Course Outline Spring 2019

Dr. L. Khirfan

School of Planning
Faculty of Environment
University of Waterloo

PLAN 313: Community Design Studio

Course instructor
Dr. L. Khirfan

Office hours:
(1) Thursday 2:30pm – 4:30pm
(2) By appointment only if there is a scheduling conflict with the above

Office: 3257, EV3
Email address: lkhirfan@uwaterloo.ca
Phone: (519) 888-4567 ext. 33906

Teaching assistant
Niloofar Mohtat

Office hours:
(1) Monday 10:00am – 11:00am

Office: TBA
Email address: nmohtat@uwaterloo.ca

Course time: Monday and Thursday 11:30am to 2:20pm

Lectures: Typically start at 11:30am *but the students must check the weekly schedule for lecture and studio sessions dates and times*

Studio sessions: Monday and Thursday 11:30 am to 2:20 pm

Course room
Studio: EV3-2402
Lecture: EV3-4408

Studio code: 442633
DMC lab code: 677205

Calendar Description:
A design studio on planning design at the community scale that is sensitive to the natural, built, and cultural context. Field study projects of area development or redevelopment projects are used to examine traditional and contemporary theory and practice. Studio seminars, presentations and critiques explore the definition, management and mapping of physical structures, visual and environmental resources. Included is consideration of the special problems of planning development within a scenic landscape. This course normally includes a field component.

Credits: 1.00. Note: this course is double-weighted
Prerequisite: PLAN 210 and PLAN 309

SUPPLIES & FEES

There are no studio fees for this course, but the students should note that studio courses typically incur expenses that should be budgeted for in advance as follows:

1) Each individual student should be aware that during the preparation and presentation of the term projects/assignments, costs will be incurred for supplies and printing on an as-needed basis. These costs may amount to approximately $150 per student (note: not per team). This is a normal (if not below average) cost for a design course. Design courses are expensive, and students should plan
2) Each team should set aside a budget for an experimental model that will be integral to the learning process throughout the term. Students are strongly encouraged to construct the experimental model with very inexpensive materials but with a lot of creativity.

3) Additionally, for every studio session, each team must possess all of the following items:
   a. A selection of pencils ranging in value between 3 H and 3 B along the numerical graphite scale (to learn about this scale, consult https://pencils.com/hb-graphite-grading-scale/)
   c. Coloured markers and/or coloured pencils
   d. Tracing and butter paper: bring to every studio session both a roll of tracing paper as well as several pre-cut pieces to the size of the drawings being executed at the time
   e. Erasers
   f. Scale rulers (different types depending on design needs)
   g. Drafting triangles: for every studio session, every team must have either:
      i. One 30, 60, 90 drafting triangle as well as one 45, 45, 90 drafting triangle, or
      ii. One adjustable angle triangle
   h. One T-Square per team

Notes regarding item #3 above:
1) Given that PLAN 313 is the fourth in a series of studio courses at the School of Planning, the students should already be in possession of almost all of the supplies and tools under point 3 above.
2) Any team that does not possess all these tools and supplies during studio sessions might risk missing the critique for that day as these drafting tools and supplies are integral to the design process.

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**FIELDTRIP FORM**

There will be a required site visit to Kitchener’s Bramm Study Area – the subject of our term assignment. This visit will take place during class time on Monday, 13 May 2019. Accordingly, an online fieldtrip form must be completed before students may participate in this off-campus fieldtrip. As per the University of Waterloo’s regulations, only students who have completed the form may join the site visit. This form can be accessed at: https://uwaterloo.ca/planning/field-trips then select “PLAN 313 - Community Design Studio - Luna Khirfan” from there, you will need to use your UWaterloo credentials to log in and complete the form.

**What is Community Design?**

“...The art and science of the two-, three-, and four-dimensional spatial arrangements of buildings and structures, streets and roads, infrastructure and landscape elements, on the land, in harmonious and positive sense of community, neighbourhood, and personal well-being.”

