PLAN 408/648: Urban Design Seminar

Course instructor
Dr. L. Khirfan

Email address:
lkhirfan@uwaterloo.ca

Synchronous online sessions via Webex:
Monday and Wednesday 9:00am to 10:30am

Virtual office hours via Webex on LEARN:
Monday 10:30am – 11:30am
Wednesday 10:30am – 11:30am

Course time: Monday and Wednesday 9:00am to 10:30am

This is a synchronous online course offered in two sessions every week on Monday and Wednesday 9:00am to 10:30am.

The learning objectives of this seminar can only be achieved through a “live” synchronous seminar offer. The majority of your assignments depend on attending and actively participating in the “live” synchronous sessions.

CALENDAR DESCRIPTION

PLAN 408 SEM 0.50

PLAN 648 SEM 0.50

Urban Design Seminar

An exploration of contemporary and traditional theories of urban design and its applications under a variety of situations. This involves study of approaches to urban design that lead to improved urban quality of life through integrating living and working, economy, culture and heritage, and addresses issues of transportation, energy conservation, and environmental sustainability. International viewpoints and case studies are considered.

Prerequisite: Level at least 3A Planning students

NOTE: Estimated additional costs per student for supplies and presentations will not exceed $30.

YOUR INSTRUCTOR

My name is Prof. Khirfan, Associate Professor at the School of Planning, Faculty of Environment.

My academic life combines architecture (undergrad, University of Jordan), archaeology (MA, University of Jordan), heritage management (a second MA, University of Birmingham), museum studies (graduate certificate, University of Michigan), and urban and regional planning (PhD, University of Michigan). I have been at the University of Waterloo since 2007 where my teaching has centred around urban design, public participation, and climate change adaptation.

My professional life spans experiences from architectural practice (I was a partner in an architectural firm), heritage planning (at UNESCO), and civic activism (directing an NGOs). These experiences, that also span various continents, offered me unique insights on cities that continue to enrich my research and my teaching. It is my pleasure to share some of these experiences with you.

My professional life includes several hobbies and activities that bring me joy, help me balance life and work, and also, enable me to expand my horizons. These include running, nature and urban hiking, ice-skating, sculpture, reading historic novels that bring cities to life, and binge watching good TV shows (recommendations welcome).

COURSE INTRODUCTION

1 All times in this syllabus and in the documents of this course are in the Eastern Time Zone where the campus of the University of Waterloo is located
How can urban design be used as a tool to create and sustain those qualities deemed positive about urban places? How can urban design contribute to creating distinctive, pleasant, environmentally and ecologically conscious, culturally sensitive, inclusive, and lively urban spaces? Also, who decides which qualities are positive and which are not? How are the criteria set and implemented? Do these criteria reflect the needs, preferences, and choices of all societal groups equally? And why should we, as future professional planners, urban designers, and academics be aware of, and genuinely care about these issues?

LEARNING OBJECTIVES

PLAN 408/648 delves into the contemporary theories of urban design.  

Firstly, my primary objective in PLAN 408/648 is to establish the connections between theory, research, and practice. Through this, I also aim to train you to establish such connections throughout your current studies and future careers. I will achieve this by directly connecting, for every week of this term, the theory to both the empirical research and practice – where the former operationalizes the contemporary urban design theories while the latter applies them to a variety of urban settings. In order to do so, throughout this seminar course, I deploy case study analyses through: our synchronous seminar discussions, asynchronous activities (audiovisual resources that you will watch on your own time), and through the various assignments carefully designed to achieve this objective.

Secondly, as we establish the connections between theory, empirical research, and practice, I seek to achieve another objective, namely: to introduce you, through PLAN 408/648 to the various principles, approaches, and criteria that define good contemporary urban form.

Thirdly, and most importantly, in this seminar my objective is to highlight the significance of sound research methods and valid analytical tools in the assessment of urban places and especially, in conveying the research findings through precise written communication. Furthermore, by enhancing your pre-existing research abilities and by building new ones in this seminar, I seek to nurture your critical thinking skills.

