



### Current Planning Issues

Manhattan Beach faces typical contemporary planning problems and provides a valuable case study in how to guide growth and development. We will start the studio by gaining a familiarity with the various districts, public spaces, and current planning efforts in the City. Projects that are recently completed or currently underway include a Greenbelt Park Master Plan, renovation and expansion of an existing mall, a new County Public Library, Downtown Design guidelines, Sepulveda Boulevard Design Guidelines, and a citywide mobility plan. The City has bus routes that bring visitors to the City from the Metro Green Line station, and accommodates cars with a generous amount of public parking, however planners are currently looking at ways to create connections between the various districts in Manhattan Beach and to encourage more bike riding and walking.

### Urban Design and Place-Making at the Opportunity Site

The City has asked you to look at a site at the North End of the City. The property is zoned C.N.E. (Commercial North End), and was the site of an event space for several years, and a restaurant before that. Near the north entrance to Manhattan Beach, planners would like to retain the commercial base and also see the property developed as a significant destination. The City may consider proposals for mixed-use, as developers are interested in providing multi-family housing, but would like to explore several options. Parking for the site is partly on the property, and also on a contiguous parcel in the city of El Segundo, which the current owner of the opportunity site leases. Manhattan Beach Planning has asked you to be a consultant and seeks your assistance in developing alternative ideas, analysis, vision, and development strategies for the site as it relates to the surrounding sub-district. Planners believe the site is significant as it is at the north end of the city and are looking for proposals that would define that entry. Two other contiguous sites will also be investigated.

### *Objectives and Learning Outcomes:*

- To learn to do field work and analyze a physical site and its relation to a community
- To work both collaboratively and independently
- To synthesize personal analysis, other background research, meetings with planners, and review of planning documents, to provide schematic design options for consideration
- To learn, and be able to use software (InDesign, Photoshop, Illustrator) to communicate design ideas graphically
- To understand the roles of stakeholders, community members, and City officials in the ongoing planning process
- To understand how to work with scale, program, and F.A.R.
- To produce a final design proposal, including precedent studies, a site plan, circulation plan, and descriptive text that addresses the design problem
- To be able to analyze and critique your own and other design proposals

*Your final project will be to create a vision for the site that is supported by careful, thoughtful analysis.*

*Objectives and Learning Outcomes, Continued:*

TENTATIVE \_ An optional (not mandatory) all-day boot camp will be offered to help you learn and practice InDesign, Photoshop, and Illustrator for use in this course. Handouts will be provided, and if you do not attend the boot camp you will be responsible to learn the information in the handouts on your own. The software is available on university computers for your use throughout the course.

*Required Texts and Readings:*

You will be expected to review and have an understanding of these materials.

- City of Manhattan Beach Zoning Map (<http://www.ci.manhattan-beach.ca.us/>)
- City of Manhattan Beach Land Use Policy Map (<http://www.ci.manhattan-beach.ca.us/>)
- Manhattan Beach Municipal Code "Title 10 Planning and Zoning" (<http://www.ci.manhattan-beach.ca.us/>)
- Manhattan Beach Adopted Operating Budget At-A- Glance For Fiscal Year 2013-2014 (<http://www.ci.manhattanbeach.ca.us/home/showdocument?id=12181>)
- South Bay Bicycle Master Plan 2011 (<http://www.southbaybicyclecoalition.org>)
- Lynch, Kevin, "The City Image and Its Elements," *The Image of the City*, The MIT Press, Pages 46-90.
- Steiner, Frederick R and Butler, Kent , American Planning Association, 2007, *Planning and Urban Design Standards, Student Edition*, John Wiley and Sons

Links to several Planning and Urban Design websites that feature building and urban design projects will be posted to Blackboard for your use throughout the course.

*Course Format:*

The course is a design lab. You will approach the problem as it is presented in class and by the planners, and synthesize course material to address a current real-world planning problem.

There will be site visits, instructional lectures during each class, group working sessions, and pin-ups where your work is discussed with the class and outside critics.

You will receive weekly feedback on your process, and your final product will be a booklet including your analysis and proposal. Students from previous years have utilized these projects after the course, when applying for jobs or further studies, to show Urban Design competence.

You will work with a partner on the initial analysis assignment, and then work independently on your design options and final proposal. Although we are not using a design problem from a previous comprehensive exam, *working on your own project and developing your unique design process will help prepare you for the comprehensive exam.*

*Course Format,  
continued:*

You will learn how to approach a project of this scale, and how to manage your time to comprehensively address each part of the design problem. You will be able to discuss how your project addresses issues such as sustainability and social justice, and consider how design can affect more than the physical environment. We will discuss the participatory planning process in the City of Manhattan Beach, as well as issues of planning ethics related to public decision-making.