Prof. Anton Nelessen

Building on Nelessen’s definition of community design, this studio course emphasizes the harmonious relationship between the urban and the ecology. In particular, as cities the world over strive to combat the negative repercussions of climate change, the young generation of professional designers (urban design, architecture, and landscape architecture) are charged with creating urban spaces that simultaneously: 1) mitigate the impacts of climate change through strategies that seek to reduce Green House Gas emissions (e.g., transit-oriented, walkable, and cycling friendly urban spaces), 2) that adapt to climate change through interventions in the natural or built environments that minimize the negative effects of climate change (e.g., stormwater management in floodplains or rainwater harvesting in arid climates) or to capitalize on the potential benefits (e.g., solar energy in increased dry climates), and 3) that integrate ecosystem services through ecological designs that capitalize on blue and green urban infrastructure.
This term, the course will explore these contemporary community design issues as they relate to “planning around rapid transit” or PART in the area around Kitchener’s Bramm Study Area. In addition to the opportunities and constraints surrounding the nearby Central LRT Stop (transit-oriented development, walkability, and mixed use among others), this concentrated area presents the students with many other opportunities and constraints. These include for example, the nearby rail line, contaminated lands, the GRH Helipad, and the King St. Underpass. Additionally, there are the city owned Bramm Yards, the ‘Biotech Campus’ (UW’s School of Pharmacy and McMaster’s School of Medicine), the Multi-Modal Hub site, the Google campus, the “Station Park” development, and some low-rise central neighbourhood areas. etc. Additionally, the site considerations should account for ecosystems and their services – extremely important aspects of urban design in our Anthropocene era of a changing climate.

Students will begin their work in this course by exploring the study area, in order to meticulously analyze all its physical, economic, social, environmental, and cultural aspects. This will be done through the preparation of analytical site visualizations. Then students will build on this analytical approach through the gradual and iterative development of their designs for the site. To achieve this, the students will work through a formal design process to prepare schemes for a new sustainable community design, with the goals of preserving and enhancing important natural and cultural heritage features, and of integrating the site into its surrounding context. The students will therefore strive to advance the site’s physical, economic, social, environmental, and cultural sustainability, while strengthening its sense of Place.

The graphic language of planning (i.e., visualization) has an important role to play in spatial analysis and in promoting urban quality, engaging with communities and presenting design visions. Plan 313 affords the students the opportunity to explore the various concepts and techniques used to represent, visualize, and communicate design ideas clearly to a range of audiences.

Upon completion of the course, students will have learned:

- To research the site by gathering primary data (e.g., observations and site inventories) and secondary data (e.g., planning documents, historic maps, and archives)
- To synthesize and analyze the data in order to determine a site’s existing constraints and future possibilities using an array of techniques, including, but not limited to: SWOT, transects, and suitability analyses
- To identify the various design options that integrate the sustainability principles, including climate mitigation and adaptation and urban ecological considerations as well as the social, cultural, and economic sustainability through master planning, especially at the neighbourhood scale
- To think in the third dimension through effectively deploying physical models as study and analysis tools and as experimental design tools
- To effectively deploy visual communication, particularly analytical drawings
• To manage time and tasks effectively through working in groups akin to a professional setting

**STRUCTURE**

In order to achieve its learning objectives, this studio course combines several instruction methods that collectively aim to stimulate an “interactive learning” environment that underscores “learning by doing” which leads to “deep learning”:

1. **Lectures**
   Several lectures are incorporated into the schedule to introduce the students to topics related to this course’s learning objectives, namely: the design process (from the first stage of knowledge building until the last stage of detailed design). Consult the course schedule for the dates and times of the lectures as they do not take place in every session. In some cases, the lecture will take the form of questions and answers (Q & A) between the students and Professor Khirfan. In other cases, the lectures will be geared toward the students’ needs (e.g., visual communication and the production of design panels).

2. **Studio Critiques**
   Will be held in two formats: either in-studio desk critiques or in-studio pin-ups. The difference is that the desk critiques are one-on-one between the instructor(s) and the team, while the latter involve all the classroom in discussing the work-in-progress and in offering constructive feedback. Also, pin-ups are typically graded exercises. Students should consult the course schedule for the dates of these activities.

   Desk critiques and pin-ups are considered to be interim due dates; therefore, all students are expected to present work-in-progress for discussion purposes during these activities. When the format is ‘pin-up’ all students are expected to attend each other’s pin-up, to contribute to the critique, and to learn from each other’s’ experiences.

   Also, during desk critiques the teams must be in possession of all the required materials and supplies listed on page 2. In the case that a team did not possess the materials (e.g., tracing and/or butter paper, coloured markers and/or pencils, scale rulers…etc.), then the team risks missing on the desk critique.

3. **In-studio independent work time**
   In-studio independent work time allows the students the opportunity to advance their work through in-studio group meetings and workshop time. Students should consult the attached schedule for the specific dates of independent work time.