Therefore, upon completion of this course, you will have:

1) Developed an understanding of the contemporary theories of urban design and their applications in various urban contexts, both national and international

2) Acquired knowledge of investigation and research skills and their application, including:
   1. Literature review
   2. Research methods
   3. Data collection
   4. Data management, and
   5. Case study analysis

3) Acquired an understanding of the principles of, and the criteria for, good urban design and, by consequence, good urban form

4) Acquired and developed deconstruction skills –in other words, the ability to analyze and assess urban design interventions

5) Acquired knowledge of written skills especially, precision and brevity in academic writing

6) Developed critical thinking skills through a sound understanding of the literature, data management, and analytical methods

7) Become familiarized with:
   1. The urban design literature,
   2. Local and international urban designers,
   3. Local and international case studies, and
   4. Local and international contemporary urban design trends

8) Developed the ability to link theory on the one hand, and empirical research and professional practice on the other hand, and by consequence:

9) Developed the ability to carry this knowledge to future endeavours, whether they be studio assignments, professional practice, or graduate research.

REMOTE LEARNING
Please note that PLAN 408/648 is a synchronous online course. The course is designed as such, and therefore, by enrolling in this course, you are committing to attending the synchronous sessions. I have carefully designed the course delivery and all the assignments to depend primarily on the interactive “live” exchanges during the synchronous sessions. Nothing can substitute this fundamental interactive component of your learning experience.

We will use the university approved Webex for all our “live” synchronous seminar sessions – meeting over two sessions every week, each of which is 90 minutes.

Tips for enhancing your Webex classroom experience:
- Avoid running too many applications on your computer at the same time.
- Avoid using streaming services, like Netflix or video calling, on your internet network during the talk.
- Make sure you have:
  - a stable internet connection (preferably a hardwired ethernet connection);
  - computer speakers (external or built-in);
  - an internet browser (Google Chrome or Mozilla Firefox are preferred).

Testing, 1, 2, 3 ...
If you’re new to WebEx, or not sure if you have everything you need, you can run a system test. Try launching this WebEx test meeting: https://www.webex.com/test-meeting.html. This will determine if you can successfully connect to the WebEx application.

I combine a several instruction methods that collectively achieve the learning objectives:

1. Seminar discussions introduce you to the contemporary theories, their associated concepts, and the ensuing practices for creating distinctive and “good” places.

I have specifically designed the readings to balance the theory and its manifestation in cities – in other words, your weekly readings balance theory (a theory reading) with empirical research (empirical peer reviewed readings) and with practice (case studies in various formats).

2. Case study written and audiovisual resources emphasize the connections between theory and empirical research on the one hand, and the professional practice of urban design on the other hand. I have carefully selected these resources to match the topic’s readings.

Therefore, all your assigned weekly readings and additional audio-visual resources are required.

3. Assignments, whether it is the discussion papers, leading or serving as discussant for a seminar topic, or the case study analysis, these assignments have been carefully designed to instill in you the learning objectives for this course and to empower you with skills that you will utilize throughout your future careers.

4. Seminar structure – Modules and Topics: There are six modules to this course. I designed these modules to gradually and cumulatively construct your knowledge of specific topics pertaining to the theories of urban design.