Assignments are due each week.

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary, the syllabus will be revised to make it more suitable.

Attendance is mandatory and a hard copy of your assignment is due each week at the beginning of class.

If you will be absent, please notify the instructor prior to class and submit your assignment by e-mail, by the start of class (2p.m.), on the day it is due.

*Office Hours*

Wednesday before class, by appointment, from 1:30-2pm.

*Grading:*

- 40% for Part I: Site Analysis, including site visit, hand drawn Lynch analysis drawing and key site photos modified in Photoshop (InDesign page layout), existing base map/land use plan (created with Illustrator and InDesign), precedent studies and two schematic design proposals with titles, labels, and descriptive text (created with Illustrator, Photoshop, InDesign)
- 50% for Part II: Urban Design Proposal including Site Plan, Precedent Images, Circulation Plan, and Cover (created using Illustrator, Photoshop, InDesign)
- 10% for participation as a critic in final critiques

A person who does not attend class regularly will fail, notwithstanding the delivery of written assignments.

*Integrity:*

Academic integrity is of paramount importance and I take this responsibility seriously. Your work will be carefully reviewed and checked. I want to trust you and treat you as adults, but I also know that the pressures on students to use unethical means to succeed are very strong. Anytime someone cheats, that person is not only scamming the system, but also damaging the credibility of each and every student's achievements. For further information, such as the precise definition of plagiarism, please take a look at the Student Conduct Code material reprinted each year in SCampus. See Section 11.00 Behavior Violating University Standards and Appropriate Sanctions.

<http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

*Academic  
Accommodations:*

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30am-5pm Monday through Friday. The phone number for DSP is 213-740-0776.

Please frame the work to yourself in a way that you find to be challenging and stimulating. – Judith Wolin

### CLASS SCHEDULE AND ASSIGNMENTS

#### PART I: BACKGROUND AND PROFESSIONAL CONTEXT

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#### **Class 1, August 27 (before Labor Day weekend) - Intro to the City of Manhattan Beach and the Opportunity Site**

*In class:*

Instructor and student introductions.

Review syllabus.

Project Intro. Review the design problem, background materials (see list of Required Texts and Readings above), and schedule for completing work.

Define the design problem:

Redevelop the project site.

Connect the project site to public transportation (bus, metro, light rail or other), as possible.

Connect the project site to the surrounding community.

Relate the project site to the region.

Review the “Cartoon Set” showing the scope of work, and formatting issues.

Discuss Kevin Lynch’s method for site analysis. Receive separate handout.

*Assignment: due at the beginning of class 2*

Read “Chapter 3: The City Image and Its Elements,” *The Image of the City*, by Kevin Lynch, The MIT Press, Pages 46-90.

You will do this assignment with a partner. Visit the site, and do field research at the site and surrounding neighborhood. You may want to walk, ride a bike, or drive.

Create a Lynch map showing the *imageability* of the site. Explore and analyze the community context, including relationships within the “Opportunity Site”, and between the “Opportunity

Site” and surrounding sub-districts. Locate landmarks, districts, sub-districts, paths, edges, and nodes. Refer to the separate Kevin Lynch handout. Your final product will be on 11” x 17” paper.

Utilize Google Earth to preview the site and research conditions at the local and regional level.

Take key photos as needed. Write descriptive text under photos describing the design issue that you are communicating with this image. Your final product showing photos and descriptive text will be on 11” x 17” paper.

You will pin up one copy and turn in one copy next week. The Final Lynch Map and Key Photos will be due in InDesign format Class 3, but for this initial research if you do not know InDesign, please use any software that you are familiar with. The Lynch map may be done as a hand drawing. A hand drawn Lynch map may be easily scanned and imported into an InDesign document at or after the Bootcamp.

## **Class 2, September 3 - Analysis**

*In class:*

Pin up one copy of your Lynch Map with legend, and Key Photos with text, and turn in one copy of each. We will use your work to have a group discussion about existing site conditions and the relation to surrounding sub-districts, existing transportation infrastructure, the City of Manhattan Beach, the South Bay, and the Los Angeles region.

*Assignment: due at the beginning of class 3*

Revise work completed to-date, based on feedback you received. Revise and finalize your Analysis of Existing Conditions (Lynch Map and legend, and Key Photos and text) based on feedback, and import into InDesign. You will pin up one copy and turn in one copy next week. You will be able to work on this at the Boot Camp, on Saturday September 6, if time permits.

