How can urban design be used as a tool to create and sustain those qualities deemed positive about 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? And why should we, as future professional planners, urban designers, and academics care about these issues?

Working with the assumption that the students are familiar with the traditional theories of urban design through this course’s prerequisites, PLAN 408/648 introduces the students to, and delves further into, the contemporary theories of urban design.

One of PLAN 408/647’s primary objectives is to establish the connections between theory, research, and practice. Therefore, a primary objective of this course is to underscore the empirical research and the 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, this seminar extensively deploys case study analyses through: in-class discussions and presentations and through the term assignment.

Throughout these links between theory on the one hand, and empirical research and practice on the other hand, this seminar also investigates the various principles, approaches, and criteria that define good contemporary urban form.
Most important, this seminar underscores the significance of sound research methods and valid analytical tools in the assessment of urban places and especially, in conveying the research findings visually through visualizations and infographics. Furthermore, by enhancing the students’ pre-existing research abilities and by building new ones, this seminar seeks to nurture critical thinking skills among the students. Therefore, upon completion of this course, the students will have:

1) Developed an understanding of the contemporary theories of urban design, their juxtaposition against the traditional ones, and their applications in various urban contexts, both national and international
2) Acquired knowledge of investigation and research skills and their application
3) Acquired and developed deconstruction skills that facilitate the analysis of existing urban design projects
4) Acquired an understanding of the principles of, and the criteria for, good urban design and, by consequence, good urban form
5) Acquired knowledge of visual analytical skills especially, the use of visualizations and infographics
6) Acquired knowledge of written analytical skills especially, precision and brevity in academic writing
7) Developed critical thinking skills through a sound understanding of the literature, data management, and analytical methods
8) 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
9) Developed the ability to link theory on the one hand, and empirical research and professional practice on the other hand, hence,
10) Developed the ability to carry this knowledge to future endeavours, whether they be studio assignments, professional practice, or graduate research.

**INSTRUCTION & LEARNING**

In order to achieve the learning objectives, this seminar combines a triad of instruction methods that collectively aim to stimulate an interactive learning environment:

1. **Seminar discussions and weekly reflection papers**
2. **Leading weekly discussions**
3. **Visual case study analysis**

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>THE DISCUSSION</th>
</tr>
</thead>
</table>
| 1    | May 6      | 1. Introductions  
                        2. Course overview                                                       |
<p>| 4    | May 20     | No classes: Victoria Day holiday.                                             |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 8    | July 2      | Note: this class is held on a Tuesday as a make-up day for Canada Day Lecture  
| 12   | July 29     | Make-up day for Victoria Day holiday on 20 May 2019  
   |       | 1. STUDENT PRESENTATIONS  
   |       | 2. DR. KHIRFAN’S WRAP-UP OF THE SEMINAR  
   |       | 3. CONCLUDING MOVIE & DISCUSSION |

**IMPORTANT:**
- The rescheduling for the classes that fall in week 3 (Victoria Day) are in accordance with the University of Waterloo’s instructions.
- There may be adjustments from time to time in the sequence, date and readings of the above schedule. In such cases, students will be notified in advance during the seminar and/or via LEARN.
- 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, students will be informed in advance via LEARN.
- There will be an Empirical Research / Case Study Analysis every week.

**READINGS & RESOURCES**

1. **Textbook:**  

2. **Book chapters**  
   There will be several book chapters assigned throughout the term

3. **Articles**  
   There will be several articles assigned throughout the term
4. **Multi media / audiovisual resources –in-class**

There will be several assigned and recommended audiovisual resources throughout the term.

**IMPORTANT:**

For leading their assigned seminar discussion session students are welcome to include additional multi-media resources. Songs, movies, newspaper articles, and blogs among others are all acceptable. The course assignments consist of **three** major components:

THE ASSIGNMENTS

1) Reflection papers, attendance, and participation (50%)
2) Leading seminar discussions (25%)
3) Case study visual analysis (25%)

Refer to ‘The Assignments’ sheet for details.

**CAUTION**

- For the assignments to be true learning experiences, Dr. Khirfan has 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 the triad of assignment components: the Reflection Papers, Leading the Seminar Discussions, and the Case Study Visual Analysis Assignment. Every week’s content builds on the previous, hence, any gap will negatively impact the learning process.

- Students are cautioned that **cutting and pasting visualizations or elements thereof from other sources and presenting them as their own contributions to the Visualization Assignment in this course constitute an “Academic Offence”**—the assignment instructions clearly stipulate that, akin to writing a paper, all the visualizations should be the student’s **original work**. Cutting and pasting visualizations or elements thereof without any original contribution from the student, even if the work is cited, defies the purpose of the assignment in terms of producing original analyses and will therefore result in a zero grade.

**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</th>
<th>Grade Up to</th>
<th>Assigned date</th>
<th>Due date</th>
</tr>
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</table>
| Reading and Reflection Papers; Attendance and Participation | 50%         | Monday, 6 May 2019 | No later than 5:00 PM every Monday:  
  • Word file via LEARN  
  • Printed copy, in class |
| Leading Seminar Discussion                      | 25%         | Monday, 6 May 2019 | Varies for each student. Choice of due date is assigned on –first come, first served basis  
  No later than 10:00 AM, Monday, 29 July 2019:  
  • PDF file via LEARN  
  No later than 5:00 PM, Monday, 29 July 2019:  
  • Colour-printed copy (11X17) in class |
| Final Visualization Assignment                  | 25%         | Monday, 6 May 2019 | Choice of case study is assigned on –first come, first served basis |

IMPORTANT

1) The students should consult the assignment sheets for details on each assignments’ requirements, grading criteria, and submission details

2) If a Teaching Assistant is assigned to this course, the Teaching Assistant may not change due dates

3) 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

4) Students are always welcome and encouraged to submit their assignments before the due times/dates and/or to go above and beyond the requirements

5) 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 10:30AM on Thursday, 26 July 2018 which is the last day of classes according to the University of Waterloo's calendar. Any submission after this date/time will receive a grade of zero.

6) 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.

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 408/648, 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 or their team's effort in learning the core theories and principles 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 principles 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 in point d above will constitute the final grade that will go on record

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
   b) Format - http://www.english.uiuc.edu/cws/wworkshop/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.
**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# ___________________________

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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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<thead>
<tr>
<th>Course number</th>
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<tbody>
<tr>
<td>Course title</td>
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<tr>
<td>Assignment</td>
<td>___________________________</td>
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<tr>
<td>Date</td>
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<thead>
<tr>
<th>Name (print)</th>
<th>Signature</th>
<th>Sections contributed</th>
<th>Sections Edited</th>
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</thead>
</table>
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 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 sensitive students’ concerns.

OFFICE HOURS

My office hours are on Thursdays, 2:30pm until 4:20pm. I am available to meet by appointment only if there is a scheduling conflict with my office hours.

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

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, the student who authored the work will be credited through 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.

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/](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](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](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](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](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