

## **school of urban and regional planning @ ryerson university**

### **PL8100 Physical Planning + Design Fundamentals**

**Mondays 14-17h SBB Grad Studio**

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## **LEARNING**

### CALENDAR DESCRIPTION

This is a required foundations course that introduces graduate students to the theory, methods and practice of physical design and planning for urban areas. Classes involve a variety of teaching and learning approaches including lectures, seminars, and case studies in built form, relying on both historical and contemporary urban precedents from around the world. Students will learn, develop and practice a range of manual and digital visual communication skills used in contemporary planning and design.

### CURRICULUM LOCATION

In the context of Ryerson University's professional planning curriculum towards the *Master of Planning (Urban Development)* degree, this course is part of the *foundations* stream. For more information, see the full graduate curriculum description and the M.Pl. *curriculum map* at: [www.ryerson.ca/graduate/urbandevelopment](http://www.ryerson.ca/graduate/urbandevelopment).

### COURSE OVERVIEW

This course explores how planners and designers create *space* and *place*, or *morphology* and *meaning*, in the contemporary city.

Physical urban *space*—the morphology of the city—reflects the shape and pattern of urban development over time; it is related to and yet distinct from the physical and metaphysical phenomena of *place*. Through a series of visual assignments related to specific sites and elements of urban form, students will *uncover*, *reveal* and *interpret* the relationship between the physical structure of the city through time, its associated cultural and natural infrastructures, and the central notion of *place*, through notions of identity, belonging and attachment. Grounded in Toronto, the course considers patterns of evolution and change of urban space and place, and compares these with

various global cities within the context of urban design and planning processes. Through introduction to and substantive exploration of the history and theory of urban morphology (i.e. space and pattern) and meaning (i.e. place, identity, and attachment), this course also introduces students to the methods, media and lexis of design communication, and provides an opportunity to exercise and develop several modes of visual representation.

Students will learn iteratively through theory in lectures, and practice in assignments: The course is taught in lecture-seminar format with field visits to various Toronto sites with the intent to complement lectures, illustrate key ideas, and complete assignments. Using downtown Toronto as the living laboratory, four (4) cumulative assignments focus on design literacy and visual communication of *space-shaping* and *place-making*, and the interplay and tension between these notions. Weekly lectures are followed by student-led seminar sessions to facilitate discussion, critique and speculation.

Using field-based assignments, students will transform their experiences and observations at site and city scales into visual modes of representation. Through the use of urban design conventions of plan, section, elevation, axonometric, scale and perspective, and through the acts of sketching, drafting, diagramming, collaging and mapping, students will use a variety of physical and digital media techniques to learn to effectively communicate physical planning concepts through visual means.

## LEARNING OBJECTIVES

The specific learning objectives for PL8100 are to:

- interpret and understand how the dynamics and patterns of the city's infrastructures create meaning for citizens;
- learn to identify key elements of urban form, pattern and change as a basis for physical planning and urban design;
- develop imaginative, diverse, conceptually rigorous and thoughtful approaches to representation;
- develop individual strengths and diversity in planning and design communication;
- develop an understanding of urban form, along with multiple strategies and media for effective representation;
- learn to inventory, comprehend, analyze, synthesize and present complex information;
- communicate effectively in and collaborate successfully within a group; and
- develop a culture of constructive critique and intellectual discourse around individual and team-based projects.

PROFESSIONAL PLANNING ACCREDITATION REQUIREMENTS<sup>†</sup>

The curriculum plan for this course satisfies the following professional planning degree accreditation requirements as set out by the CIP and which are therefore requirements towards obtaining the accredited Planning degrees offered by the School of Urban & Regional Planning at Ryerson University:

Section	Component	Criterion
<i>(i) Knowledge Components &amp; Criteria</i>	<i>Structure and Function of Human Settlements</i>	- study of human settlement and its evolution and history, geography, economy, urban form, political and social structure
<i>(ii) Skills Components &amp; Criteria</i>	<i>Written, Oral and Graphic Communication Skills</i>	- capacity for the production of visual communication forms including graphics, plans, drawings and other graphics

CURRICULUM: LECTURE SCHEDULE & STUDY PLAN

The course is underpinned by three (3) central themes that recur throughout the curriculum with increasing complexity and sophistication as students engage multiple scales of observation and analysis. The three (3) themes are:

**1. FIELD + FRAGMENTS**

*Observation & Description of Urban Elements:* situating Toronto in the North American landscape; history of its urban development; comparative (spatial and structural) analysis with other global cities; elements of urban growth and infrastructures (cultural, natural).

