

RYERSON UNIVERSITY
SCHOOL OF URBAN + REGIONAL PLANNING

PLG 420 LAND USE PLANNING STUDIO I
COURSE SYLLABUS – WINTER 2008

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Course Time and Location
Lecture: Tuesdays, 10-12h – KHE 125
Studio/Lab: Tuesdays, 13-16h – Second Year Studio (SBB 306)

LEARNING

Calendar Description

An introduction to a variety of practical techniques needed in planning, with emphasis on the collection, analysis, and presentation of data. Preliminary land use studies and planning and design concepts will be completed for a selected study site. Work will be done in both the lab and the field. Lecture 2 hours, Lab 3 hours. **Prerequisite:** PLG 320 Planning Studio II

Learning Objectives

The PLG 420 Studio introduces students to the critical analysis of landscapes from a variety of perspectives. Through the application of urban planning and landscape theory and techniques, students undertake a detailed site analysis, which constitutes the major project for this course. Students will learn and develop skills in the analysis and evaluation of the physical (abiotic), ecological (biotic), and socio-economic (cultural) characteristics of landscape. They will learn how to assess existing conditions in terms of various and often conflicting constraints and opportunities, and the resulting appropriateness and suitability of the study site for a range of planning objectives. The dynamic inter-relationships of abiotic, biotic, and cultural requirements of the site and its region will be examined critically through a series of studio assignments that progress from description to analysis to design synthesis. Through these studio assignments, the students will complete a land use planning project for designated areas within the Greater Toronto Area now undergoing land use change.

Upon completion of this course, students will have a knowledge base and skills in:

- ⊗ landscape scale, patterns, processes and functions;
- ⊗ mapping and graphic communication through several media;
- ⊗ data collection, analysis, and interpretation pertinent to landscape form and function;
- ⊗ integration and synthesis of abiotic, biotic, and cultural information by means of land suitability assessment for a range of planning objectives;
- ⊗ constraints and opportunities for a given site and its potential land uses (conservation, growth, development, etc.) at a regional scale; and
- ⊗ the land use planning process, its institutional framework, and typologies of land use plans

Curriculum: Plan of Study

The course is organised into three (3) learning modules that will progress through **DESCRIPTION**, **ANALYSIS**, and **SYNTHESIS** of a site, within its regional context, and the existing and potential land uses as follows:

Learning Module	Date	Lecture session	Studio activity
<p>1. Imaging the Place</p> <p>Understanding of the region through its landscape and urban contexts—specifically, the description and interpretation of the area through research; field work; understanding the interface of landscape and urban fabrics; and mapping and modelling the region at an appropriate scale.</p>	8 Jan.	<i>Introductions / Overview</i> Presenting the Study Region	Introduction to course assignments; establishment of studio work groups
	15 Jan.	<i>The Landscape Palette</i> Pattern, Scale, Place	Discovering landscape: an intensive primer
	22 Jan.	<i>The Dynamic Landscape</i> Landforms and Landscape Change	Topography and landform analysis; model-building
<p>2. Peeling Back the Layers</p> <p>Deconstruction of the site and its regional context through a set of layered analyses of the abiotic, biotic, and cultural characteristics. Specifically, this module constitutes a land suitability analysis using a range of technical exercises in slopes, soils, hydrology, ecology and cultural features relevant to the area.</p>	29 Jan.	<i>Abiotic Aspects I</i> Topography, Slopes, Aspect	Slope analysis
	5 Feb.	<i>Abiotic Aspects II</i> Glacial Processes and Soil Formation	Soil analysis
	12 Feb.	<i>Abiotic Aspects III</i> Hydrology: Water in the Landscape	Hydrological study of the site and its region
	19 Feb.	READING WEEK – No course meetings scheduled	
	26 Feb.	<i>Biotic Aspects I</i> Ecology	Biotic study of the site and its region: Vegetation, habitats
	4 Mar.	<i>Biotic Aspects II</i> Climate and its effects	Climatic analyses of the site and its region
FIELD VISIT	11 Mar.	All-day trip to sites (10h – 16h): Experiencing the Layers	
<p>3. Synthesis through Design</p> <p>‘Reconstruction’ of the site area through synthesis and integration of individual work, based on the descriptive and analytical exercises. Specifically, this involves interpretation and evaluation of data “layers”, and the identification and evaluation of constraints and opportunities in the form of a site vision exercise accompanied by completion of the three-dimensional scale model.</p>	18 Mar.	<i>Synthesis I</i> What is Landscape? What informs the planners’ intervention in the landscape?	Reinterpreting the landscape: synergy and friction between “layers”
	25 Mar.	<i>Synthesis II</i> Identifying and analysing constraints and opportunities; site ‘vision’	Interpretative models; Opportunities and Constraints revisited
	1 Apr.	All-day Group Presentations & Crits (10h – 16h)	
	8 Apr.	Reflections on the 3 learning modules: <i>Imaging the Place, Peeling Back the Layers, Synthesis Through Design</i>	Interpretative Models—studio crits

