Overview

This course should probably be called “Site Plan Analysis” because its purpose is to start you on the path of becoming a “site analyst” or trained observer and critic of how sites are designed and programmed. The course is doing more than teaching site plan review (taking city guidelines and applying them for property development), but it is not going to bring you up to the level of “site designer.” For example, landscape architects go to school for five years or more and they still have to learn a great deal of site planning and design on the job. However, in one semester we can delve into the elements of design (point, line, shape, form, color, texture, tone, letterform), the principles of design (balance, contrast, cropping, hierarchy, figure-ground, scale, proportion, pattern), and these big questions: What makes great public spaces? What makes great neighborhoods? And what makes great streets? As we get into the basics of design thinking and designing great places, we will learn about the process behind the design of sites, the importance of context, and how to use technical and design skills to steer development in the direction of “greatness.”

Planning is all about communication and while other planning courses concentrate on oral presentations or report writing, this class will focus on building visual communication capabilities. Even for planners, it is useful to be able to do a little drawing or be able to illustrate what you mean in a professional looking way. We will work on unleashing the designer in each of us. But no pressure – this is about trying not necessarily about being able to draw well.

Course Project Site

The course project site is Gold Medal Park in Minneapolis, MN.

Reading Material

Book to purchase:

Sources of selected readings available on Moodle, e-reserve, or which will be handed out in class:
Supplies

Please bring these to use in class (most can be purchased in the UMN Bookstore):

- 2B Pencil
- Red color pencil
- Hand pencil sharpener
- Eraser
- Ultra fine point sharpie pen in black or blue
- Sketchbook (approx 8.5 x 11”)
- Drafting tape or dots
- Roll of 12” tracing paper
- Circle template (optional)
- French curve (optional)
- Engineer’s & Architect’s scales (optional)
- Variety of colored pencils (optional)

Software and Printing

Humphrey’s computer lab rooms 85 and 80 are equipped with Adobe Creative Cloud software – Photoshop, Illustrator, and InDesign as well as ArcGIS. Consider also the Learning Commons space and the Wilson Library for guidance for tutorials (see: https://www.lib.umn.edu/smart). You may also access software programs such as ArcGIS via remote desktop service (see: http://its.hhh.umn.edu/guides/storage---and---network/remote---desktop---service)

Grading Criteria

Class Participation

Attendance, in-class exercises, and discussion 10%

Group Assignments

Great Places & Design Elements/Principles 30%
Public Input & Programming
Site Inventory, Code Research, & Site Analysis

Individual Site Plan Process Assignments

Project Site Impressions 50%
Collections
Bubble Diagram/Functional Relationships
Programming Statement/Description
Conceptual Site Plan and presentation

Site Planning Exam 10% (multiple choice and short answer)

100%
Grades will reflect the Humphrey School definitions:

- A = superior work
- B = satisfactory graduate-level work
- C = below Graduate School standards, but worthy of graduate credit
- D = unsatisfactory work; no graduate credit
- F = fail/no credit given
- S = satisfactory (grade of S must be level of C- or above)
- N = non-satisfactory/no credit given

Class Attendance, Participation, and Late Assignments

A sign-in sheet will be passed around to track attendance. You have 1 “free” absence, which means you can miss one class with no excuses, and it will not count off your attendance grade. Excused absences are illnesses with a doctor’s note, funerals or family emergencies with appropriate documentation, or participating in university or professional activities (conferences, etc.).

Class participation includes attendance, working on exercises in class, and participation in discussions.

Assignments are due at the start of class via Moodle. I will let you know when there is some other way I want an assignment turned in. A late assignment will result in a 50% deduction from the on-time point total.

If you have any concerns about successfully completing this course, come see me as soon as you start feeling uncomfortable. If you wait until the end of the course to let me know of any issues, there is not enough time for me to offer options or to do anything differently. Please note that an “Incomplete” is only for rare occasions and must have a set deadline for completion.