**2. FORM + FUNCTION**

*Analysis of Pattern:* “putting the pieces together”; urban growth patterns and dynamics in terms of both spatial and temporal scales; understanding planning at various scales (site, block, axes / corridor, neighbourhood, and landscape) and how these relate to one another.

**3. CONTEXT + MEANING**

*Synthesis:* detailed neighbourhood and corridor studies; understanding what makes a 'space' a 'place'; physical planning as "meaning-making"; situating planning as praxis in the city, i.e. within the allied architecture / urban design / landscape professions.

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<sup>†</sup> The Canadian Institute of Planners, CIP, stipulates specific criteria required for an accredited Planning degree in Canada. The Ontario Professional Planners' Institute, OPPI, is the professional body that accredits, governs and regulates the practice of professional Planning in Ontario. Together, the CIP and the OPPI mandate specific academic and professional requirements for both an accredited Planning degree and for provisional and professional membership in the provincial and national Planning organisations.

The schedule of lectures is:

Wk	Date	Prof	Theme	Lecture / Studio
1	Sep 8	NML,RK	<b>FIELD + FRAGMENTS</b> <i>Observation &amp; Description of Urban Elements</i>	Course intro, administrative & readings
2	Sep 15	NML		Situating Toronto: Bioregion & Landscapes
3	Sep 22	RK		Elements of Urban Space 1: <i>Urban Armature</i>
4	Sep 29	NML		Observing Space, Identifying Place
5	Oct 6	RK	<b>FORM + FUNCTION</b> <i>Analysis of Pattern</i>	Elements of Urban Space 2: <i>Urban Fabric</i>
6	Oct 13	n/a		<b>Thanksgiving Holiday – No Classes</b>
7	Oct 20	NML		Urban Dynamics: Morphology & Patterns
8	Oct 27	RK		Resonance & Dissonance: Comparative Case Studies
9	Nov 3	NML	<b>CONTEXT + MEANING</b> <i>Synthesis</i>	Synthesis: The Confluence of Space & Place
10	Nov 10	RK		Implications for Planning as Praxis
11	Nov 17	NML		Summary: sub/urban speculations
12	Nov 24	NML,RK		Presentations

## REQUIRED READING

There is no single required text or reader for this course. Required readings will be assigned weekly from the reference list in this syllabus, and placed on e-reserve or in print on short-term loan in the Ryerson library as necessary. Weekly required readings are drawn from a variety of sources, including academic journals, essay texts, design reviews, government documents, popular press and news publications. Additional materials may be assigned on occasion throughout the term. ***Students are expected to come to class prepared for debate and informed discussion by having read the assigned material in advance.*** This is an advanced graduate course, and as such, the collective learning experience will depend largely on the initiative and diligence of each student in becoming *actively* conversant in the course material, particularly during the seminar period of each class. At a minimum, readings are an important complement to the class material and students will need to draw on the information in readings and lectures to be able to complete the assignments satisfactorily.

There are several texts that are strongly recommended as core to the planning literature. These are indicated in the references below by an asterisk (\*) and they are available in the Ryerson library or for purchase on-line at Amazon.ca and elsewhere. The classic texts can often be found in used bookshops as well.

## REFERENCES

The following list contains key references from which will be assigned weekly reading. These are central to the course and the foundation for the research necessary to complete the assignments and projects.

