**Florida Atlantic University**

**School of Urban and Regional Planning**

**URP 4922 Urban Design Studio II**

**Spring 2019**

Class Meeting Time and Location:

TBD

Room: Social Sciences Building, Room XXX, Boca Raton Campus

3 Credit Hours

Pre-Requisite: URP 4920, minimum grade C

**Instructor:** Dr. John L. Renne

**Office Location:** Building 44, Room 284

**Office Hours:**

All appointments must be booked online at: <https://johnrenne.youcanbook.me/>

Dr. Renne is available to meet on the Boca Raton campus generally on Monday – Thursdays from 11 – 3 pm

**Contact Phone Number:** 561-297-4281 (office); 504-717-1744 (mobile)

**Email:** jrenne@fau.edu

**Time Commitment** As a project based studio course, students can expect to spend time outside the scheduled meeting times reading and working on projects and written assignments for this course. Time management is a critical skill to build in order to not get behind in your coursework.

**Course Description**

The studio will explore urban design as a catalyst of vibrant urban cultural life. Students will engage in the conceptualization, planning and design of a district-scale intervention, while learning from regional and global initiatives of urban revitalization.

**Course Content**

The class will address design problems, which will act as an outlet for creativity, critical thinking, and knowledge sharing. Students will conduct case studies, field studies, and lead professional design presentations while further developing graphic communications skills.

**Structure of the Course**

This is a sixteen-week, full-semester course. The course includes lectures, group discussions and exercises, individual projects, mandatory field trips and formal presentations and ample studio time for individual work. A lot of time will be devoted to in-class studio time and desk critiques. The objectives of this course are best met through a consistent and sustained commitment to practicing the techniques and exploring the ideas that are covered in class. By mastering the skills introduced in this studio, students develop the confidence to express complex ideas clearly and efficiently.

**Course Objectives and Student Learning Outcomes**

This class will involve the completion of an urban infill and revitalization project, which will involve both individual and team work. Rarely do we work in a bubble in the professional world because there are so many factors driving the success of a project. The faculty will be serving as both advisor and client. As a team, students will work on tasks based on a work-plan you devise with 3 key deliverables. However, as with many work situations, your effort will be largely self-directed.

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

1. Collect, analyze, synthesize, and communicate data for urban settings through mapping and visual representation.
2. Think critically about the public realm through the lenses of social equity, history, economic development, sustainability, ecology, and transportation.
3. Apply principles of sustainable urbanism to real world planning problems.
4. Familiarize themselves with the significance of case studies and contemporary sustainable solutions to challenges facing current and future urban development.
5. Work on urban design problems at multiple scales, from small elements such as pedestrian improvements, parks, and streetscapes that contribute to the public realm, to larger scale analysis of neighborhood and district-scale networks.
6. Develop ideas and concepts, and translate them into design interventions utilizing a variety of tools and techniques such as sketching, computer aided drawing, and rendering.
7. Work effectively with classmates though hands-on team projects.

**Required Texts**

1. Bain, Lesley, Barbara Gray, and Dave Rodgers (2012). Living Streets: Strategies for Crafting Public Space. Hoboken, N.J.: John Wiley & Sons, Inc.
2. Farr, Douglas (2008). Sustainable Urbanism: Urban Design with Nature. Hoboken, N.J.: John Wiley & Sons, Inc.

**Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet
2. Using Canvas (including taking tests, attaching documents, etc.)
3. Using email with attachments
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
5. Copying and pasting functions
6. Downloading and installing software
7. Creating and posting to a Canvas Forum
8. Searching the FAU library and websites
9. Hand drawing or sketching design ideas
10. Basic Photoshop and InDesign knowledge
11. Workflow management

**Course Assessments, Assignments, Grading Policy, and Course Policies**

**Assessments for this Course Includes:**Participation and Attendance, Assignments, Individual Projects and Presentations

**Grading:**

Class Attendance and Participation: 20%

Case study research project (Individual): 20%

Project Work Plan: 5%

Project I: Shaping Public Spaces and Presentation (Team): 25%

Project II: Urban Revitalization and Presentation (Team): 30%

**File Format**

Most of our work this semester will be limited to just a few file types. These include PDF *(portable document format),* DOC or DOCX (word documents) and JPG *(image files)*. Unless otherwise noted, all image files are to be saved in JPG format at original image size and a maximum resolution of 200 dpi. All images must be rotated to correct orientation and labeled consistent with the protocol detailed above. All projects must be submitted digitally by the due date for each project and in a complaint format.

