complete these readings prior to the related lecture. You may be questioned in class regarding these readings -- come prepared. All of the readings are available through the Taylor Digital Library, with many in the form of e-books / e-periodicals. Bibliographies will be provided in each project brief.

The following texts are required for the course:

- Dee, Catherine. *Form and Fabric in Landscape Architecture: A Visual Introduction*. NY: Spon Press, 2001.
- Lynch, Kevin. *The Image of the City*. Cambridge, MA: MIT Press, 1960.

The following text is recommended but not required:

- Sullivan, Chip. *Drawing the Landscape*, 4th ed. Hoboken, NJ: Wiley: 2014.

Special Budgetary Considerations

Required base maps and aerial photos will be provided, or will be available from the Spatial and Numeric Data Services (SANDS) or on-line, and any additional information and associated costs will be at the discretion of the student. Students should have basic drawing tools and the software outlined below. Some costs for plotting and printing should be anticipated, per typical studio practice.

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Equipment Needed

In addition to the required texts, you will need the drafting and model building tools and supplies from the list below. Please have those materials on hand and available at all times during class studio hours. Please refer to the EVDP 602 syllabus for a complete list of computer software that you will use during the semester.

Drafting supplies

- Sketchbook (7"x10" is a good size to start with)
- Metric scales (scales ranging from 1:25 to 1:1000 will be used)
- Rolling ruler with rubber, no-slip wheels (quality does matter here!)
- Mechanical pencils (.3, .5, .7 and .9 recommended). Lead holders also work.
- Pencil sharpener / lead sharpener (for lead holders)
- Erasers – white plastic, yellow (ink). There are other types, but they are not as effective.
- Erasing Shield – cheap and very helpful
- Drafting brush – optional, but helpful
- Drafting (or painters) tape or dots, (tape is more flexible and can be used for model building)
- Rolls of trace paper: comes in 12", 18", 24", long rolls, yellow, canary or white.
- Other paper: vellum, mylar (both can handle more erasing than trace)
- Triangles: 45/45/90 degree and 30/60/90 degree (with inking edges)
- Circle Templates – Large and small (with inking 'bumps')
- Colored pencils or markers (Prismacolor or equivalent)

Model building supplies

- Cutting mat – 12" x 18" minimum (you are responsible for purchasing a cutting surface and not damaging the desks).
- Metal straight edge(s) – with non-slip backing
- Cutting instruments: scissors, heavier duty and precision utility knives (Olfa, Xacto etc) with refill blades (#11 blades or "snap-off" blades)
- Variety of glues (Elmer's, wood, Weldbond, glue stick, Superglue, epoxy etc.)
- Modelling clay (plastilina / oil-based works best: Roma Plastilina "soft-med" is highly recommended)

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Course Schedule

| Date | In-Class / Lecture | Reading | Assignment / Deadlines |
|----------------|--|-------------------------------------|--|
| Sept 11 | Introductions (all) Medium 1: Model Making and Materials (KF) | Dee 1-31 Lynch 1-13 | Project 1 Assigned Sketchbook Assigned Shop for supplies |
| Sept 13 | Elements and Principles of Design (KF) Representing your Model: Plan / Section / Elevation (JP) Project 1 workshop | Sullivan Ch 10 Ching Ch 3 | |
| Sept 18 | Desk Crits | | |
| Sept 20 | Mid-Review / In-house | | Pin-up by 2:00p |
| Sept 25 | Medium 2: Pencil and Pen Drawing Techniques (TS) / Desk Crits | Sullivan Ch 5-6 | |
| Sept 27 | Presentation tips and tricks (15 mins) (JP) Desk Crits | | |
| Oct 2 | Review: Project 1 | | Pin-up by 2:00p |
| Oct 4 | Analysis, Diagramming & Infographics (KF) Desk Crits | Refer to P2 bibliography | Project 2 Assigned Project 1 Documentation Due |
| Oct 9 | <i>Canadian Thanksgiving</i> | | <i>No Class</i> |
| Oct 11 | <i>EVDS Block Week</i> | | <i>No Class</i> |
| Oct 16 | Medium 3: Multi and Mixed Media (JP) Desk Crits | Sullivan Ch 13 Amoroso/Fox Ch 13 | |
| Oct 18 | In Class Sketchbook work hour - drawing sounds etc (TS/JP) / Desk Crits | | Sketchbooks Mid-review hand in by 6:00p |
| Oct 23 | Lecture TBD (if necessary) Desk Crits | | Sketchbooks handed back |
| Oct 25 | Review: Project 2 | | Pin-up by 2:00p |

