University of Calgary
Faculty of Environmental Design
Community Planning Studio
EVDP 637 F(0-8)
Winter 2016 Tuesday and Friday 14:00 - 17:50

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Introduction

The overall objective is to introduce students to land use planning and development issues in urban, suburban and rural contexts. Students will be provided opportunities to identify, discuss and address challenges related to the implementation of smart growth management principles in each of these settings. Application of this progressive learning will be provided through the preparation of draft statutory documents for actual land development projects. Each project will offer a step-by-step introduction to community planning processes and essential planning policies to create a development that is economically feasible, socially inclusive and environmentally friendly.

Objectives

1. To gain experience in documenting, analyzing and understanding Alberta communities and their evolution
2. To develop knowledge of key concepts and principles of community planning and their application through the exploration of an approach and methodology for community planning
3. To develop the ability to address issues and opportunities at the urban, suburban and rural scales in two and three-dimensional form through a process of design and planning development
4. To gain experience in graphic thinking and communication as it relates to community planning

Teaching Approach

This is a studio-based course that will consist of a series of both lectures, which will provide background and content, and a series of projects that will gradually build towards the completion of a comprehensive statutory plan. Much of the work will be done in a studio setting, where students learn by doing, and through input from instructors, collaboration with peers, and evaluation of assignments. It is essential that students bring materials to the studio times that demonstrate their progress. It is through these reviews and discussions during studio time, that much of the feedback on these projects is obtained. 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 uncover the appropriate project scope, the sustainability related details of the each community and the issues they present, rather than being provided with this information by the instructional team.

Content: Topic Areas & Detailed Class Schedule

(Note: the weekly schedule will be adjusted to reflect the timing of the Block Week as necessary)

Weeks 1 & 2: Introduction to key principles for sustainable planning; the Alberta *Municipal Government Act* and its planning related legislation; the frameworks statutory and non-statutory planning documents; the plan preparation process; location of project sites; identification of project teams.

Week 3 & 4: Field investigation of project sites by project teams & discussions with relevant municipal staff; examination and evaluation of project municipalities' approaches to sustainability and smart growth in their core planning documents; determination of key data required for preparation of draft development plan.

Week 5: Block Week

Week 6 & 7: Identification of the structural elements (land uses, densities, services, infrastructure, open space & reserves, transit/transportation) associated with community and development plans; subdivision/development design process.

Week 8 & 9: Each team prepares and presents a conceptual development plan for its project using GIS and municipality supplied data; plans identification sustainability targets for their project and how the meet or exceed the municipalities goals.

Week 10 & 11: Each team prepares draft development subdivision options (2) and outline of the goals, objectives and policies required to implement their options (Area Structure Plan framework).

Week 12: Teams refine selected final development design option and prepare associated policy document (Area Structure Plan).

Week 13: Team prepare formal presentations to be to the made to their project's municipal representatives. (Schedules of presentations to be determined.)

Graphics and Computer Skills

Students should have some previous background with the following:
- 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, such as InDesign
- presentation software, such as PowerPoint, Keynote
- GIS might also be useful 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 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 must be completed, and 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). Some work will be completed individually with some completed in groups. Students will receive a common grade for work done in groups. Attendance and engagement are expected as a requirement for progress in design, and is characterized by active involvement in the work and discussions.

Evaluation breakdown

1. The Role of Policy 15%
- Analysis and summary of relevant planning policies for each project site
- Deliverable: team prepared written summary and brief class presentation

2. Project Management 10%
- Community Plan process outline
- Includes steps, tasks, team member responsibilities, and milestones
- Deliverable: team prepared written report

3. Site and Data Analysis 20%
- Summary and analysis of information gathered

- Issues and opportunities derived through the site analysis
- Deliverable: multiple poster presentation

4. Draft Concept 20%
- Draft version of development design & policies (Draft Area Structure Plan)
- Deliverable: draft written report and class presentation

5. Final Concept 35%
- Final version of development design & options (Area Structure Plan)
- Individual self evaluation prepared by each team member
- Deliverable: draft written report and presentation to municipal staff panel

Total **100%**

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.

- **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.

Special Budgetary Considerations
Required base maps and air 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 (pencils, a small selection of markers, scales, sketch rolls, other paper, a small cutting mat, knife, and drafting tape, and a small selection of pencil crayons will be useful). Some costs for plotting and printing should be anticipated, as per the typical studio practice.

EVDS 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.
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	0-0.49	0-44.99	

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.

Readings

Recommended references for this course:

Municipal Government Act, 2014 Edmonton: Queen's Printer

Alberta Land Stewardship Act, 2008 Edmonton: Queen's Printer

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 (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).