Physical Planning and Site Design
EVDP 625 (0-8)

Fall 2012
Monday & Wednesday:14:00-17:50
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Teaching Assistants: Cristina Badescu / Lance Robinson

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 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 and critique by the instructor, 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 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 for each four week segment will be provided at the beginning of each topic.

1. The landscape
- understanding air photos and base maps, using the Spatial and Numerical Data Services 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
- public realm improvement concept

3. The site
- site inventory (understanding scale, measuring, drawing)
- site analysis (sun, shade, views, drainage, wind, circulation, human use)
- diagramming, plan, section, elevation, 3D massing
- site planning and design

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 skills 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.

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.

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. 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 the balance of work has been unfairly distributed between team members.

1. The landscape	30%	review date - 3 October
2. The public realm	30%	review date - 7 November
3. The site	40%	review date - 5 December
Total	100%	

Readings

TEXT BOOK:
Lynch, Kevin (1971) Site Planning (Cambridge, Mass.: MIT Press) or later versions with Garry Hack (at the U of C bookstore)

The following are recommended resources:

American Planning Association (2006) Planning and Urban Design Standards (Wiley Graphic Standards)
Bentley, Ian. et al (1985) Responsive Environments: A Manual for Designers (Architectural Press)
Cantrell, Bradley (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
Gehl, Jan (1987) Life Between Buildings: Using Public Space
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)
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)
Trancik, Roger (1986) Finding Lost Space: Theories of Urban Design (New York: Van Nostrand Reinhold)

Grading Scale

The three projects 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.

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 atthe 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.

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).

EVDP 625 / PHYSICAL PLANNING AND SITE DESIGN

SEPTEMBER / 2012

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU
		Labor Day	EVDS Orientation	EVDS Design Camp	EVDS Design Camp	Grad. Studies Orientation			2:00pm Classroom: Course introduction + First Project Intro		2:00pm Classroom: SANDS presentation / Tutorial	SA Software Tutorials				2:00pm Classroom: Tutorial / Site Visit		2:00pm Studio: Desk crits / Studio work	SA Software Tutorials				2:00pm Studio: Desk crits / Studio work	2:00pm Studio: Desk crits / Studio work	SA Software Tutorials			

OCTOBER

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE
2:00pm Studio: Desk crits / Studio work		2:00pm Classroom: First Project Review					Thanksgiving	EVDS Block Week	EVDS Block Week	EVDS Block Week	EVDS Block Week			2:00pm Classroom: Second Project Intro + Lecture		2:00pm Classroom: Tutorial					2:00pm Studio: Desk crits / Studio work		2:00pm Studio: Desk crits / Studio work					2:00pm Studio: Desk crits / Studio work	2:00pm Studio: Desk crits / Studio work	2:00pm Studio: Desk crits / Studio work

NOVEMBER

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR
				2:00pm Studio: Desk crits / Studio work		2:00pm Studio: Second Project Review					Remembrance Day		2:00pm Classroom: Final Project Intro					2:00pm Studio: Desk crits / Studio work		2:00pm Studio: Desk crits / Studio work					2:00pm Studio: Desk crits / Studio work		2:00pm Studio: Desk crits / Studio work	

DECEMBER

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO
		2:00pm Studio: Desk crits / Studio work		2:00pm Classroom: Final Project Review																										