   Independent work time merely entails that there is no desk critique or formal pin-ups that day. The instructor and TA(s) will be available either in the studio or in their offices to answer any questions that the students may have. In no way does independent work time mean missing class or being absent that day.

4. **Fieldtrip**
   There will be a required site visit to Kitchener’s Bramm Study Area – the subject of our term assignment. This visit will take place during class time on Monday, 13 May 2019 where we will have a tour of the area accompanied by senior planner(s) from the City of Kitchener.

   **Note**
   An online fieldtrip form must be completed before students may participate in this off-campus trip. This form can be accessed at: [https://uwaterloo.ca/planning/field-trips](https://uwaterloo.ca/planning/field-trips) then select “PLAN 313/647 - Community Design Studio - Luna Khirfan” from there, you will need to use your UWaterloo credentials to log in and complete the form.

5. **Charrette**
   There will be a charrette, held during class time on 10 June 2019. The charrette encourages dialogue around visioning various options and scenarios for the future of the study area. This charrette is a crucial learning milestone in PLAN 313, therefore, it is graded at 10% of the final grade and absences are strongly discouraged on this day.
6. **Student pin-ups and presentations**

Through in-studio student pin-ups and presentations of the various assignments, including desk critiques, the students will hone their visual and oral communication skills. The term assignment will culminate in a final presentation on the last day of classes for PLAN 313, which falls on Monday, 29 July 2019.

**Note**

Formal Final Reviews with external guests are not a given. Holding such an event falls beyond Professor Khirfan’s teaching duties and requires extensive coordination and organization. Therefore, holding this event hinges on the students’ progress, quality of work, and mostly, on Professor Khirfan’s other teaching, research, and service commitments.

In the case that a Formal Final Review for Assignment V with external guests will be held, the students are expected to actively partake in its arrangements including, among others:

1) Issuing invitations and thank you letters to the attendees
2) Coordinating catering with Ms. Shelley Knischewsky
3) Arranging visitor parking with Ms. Tiffany Chen
4) Studio set-up and the locations of each team’s pin-up
5) Management of the review sessions (order of team presentations)

**EXPECTATIONS**

In this senior design studio, it is expected that students have previous experience in visual communication and in building scale models.

**Visual communication:** students must possess a good level of competency in the Adobe Creative Suite and particularly Adobe Illustrator, an application used for preparing maps and diagrams. If students are unfamiliar with these applications, they should familiarize themselves with them ASAP. Recommended resources include:

An Introduction to Adobe InDesign: [https://helpx.adobe.com/indesign/tutorials.html](https://helpx.adobe.com/indesign/tutorials.html)

   Or: [http://www.blog.spoongraphics.co.uk/tutorials/creating-road-maps-in-adobe-illustrator](http://www.blog.spoongraphics.co.uk/tutorials/creating-road-maps-in-adobe-illustrator)

**Building scale models:** models will be built using the inexpensive materials inside the studio. Students intending to use the ENV Workshop (EV2-1009) should note that it is their responsibility to obtain WHMIS training before they will be permitted to access the Workshop and that it is their responsibility to make their own arrangements for using the ENV Workshop.