**On form and place:**

- Alexander, C. 1964. *Notes on the Synthesis of Form*. Cambridge, MA: Harvard University Press.
- \*Alexander, C. 1977. *A Pattern Language: Towns, Buildings, Construction*. New York, New York: Oxford University Press.
- Alexander, C. 1987. *A New Theory of Urban Design*. New York: Oxford University Press.
- Bourne, L. S. 2001. The urban sprawl debate: myths, realities and hidden agendas. *Plan Canada*, 41(4), 26-28.
- Bourne, L. S., Bunce, M. F., Taylor, L., Luka, N., and Maurer, J. 2003. Contested ground: the dynamics of peri-urban growth in the Toronto region. *Canadian Journal of Regional Science/Revue canadienne des sciences régionales*, 26(2-3), 251-270.
- Charney, M. 1991. City structure as the generator of architectural form. *Places*, 7(2), 54-59.
- Corner, J. 2006. Terra fluxus. In C. Waldheim (Ed.), *The Landscape Urbanism Reader* (pp. 21-33). Princeton NJ: Princeton Architectural Press.
- Cuthbert, A. R. (ed.) 2003 [1992]. *Designing Cities: Critical Readings in Urban Design*. Oxford: Blackwell.
- Cuthbert, A. R. 2006. Typologies. In *The Form of Cities: Political Economy and Urban Design*. Malden MA: Blackwell Publishing.
- During, S. (ed.) 1993. *The Cultural Studies Reader*. London: Routledge.
- Feldman, R. M. 1996. Constancy and change in attachments to types of settlements. *Environment and Behaviour*, 28(4), 419-445.
- Fishman, R. 2000. The American metropolis at century's end: past and future references. *Housing Policy Debate*, 11(1), 199-213.
- Fowler, E. P. 1992. *Building Cities that Work*. Montréal: McGill-Queen's University Press.
- Gauthier, P., and Gilliland, J. 2006. Mapping urban morphology: a classification scheme for interpreting the study of urban form. *Urban Morphology*, 10(1), 41-50.
- Gerecke, K. (ed.) 1991, *The Canadian City*. Montréal: Black Rose Books.
- \*Groth P. and T. Bressi, (eds.), 1997. *Understanding Ordinary Landscapes*. New Haven: Yale University Press.
- Habraken, N. J. 1998. *The Structure of the Ordinary: Form and Control in the Built Environment* (J. Teicher, ed.). Cambridge MA: MIT Press.
- Harvey, D. 2000. *Spaces of Hope*. Edinburgh: University of Edinburgh Press.
- \*Hayden, D. 1995. *The Power of Place*. Cambridge, MA: M.I.T. Press.
- Hayden, D. 1997. Urban landscape history: The sense of place and the politics of space. In P. Groth, P. and T. Bressi, (eds.) *Understanding Ordinary Landscapes*. New Haven: Yale University Press.
- Hayden, D. 2003. *Building Suburbia: Green Fields and Urban Growth, 1820-2000*. New York: Pantheon.
- \*Jacobs, A. 1985. *Looking at Cities*. Cambridge, MA: Harvard University Press.
- Jacobs, A. B. 1995. *Great Streets*. Cambridge: MIT Press.
- Jacobs, A. B., E. Macdonald and Y. Rof, 1995. *The Boulevard Book: History, Evolution, Design of Multiway Boulevards*. Cambridge: MIT Press.
- \*Jacobs, J. 1961. *The Death and Life of Great American Cities*. New York, New York: Vintage Books.
- Jacobs, M. 2001. *Multinodal Urban Structures: A Comparative Analysis and Strategies for Design*. Delft: Delft University Press.
- LaGrow, J. A. 2001. *Site Analysis: Linking Program and Concept in Land Planning and Design*. New York: Wiley.
- \*LeGates, R. & F. Stout (eds.) 1996. *The City Reader*. New York: Routledge.
- Lister, N-M. (In press). Map-making as place-making: building social capital for urban sustainability. In: B. Dushenko, P. Robinson and A. Dale (eds.), *Urban Sustainability*. Vancouver BC: UBC Press.
- Low, S. and N. Smith (eds.) 2006. *The Politics of Public Space*. New York: Routledge.
- \*Lynch, K. 1960. *The Image of the City*. Cambridge, MA: MIT Press.
- \*Lynch, K. 1981. *Good City Form*. Cambridge, MA: MIT Press.
- \*Lynch, K. and G. Hack, 1984 [1962]. *Site Planning: Third Edition*. Cambridge: MIT Press.
- Lyndon, D. 1999. Caring about places. *Places*, 12(3): 2-3.
- MacFarlane, D. (ed.). 2008. *Toronto: A City Becoming*. Toronto: Key Porter Books.
- Madanipour, A. 1999. Why are the design and development of public spaces significant for cities? *Environment and Planning B: Planning and Design* 26(6), 879 - 891.
- Manzo, L. C. and D. D. Perkins, 2006. "Finding common ground: the importance of place attachment to community participation and planning." *Journal of Planning Literature*, 20(4): 335-350.
- \*McHarg, I. 1967. *Design with Nature*. New York, New York: John Wiley & Sons.
- \*Mumford, L. 1961. *The City in History: its Origins, its Transformations, and its Prospects*. New York:

