

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 232: URBAN DESIGN STUDIO
URBP/DSIT 152: INTRODUCTION TO URBAN DESIGN STUDIO
SPRING 2011

Instructor:	Benjamin Grant
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Office hours:	Th 3-4 pm, WSQ 206
Class days/time:	Th 4-6:45 pm
Classroom:	WSQ 1 (basement level)
Class website:	http://groups.yahoo.com/group/urbp232/
Prerequisites URBP 232:	URBP 231 or instructor consent
Prerequisites URBP/DSIT 152:	URBP 151 or instructor consent

Course Catalog Description:

URBP 232: Through fieldwork and laboratory assignments, the student applies urban design theories, methods and principles to a current urban development issue.

URBP/DSIT 152: Introduction to the analysis of alternative urban design policies to direct urban form development. Course may be repeated for credit when topic changes.

The Studio

The Urban Design Studio gives students a chance to work on real-world design problems using the same information, tools and techniques used by professionals. Students will work in teams to gather data, conduct a rigorous site analysis, develop design interventions at several scales, and present them to one another, the instructor, and outside reviewers. The course will also introduce a wide range of tools and concepts for the development and presentation of design ideas.

Although this course emphasizes the physical and spatial aspects of the city, urban design is an interdisciplinary field, and students are expected to support their proposals with a thorough understanding of contextual factors, including: community priorities, land use, transportation, built form, ecological conditions, the public realm, economic conditions, and historical context. The goal is to develop solutions that strike a balance between bold, visionary transformation on the one hand, and sensitivity, flexibility, and feasibility on the other.

The Site

STUDIO SITE TBD

Student Learning Objectives

Upon successful completion of the course, students will be able to:

1. Apply the information, tools, and techniques used by urban design professionals to understand real-world urban problems.
2. Understand the contextual factors at play in the urban environment, including community priorities, land use, transportation, built form, ecological conditions, the public realm, economic conditions, and the historical context.
3. Work in teams to gather data and conduct a rigorous site analysis
4. Conduct research on applicable design precedents, presenting clear and relevant case studies
5. Develop urban design interventions at several scales that strike a balance between bold, visionary transformation on the one hand, and feasibility and context-sensitivity on the other.
6. Present their urban design proposals to one another, the instructor and outside reviewers
7. Support their urban design proposals with a thorough understanding of the contextual factors at play at the site

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 4.2.1.(c), 4.2.3.(c), 4.2.3.(e), 4.2.3.(f), 4.2.3.(i), and 4.2.5. A complete list of the PAB Knowledge Components can be found at <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm>.

Expectations:

Students are expected to devote considerable time outside of class meetings to coursework, both in groups and as individuals. Readings are minimal and there is no written paper. This is to ensure adequate time for studio work.

Coursework will be presented in graphic and oral form. All students are expected to contribute to visual presentation materials and to present them to the class and to outside reviewers. Some prior experience with graphic communication is recommended.

Because presentations are given to outside review panels, extensions can not be granted. Only under extraordinary circumstances, and with the instructor's *advance permission*, can individual conflicts be accommodated.

A studio is intended to replicate, to the extent possible, professional design work. Students are expected to be proactive and conscientious in shaping the design process, seeking out information, and communicating both inside and outside the studio.

Collaboration is a fundamental element of professional design practice. Students should expect to share their work with each other and the instructor at all stages. Students of different levels are expected to work together and communicate effectively. Grading will reflect engagement, commitment, progress and communication, not simply the quality of the final designs.

Tools and Materials

We will use both digital and “by-hand” design tools in this course, and students are encouraged to combine them in creative ways. Adobe Illustrator (available in department computer labs) will be introduced and used for presentation layouts, and SketchUp will provide a basic, optional 3D modeling tool. Students with knowledge of additional software such as AutoCAD or FormZ may incorporate them to a limited extent.

All students will be expected to keep a sketchbook for field notes, sketches, and ideas. Life-drawing, perspective sketching, and diagramming ideas by hand will be incorporated into the class meetings. Students should expect to acquire some basic materials (tracing paper, straight edge, engineering scale, pencils, markers, etc.).

A digital camera will be useful, although one per team should generally be adequate.

Students may make limited use of the departmental plotter to print large-scale final presentations.

Grading:

Course grades will be determined as follows:

Attendance and Participation	10%
Teamwork and Communication	15%
Interim Pinups/Desk Crits/Assignments	15%
Site Analysis Presentation	20%
Concept Design Presentation	20%
Final Presentation	20%

Academic integrity statement, plagiarism, and citing sources properly

SJSU's Policy on Academic Integrity states: "Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development" (Academic Senate Policy S07-2). The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S07-2.htm>.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even part of a sentence) that someone else wrote and don't reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a webpage or book and don't reference the source, you have committed plagiarism.
- If your work incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- [Overview of plagiarism at http://www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- [Examples of plagiarism at http://www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- [Plagiarism quiz at http://www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's "A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition" (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**URBP 232/152
URBAN DESIGN STUDIO
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TENTATIVE COURSE SCHEDULE**

Date	Topic
1/27	Course Overview/Introduction
2/3	Base Materials/Research Assignments
2/10	Graphic Communications Workshop
2/17	Site Tour
2/24	Site Analysis Pinup
3/3	Site Analysis Desk Crit
3/10	SITE ANALYSIS REVIEW
3/17	Studio Work
3/24	– SPRING BREAK–
3/31	Studio Work
4/7	Conceptual Design desk crit
4/14	CONCEPTUAL DESIGN REVIEW
4/21	Studio work
4/28	Studio work
5/5	pinup
5/12	desk crit
5/19	FINAL PRESENTATIONS