Required Reading

There are two (2) **REQUIRED** and one *recommended* textbooks for this course:

- ☉ Marsh, William. 2005. *Landscape Planning: Environmental Applications*. 4th edition. New York: Wiley. HD108.6.M37 2006 [**REQUIRED**]
- ☉ LaGro, James A. 2001. *Site Analysis: Linking Program and Concept in Land Planning and Design*. New York: Wiley. NA2540.5.L34 2001 [**REQUIRED**: available as an e-book in the Ryerson Library]
- ☉ Perlman, Dan L. & Jeffrey Milder. 2004. *Practical Ecology for Planners, Developers and Citizens*. Washington: Island Press. GF75.P47 2005 [*recommended*]

Marsh (required) and Perlman & Milder (recommended) are both available from *Ballenford Books* <http://www.ballenford.com> and are also on short-term loan in the Ryerson library. *Ballenford Books*—a local bookshop specialising in texts on architecture, planning and design—offers a 10% discount for students and is located at 600 Markham Street in Toronto opposite the Bathurst subway station. Tel. 416.588.0800. LaGro (required) is available as an e-book in the Ryerson Library.

All readings will be assigned weekly from the texts, and occasionally, from additional sources. Additional readings are on reserve for short-term loan in the Ryerson library, as listed at <http://innopac.lib.ryerson.ca/search/r?SEARCH=plg420>. Students are expected to come to class prepared by having read the material in advance. Readings are an integral component in the studio sessions and you will need to draw on the information in readings and lectures to be able to complete the studio exercises successfully.

Other Resources

There are several highly *recommended* texts also available in the Ryerson library on short-term loan (see <http://innopac.lib.ryerson.ca/search/r?SEARCH=plg420>), and from which the additional required readings are drawn:

- Beer, A. 2000. *Environmental Planning for Site Development*. London: Routledge. [NA2540.5 .B44 2000]
- Chapman, L. J., & Putnam, D. F. 1984. *The Physiography of Southern Ontario*. Toronto: Ontario Ministry of Natural Resources. [GB132.O5 C5 1984]
- Honachefsky, W.B. 1999. *Ecologically-Based Municipal Land Use Planning*. New York: Lewis. [HT167 .H67 2000]
- Johnson, B. and K. Hill. 2002. *Ecology and Design: Frameworks for Learning*. Washington D.C.: Island Press. 530 p. SB472.45 .E39 2002
- Lynch, K., & Hack, G. 1984. *Site planning, third edition*. Cambridge MA: MIT Press. [NA2540.5 .L9 1984]
- Ndubisi, F. 2002. *Ecological Planning: A Historical and Comparative Synthesis*. Baltimore: Johns Hopkins University Press. [SB472.45 .N48 2002]
- Reid, G. W. 1987. *Landscape graphics*. New York: Whitney Library of Design. [SB476.4 .R45 1987]
- Steiner, F. R., 1991. *The Living Landscape: An Ecological Approach to Landscape Planning*. New York: McGraw Hill. [HD108.6 .S74 2000]
- Thompson, G. F. and F. R. Steiner, 1997 (eds.). *Ecological Design and Planning*. New York: Wiley. [SB472.45 .E36 1997]
- Walker, T.D. and D.A. Davis, 1999. *Plan Graphics, 5th edition*. New York, Wiley. [NA2700 .W34 2000]
- White, E. T. 1983. *Site analysis*. Tallahassee FL: Architectural Media. [NA2540.5 .W48 1983]

Maps, planning reports, soil surveys, government documents, and other secondary data are important research tools for this course. These and other pertinent sources are available in the Ryerson library, the University of Toronto map library (on the fifth floor of Robarts Library) and in municipal libraries, particularly the Urban Affairs Library at Metro Hall (King St. W. at John St.). Students are expected to explore other resources, such as planning documents having to do with the site and its region (prepared by local and regional municipal governments, provincial ministries, and also by local Conservation Authorities as well as non-governmental agencies associated with the geographic areas examined in this course).