- Harcourt, Brace & World.
- Nolan, J. 2005. *New Towns for Old*. Boston: University of Massachusetts Press.
- Olsen, D. J. 1988. *The city as a work of art : London, Paris, Vienna*. New Haven CT: Yale University Press.
- \*Rapoport, A. 1977. *Human Aspects of Urban Form: Towards a Man-Environment Approach to Urban Form and Design*. New York: Pergamon Press.
- Rapoport, A. 1995. On the nature of design. *Practices*(3/4), 32 - 43.
- Rapoport, A. 1999. A framework for studying vernacular design. *Journal of Architectural and Planning Research*, 16(1), 52-64.
- \*Relph, E. 1976. *Place and Placelessness*. London: Pion
- \*Relph, E. 1987. *The Modern Urban Landscape*. Baltimore: Johns Hopkins University Press.
- Roberts, M. and C. Greed (eds.) 2001. *Approaching urban design: the design process*. Harlow (England): Longman / Pearson Education.
- Sadler, S. 1998. *The Situationist City*. Cambridge: MIT Press.
- Scheer, B. C. 2005. Who made this big mess? *Urban Design*, 93, 25-27.
- Sennett, R. 1990. American cities: the grid plan and the Protestant ethic. *International Social Science Journal*, 125, 269-285.
- Shim, B. and D. Chong (eds.) 2004, *Site Unseen: Laneway Architecture and Urbanism in Toronto*. Toronto: University of Toronto, Faculty of Architecture, Landscape, and Design.
- Sloan, J. (ed.) 2007. *Urban enigmas: Montréal, Toronto, and the problem of comparing cities*. Montréal and Kingston: McGill-Queen's University Press.
- Talen, E., and Ellis, C. 2002. Beyond relativism: reclaiming the search for good city form. *Journal of Planning Education and Research*, 22, 36-49.
- Tuan, Y.F. 1974. *Topophilia*. Englewood Cliffs, NJ: Prentice-Hall.
- Tversky, B. 2003. Structures of mental spaces: How people think about space. *Environment and Behaviour*, 35(1), 66-80.
- Vitek, W. and W. Jackson. 1996. *Rooted in the Land: Essays on Community and Place*. New Haven, CT: Yale University Press.
- \*Whyte, W. H. 1980. *The Social Life of Small Urban Spaces*. Washington, D.C.: Conservation Foundation.
- Wilson, C. and P. Groth (eds.) 2003. *Everyday America: Cultural Landscape Studies After JB Jackson*. Berkeley: University of California Press.
- Young, T., and Taylor, B. 2000. Belonging not containing: The vision of bioregionalism. *Landscape Journal*, 19(1/2), 46-72.
- Zukin, S. 1995. *The Cultures of Cities*. Cambridge MA: Blackwell.

### **On Toronto:**

- \*Fulford, R. 1995. *Accidental City: The Transformation of Toronto*. Toronto: Macfarlane, Walter & Ross.
- MacFarlane, D. (ed.). 2008. *Toronto: A City Becoming*. Toronto: Key Porter Books.
- \*Sewell, J. 1993. *The Shape of the City: Toronto Struggles with Modern Planning*. Toronto: University of Toronto Press.

### **On visual communication:**

- Berger, A. 2006. *Drosscape: Wasting Land in Urban America*. New York: Princeton Architectural Press.
- Bounford, T. and A. Campbell, 2000. *Digital Diagrams: How to Design and Present Statistical Information Effectively*. New York: Princeton Architectural Press.
- Brommer, G. F. 1994. *Collage Techniques: A Guide for Artists and Illustrators*. New York: Watson-Guption.
- Ching, F. 1975. *Architectural Graphics* New York: Van Nostrand Reinhold Company.
- Corner, J. 1996. *Taking Measures Across the American Landscape*. New Haven: Yale University Press.
- \*Davis, D. A., and T. D. Walker, 2000. *Plan Graphics: Fifth Edition*. New York: Wiley.
- Edwards, B. 1994. *Understanding Architecture Through Drawing*. London: E&F Spon.
- Frampton, K. 2001. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*. Cambridge: MIT Press.
- \*Gindroz, R., K. Levine and Urban Design Associates, 2003. *The Urban Design Handbook: Techniques and Working Methods*. New York: Norton.
- Harris, R. L. 2000. *Information Graphics: A Comprehensive Illustrated Reference*. Oxford: Oxford University Press.
- Hertzberger, H. 1991. *Lessons for Students in Architecture*. Rotterdam: Uitgeverij 010.

