
LAA 5331**Site Design Methodology**www.elearning.ufl.edu

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I will open up chat room (Conferences) on this course's website and log on to Skype (m_leigh) Thursday and Friday evenings from 5:30 pm to 6:30 pm on Friday. You can email me anytime, but if you need more one-on-one guidance, these Virtual Office Hours will be the best chance for that. Please contact me at least 1 day in advance to set up a Chat Room appointment.

Course Communications:

The best way to contact me is via the course email. I check it daily and get it gets copied to the email addresses listed above. If you have a question that you would like to share with the class, you can post it to the "Class Questions" forum in the discussion section of the class website.

Required Text:

LaGro, J. A. (2013). *Site analysis: Informing context-sensitive and sustainable site planning and design* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Hinshaw, M. (1995). Design Review. PAS Report 454. Washington, D.C.: American Planning Association.

Resources Folder: This folder was created by your instructor to provide you with additional materials in the course. To access the Resources Folder, click on the Files tab on your left-hand navigation menu. In there, you'll find the Resources Folder.

Additional Resources: Videos and additional resources will be posted online.

Prerequisite Knowledge and Skills:

There are no prerequisites for this course.

Course Description:

Learn, develop, and refine methodologies to effectively evaluate relevant natural, social, and cultural characteristics of a site and its context as an integral part of the planning and design process.

Purpose of Course:

The purpose of this course is to prepare students to evaluate site designs and perform development reviews by training them to examine the characteristics of a site and to be able to view the site as part of a larger context.

Course Objectives:

This course familiarizes students with methodologies for evaluating and analyzing site designs and to perform plan review. By the end of the course, students should demonstrate the following knowledge and skills:

1. Perform a site analysis and recognize the site's connection to its larger context.
2. Analyze designs and built environments and articulate what elements make them successful or unsuccessful.
3. Develop their own perspective of what makes great places, streets, and neighborhoods.
4. Explain concepts of environmental ethics and sustainable design and their relationship to site design and development review.
5. Perform a SWOT analysis of a site and determine the opportunities and constraints of a site.
6. Strengthen the following important skills for professional practice (1) verbal, written, and visual communication; (2) critical thinking; (3) evaluation and criticism.

URP Student Learning Outcomes:

As an elective course in the graduate program, Site Design Methodology allows students to further develop all three departmental student learning outcomes. These are:

- Demonstrate an understanding of human settlement, historical and contemporary practice, and policy and processes relevant to urban and regional planning concepts and theories, including social and environmental studies and the design arts. This class is intended to help students develop an understanding of the site planning process. This will enable them to be better site analysts and plan reviewers.
- Demonstrate oral, written, graphic, and critical thinking skills required of master's students within their area of specialization. The assignments are designed to allow students to demonstrate these skills.
- Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication. As a graduate level course, professional conduct and communication is expected. Students will be introduced to context-sensitive approach to sustainable planning and development which aligns with the AICP's Code of Ethics.

Teaching Philosophy:

Learning is an active process. As such, the instructor's role is to guide students through the learning process by providing opportunities for students to experience concepts, develop new paradigms, and practice skills. This course primarily uses two student-centered teaching methods: inductive learning and active learning.

In inductive learning, students are presented with challenges, and the course material provides them with a way to address those problems or issues. Active learning gets

students to solve problems, discuss issues, formulate questions, and explain concepts. Providing students with a more active role in the learning process produces a deeper understanding of the course topics.

Instructional Methods:

This is an online course, and students will be provided with video lectures, readings, and other online resources. Students will produce written assignments, discussion posts, a site analysis, and a presentation. Communication is a critical skill for planners; therefore, written, verbal, and visual communication will be important components of this course.

Since students may not have a background in design, effective visual communication is judged by the student's ability to clearly present information, ideas, and concepts versus artistic quality.

Course Participation:

Participation is monitored through Canvas and factored into the student's final grade as outlined under grading policy. Students are expected to complete all assignments in a timely fashion, as well as actively participate in weekly discussion posts.

The weekly discussion posts on Canvas provide students with the opportunity to critique course readings and concepts presented during the week. Students will be supplied with prompts to focus the discussions, and student responses must reference course readings and materials. Discussion posts also provide the opportunity to engage with other students and the professor. Discussion posts are intended to get students to think about the major topics and concepts as well as reflect upon their own professional development. These posts make up a significant portion of the participation grade.

Make-up Work:

Meeting assignment deadlines is important! All assignments are due by the times posted in Canvas. Late assignments will be marked down half a grade for each day they are late. A day is defined as 24 hours and begins immediately after the posted due date and time. For instance, a paper due at 11:55 p.m. on Friday that is submitted at 12:05 a.m. on Saturday is one day late.

In the event that you have technical difficulties with e-Learning, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to Help Desk. Include the ticket number and an explanation of the issue based on a consult with Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test.

The course faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances.

Course Technology:

In the event that you have technical difficulties with e-Learning, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to Help Desk. Include the ticket number and an explanation of the issue based on consult with Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test. The course faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances.

Course Communication:

All communication with course faculty will take place within Canvas. All e-mails will be sent and received within Canvas. You should **NOT** be e-mailing the course instructors outside of the system. Any e-mails received outside of Canvas will not receive a response.

Student Support Services:

As a student in a distance learning course or program, you have access to the same student support services that on campus students have. For course content questions contact your instructor.