**SCHEDULE**

Note: all the readings and lectures topics are directly connected to, and feed into, the studio activities, hence, the emphasis on reading the textbook in advance of attending the lectures and studio sessions.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>LECTURE &amp; READINGS</th>
<th>STUDIO Assignments</th>
</tr>
</thead>
</table>
| 1    | May 6| Lecture 1. Course introduction and syllabus overview  
            2. Introduction to site analysis | Assignment I assigned and teams allocated: Site Research and Analysis (team work) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 9</td>
<td><strong>Reading</strong></td>
<td>Palazzo and Steiner (2011): Site visits (pages 47-55)</td>
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<tr>
<td></td>
<td><strong>Lecture</strong></td>
<td>Site analysis - Knowledge</td>
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<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>Palazzo and Steiner (2011): Knowledge (pages 55-94)</td>
</tr>
<tr>
<td></td>
<td>Assignment I: In-studio independent work. Site Research and Analysis (team work)</td>
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<tr>
<td>May 13</td>
<td><strong>Reading</strong></td>
<td>Palazzo and Steiner (2011): Site visits (pages 47-55)</td>
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<tr>
<td></td>
<td><strong>SITE VISIT</strong></td>
<td>Bramm, Kitchener, Ontario</td>
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<tr>
<td>May 16</td>
<td><strong>Lecture</strong></td>
<td>In-studio Q &amp; A</td>
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<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>Palazzo and Steiner (2011): Synthesis (pages 113-130)</td>
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<td></td>
<td>Note: we are reading the second part of this chapter on “Synthesis” first. This part focuses on “Scales” and “Models”.</td>
<td>Assignment I: Desk critiques. Site Research and Analysis (team work)</td>
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<td>May 20</td>
<td><strong>No classes Victoria Day holiday</strong></td>
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<tr>
<td>May 23</td>
<td><strong>Lecture</strong></td>
<td>Site analysis – Synthesis</td>
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<td></td>
<td><strong>Reading</strong></td>
<td>Palazzo and Steiner (2011): Synthesis (pages 95-113)</td>
</tr>
<tr>
<td></td>
<td>Note: we are reading the first part of this chapter on “Synthesis” for this day. This part focuses on the five analysis and synthesis techniques.</td>
<td>Assignment I: In-studio independent work. Site Research and analysis – (team work)</td>
</tr>
<tr>
<td>May 27</td>
<td><strong>Assignment I due:</strong> Site Research and Analysis Reports (team work).</td>
<td>Assignment II assigned: Study Model of Existing Conditions. New teams allocated and will continue henceforth until the end of the term</td>
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<tr>
<td>May 30</td>
<td><strong>Lecture</strong></td>
<td>Setting the design goals – Options for future direction. Part I.</td>
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<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>Palazzo and Steiner (2011): Options (pages 131-151).</td>
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<td></td>
<td><strong>Note:</strong> this is the first part of this chapter titled “Options”. It focuses on how we</td>
<td>Assignment II: In-studio independent construction of the existing conditions study model (team work)</td>
</tr>
<tr>
<td>June 3</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignments</td>
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<tr>
<td>June 6</td>
<td><strong>Lecture</strong> Public engagement – Dialogues</td>
<td>1. <strong>Assignment II due:</strong> Study Model of Existing Conditions (team work)</td>
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<td>3. Assignment IV assigned: Conceptual Design and Experimental Model (team work).</td>
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<tr>
<td>June 10</td>
<td><strong>Lecture</strong> From visioning to conceptual design</td>
<td><strong>Assignment III:</strong> In-studio Charrette and Visioning Exercise.</td>
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<td></td>
<td><strong>Reading</strong> Palazzo and Steiner (2011): Options (pages 151-166).</td>
<td>1. <strong>Assignment III due:</strong> Vision Report</td>
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<td></td>
<td><strong>Note</strong> this is the second part of this chapter on Options. It focuses on the “Concept Plan”.</td>
<td>2. Assignment IV: In-studio independent work. Conceptual Design and Experimental Model (team work)</td>
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<td>June 17</td>
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<td>Assignment IV: Desk critiques. Conceptual Design and Experimental Model (team work)</td>
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<tr>
<td>June 20</td>
<td></td>
<td>Assignment IV: In-studio independent work. Conceptual Design and Experimental Model (team work)</td>
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<tr>
<td>June 24</td>
<td></td>
<td>1. Assignment IV: In-studio independent work. Conceptual Design and Experimental Model (team work)</td>
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<td>2. Assignment V assigned: Sustainable Community Design and Final Model (team work)</td>
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<td>June 27</td>
<td></td>
<td><strong>Assignment IV due:</strong> Pin-up (team work). Conceptual Design and Experimental Model. Potential professional attendees: Ms. Dayna Edwards &amp; Mr. Adam Clark (City of Kitchener)</td>
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<td>July 2</td>
<td><strong>Important notes:</strong></td>
<td>Assignment V: Desk critiques. Sustainable Community Design and Final Model (team work)</td>
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<td></td>
<td>1) This class is held on a Tuesday as a make-up day for Canada Day</td>
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<td>2) Lecture is held in room EV1-350 on this day</td>
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<td>Tuesday</td>
<td><strong>Lecture</strong> From the conceptual design to the master plan</td>
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<td></td>
<td><strong>Reading</strong> Palazzo and Steiner (2011): Master Plan (pages 189-204)</td>
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<td>July 4</td>
<td></td>
<td>Assignment V: In-studio independent work. Sustainable Community Design and Final Model (team work)</td>
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<td>July 8</td>
<td></td>
<td><strong>Assignment V:</strong> Pin-up. Sustainable Community Design and Final Model (team work)</td>
</tr>
<tr>
<td>July 11</td>
<td><strong>Guest Lecture</strong> Design considerations for sustainable</td>
<td><strong>Assignment V:</strong> Desk critiques. Sustainable Community Design and Final Model (team work)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>July 15</td>
<td>Assignment V: In-studio independent work. Sustainable Community Design</td>
<td>Reading To be assigned by guest lecturers</td>
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<td></td>
<td>and Final Model (team work)</td>
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<tr>
<td>July 18</td>
<td>Assignment V: In-studio independent work. Sustainable Community Design</td>
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<td></td>
<td>and Final Model (team work)</td>
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<tr>
<td>July 22</td>
<td>Assignment V: Desk critiques. Sustainable Community Design and Final</td>
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<td></td>
<td>Model (team work)</td>
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<tr>
<td>July 25</td>
<td>Assignment V due: Sustainable Community Design and Final Experimental</td>
<td>No later than 2:20pm on Thursday, 25 July 2018: all</td>
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<td>Model (team work)</td>
<td>electronic pdf files are due via LEARN.</td>
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<tr>
<td>July 29</td>
<td>Make-up day for Victoria Day holiday on 20 May 2019</td>
<td>Pin-up - Final Presentations and Reviews</td>
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<td></td>
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<td>No later than 11:00AM all panels should be pinned up and</td>
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<td></td>
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<td>model placed in location for final reviews.</td>
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</tbody>
</table>

