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GPHY 564.01: Planning Design

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GPHY 564 *Planning Design* Course Syllabus - Spring 2018

Instructor information

Instructor: Dave Shively, Professor, Department of Geography, UM

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Office Hours: T 12-2 PM; R 10-11 AM, 1-2 PM; and by Appt.

Course Description

Catalog: "Analysis of land-use problems and design."

This course investigates the topic of "design" as it relates to land use planning and development. Through directed readings, guest presentations, and discussion, we will consider design in the context of the following:

- Who does it?
- Its disciplinary home.
- Local land use plans and ordinances that control development.
- Bio-physical and environmental parameters of the landscape.
- Aspects of the human/cultural landscape.
- Historical, modern, and future (i.e., geographic models, smart growth, New Urbanism, TOD, green building) directions in planning and design.

Course Objectives

Upon successful completion of the course, you should be able to:

1. Discuss the tension between architecture, planning, and geography in regard to "design."
2. Describe the factors that have traditionally influenced design, and those that are beginning to have an impact today.
3. Develop and defend your own designs that are based on specific concepts and criteria appropriate to different settings.

Texts & Required Materials

- Alexander, Christopher, et al. 1977. *A Pattern Language: Towns, Buildings, Construction*. New York: Oxford University Press.
 - Also available:
http://library.uniteddiversity.coop/Ecological_Building/A_Pattern_Language.pdf and on Moodle as a PDF.
 - Download the document and save in a secure folder. To use the language effectively, I suggest printing pdf document pages 19-34 (source pages xix - xxxiv) so that you have a useful reference for location of specific patterns cross-linked with those you are considering.
 - Also highly recommended - order a copy of the book via an off-campus vendor.
- Other required readings can be accessed from the UM Online site.

- Students who will use this course to satisfy a GIST Certificate Elective Requirement must incorporate use of SketchUp OR ArcGIS GeoPlanner into their project.
 - For SketchUp – see <https://www.sketchup.com/products/sketchup-free>
 - For GeoPlanner for ArcGIS, complete the “GeoPlanner” and GeoDesign” ESRI Web Courses available through my.esri.com – Shively will provide information about how to access these courses.
- “Drafting” caliber pencils, erasers, pens, & ruler for sketching, engineer scale, French curve, sketch pad, vellum.
- Portable drive w/ sufficient space for storing computer generated designs.

Course Organization

We will employ a number of methods and practices throughout the semester:

- Lecture/Class Discussion - Bring a **notebook** and **take notes!**
- Readings from Text - **Outline** the assigned **readings** and **be prepared to discuss!**
- Audio Visual (Videos)? – if shown, be prepare to **take notes!**
- We will visit the field. You should dress appropriately:
 - Footwear - **Closed toe** - should allow you to scramble about and boony crash.
 - Long Pants - generally preferable.
 - **Jacket/Parka/Sweater** - if it is chilly or could be!
 - **Pencil & Notebook!**

Supplementary Materials

- A course Moodle page is provided through UM Online for readings and other items.

Course Requirements

This is a design studio, and as such, your participation and responsibility with regard to preparation and site plan/proposal work is expected - read the assigned material and come to class prepared to discuss, and attend Project Design sessions so that you can benefit from instructor and peer feedback on your work.

You will engage in hands-on design work in the “studio” environment in which you will create work that integrate your growing knowledge of the factors that influence design into one comprehensive design project that will be critiqued and reviewed by other class participants.