You will be responsible to know how to do what is included in the InDesign, Photoshop and Illustrator tutorials, including creating 11” x 17” Master pages, personalized with your name and project title, for the following:

- Cover
- Lynch Map with legend
- Photos of Existing Conditions with descriptive text
- Base Map/Land Use Plan of Existing Conditions
- Proposal: Option 1 with title, and appropriate Precedent images (2 separate pages)
- Proposal: Option 2 with title, and appropriate Precedent images (2 separate pages)
- Proposed Site Plan
- Bullet-point text describing Site Plan strategy
- Proposed Circulation Plan

You may create other pages, as your project may require, throughout the semester.

## **TENTATIVE - MPL Software Boot Camp, Saturday September 6, 8:30a.m. - 5:00p.m. SAL 127 (optional)**

Please be on time and bring all of your work and work-files completed to-date.

No food or drink is allowed in computer room.

We will have a lunch break mid-day. Please provide your own food.

### **Class 3, September 10 – Urban Design Graphics and Land Use Plans**

*In class:*

Lecture: Urban Design Graphics, Land Use Plans.

Pin up and discuss:

- Lynch Map with legend, revised as needed and in InDesign format
- Key photos of existing conditions, and descriptive text, InDesign format, with photos manipulated/corrected in Photoshop as needed

*Assignment: due at beginning of class 4*

Create a Base Map/Land Use Map showing existing conditions at the project site and surrounding sub-districts. Use Illustrator and InDesign software. Scale to be determined by the class. Start your drawing with a base aerial photo from GIS, Google Earth, or Bing.

- Draw streets
- Label streets
- Show transparent wash of land use colors on existing buildings
- Label buildings on project site as well as other significant buildings in surrounding sub-districts
- Show transparent wash of land use color and label existing parking lots
- Show transparent wash of land use color and label existing parking buildings
- Draw existing crosswalks
- Draw and label existing street parking, parking buildings and at-grade parking lots
- Show existing landscaping, hardscapes, other key site features
- Add legend
- Add scale
- Add north arrow

### **Class 4, September 17 - Design Issues at the Opportunity Site, the Design Process, Precedents**

*In class:*

Pin up and Discuss:

Base Map/Land Use Map of Existing Conditions created in Illustrator and InDesign.

Class exercises:

Learn to check your work by filling out a checklist to verify you have completed each requirement of the assignment.

Discuss the issues of the Existing Opportunity Site and your initial thoughts about what is an appropriate intervention.

Please turn in one copy of your assignment with your checklist.

Lecture:

How do you get design ideas? What is a Vision sentence? Look at past Hines Competition winners. What is a Precedent Project? Review Urban Design weblinks posted to Blackboard.

*Assignment: due at beginning of class 5*

Revise your Base Map/Land Use Map of Existing Conditions based on comments received today in class. Check off items on checklist that you have revised.

## **Class 5, September 24 – Scale, Program, F.A.R., Site Plans, Sketching Design Options**

*In class:*

Lecture: Scale. Program. F.A.R., Site Plans.

Group Exercise: You will sketch Schematic Design Options for the opportunity site and be given desk crits. Please turn in one copy of your assignment that was due today.

*Assignment: due at beginning of class 6*

Using the base map that you created, do a save-as and revise it to create two different schematic proposals for the project site. Continue to use Illustrator and InDesign. Provide images and brief description of a Precedent Project for each proposal.

State your “big idea” or “vision” as the title, using urban design terminology. Show the proposed land use disposition of various parcels, including continuation and preservation of existing uses, and if necessary modification of existing streets or introduction of a new street pattern. Label all parts of your proposal. Revise Legend as needed.

*Looking Ahead*

*Assignment: due at beginning of class 8*

Based on feedback you receive, continue to develop one of your proposals, or combine ideas from each, as appropriate.

Create a site plan with labels, showing:

- main access points
- reconfigured parcel(s)
- reconfigured circulation (both vehicular and pedestrian)
- revised transportation infrastructure, as appropriate to your “big idea” or “vision”
- building footprints (existing and new)
- public spaces (hardscape and softscape)
- the treatment of spaces between buildings such as walkways, plazas , promenades, etc.
- streetscaping
- parking (street, surface parking lots, and parking buildings)
- district surrounding project site
- existing and proposed crosswalks
- legend
- scale
- north arrow
- other as pertains to your project

Show existing and proposed land use colors of all buildings on the project site. Show wash of existing and /or proposed land use colors on larger areas and significant buildings of surrounding sub-districts, as appropriate to your project.

Label sites and/or buildings (n) for new, or (e) for existing.