The detailed “Course Schedule” below details how these modules and topics will be discussed every day of the term. I have colour coded each module and
<table>
<thead>
<tr>
<th>MODULE</th>
<th>WEEK</th>
<th>SESSION</th>
<th>DATE</th>
<th>THE DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: The Groundwork</td>
<td>1</td>
<td>1</td>
<td>Monday 11 January</td>
<td>A) Introductions &amp; Course overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(classes begin)</td>
<td>B) THE GROUNDWORK</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>Wednesday 13 January</td>
<td></td>
</tr>
<tr>
<td>II: Historic Background</td>
<td>2</td>
<td>1</td>
<td>Monday 18 January</td>
<td>1. Form Values in Urban History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Form and Meaning in the Earliest Cities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Wednesday 20 January</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>Monday 25 January</td>
<td>What is the Form of a City, and How Is It Made?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Wednesday 27 January</td>
<td></td>
</tr>
<tr>
<td>III: Theoretical Foundations</td>
<td>4</td>
<td>1</td>
<td>Monday 1 February</td>
<td>The “functional” and the “planning” theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Wednesday 3 February</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>Monday 8 February</td>
<td>The “normative” theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Wednesday 10 February</td>
<td></td>
</tr>
<tr>
<td>Reading Week</td>
<td>6</td>
<td>1</td>
<td>Monday 15 February</td>
<td>Reading Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Wednesday 17 February</td>
<td></td>
</tr>
<tr>
<td>IV: Performance Dimensions</td>
<td>7</td>
<td>1</td>
<td>Monday 22 February</td>
<td>Vitality in urban form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Wednesday 24 February</td>
<td></td>
</tr>
</tbody>
</table>
### Course Outline

#### Winter 2021

**Dr. L. Khirfan**

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>Monday 1 March</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Wednesday 3 March</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>Monday 8 March</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Wednesday 10 March</td>
</tr>
<tr>
<td></td>
<td><strong>Scheduled pause</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Monday 15 March</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note: make up day for this scheduled pause is on Monday, 12 April</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Wednesday 17 March</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Monday 22 March</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Wednesday 24 March</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Monday 29 March</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>Wednesday 31 March</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>Monday 5 April</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>Wednesday 7 April</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>Monday 12 April</td>
</tr>
</tbody>
</table>

**IV: Performance Dimensions**

- Access in urban form
- Control in urban form

**V: +2 Performance Dimensions**

- Efficiency and Justice in urban form

**VI: Connecting the Dots**

**Connecting the Dots & Student Presentations**

*Note: this is a make-up day for the scheduled pause on Monday, 15 March*

---

### IMPORTANT:

- The rescheduling for the class that falls in **Week 10** (Scheduled Pause) is in accordance with the University of Waterloo’s instructions.
- There may be adjustments from time to time in the sequence, date, readings, and case studies resources of the above schedule. In such cases, I will notify you in advance during the seminar sessions and/or via LEARN.
- You, the students, are responsible for all of the topics listed above without any exceptions.
- There may be additional recommended readings and resources throughout the term. In such cases, I will inform you in advance during the seminar sessions and/or via LEARN.
Stemming from my belief in establishing links between theory and practice and in experiential learning, I have carefully selected the course’s readings and resources to serve these purposes. Accordingly, in terms of theory, I have chosen Kevin Lynch’s Good Urban Form, which is a seminal work on urban design, to provide us with the theoretical background. For weeks 9 and 13, I have augmented Lynch’s theoretical prepositions with expanded theoretical reflections by other experts. In terms of the manifestations of the theory in the practice of city design, I have carefully matched each theoretical reading with one or more empirical and case study readings as well as with multimedia/audio-visual resources that delve deeper into the application of the theory to an array of case studies.

Therefore, each week’s readings and resources constitute of a balanced dose of theoretical readings and case study/empirical readings and resources. All these readings and resources are required. None are optional unless otherwise stated.

To ensure equitable access to all the course’s readings for all of you, the students: I have been working for months to obtain copyrights and make available on Course Reserves all the readings for this course including all the chapters from this course’s textbook and all the other book chapters and journal articles. As for the multi-media resources, they are either publicly available like Aljazeera’s Rebel Architecture documentary series or they are available through UW’s Media Resources.

Your reading list (presented in sequence and available on Course Reserves):

Textbook:

THE ASSIGNMENTS

The course assignments consist of four major components:

1. Discussion papers, attendance, and participation (UG 40%, Grad 20%).
2. Leading one discussion (UG and Grad 25%)
3. serving as a discussant for another (UG and Grad 10%).
4. Case study analysis (UG 25%, Grad 45%)

Refer to ‘The Assignments’ document for details.