- \*Jakle, J. A. 1987. *The Visual Elements of Landscape*. Amherst: University of Massachusetts Press.
- Johnson, S. 2006. *The Ghost Map*. New York, New York: Riverhead Books.
- Mathur A. and D. Da Cunha, 2001. *Mississippi Floods: Designing a Shifting Landscape*. New Haven: Yale University Press.
- Moholy-Nagy, S. 1976 [1957]. *Native Genius in Anonymous Architecture*. New York: Schocken Books.
- Monmonier, M. S. 1991. *How to Lie with Maps*. Chicago: University of Chicago Press.
- Monmonier, M. S. 1995. *Drawing the Line: Tales of Maps and Cartocontroversy*. New York: H. Holt.
- Rowe, C. and F. Koetter, 1978. *Collage City*. Cambridge: MIT Press.
- Studio Sputnik and J. van't Spijker, 2003. *Snooze: Immersing Architecture in Mass Culture*. Rotterdam: NAI Publishers.
- \*Tufte, E. R. 1990. *Envisioning Information*. Cheshire, CT: Graphics Press.
- Tufte, E. R. 1992. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press.
- Tufte, E. R. 1997. *Visual Explanations: Images and Quantities, Evidence and Narrative*. Cheshire, CT: Graphics Press.
- Tufte, E. R. 2003. *The Cognitive Style of PowerPoint*. Cheshire, CT: Graphics Press.
- Tufte, E. R. 2006. *Beautiful Evidence*. Cheshire, CT: Graphics Press.
- Uddin, M. S. 1999. *Hybrid Drawing Techniques by Contemporary Architects and Designers*. New York: Wiley.
- Wang, T.C. 1996. *Plan and Section Drawing: Landscape Architecture*. New York: Wiley.
- Ware, C. 2000. *Information Visualization: Perception for Design*. San Francisco: Morgan Kaufmann.
- Watson, D. 2003. *Time-Saver Standards for Urban Design*. New York: McGraw-Hill.
- White, A. 2002. *The Elements of Graphic Design: Space, Unity, Page Architecture, and Type*. New York: Watson-Guptill.

## CONDUCTING

### COURSE INSTRUCTION MODES

This is an advanced graduate seminar course that meets once weekly for three (3) hours. The class period consists of a lecture followed by a student-led seminar period that includes regular discussion focused on the weekly, required reading material. As a vital complement to lectures and practical exercises, the seminar and discussion period provides a forum for debate and critical reflection on the readings and on-going project work, and as such, offers fertile ground for exchange of ideas. This period is a time for students to affect directly the quality of their learning experience, both collectively and individually.

### COURSE REQUIREMENTS & RESPONSIBILITIES

It is the responsibility of every student to attend the lectures, seminars, and workshop sessions, and to complete the required reading prior to the lecture and seminar discussion for which it is assigned. Successful completion of this course will require regular attendance at lectures, field visits and seminars; thorough reading of all assigned materials; and the completion and submission of all assignments.

There are 4 graded components that comprise the course requirements for this course:

1. **Site Reconnaissance 1 - Observation:** Students learn to see the city through its spaces via an exercise in visual literacy as it relates to planning. Students will develop and apply skills in map and plan reading at the site scale, and presentation of descriptive visual data, including photos, maps, elevations, sections etc.
2. **Site Reconnaissance 2 - Analysis:** Students learn to read the city's patterns of growth and development through a second exercise in visual literacy, as it relates to the production and identity of place. Students will develop and apply more complex techniques of comparative visual analysis, e.g. figure-grounds, ideograms, collage, interpretive mapping etc.
3. **Corridor Study:** Students will undertake a site study using visual, text and spatial analysis at a more complex scale. Focusing on a select urban infrastructural axis, students will explore and analyse the armature and fabric of the city through various planning and design tools.
4. **Neighbourhood Study:** Building on the skills developed in the preceding assignments, students will work in small groups to study a selected community in terms of a critical assessment and interpretation of space and place. Students will present their work orally and visually to their peers, using multiple design techniques at several scales.

To complete these assignments successfully, various drawing, printing and drafting materials will be required during the term. These are detailed in each assignment outline. Students will also incur printing costs during the term.