Required Equipment

The following equipment is required to complete the studio exercises:

- ⊗ tracing paper
- ⊗ vellum sheets (sizes specified in Assignment Book)
- ⊗ mylar/drafting film sheets (sizes specified in Assignment Book)
- ⊗ drawing pencils & pens (various thickness & colours)
- ⊗ notebook or sketchbook (e.g. *Moleskine* or similar, with high quality paper)
- ⊗ metric scale (ensure that it includes 1:100)
- ⊗ calculator (required for in-class assessments; ***no cellphone calculators allowed.***)
- ⊗ rulers (several sizes are helpful)
- ⊗ eraser
- ⊗ masking tape
- ⊗ glue stick
- ⊗ corrugated cardboard in various sheet sizes (recycled is fine)
- ⊗ digital camera (or 35 mm camera with one roll of colour print film, 24 exposures)
- ⊗ model-building supplies: foam core board (required) plus optional materials for creative component (e.g. paints, papier mâché, wood, plastic, acrylic, clay, etc.)

All supplies are available from the Ryerson bookstore and any art/graphic supply store. Model supplies are at the discretion of each student and depend on his or her choice of media. As will be emphasised in class, students are encouraged to use recycled, reclaimed or everyday materials and the model-building assignment should not place an additional cost burden on the student. For all other exercises, students should already own most of the equipment from the first-year studio kit. Those who don't own a camera can either purchase a single-use (disposable) film camera for about \$15.00, or borrow a camera from the Ryerson Media Centre in Kerr Hall (KHE 227; phone extension 5098).

CONDUCTING

Course Instruction Modes

This course meets once weekly and consists of a two-hour lecture followed after lunch by a three-hour studio session. The studio mode of instruction provides an active, 'hands-on' learning environment in which students learn by doing, through collaboration and critique. As a vital complement to lectures, the studio provides a forum for observation and feedback, and is a fertile ground for exchange of ideas through student-faculty interaction. The studio format is the backbone of the Ryerson Urban & Regional Planning programme and facilitates intensive learning and constructive critiques by Faculty and peers of work-in-progress. This means that the studio is part of formal class time and an essential component of the course. Therefore, ***students must come prepared to work and participate actively and should not expect to leave early or to make other work arrangements during this period!***

PLG 420 lectures and studios will be taught collaboratively by both Faculty members. The collaborative teaching model encourages a diversity of perspectives in an integrated forum, and in doing so, allows Faculty to teach by example this fundamental planning skill. Remember that ours is a professional school and that this class, and the studio period in particular, will afford you the opportunity to learn a variety of professional skills, including *collaboration and communication*—both of which are essential to the practice of good planning.

The course professors will divide and mark assignments on a rotating basis. This ensures that students receive feedback from both course Faculty members. You should feel free to address questions and concerns to both your professors alike.

Communicating with Faculty

Students will spend five hours each week in class and studio working directly with Faculty. This period includes ample time to discuss assignments. In addition, Faculty are available during posted office hours for consultation and discussion on any procedural or substantive issue pertaining to the course. If more time is required, you should feel free to discuss the assignments, lectures, readings, and any other aspect of the course with the course professors *during posted office hours* (or by appointment if you cannot come to see us during office hours).

E-mail is the **required** means of course communication; specifically, using the dedicated course **Blackboard** system and a Ryerson e-mail address. All students are required by Ryerson University to maintain an active Ryerson student e-mail account, as any 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/>

PLG 420 has a dedicated **Blackboard** site that can be accessed by all registered students at: <https://www.my.ryerson.ca/>. Questions of clarification and process pertaining to assignments and course content **must be** posted to the Discussion Board on the Blackboard site where they will be answered Monday through Friday by the Professor who is marking the relevant assignment. **DO NOT** use Professors' individual e-mail addresses for questions pertaining to course content! **Before** posting your question to Blackboard, please review your lecture and studio notes as well as the detailed assignment descriptions to ensure your question has not already been answered through other mechanisms. We will make every effort to respond to questions posted to Blackboard within a reasonable amount of time on weekdays. Please note that detailed or substantive questions about assignments or grades must be dealt with *in person*.

Course Requirements and Responsibilities

There are four (4) component groupings that comprise the course requirements for PLG 420 and students must complete all 4 component groupings to receive a satisfactory grade in this course, including active, prepared participation in all lectures and studio sessions. These are:

1. a three-dimensional scale model of the study area;
2. demonstrated competency in site analysis (the "Layers of the Land" assessments);
3. articulation of a vision for the study area (in written and graphical forms) rigorously supported by a clear rationale, informed by research and supported by analysis; and
4. an assessment of your individual contribution to class discussions, studio activities and your group project (as assessed through self- and peer-evaluation).