**IMPORTANT**

- Depending on the progress of the students’ work in the studio, there may be adjustments from time to time in the sequence, date, and order of the lectures/readings, desk critiques, pin-ups, independent work, and Final Presentations and Reviews of the above schedule. In such cases, students will be notified in advance during class/studio time and/or via LEARN.
- Students are responsible for all of the topics, assignments, and studio/class/workshop activities listed above without any exceptions.
- There may be additional recommended readings and resources throughout the term. In such cases, the students will be informed in advance during class/studio time and/or via LEARN.
- The cancellation for the classes that fall in week 3 (20 May) and the make-up day in week 13 are in accordance with the University of Waterloo’s instructions for making up the Victoria Day holiday.

**READINGS AND RESOURCES**

There are **four resources** for this course that the students are required to consult, as follows:

I. **TEXTBOOK**


This is the required textbook for this course. All the weekly required readings as well as all the assignments will be drawn from this required textbook. The students are expected to come to class prepared for debate and informed discussion by having read the assigned material in advance of the lecture. The readings parallel, and constitute an important complement to, the studio activities. The students are required to draw on the information in the readings and the lectures in order to be able to complete the five major assignments satisfactorily.
II. COURSE RESERVES

In addition to the required textbook, the students are required to consult several resources on visual communication for designers as well as on the various aspects of site research and analysis. These books will be placed on 3-hour Course Reserves at the Dana Porter Library, and include, among many others:


These two books are a crucial resource for students and practitioners of urban design. They are a valuable resource and I encourage each student to acquire their own personal copy (tip: older editions at used bookstores). The first offers a foundational understanding of urban design while the second delves into the details of street design.

6) Pyo Mi young (2010). Panel Layout for Competition. Seoul, DAMDI Publishing. **This two-volume book is an extremely inspiring resource on visual presentation and communication.**

III. ON-LINE RESOURCE

Last, but not least, the students are also required to consult the following City of Calgary guide for tips on the detailed design of streets:


IV. ADDITIONAL RESOURCES

Additional reading materials may be assigned on occasion throughout the term. These will be selected to be in tandem with, and supportive of, the on-going studio work.

**COSTS: SUPPLIES & COURSE FEES**

Students should be aware that costs will be incurred during the preparation and presentation of their projects. These costs are attributed to the costs of supplies, printing, and scanning on an as-needed basis. These costs may amount to approximately **$150 per individual student for the term.**

**SUBMISSION DEADLINES & EVALUATIONS**

The course assignments consist of **eight** major components detailed in the table below (also take note of attendance on point number 6 following the table). Students must refer to the assignments’ sheets for details.