**NOTE:** A core objective of this foundations course is to guide students in developing visual communication skills related to urban design and physical planning. However, *it is not a course that teaches software applications*. It is recognised that students will require introductory proficiency with various software applications to complete the assignments in this course and others in the programme. Therefore, a voluntary workshop schedule, outside of class time, will be run for approximately one hour by upper year students on Tuesdays from 4 PM in the SURP computer lab.

All assignment instructions will be posted to the course page on Blackboard at [my.ryerson.ca](http://my.ryerson.ca) and discussed in class; they explain in detail what is expected for the assignment and the criteria to be used in evaluation. The assignments and due dates are summarised in chart form in this syllabus under EVALUATING.

## COMMUNICATING

Students are encouraged to take full advantage of the graduate school experience by discussing the assignments, lectures, readings, and any other aspect of the course work *in person* as much as possible. Students should engage in these discussions in class or during the Professors' posted office hours (or by appointment if you cannot come during office hours). For purposes of sharing information and a repository of course-

related materials, there is a dedicated Blackboard site for PL8100 that can be accessed by all registered students at: <https://my.ryerson.ca/>. All vital documents and pertinent course materials will be posted to this site.

E-mail is the preferred means of communication for the purpose of making appointments or questions of clarification **only**. Detailed or substantive questions about assignments or grades should be dealt with *in person*. Keep in mind that your professors are visible, publicly-available professionals who often receive a high volume of email and it is increasingly difficult and often impossible to respond to everything. Important messages are often best followed up by phone or in person to ensure a timely response.

All students are required by Ryerson University to maintain an active Ryerson student e-mail account, as any graduate school or course communication sent by e-mail will use **ONLY** these e-mail addresses. *Any e-mail sent from a non-Ryerson account will be deleted by Ryerson's junk mail filters.* For further details, see Ryerson University's policy on the *Establishment of Student E-Mail Accounts* (Policy 157) at: <http://www.ryerson.ca/senate/policies/>

## SUBMITTING ASSIGNMENTS

Assignments are to be completed on time and submitted to the course Professor in person at the class when due. *Do not slip assignments under a Faculty member's office door.* Students who are away or otherwise unable to attend class are required to contact Prof. Keeble or Prof. Lister and make alternate arrangements to submit their assignment. Late assignments will be penalised in accordance with School policy at the rate of 5% per day (including weekends). Extensions for reasons of illness require a medical certificate. Please be aware that ***no work will be accepted for evaluation after the last day of classes.***

## ACADEMIC INTEGRITY

Ryerson University values academic integrity, which is the cornerstone of the University, of *academe*, and of higher learning in general. To protect and uphold academic integrity, it is the responsibility of each professor to teach, exemplify and discuss issues of academic honesty in the classroom. It is the corresponding responsibility of each student to learn and understand what constitutes honest research and to be able to demonstrate the originality of his or her work if called upon to do so. (For example, at any time you may be asked to explain your work, as feedback and review are essential parts of learning.) *At a minimum, for every assignment, the sources of all data and ideas must be properly referenced using a standard academic referencing style.* The preferred style used in the study and practice of Urban Planning and in this School is the **APA** style. For more information see: [www.apastyle.org](http://www.apastyle.org). *The failure to reference an assignment properly may constitute plagiarism, resulting in required academic penalties.* Each student is expected to be familiar with Ryerson University's *Student Code of Academic Conduct* (Policy 60 at [www.ryerson.ca/~acadpol/policies.html](http://www.ryerson.ca/~acadpol/policies.html)) as well as the School of Graduate Studies' *Academic Appeals Policy* and the *Academic Appeals Procedure* (at

[www.ryerson.ca/graduate/policies/](http://www.ryerson.ca/graduate/policies/)). These documents cover all issues of academic integrity, including all penalties, disciplinary decisions and appeals processes. For further information and an on-line tutorial, students are encouraged to visit the University's Office of Academic Integrity at [www.ryerson.ca/academicintegrity/](http://www.ryerson.ca/academicintegrity/)

As part of Ryerson University's commitment to academic integrity, all graduate students in the *School of Urban & Regional Planning* are required to complete a signed ***Declaration of Original Work*** for each course assignment or assessment component submitted for grading. Students must submit a signed original form with **each** assignment, and keep a copy for their personal files. This form can be found at [www.ryerson.ca/graduate/urbandevelopment](http://www.ryerson.ca/graduate/urbandevelopment) under "Forms".

