LAA 5331 | Site Design Methodology   Summer C 2021

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I will start up a chat room (Zoom Conferences: https://ufl.zoom.us/j/2857790061) on this course's website and log on Thursday and Saturday evenings from 5:30 pm to 6:30 pm. 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 one day in advance to set up a Video Conference appointment and sign up for an appointment slot on the Course Calendar.

Course Communications:
The best way to contact me is via the course email. 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.

Additional Course Readings:
Links to additional readings are provided in each of the modules.

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:

- o Perform a site analysis and recognize the site's connection to its larger context.
- o Analyze designs and built environments and articulate what elements make them

successful or unsuccessful.

- o Develop their own perspective of what makes great places, streets, and neighborhoods.
- o Explain concepts of environmental ethics and sustainable design and their relationship to site design and development review.
- o Perform a SWOT analysis of a site and determine the opportunities and constraints of a site.
- o 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:

- o 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.
- o 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.
- o 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 calendar 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 11:59 p.m. on a Friday that is submitted at 12:05 a.m. on Saturday is one day late.

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. 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 shall be sent and received within Canvas. You should not be e-mailing the course instructor outside of the system. Any e-mails received outside of Canvas will not receive a response.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or

image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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. Other resources are available at Student Services | Distance Learning.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.

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 and at the Graduate Academic Regulations website.

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.

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 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.

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.

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 to submit a complaint.

GatorEvals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

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 compile their findings in a report 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.

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

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

Grading Policies:

Assignment	Weight
Total	100%
Participation and Discussion Posts	20%
Assignment 1 (Initial Design Review)	15%
Assignment 2 (Site Analysis - 6 parts)	40%
Assignment 3 (Final Design Review)	25%

Grading Scheme:

Letter Grade	Percentage	Grade Points
A	94-100%	4.00
A-	90 to <94%	3.67
B+	87 to <90%	3.33

B	84 to <87%	3.00
B-	80 to <84%	2.67
C+	77 to <80%	2.33
C	74 to <77%	2.00
C-	70 to <74%	1.67
D+	67 to <70%	1.33
D	64 to <67%	1.00
D-	61 to <64%	0.67
E	Below 61%	0.00

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

Course Outline:

		Initial Discussion Post:	Final Discussion Response Due:	Assignment:
Week 1: May 10-16	**Module 1:** Shaping the Built Environment - Site Selection & Programming	**Initial Discussion Post:** "Introduction to New Urbanism" **Due May 13**	**Final Discussion Response Due:** "Introduction to New Urbanism" **Due May 16**	**Assignment:** Initial Design Review **Due May 16**
Week 2: May 17-23	**Module 2:** Physiographic Context	**Initial Discussion Post:** "Toronto Central Waterfront Project" **Due: May 20**	**Final Discussion Response Due:** "Toronto Central Waterfront Project" **Due: May 23**	**Assignment:** Site Selection & Physiographic Inventory **Due May 23**
Week 3-4: May 24 - June 6	**Module 3:** Biological Context	**Initial Discussion Post:** "Smart Growth and Sustainability" **Due: May 30**	**Final Discussion Response Due:** "Smart Growth and Sustainability" **Due: June 6**	**Assignment:** Biological Inventory / Site Visit **Due June 6**
Week 5-6: June 7-20	**Module 4:** Land Use, Regulatory & Infrastructure Context	**Initial Discussion Post:** "Policy Impacts" **Due: June 17**	**Final Discussion Response Due:** "Policy Impacts" **Due: June 20**	**Assignment:** Land Use Context **Due June 20**
Summer Break: June 21-27				

Week 8: **June 28 - July 3**	**Module 5:** Cultural & Historic Context	**Initial Discussion Post:** "Describing the Landscape of your Site" **Due: July 1**	**Final Discussion Response Due:** "Describing the Landscape of your Site" **Due: July 3**	**Assignment:** Historic/Cultural Context **Due July 3**
Week 9: **July 6 - 11**	**Module 6:** Integration, Synthesis & Analysis	**Initial Discussion Post Due:** "Review of Comprehensive Community" **Due: July 8**	**Final Discussion Response Due:** "Review of Comprehensive Community" **Due: July 11**	**Assignment:** Integration and Analysis **Due July 11**
Week 10-11: **July 12 - 25**	**Module 7:** What Makes a Good Site?	**Initial Discussion Post Due:** "Great Places in America" **Due: July 22**	**Final Discussion Response Due:** "Great Places in America" **Due: July 25**	**Assignment:** Site Analysis Presentation **Due July 25**
Week 12-13: July 26 - August 6	**Module 8:** Development Review	**Initial Discussion Post Due:** "Characteristics of Great Sites" **Due: August 1**	**Final Discussion Response Due:** "Characteristics of Great Sites" **Due: August 6**	**Assignment:** Final Site Review **Due August 6** **Class Ends**