<table>
<thead>
<tr>
<th>Assignment number &amp; title</th>
<th>Grade up to (% of the final grade)</th>
<th>Date Assigned</th>
<th>Submission method &amp; Submission format &amp; Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Site Research and Analysis</td>
<td>15%</td>
<td>6 May</td>
<td>1) LEARN. PDF file. No later than 11:30PM on 29 May.</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Grade</td>
<td>Date</td>
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<tr>
<td>II</td>
<td>Study Model of Existing Conditions (team work)</td>
<td>Grade incorporated in Assignment IV</td>
<td>27 May</td>
</tr>
<tr>
<td>III</td>
<td>Charrette and Vision Report</td>
<td>10%</td>
<td>6 June</td>
</tr>
<tr>
<td>IV</td>
<td>Conceptual Design and Experimental Model</td>
<td>15%</td>
<td>6 June</td>
</tr>
<tr>
<td>VI</td>
<td>Pin-ups</td>
<td>5%</td>
<td>6 May</td>
</tr>
<tr>
<td>VII</td>
<td>Attendance and participation (see point #6 below)</td>
<td>25%</td>
<td>6 May</td>
</tr>
</tbody>
</table>

**IMPORTANT**
1) The Teaching Assistant(s) may not change due dates under any circumstances  
2) All components of each assignment must be completed and submitted on time according to the schedule above, which clearly sets the due times and dates for each assignment  

*Due to time and resource constraints, there will be no peer evaluations for Assignment I, and peer evaluations will only be applied to the combined efforts in Assignments II through V inclusive.*
3) Students are always welcome and encouraged to submit their assignments before the due times/dates and/or to go above and beyond the listed requirements for each assignment.

4) Late submissions:
   (a) An assignment that is submitted within the first 24 hours after the due time and date loses 5% of the grade as a penalty.
   (b) An additional cumulative 5% off the grade as penalty is added for each additional 24 hours after the first 24-hour delay.
   (c) A student’s or a team’s assignment that is more than 96 hours (4 days) late will not be accepted and a grade of zero will be recorded for that assignment.
   (d) No assignments (digital or printed) will be accepted after 11:30AM on Monday, 29 July 2019 which is the last day of classes for PLAN 313 according to the University of Waterloo’s calendar. Any submission after this date/time will receive a grade of zero.

5) Extensions may be granted only in extenuating circumstances (e.g., cases of illness or family emergency). It is the student’s responsibility to follow the University of Waterloo’s procedures in these cases:
   (a) If the student suffers from a one-off illness (suffering from the flu or cold for example) the student should seek medical services and receive a completed Verification of Illness form. After the form is complete, they should connect with their instructor to explain their situation and show them the VIF form. Once the student and instructor meet, the student should take the form to the Registrar’s Office where it will be kept in a central repository. Neither the course instructor or the undergraduate advisor should keep these forms. It is up to the student to reach out for this accommodation and any accommodation that is provided is then up to the course instructor.
   (b) If the student has a chronic condition and requires long term accommodation, their documentation should be taken to AccessAbility Services. AccessAbility Services will then contact the instructor and will act as a liaison between the student and the instructor. Again, neither instructors nor the undergraduate advisor should keep the documentation shown by a student.
   (c) In the case of difficult circumstances (a family emergency for example), the student must notify Dr. Khirfan (not the Teaching Assistant if there is one for the course) in writing by email as early as possible. Throughout, the student must copy the relevant Undergraduate or Graduate Administrator of the School of Planning on all correspondence and documentation. In such cases, it is the student’s responsibility to ensure that appropriate arrangements are made as early as possible.

6) Participation, measured through attendance of all 26 bi-weekly sessions, may constitute up to 25% of the final grade. In other words, each session missed poses the risk of losing up to 1% of the final grade.

7) Projects will be graded on the following criteria:
   (a) Thoroughness (completion of requirements as per the instructions in each assignment’s document).
   (b) Creativity (rigour and originality): Because this is a design studio course, students will be expected to inject creativity into their project solutions. To allow room for this, the assignment requirements may not specifically define every aspect of submission’s content or format. Creativity, initiative and resourcefulness are important in this course, and they will be reflected in the grades assigned.
   (c) Presentation (legibility, aesthetics, neatness, and professionalism): All work submitted for this class should be of professional quality, with respect to presentation, structure, content, and graphics.

8) Students may be required to submit their projects in one or more of the following format: digital, hard copy, and/or both. Students should consult the assignment sheets for the submission format requirements for each assignment.

**EVALUATION AND GRADING PRINCIPLE**

Every single student and/or team enters this course with a grade that amounts to 0% (zero out of one hundred). Throughout the term, the student/team exerts their efforts to learn and to accumulate knowledge.
through the various seminar components including, attendance, participation, and the assignment submissions through which the student/team will earn the deserved grades.

This clearly refutes the wrongly established notion that students, upon enrolling in PLAN 313, automatically obtain a full 100% grade on the first day of the term from which I deduct when grading the assignment submissions throughout the term.