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| Date | In-Class / Lecture | Reading | Assignment / Deadlines |
|---------------|---|------------|----------------------------------|
| Oct 30 | Site Visit / Field Trip | | Project 3 Assigned |
| Nov 1 | Site Analysis Tools and Diagrams (ie. sunshadow/strava) (JP) / Desk Crits | TBA | |
| Nov 6 | Design Morphology and Scale – KF Desk Crits | Dee, Lynch | |
| Nov 8 | Architecture: Materials & Siting (TS) Desk Crits | TBA | |
| Nov 13 | <i>HOLIDAY –in Lieu of Remembrance Day</i> | | <i>No Class</i> |
| Nov 15 | Mid-Review Project 3 | | Pin-up by 2:00p |
| Nov 20 | Desk Crits | | |
| Nov 22 | Lecture TBD Desk Crits | | |
| Nov 27 | Peer Review Day / Desk Crits | | |
| Nov 29 | Guest Lecture TBD Desk Crits | | |
| Dec 4 | Desk Crits | | |
| Dec 6 | Production Crits – review of deliverable materials only | | |
| Dec 10 | Project 3 Final Presentation Materials Collected | | All materials collected by 6:00p |
| Dec 11 | Final Review Project 3 – Day 1 1:00-5:00p | | Pin up by 1:00p |
| Dec 12 | Final Review Project 3 – Day 2 1:00-5:00p | | Pin up by 1:00p |

* - Note: dates, lectures and guest speakers subject to change.

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Means of Evaluation

EVDP 625 is a graded course. Incomplete (INC) and deferred term (DT) grades will be issued only for documented circumstances for which the student is clearly not able to complete the work due to significant illness, injury, etc. (please refer to Note #2 at the end of the syllabus). 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 planning and design **process**. Students are expected to be in attendance for the entirety of each studio period.

Each component of the course valued at 25% or greater (Assignments 1, 2 and 3) must be completed with 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). The majority of work will be completed individually with some 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. Attendance and engagement are expected as a requirement for progress in the planning and design process, and is characterized by active involvement in the work and discussions.

Preliminary Course Assignment List & Values

| Project | Title | Value |
|---------|--|-------|
| 1 | Form, Space & Use <ul style="list-style-type: none"> • <i>Work assessed on both individual student and group basis</i> | 25% |
| 2 | Analysis, Diagramming & Infographics <ul style="list-style-type: none"> • <i>Work assessed on individual student basis</i> | 25% |
| 3 | Client, Program, Site & Scale <ul style="list-style-type: none"> • <i>Work assessed on individual student basis</i> | 40% |
| 4 | Sketchbook (semester long) <ul style="list-style-type: none"> • <i>Work assessed on individual student basis</i> | 10% |
| Total | | 100% |

* Full descriptions of project deliverables available in project briefs.

A Note on Critical Review

Critical review of student work is vital to design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from assessment. 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 members 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.

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- 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.

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.

| 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. |
| C | 2.00 | 1.85-2.14 | 60-64.99 | |
| C- | 1.70 | 1.50-1.84 | 55-59.99 | |
| D+ | 1.30 | 1.15-1.49 | 50-54.99 | |
| D | 1.00 | 0.50-1.14 | 45-49.99 | |
| F | 0.00 | 0.00-0.49 | 0-44.99 | |

Notes:

- 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.

Timely Completion of Projects

Unless agreed to by the Instructor on compassionate grounds, illness, or for reasons of academic accommodation (see Note #2 below), 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.

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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. Students who require 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 or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
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 (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).