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: [Information Technology–UF Computing Help Desk \(Links to an external site.\)](#). Other resources are available at [Student Services|Distance Learning \(Links to an external site.\)](#).

University Policies:

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the [graduate student handbook \(Links to an external site.\)](#) and at the [Dean of Students website \(Links to an external site.\)](#).

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code \(Links to an external site.\)](#).

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students.

Refer to the [Netiquette Guide for Online Courses](#) (Links to an external site.) for more information.

Student Honor Code:

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the [Honor Code](#) (Links to an external site.).

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Special Accommodations:

Students requesting disability-related academic accommodations must first register with the [Disability Resource Center](#) (Links to an external site.).

The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Complaints:

Should you have any complaints with your experience in this course please visit [Student Complaints](#) (Links to an external site.) to submit a complaint.

Assignments:

Each student will prepare three major assignments. One of these assignments has multiple steps. A brief description of the assignments is provided below. Detailed instructions will be provided online when the assignments are given.

Assignment 1: Site Plan and Development Review – Students will be provided a master/site plan to review as the 'city planner'. Students will examine the plan materials and determine whether or not the plan should be approved, denied or approved with conditions and write an essay explaining their decision. Students should base their analysis on a variety of social and contextual factors as reflected in the readings, thinking beyond a checklist of regulations. Consider what makes a great place and how the project fits into the larger context.

Assignment 2: Site Analysis Presentation – Students will develop a site analysis of a place near their home and create a class presentation. Components of the site analysis are divided up throughout the semester. This allows students to get feedback on the components before the final project presentation.

Site Analysis Components:

- Site Selection & Physiographic Context
- Biological Context & Site Review
- Land Use, Regulatory, and Infrastructure Context
- Historic and Cultural Context
- Integration & Analysis

Assignment 3: Synthesis Exam – Students will answer an essay question synthesizing course reading, videos, and assignments. The question will be posted one week before this assignment is due.

Online self-checks covering the main concepts from the week's readings and videos will be available for student self-assessment. These are available so students can ensure that they are identifying and understanding the main course concepts. The self-assessments will be factored into the participation grade.

Grading Policies:

Assignment	Weight
Total:	100%
Participation and Discussion posts	20%
Assignment 1: Site Plan and Development Review	10%
Assignment 2: Site Analysis Presentation Site selection and Physiographic Biological Context and Site Review Land Use, Zoning and Land Development Regulations Infrastructure, Cultural and Historic Elements Integration & Synthesis Overall Presentation	40%
Assignment 3: Synthesis Exam	30%

Grading Scheme:

Letter Grade	Percentage	Grade Points
E	Below 55%	0.00
A	93-100%	4.00
A-	90-92%	3.67
B+	88-89%	3.33
B	83-87%	3.00
B-	80-82%	2.67
C+	78-79%	2.33
C	73-77%	2.00
C-	70-72%	1.67
D+	68-69%	1.33
D	58-67%	1.00
D-	55-57%	0.67

For greater detail, see the Grades section of the [Graduate Catalog for the University of Florida \(Links to an external site.\)](#). It also contains the policies and procedures, course descriptions, colleges, departments, and program information for UF.

You can also review [UF Student Self Service \(Links to an external site.\)](#) regarding frequently asked questions about minus grades.

Course Outline:

Module	Topics Covered	Items Due
Module 1: Shaping the Built Environment / Site Selection & Programming	Place-making, ecosystem services, contextual sensitive site planning and design, new urbanism	Design Review Report
Module 2: Physiographic Context	Landscape urbanism, assessing site physiographic features in a site analysis	Site Selection & Physiographic Inventory
Module 3: Biological Context	Smart Growth, wetlands, flora and fauna	Biological Inventory
Module 4: Land Use, Regulatory & Infrastructure Context	Land Development Regulations, infrastructure inventory	Land Use, Regulatory & Infrastructure Inventory

Module	Topics Covered	Items Due
Module 5: Cultural and Historic Context	Historical and cultural elements, the human element in site analysis	Historic/Cultural Context Inventory
Module 6: Integration, Synthesis & Analysis	SWOT Analysis, Site Synthesis, Identifying opportunities and constraints	Integration and Analysis
Module 7: What Makes a Good Site?	Urban design, complete streets, "Good" neighborhood planning and design	Site Analysis Presentation
Module 8: Development Review	Design Review	Final Site Review

Assignments Summary:

Details

[Initial Design Review Essay](#) due by 11:59pm

[Site Selection and Physiographic Inventory](#) due by 11:59pm

[Biological Inventory and Site Visit](#) due by 11:59pm

[Land Use Context](#) due by 11:59pm

[Historical and Cultural Context](#) due by 11:59pm

[Integration and Analysis](#) due by 11:59pm

[Site Analysis Presentation](#) due by 11:59pm

[Final Design Review Essay](#) due by 11:59pm

Course Event

[Feedback on Site Analysis Presentations](#)

[Module 1: Introduction to New Urbanism](#)

[Module 2: Toronto Central Waterfront Project](#)

[Module 3: Smart Growth and Sustainability](#)

[Module 4: Policy Impacts](#)

[Module 5: Describing the Landscape of Your Site](#)

[Module 6: Review of Comprehensive Community](#)

[Module 7: Great Places in America](#)

[Module 8: Characteristics of Great Sites](#)

[Self-Check Reports](#)