Therefore, rather than the common perception that grading is a tool for penalizing the students through deduction, students must accept as fact that grading serves as a tool to evaluate their own individual and/or their team’s effort in learning the core subjects and practices of the topics presented. Also, students must accept as fact that grading serves also to evaluate the student’s or the team’s attempts to apply these theories and practices throughout the various term assignments.

Accordingly, grades are earned rather than deducted.

### EVALUATION AND GRADING: CONTESTING GRADES

I place a strong emphasis on the quality of student submissions. Simultaneously, I am willing to discuss feedback and grades for any assignment in a constructive atmosphere where the purpose is to ensure an optimized learning experience for each and every student.

In the case when students would like to discuss their grades, they should follow these steps:

1) Students are asked to take time to read and reflect on the:
   a. Assignment description and requirements as set in this syllabus and/or the assignment sheet,
   b. The grading rubric as set in this syllabus and/or the assignment sheet, and
   c. The qualitative comments that the students received with each grade

2) During this reflection, students are encouraged to critically assess their own work and whether it met the assignment’s objectives and adhered to its requirements. Especially in design work, students should particularly reflect on the creativity both in the design itself and in the visual communication

3) If the student(s) feels that comments and/or grades do not adequately reflect the quality of their submission, then they should make a written request by email to meet with me to discuss the grade. The email must:
   a. Include a proposed day and a time during office hours when the student(s) wishes to discuss the assignment
   b. Provide a very brief and concise statement that clearly articulates the bases of concerns regarding the grade awarded
   c. This statement should address the evaluation criteria only since they are the bases for the grade

4) Following the meeting with me, if the grade is reconsidered:
   a. The initial comments may be adjusted,
   b. Additional comments may be offered,
   c. The grade may be changed,
   d. The changes to the grade may adjust it to a higher or to a lower grade depending on the re-evaluation of the submission
   e. The ensuing grade from the re-evaluation (point d) will be the final grade that will go on record

### REFERENCING

The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the *Publication Manual of the American Psychological Association*, located in the reference section in Dana Porter Library, call number BF76.7.P83 1994, or on sale in the Book Store for $32.95. A brief summary of the citation style can also be found in Section VII of *The Ready Reference Handbook*. 
On the web you can find some other quick references at the following URLs:

a) APA Essentials - http://www.vanguard.edu/psychology/apa.html
b) Format - http://www/english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm

c) APA Crib Sheet - http://www.wooster.edu/psychology/apa-crib.html
d) Citing Electronic References - http://www.apa.org/journals/webref.html#Email


This assignment checklist must be attached to every assignment submission, including each of the Reflection Papers and the Case Study Visual Analysis Assignment.

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GROUP ASSIGNMENT CHECKLIST

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.

2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.

3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.

4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.

5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

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Name (print) | Signature | Sections contributed | Sections Edited |
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OWNERSHIP AND DISPLAY OF STUDENT WORK

Students should note that their original work as submitted may not be returned, as it may become part of a display or part of the School of Planning’s archives. The students’ work may also be posted on the School’s website, may be used in displays that represent the School of Planning’s high quality academic work, may be shown to the School of Planning guests, potential students, and/or future cohorts of this course among other uses. Whenever used, effort will be made to credit the students who authored by
explicitly mentioning their name. The students will be notified by email when their submitted work is ready for pick up. Projects will be retained for one month after this notification, after which time the projects will be destroyed in compliance with UW's confidential shredding/disposal procedures.

CONTACT

My office hours are on Thursdays, 2:30pm until 4:30pm. I am also available to meet by appointment only if there is a scheduling conflict with the above.

The teaching assistant for this course is Niloofar Mohtat; email address: nmohtat@uwaterloo.ca

EMAIL POLICIES

- As per the University of Waterloo's requirements, the students should note that all correspondence related to this course will only be communicated through the students' UWATERLOO email accounts.
- It is each student’s responsibility to ensure that they promptly retrieve email messages sent to their UWATERLOO email accounts and the proper management of their mailbox quota.
- Students should allow two working days for an email response from their instructor and TA.
- Except in emergencies, email messages sent between 4:30PM on Friday and 9:00AM on Monday will receive attention during the working hours on Monday –if Monday is a statutory holiday, then the attention will be during the business hours on the following Tuesday.
- Most important, students are encouraged to capitalize on the weekly six hours of studio time and on my weekly two office hours rather than email messages since the latter may not be the ideal communication method to discuss complicated design issues or sensitive students’ concerns.