Your course grade will be determined by:

- overall participation,
- portfolio of notes and practice diagrams from weeks 1-4,
- quality of the design project:
 - programming (client and community needs)
 - addresses local plan and code requirements
 - includes/considers appropriate infrastructure
 - organization
 - site plan diagrams.
- *Undergrads and Grads will be evaluated separately.*

Provisional Course Schedule

Week	Topic	Reading(s)	Activities
1 (1/24)	Intro. To Course Who Does Design?	N/A	Webinar
2 (1/31)	T: Planning & Architecture Site Planning	T: (1) Boyer; (2) Kahn; (3) L&H (Ch. 1); (4) Alexander (Intro. Section – <i>Using This Book</i> ; See also <i>Using the Language</i> sections corresponding to the 3 major sections of the book); (5) Duany and Talen (Transect Planning);	Field Trip – Old Sawmill, Intermountain Lumber, Equinox, Stonybrook.
3 (2/7)	T: Clients, Consultants, Programming, and Ethics. Site Analysis Process & Tools Sustainable Design (LEED & BREEAM)	(1) L&H (Ch. 4) (2) L&H (Ch. 2; Ch. 8; Appendix A-C); (3) Van Der Ryn; (4) LEED-ND items in Moodle; (5) http://www.breeam.org/ .	Discussion Site Analysis & Mapping. Discussion
4 (2/14)	Representation – Crude (Bubble Diagrams & Other Approaches), Perspective Drawing Representation – Digital	(1) Do & Gross; (2) Fehringer; NM Culture Net; (3) Harrison Architects; (4) Engineer/Architect Scales; http://www.drawingcoach.com/one-point-perspective.html ; http://www.olejarz.com/arted/perspective/ ; http://www.wikihow.com/Draw-Using-Perspective ; (5) Pages from Balke_Kyle_Thesis_38-47.pdf; (6) Sketchup Free (https://www.sketchup.com/products/sketchup-free)	Bubble Diagramming Existing and Potential Projects, Scale Perspective Drawings Try Sketchup in GReaT Lab, open the program, go to Help, click Welcome to Sketchup, and explore the learning resources.
5 (2/21)	Project Design	Refer to Previous Readings; Alexander & Tuan Chapters	Site Analysis - Lab
6 (2/28)	Project Design	Same as above	Site Analysis - Field

Week	Topic	Reading(s)	Activities
7 (3/7)	Project Design	Same as above	Site Planning – Programming, Diagramming and Sketching
8 (3/14)	Project Design	Same as above	Detailed Site Plan Work
9 (3/21)	Project Design	Same as above	Detailed Site Plan Work
Spring Break			
10 (4/4)	Project Design	Same as above	Critique of Preliminary Site Plans
11 (4/11)	Project Design	Same as above	Proposal & Site Plan Work
12 (4/18)	Project Design	Same as above	Proposal & Site Plan Work
13 (4/25)	Project Design	Same as above	Proposal & Site Plan Work
14 (5/2)	Project Design	N/A	Present Proposals & Site Plans
FINAL	Final Class Meeting if necessary.		

*Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.

Policies

Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Those who just manage to meet project requirements will not receive as high a grade as those who give their projects an extra something (initiative, creativity, quality of writing and/or presentation, depth and breadth of critical analysis). Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements.

Scale:

A ≥93.0% A- = 90.0-92.9%

B+ = 87.0-89.9% B = 83.0-86.9% B- = 80.0-82.9%

C+ = 77.0-79.9% C = 73.0-76.9% C- = 70.0-72.9%

D+ = 67.0-69.9% D = 63.0-66.9% D- = 60.0-62.9%

F ≤ 59.9%

Late work will lose one-half a letter grade (i.e., A to A-) for each day late *including weekends*. Work is due at the start of class on day specified. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other

course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

It is extremely disruptive to have students arrive late and/or leave early. I know that you have nothing else on your schedule during the class period, therefore your presence throughout the entire class period is expected. Not only will this keep me happy, it will help you to master the material.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

Selected References

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- Hendler, Bruce. 1977. *Caring for the Land: Environmental Principles for Site Design and Review*. Chicago: American Society of Planning Officials.
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- Simonds, John Ormsbee. 1978. *Earthscape: A Manual of Environmental Planning and Design*. New York: Van Nostrand Reinhold.
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