IMPORTANT REMINDER

For the assignments to be true learning experiences, I have developed them to be interlinked and to build cumulatively and gradually where every new assignment represents a direct extension of the previous one. Therefore, it is simply impossible to do the assignments at the last minute. This applies to four assignment components: the Discussion Papers, Leading a Seminar Discussion, Serving as a Discussant, and the Case Study Analysis. Every week’s content builds on the previous, hence, any gap will negatively impact the learning process.

SUBMISSION DEADLINES AND EVALUATION

All components of each assignment must be completed and submitted on time according to the schedule below, which clearly sets the due times and dates for each assignment.

<table>
<thead>
<tr>
<th>ASSIGNMENT I</th>
<th>WEEKLY DISCUSSION PAPERS</th>
<th>UG Grade</th>
<th>Grad Grade</th>
<th>Assigned Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT II</td>
<td>LEADING A SEMINAR DISCUSSION</td>
<td>25%</td>
<td>25%</td>
<td>Wednesday, 13 January 2021</td>
<td>Varies for each student</td>
</tr>
</tbody>
</table>
**ASSIGNMENT III**

<table>
<thead>
<tr>
<th>SERVING AS A DISCUSSANT</th>
<th>(a) Formally</th>
<th>5%</th>
<th>5%</th>
<th>Wednesday, 13 January 2021</th>
<th>Varies for each student</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Informally</td>
<td>5%</td>
<td>5%</td>
<td>Monday, 11 January 2021</td>
<td>Seminar sessions</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENT IV**

| CASE STUDY ANALYSIS     | 45%           | 25% | Monday, 11 January 2021 | No later than 11:30 PM, Sunday, 11 April 2021 |

**IMPORTANT**

1) You should consult **The Assignments** document for details on each assignment’s requirements, grading criteria, and submission details.

2) You should complete and submit all the components of each assignment on time according to the schedule above.

3) You are strongly encouraged to submit your assignments before the due times/dates and/or to go exceed the minimum requirements.

4) The policy for late submissions for each assignment:

   a) **Assignment I: Weekly Discussion Papers:** you will submit your discussion paper before the start of Session 1 for each week. Late submissions will not be accepted and any submission received after the assigned Dropbox has closed at the start of Session 1 will receive a zero grade.

   b) **Assignment II: Leading a Seminar Discussion:** If you fail to submit your written plan as per the instructions and timeline in **The Assignments** document and receive my written approval on it 14 days before your assigned Session 1 for leading the discussion, you will receive a zero grade.

   c) **Assignment III: Serving as a Discussant:** given the nature of this assignment, no late submissions will be accepted and noncompliance with the requirements and instructions in **The Assignments** document will lead to a zero grade.

   d) **Assignment IV: Case Study Analysis:**

      i) An assignment that is submitted within the first 24 hours after the due time and date loses 5 grades (from the total 100 grades for the course) as a penalty.

      ii) An additional cumulative 5 grades will be deducted (from the total 100 grades for the course) as a penalty for each additional 24 hour delay after the first 24 hours delay.

      iii) Any individual 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.

      iv) The late penalty.

      v) No assignments (digital or printed) will be accepted after 11:30PM on Thursday, 15 April 2021 which is 96 hours after the deadline. Any submission after this date/time will receive a grade of zero.

      vi) 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.

5) **If you suffer from a one-off illness** (suffering from the flu or cold for example) you should seek medical services and receive a completed Verification of Illness form. After the form is complete, you should connect with me by email to explain your situation and show me the VIF form. Once we have met, you should submit 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 you, the student, to reach out for this accommodation and any accommodation that is provided is then up to the course instructor.

6) **If the student has a chronic condition** and requires long term accommodation, their documentation should be taken to **AccessAbility Services** who will then contact me, the instructor, and will act as a liaison between you, the student, and me, the instructor.

Neither instructors nor the undergraduate advisor should keep the documentation shown by a student.