Full details and instructions for all the assignments are provided in the *PLG 420 Assignment Handbook*, which is distributed to all students on the first day of class. Each studio exercise will be discussed and hands-on work begun on the assignment in the studio period immediately following the lecture on the same topic. There will be in-studio individual assessments, the nature of which will vary from week to week. The class will work together in studio with the assistance of Faculty on some exercises, any of which may be subject to spontaneous, constructive critiques of the work-in-progress. Assignments are to be submitted as indicated in the *PLG 420 Assignment Handbook* (see also the section on **EVALUATING** in this course syllabus). It is imperative that students are well versed in the timing and the requirements for each assignment. Moreover, *it is the responsibility of each student to ensure that she or he brings the required background material for each studio.*

Submitting Assignments

Assignments are to be completed on time and submitted to the Professor(s) at the beginning of class when due. ***Under no conditions are students to slip assignments under the Professors' office doors.*** Late assignments may be submitted to the *School of Planning* through any assignment drop-slot (3rd Floor, 105 Bond Street) where upon they will be stamped with the submission date by 4 pm on regular business days. Assignments submitted after 4 pm or on weekends will be stamped on the next regular business day. Late assignments will be penalised in accordance with School policy at the rate of 5% per day. Extensions for reasons of illness require an official Ryerson University medical certificate; a copy of this form is available in the *School of Planning Handbook*. ***No work will be accepted for grading after the last day of classes, Friday April 11th, 2008.***

Please note:

For students who miss in-class assessments ('Layers of the Land' Exercises 2a through 2d), ***make-up assessments will NOT be offered. Those students with legitimate situations resulting in missed assessments—which are substantiated by an official Ryerson Medical Certificate as above—will sit a written assessment during the University's formal exam period.*** Eligibility for this accommodation must be established with either course professor immediately following the missed in-class assessment.

Academic Honesty

Academic integrity 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 to learning, and a vital part of the normal in-studio critique process. ***At a minimum, for every assignment, the sources of all data and ideas must be properly referenced using a standard academic referencing style. 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) available at <http://www.ryerson.ca/senate/policies/> as it governs all issues of academic integrity including all penalties, disciplinary decisions and appeals processes. For further information and on-line tutorials, students are encouraged to visit the University's *Office of Academic Integrity* at: <http://www.ryerson.ca/academicintegrity/>

In addition to properly referencing all work, academic honesty may be demonstrated by the following three tests of originality:

- ☉ The student must be able to show evidence that supports the work, such as rough drafts, working drawings, research notes etc.;
- ☉ The student must be able to present research sources, such as bibliographic references, primary or secondary data used in the completion of the work; and
- ☉ The student must be able to explain verbally to Faculty members the substantive content and progression of the work if required.

Therefore, all students are **REQUIRED** to make and retain a personal copy of all work undertaken for this course as well as *all rough materials, references, sources, and working notes* until the marked original has been returned. There are several additional reasons for this requirement: 1) in the unlikely event that an assignment is lost or stolen, you can quickly produce another copy for re-submission; 2) if the original is lost or damaged, you can re-create your assignment from rough notes or a second hard copy; and 3) for your own protection in a case of plagiarism or copying by another student(s), you can produce evidence, that you have developed the assignment yourself from research that you have undertaken independently.

Time Management

This is a foundations course in planning practice, which means it is one of the essential ‘core’ courses students need for training as a professional planner. It is also a studio course, which means it has both lectures and ‘hands-on’ studio sessions. ***This is a demanding course that has a heavy workload and requires more time and energy to complete than regular lecture courses.*** Good time management is a vital skill that students must develop during this term and one that will be important to a successful career in planning.

The studio exercises are cumulative. This means they are an integrated set of assignments that build upon one another, leading to the exercise in which students will draw on all the skills and knowledge developed so far. This also means that an assignment cannot be missed, ***nor can it be completed successfully if out-of-sequence.*** It is essential to budget your time carefully. The best way to do this is to spend the studio period working on the assignments with the help of Faculty and through discussion with peers. You should consider the workload, time management, and your Professors’ strict adherence to deadlines as an essential part of your professional development. Future employers or clients will not be forgiving of tardiness nor will they have time for excuses as to why a planner’s work is incomplete or late. Put simply, an incompetent person will not be hired again.