## ETHICS REVIEW

All University research is governed by policies and practices that ensure the protection of research participants, the researcher (faculty, student or staff member), the university, and the public. These include policies on research involving humans, the use of animals, and hazardous materials or controlled goods, among others. All research involving humans, animals, or controlled goods undertaken at Ryerson University facilities and conducted by Ryerson University faculty, students, and staff is subject to review and approval.

### *Research Ethics Review & Approval Process for Student Researchers*

All students, both graduate and undergraduate MUST submit their research proposal and design protocol for review, whether undertaken as part of course work, for a major project or for a thesis. Graduate students must first obtain approval from their faculty supervisor for any research to be considered. Graduate students must then use the on-line ethics review submission system via Blackboard at *my.ryerson.ca* to submit their proposals to the University's Research Ethics Board (REB) for review and approval. Students are not permitted to undertake **any** research until REB approval has been received, and their faculty supervisor is notified of this approval. For more information, please consult the University policies on *Ethics Review of Research Involving Human and Animal Subjects* (Senate Policies 51 and 52 respectively) at: [www.ryerson.ca/graduate/policies/](http://www.ryerson.ca/graduate/policies/) and the Office of Research Services' REB website at: [www.ryerson.ca/ors/research\\_ethics/](http://www.ryerson.ca/ors/research_ethics/)

## COURSE CHANGES

Any changes to the course assignments, due dates, and/or grading scheme as indicated in this syllabus will be discussed in class prior to being implemented.

## COURSE MANAGEMENT POLICY

The *Graduate Student Handbook* describes the School of Graduate Studies' course management policy in detail. It is also available at: [www.ryerson.ca/graduate/policies/documents/Course\\_Mgmt\\_Policy.pdf](http://www.ryerson.ca/graduate/policies/documents/Course_Mgmt_Policy.pdf). Students should be familiar with the University's significant dates for each calendar year, which are also noted in the Handbook and posted on line at: [www.ryerson.ca/graduate/dates/](http://www.ryerson.ca/graduate/dates/)

## EVALUATING

### EVALUATION SCHEME

Students will be evaluated on the course components according to the scheme below.

Assignment / Component	Type	Due	Weight
1. Site Reconnaissance 1	Individual	Sep 29	15 %
2. Site Reconnaissance 2	Individual	Oct 20	25 %
3. Corridor Study	Individual	Nov 3	25 %
4. Neighbourhood Study	Group	Nov 24	35 %
<b>Total</b>			<b>100%</b>

### EVALUATION CRITERIA

Each assignment will be evaluated according to specific criteria explained in detail in the assignment outline. In general, these criteria include:

- adherence to assignment instructions and satisfaction of specific assignment objectives;
- presence of required components/features;
- creativity and originality;
- visual communication (clarity, readability, choice of medium, justification of choice etc.);
- graphic technique or artistic interpretation as applicable;
- ability to stimulate discussion and/or respond to questions as applicable;
- presentation of the work, articulation and defence of a central idea or thesis of the work;
- analysis (factual precision and logic);
- background research, use of and influence of research on the work; and
- quality and citation of references.

All criteria are weighted equally in the marking scheme unless otherwise noted. In addition to oral comments during presentations, students will receive written comments and a completed *Feedback & Evaluation Form* with each marked assignment. This form is intended as a means of enriching communication between the professor and the student, while holding both accountable for the grade assigned.

## GRADUATE GRADING SCHEME

The grading scheme that applies to all Ryerson University graduate students is outlined in the Ryerson University Graduate calendar at [www.ryerson.ca/graduate/graduate\\_calendar/](http://www.ryerson.ca/graduate/graduate_calendar/). The grading scheme is:

<b>Letter Grade</b>	<b>Percentage Scale Conversion &amp; Criteria for Achievement</b>
A+	90-100 Outstanding
A	85-89 Excellent (meets all expectations + originality/theoretical sophistication)
A-	80-84 High (meets all expectations at a high level)
B+	77-79 Highly satisfactory (meets all expectations)
B	73-76 Satisfactory (meets most expectations)
B-	70-72 (Needs improvement)
F	0-69 (Master's Level: Unsatisfactory Performance)
F	0-72 (PhD Level: Unsatisfactory Performance)

## EVALUATING COURSE AND INSTRUCTION

A survey of course substance and instruction quality is required by the University and must be completed in class by all students over a period during two weeks in November. Students will receive advance notice of the survey dates.