7) **If you have difficulty** (a family emergency for example), you must notify me in writing by email **as early as possible**. Throughout, you must copy the relevant Undergraduate or Graduate Administrator of the School of Planning on all correspondence and documentation. In such cases, **it is your responsibility** to ensure that appropriate arrangements are made as early as possible.
EVALUATION AND GRADING PRINCIPLE

Grades are earned not 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 you would like to discuss your grades, you should follow these steps:

1) You 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 you received with each grade

2) During this reflection, you are encouraged to critically assess your own work and whether it met the assignment's objectives and adhered to its requirements.

3) If you feel that comments and/or grades do not adequately reflect the quality of your submission, then you 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 you wish to discuss the assignment
   b. Provide a very brief and concise statement that clearly articulates the bases of your 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 in point d above will constitute the final grade that will go on your record

TURNITIN.COM

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

IMPORTANT REGARDING REFERENCING/CITATION

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
d) Citing Electronic References - http://www.apa.org/journals/webref.html#Email
ASSIGNMENTS' CHECKLISTS


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

You must consult the “Assignment Checklists” provided below, attach the relevant (individual or team work) to your submissions, and ensure that you have followed the required referencing style.

**Individual Assignment Checklist**

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

1. This assignment is the outcome of my original work whether written or visual. In my submission, I have clearly distinguished between my original ideas and the information extracted from other sources through referencing (see point 2 below).

2. I have referenced and footnoted all ideas, words, images, visualizations or other intellectual property from other sources used in the completion of this assignment.

3. I have included a proper bibliography, which includes acknowledgement of all sources for written and visual data used to complete this assignment.

4. This assignment was completed by my own efforts and I did not collaborate with any other person for ideas or answers.

5. This is the first time I have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Signed: ___________________________ Date: ___________________________

Print Name: ___________________________ UW-ID# ___________________________

**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.

<table>
<thead>
<tr>
<th>Course number</th>
<th>___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td>___________________________</td>
</tr>
<tr>
<td>Assignment</td>
<td>___________________________</td>
</tr>
<tr>
<td>Date</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name (print)</th>
<th>Signature</th>
<th>Sections contributed</th>
<th>Sections Edited</th>
</tr>
</thead>
</table>
EMAIL POLICIES

- As per the University of Waterloo’s requirements, you should note that all correspondence related to this course will only be communicated through your UWATERLOO email account.

- It is your responsibility to ensure that you promptly retrieve email messages sent to your UWATERLOO email account and the proper management of your mailbox quota.

- You should allow two working days for an email response from me, your instructor. In this COVID-19 era, I might need a bit of extra time and it might take me up to four business days to respond.

- 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, you are encouraged to capitalize on my weekly two office hours rather than email messages since the latter may not be the ideal communication method to discuss complicated theory and/or design issues or your sensitive concerns.

OFFICE HOURS

My office hours are on Monday and Wednesday immediately after class: at 10:30am until 11:30am. If there is widespread conflict among the students with regards to these office hours, I am willing to modify them.

I am available to meet by appointment only if there is a scheduling conflict with my office hours. I ask that you be considerate of my time especially given the adjustment to COVID-19 and working remotely.

COOP INTERVIEWS

If you will be conducting a coop interviews during class time, you should adhere to the following procedure:

1. You should inform me, Professor Khirfan, in advance (i.e., not after you miss class) via email
2. Your email message should include a screen shot of your interview time. This will be kept on record to ensure that any grades are not impacted. Accordingly, the screen shot is required not optional

OWNERSHIP AND DISPLAY OF STUDENT WORK

You should note that your original work may become part of a display or part of the School of Planning’s archives. Your 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, you will be credited through explicitly mentioning your name as the author of this work.

IMPORTANT REMINDERS

**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/

ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: 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. Student 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](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, the please contact the course instructor for guidance and see [http://www.research.uwaterloo.ca/ethics/human/](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](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](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](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.html)

**LEARN:** Users can login to LEARN via: [http://learn.uwaterloo.ca/](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](http://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 (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