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.

Special Accommodation

Students are reminded that it is essential to inform Faculty in advance of any special needs or of any situation that arises during the term requiring special accommodation, or which has an adverse affect on students’ academic performance. Students must be proactive in this regard: specifically, you **MUST** request any necessary considerations (e.g. medical or compassionate) or accommodations (e.g. religious observance, or any disability registered with the Access Centre) in advance of assignment due dates, except in the case of documented emergencies. Any requests for special consideration or accommodation must be made according to University Policies. See for example, Policy 150 on *Religious Observance*, and Policy 134 on *Undergraduate Consideration and Appeals*. These and other relevant policies can be accessed at: <http://www.ryerson.ca/senate/policies/>

Course Management Policy

The *School of Planning Handbook 2007-2008* describes the School’s general course management policy in detail, and is given to every student in the School of Urban & Regional Planning. It adheres to the University’s *Course Management Policy* (Policy 145), which can be accessed at: <http://www.ryerson.ca/senate/policies/>

EVALUATING

Evaluating Student Work

Students will be evaluated on the course components according to the scheme below. While *all exercises are assigned and distributed on the first day of classes*, detailed discussion dates for each assignment are noted below. You can expect that Faculty will make every effort to return graded assignments within two weeks of the submission date.

#	Exercise	Type	Discussed	Due or Assessed	Weight
1	SITE MODELS (20%)				
A	Technical (topography)	Ind.	15 Jan.	29 Jan.	5%
B	Interpretative	Ind.	25 Mar.	8 Apr.	15%
2	LAYERS OF THE LAND (40%)				
A	Slope Analysis	Ind.	29 Jan.	Assessed: 5 Feb.	10%
B	Soils Analysis	Ind.	5 Feb.	Assessed 12 Feb.	10%
C	Hydrological Analysis	Ind.	12 Feb.	Assessed 26 Feb.	10%
D	Biotic + Climatic Analysis	Ind.	26 Feb. 4 Mar. 11 Mar.	Assessed 18 Mar.	10%
3	SITE VISION (30%)				
A	Presentation	Group	18 Mar.	1 April	15%
B	Final Submission	Group	18 Mar.	11 April*	15%
4	INDIVIDUAL ASSESSMENT (10%)				
		Ind.	8 Jan.	11 April*	10%
Total					100%

* Last day of classes

Evaluation Criteria

All studio exercises and assessments will be evaluated according to specific criteria explained in detail in each assignment in the *PLG 420 Assignment Handbook*. In general, these include:

- ⊗ visual communication (clarity, readability, choice of medium etc.);
- ⊗ adherence to assignment instructions;
- ⊗ presence of required components/features;
- ⊗ satisfaction of assignment objectives;
- ⊗ creativity and originality;
- ⊗ graphic technique or artistic interpretation as applicable;
- ⊗ analysis (factual precision and logic);
- ⊗ background research; and
- ⊗ quality and citation of references.

All criteria are weighted equally in the marking scheme unless otherwise noted. In addition to oral comments during critiques, you 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 Faculty and students, while holding both accountable for the grade assigned.

Grading Policy

All assignments are graded with care and thoughtful reflection according to the evaluation criteria outlined above and in each assignment. Your course professors are always willing to discuss the nature of evaluation feedback and the resulting grade for any assignment *after* students have taken the time to read and reflect upon the comments provided. Under the University's policy on *Academic Consideration and Appeals* (Policy 134), any request for grade re-assessment must be made within 10 working days of the return of the graded assignment. This is not a formal appeal, but simply a discussion between the student and the Faculty member. During this discussion, Faculty will determine if there are reasonable and substantiated grounds for re-consideration of the assigned grade. If the grade is re-considered, initial comments may be adjusted, additional comments may be offered, and the grade may be changed accordingly (it may be either raised or lowered) to reflect any new comments. For more information, please consult the University's policy on *Academic Consideration and Appeals* (Policy 134) at: <http://www.ryerson.ca/senate/policies/>

Please note: Mistakes occasionally do occur! Please check the addition of marks on each assignment after it has been returned. Cases involving a simple error in the addition of marks should be brought to the attention of any Faculty member immediately so that the error can be corrected and your grade record adjusted accordingly.

Evaluating Course and Instruction

A survey of course substance and instruction quality is required by the University and must be completed by all students over a period during two weeks in March. Please watch the my.ryerson.ca website for announcements regarding evaluation availability.