University Policies

The course will adhere to established University policies for Student Conduct Code, Use of Personal Electronic Devices in the Classroom, Scholastic Dishonesty, Absences, Appropriate Use of Notes and Materials, Grading, Sexual Harassment, Equity, Diversity, Equal Opportunity and Affirmative Action, Disability Accommodations, Mental Health Services, and Academic Freedom and Responsibility. View policies here: [https://policy.umn.edu/education/syllabusrequirements-appa](https://policy.umn.edu/education/syllabusrequirements-appa)

A Note on Plagiarism

To avoid any problems, check out this Washington State University website that has examples of plagiarism and how to avoid it: [http://www.wsulibs.wsu.edu/plagiarism/main.html](http://www.wsulibs.wsu.edu/plagiarism/main.html)

Weekly Schedule

*Please note there might be adjustments to the readings and schedule as we go along.*
January 18
The Site Planning Process, Seeing Spaces, and Our Project Site

*** Bring to the first class ***: completed student profile and favorite place worksheet (on Moodle).
Topics: Introductions, site planning overview, measurement exercise. Discuss group and individual assignments. Discuss January 20\textsuperscript{th}/27\textsuperscript{th} site visit.
Handouts:
- Site Planning Process Diagram from LaGro
- Assignment on Project Site Impressions

January 20 - Saturday 10:00 AM – 11:30 PM
Project Site Visit

NOTE: OFF-CAMPUS LOCATION - meet at Gold Medal Park, 2nd Street and 11th Avenue South, Minneapolis, MN 55415. See map provided in class and on Moodle. I strongly encourage you join this outing where we will walk the property outdoors together. Please dress appropriately for cold weather. Back-up date will be January 27\textsuperscript{th} or contact instructor.

January 25
Great Places and Placemaking

Read/review before class:
- LaGro. Chapter 1 Shaping the Built Environment, pgs 1-28
- PPS Place Diagram, www.pps.org/reference/grplacefeat
- APA’s Great Places in America, www.planning.org/greatplaces

Topics: Identifying great spaces and places
Handout: Assignment on Collections
February 1
Maps, Graphics, and Design
*** Due at beginning of class***: Project Site Impressions
Read before class:
Handout: Assignment on Great Places and Design Elements/Principles

February 8
Design Elements and Principles
Read before class:
- Lin, Mike. Ch. 5 Lettering (pgs 75-78)
- Lin, Mike. Vegetation (pgs 84-90)

February 15
Site Selection & Programming
Read before class:
- LaGro, Ch. 2 Site Selection and Programming, pgs 31-70.
- Craighead, Paula. Visualizing Space, pgs 12-16.
- Lin, Mike. Conduct a Site Analysis, pgs 152-154.
Handouts:
- Assignment on Programming Statement/Description
- Assignment on Public Input & Programming
February 22
Programming

*** Due at beginning of class***: Great Places & Design Elements/Principles Assignment

Read before class:
- Review regulations pertaining to our project site (Moodle).

March 1
Site Inventory - Physical & Biological Attributes

*** Due at beginning of class***: Programming Statement/Description Assignment

Read before class:
- LaGro, Ch. 3 Assessing the Site’s Physiographic Context, pgs 71-111
- LaGro, Ch 4 Assessing the Site’s Biological Context, pgs 112-134
- Lynch K & Hack G. Ch. 2 The Site
Handout Assignment on Site Inventory and Analysis

March 8
Site Inventory - Cultural Attributes

*** Due at beginning of class***: Public Input and Programming Assignment

Read before class:
- LaGro, Ch. 5 Assessing the Site’s Land Use, Infrastructure, and Regulatory Context, pgs 135-166
- LaGro, Ch. 6 Assessing the Site’s Cultural and Historic Contexts, pgs 167-203

March 15
SPRING BREAK - NO CLASS
March 22
Site Analysis - Integration and Synthesis

*** Due at beginning of class***: Collections Assignment
Read before class:
- LaGro, Ch. 7 Integration, Synthesis, and Analysis, pgs 204-244

March 29
Conceptual Design

*** Due at beginning of class***: Site Inventory & Analysis Assignment
Read before class:
- LaGro, Ch. 8 Conceptual Site Design, pgs 247-277
- Lin, Mike. Ch. 9 Design Process, pgs 149-151, 155-163

Handouts:
- Assignment on Bubble Diagram/Functional Relationships
- Assignment on Conceptual Site Plan

April 5
Design Development

Read before class:
- LaGro, Ch. 9 Design Development, pgs 278-322
- Look through for ideas on concept development (on e-reserve) Reid, Grant. From Concept to Form in Landscape Design

April 12
Plan Review - Implementation (Part 1)

*** Due at beginning of class***: Bubble Diagram Assignment
Read before class:
- Reed, Charles. How to Red-Pencil Site Plans, pgs 81-101
April 19
Plan Review - Implementation (Part 2)

Read before class:

April 26
Site Plan Display and Presentations

*** Due at beginning of class***: Conceptual Site Plan Assignment

May 3
Site Plan Display and Presentations

May 10
FINALS WEEK - Site Plan Exercise Exam