Each image must comply with the following labeling protocol:

***Last Name <underscore> First Initial <underscore> Project Name <underscore> Project Title***

Example

***Matthews\_D\_Case Study Final\_Grey Street Revitalization***

**Attendance:**

One hundred percent presence, participation, persistence, and production are essentialto your success in this studio. Attendance is mandatory and students are expected to be on time and anticipate desk crits to discuss progress on projects. Faculty will dropgrades for missed classes, unless cleared in advance or due to extenuatingcircumstances. Students should anticipate to work beyond studio hours, as demonstration ofprogress is expected at each new class. If meeting a requirement is not possible it is imperativethat the student notifies her/his professor as soon as possible to discuss the issue.Rubrics for major projects will be handed out; other projects may use checklists or other verbaland written evaluation methods.

**Late Work Policy:**

Assignments submitted late will result in a lower grade (1/2 letter grade per day – no exceptions outside the extenuating circumstances). Late work will only be accepted if you have made arrangements with the faculty in advance, otherwise the assignment will receive a failing grade. Plagiarism will also result in a failing grade and will be reported to the appropriate University authorities.

**Grade Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TotalPoints | 100-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Incomplete Grade Policy**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all Canvas Forum posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct <http://www.fau.edu/studentconduct/>

**Communication Policy**

**Expectations for Students**

* Announcements
	+ You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
* Email
* You are responsible for reading all of your course email and responding in a timely manner.

**Support Services and Online Resources**

|  |  |
| --- | --- |
| Office of Information Technology Online Help Desk:  | <https://helpdesk.fau.edu/TDClient/Home/>  |
| FAU Libraries:  | <http://www.fau.edu/library/>  |
| Center for Learning and Student Success:  | <http://www.fau.edu/class/>  |
| University Center for Excellence in Writing:  | <http://www.fau.edu/UCEW/>  |
| Office of Undergraduate Research and Inquiry:  | <http://www.fau.edu/ouri/>  |
| Student Accessibility Services: | <http://www.fau.edu/sas/>  |
| Office of International Programs and Study Abroad:  | <http://www.fau.edu/goabroad/>  |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: <http://www.fau.edu/sas/>.

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)

**Course Schedule**

Deliverables and rubrics for each project will be provided in class. Projects 1 and 2 are team projects to be presented at the end of each module. There will be required site visits and field trips throughout the semester intended to help provide real world examples of the projects’ focus.

**Weeks 1-4: Case Study Research on Neighborhood/District Revitalization.**

Students will opt to explore either street design policies and standards or community redevelopment and revitalization policies as tools for implementing plans, their influences on urban form, and current innovations in design and development practice that create a sense of place (details to be provided in class).

**Weeks 5-8: Project 1 – Shaping Public Spaces and Presentation.** “Great Streets” will be the focus of this project as students examine the people spaces and the elements that create a sustainable active corridor. Students will select a site (examples will be provided to choose from) and conduct site analysis and synthesis of existing conditions, understand the history, socio-demographics and cultural make-up of the area, illustrate the figure-ground and existing geometries, explore the zoning regulations and standards, and economic potential in order to create a vision for the corridor.

**Weeks 9-16: Project 2 – Urban Revitalization and Presentation.** This project will continue to build upon the findings of Project 1 and utilize sustainable urbanism principals to develop a district-scale redevelopment plan. Students will identify patterns, blocks, nodes, and develop scenarios for mixed-use urban development. Sensitivity to gentrification and social equity is a required element. The foundations laid from the research conducted in Project 1 will help develop a rich design for district-wide recommendations and plan for implementation.