COOP INTERVIEWS

The students who will be conducting a coop interviews during class or studio time should adhere to the following procedure:
1. They should inform Professor Khirfan in advance (i.e., not after they miss class) via email
2. The email message should include a screen shot of their interview time. This will be kept on record to ensure that the participation grade is not impacted. Accordingly, the screen shot is required not optional

STUDIO POLICY AT THE SCHOOL OF PLANNING

The Faculty of Environment and the School of Planning are pleased to provide a supportive and comfortable setting for student learning and work on design and related subjects. In order to maintain the studio as a respectful and effective workplace for everyone, the following rules will apply and be enforced by faculty, staff and teaching assistants:

SCHEDULING
1) The Studio is often reserved for exclusive use, and accordingly, is officially scheduled for use by courses in Planning and other units in the Faculty of Environment. At the beginning of each term, a schedule of all the courses using the studio will be posted in a visible location in the studio.
2) During scheduled course times, including classes and class work times, students not in those classes are not permitted in the Studio.
3) Additional booking of the studio for non-course events must be done through Sheree Solomon in the School of Planning Office a minimum of ten days before the event. These additional bookings will be posted in conjunction with the course term schedule.
4) Students will organize their personal studio work time around the reserved times (class or other scheduled activities).
USE OF SPACE
5) Individual workstations (drafting tables and worktables) in the studio will not be assigned but will be used on an as-needed basis. Students may not “claim” a workstation for their exclusive use.

6) Instructors will assign students a lockable storage drawer in which equipment and projects may be kept secure. Students must remove their lock and belongings by the last day of classes. Failure to do so will see the lock cut off and belongings deposited in the “Lost and Found.”

7) Cutting and gluing is restricted to the appropriate surfaces on the worktables. Students must not cut or glue on drawing surfaces due to damage potential. Spray adhesives and contact cement may only be used in designated ventilated areas.

8) Students finding a need for self-expression should use the blackboard, whiteboards or kraft paper provided

9) Propping open the studio doors or tampering with the locks to allow unsecure entry is not allowed. It is a breach of fire regulations with violations subject to legal penalty.

BEHAVIOUR
10) This space is governed in the first instance by the relevant University policies and guidelines.

11) No vandalism or graffiti of any sort will be tolerated. Perpetrators will be required to pay the price of repair or replacement for the damage they cause.

12) Students are expected to respect the schedule and to be respectful of others working in the Studio. Students acting inappropriately will be asked to leave the Studio by any individual charged with enforcing ENV Studio Policy. Misbehaviour should be reported to the Director of the School for disciplinary action.

13) Playing music aloud in the studio can be distracting and annoying to others. Students should therefore use earphones.

14) Students must clean up after themselves so that the studio and associated spaces remain a welcoming, productive, and creative place for all.

IMPORTANT REMINDERS

Unclaimed assignments: Unclaimed assignments will be retained for one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at http://www.lib.uwaterloo.ca/ait/

Consequences of Academic Offences: The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity/Students/index.html

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to
Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

**Discipline (as noted in the two previous points above):** A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html

**Research Ethics:** Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, then please contact the course instructor for guidance and see http://www.research.uwaterloo.ca/ethics/human/

**Note for students with disabilities:** The AccessAbility Office located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Office at the beginning of each academic term. Once registered with the AccessAbility Office, please meet with me, in confidence, during my office hours to discuss your needs.

**Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments consider students’ well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more

**Religious Observances:** Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Grievances:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/policies/policy70.html

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.html
LEARN: Users can login to LEARN via: http://learn.uwaterloo.ca/ use your WatIAM/Quest username and password.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. A student can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit: www.uwaterloo.ca/writing-centre

Group appointments for team-based projects, presentations, and papers are also available. Please note that writing specialists guide the students to see their work as readers would. They can teach the students to revising skills and strategies, but will not proof-read or edit on behalf of the student. Students must bring hard copies of their assignment instructions and any notes or drafts to their appointment. Online appointments (using video and audio) are available to students who are registered distance learners, students on co-op, and students who study at one of Waterloo’s satellite campuses. Students can simply request an online appointment when they book an appointment. To see what in-person services are available at satellite campuses, please see the Writing Centre website.

Intellectual Property: This course contains the intellectual property of the instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- The Course Outline (this Syllabus)
- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Relevant University Policies:
Policy 71 – Student Discipline
Policy 73 Intellectual Property Rights