Title your project and add page of text with several bullet points (verb-first) explaining your proposal. List your arguments in order of importance, with “big idea” or “vision” first.

Also provide a page of Precedent images that inspired your proposal.

Your proposal will respond not only to feedback given to you, *but to the design issues addressed in the discussion of all students’ work*. Use InDesign, Photoshop, Illustrator as needed. You will pin up one copy and turn in one copy.

### **Class 6, October 1 - Critique**

*In class:* Student presentations and critique, Part 1.

Pin up all work completed to-date, including your two schematic proposals showing your “big idea” or “vision”, with titles. Also please turn in one copy of your assignment.

*Assignment:* The Proposed Site Plan and text are due at the beginning of class 8, as described in Class 5 above. You have two weeks (from class 6 to class 8) to do this assignment.

### **Manhattan Beach Hometown Fair, weekend of October 4 + 5**

***You may choose to attend to observe and participate in a large scale community event. This is NOT mandatory, but for your information only.***

### **Class 7, October 8 - Critique**

*In class:* Student presentations and critique, Part 2.

Pin up all work completed to-date, including your two schematic proposals showing your “big idea” or “vision”, with titles. Also please turn in one copy of your assignment.

*Assignment:* See above.

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## **PART II: DEVELOPMENT AND REFINEMENT OF DESIGN PROPOSAL**

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### **Class 8, October 15 – Present Your Proposed Site Plan**

*In class:*

Receive “PART I: BACKGROUND AND PROFESSIONAL CONTEXT” grade, with comments.

Pin up your Proposed Site Plan with title and legend, and descriptive text in bullet-point format (verb first). The class will, as a group, work with you to write a one sentence summary of your proposal. Also pin up the Precedent Project that relates to your proposal.

Turn in one copy of your assignment.

*Assignment:* due at the beginning of class 9

Continue to develop your site plan integrating feedback that you and other students received in class.

### **Class 9, October 22 – Pin Up with Outside Critic**

*In class Pin up with outside critic, Part 1: Pin-up Site Plan and Precedent Images*

Pin up your Site Plan with associated bullet-point text, showing further development of your “big idea” or “vision” and utilizing your precedent research. Also, please turn in one copy.

*Assignment: due at the beginning of class 10*

Continue to develop your Site Plan integrating your precedent research.

### **Class 10, October 29 - Pin Up with Outside Critic**

*In class Pin up with outside critic, Part 2: Pin-up Site Plan and Precedent Images*

Pin up your Site Plan with associated bullet-point text, showing further development of your “big idea” or “vision” and utilizing your precedent research. Also, please turn in one copy.

*Assignment: due at beginning of class 11*

Revise your proposal based on feedback received in class. You will turn in one copy of your Site Plan and bullet point text.

### **Class 11, November 5 - Circulation Plans**

*In class:*

Lecture: Covers. Circulation Plans.

Desk crits: You will work in small groups to critique and provide recommendations for each other’s work. We will pin up our class Master Cartoon Set.

*Assignment: due at beginning of class 12*

Create a Cover with title for your project. Create a Circulation Plan, including vehicular and pedestrian circulation. Revise your proposal based on feedback received in class.

### **Class 12, November 12 - Pin Up Revised Work**

*In class:*

Present Revised Site Plan with bullet point text, Precedent Images, Circulation Plan, and Cover.

*Assignment: Due at beginning of class 13.*

Revise your project based on feedback and class discussion of all students’ projects.

### **Class 13, November 19 - Coordinating Your Presentation**

*In class:* Dry run for Final Pin-up. ALL STUDENTS MUST ATTEND

Pin up the following pages from your individual project. All drawings to be on class page format with labels, legends, north arrows as appropriate. Please bring one 11" x 17" black and white copy of your site plan ONLY for each student.

- Cover
- Lynch Map with legend
- Photos of Existing Conditions with text
- Base Map/Land Use Plan of Existing Conditions
- Proposed Site Plan
- Bullet-point text (verb-first) describing your Site Plan strategy
- Precedent Images and descriptive text
- Proposed Circulation Plan

Turn in 1 unbound copy of your project.

You will receive a grade, worth 10% of your total grade, for your participation as a critic in classes 13 and 14.

*Assignment:* Due at beginning of class 14.

Make revisions as needed. Respond to feedback given to all projects, not just your own. Note: the final presentation is in two weeks.

### **NO CLASS, November 26 (day before Thanksgiving)**

Have a Happy Thanksgiving!

### **Class 14, Wednesday December 3 – Final Critique with Outside Critics**

*In class:* Pin-up all projects, gallery style, for discussion with outside critics. ALL STUDENTS MUST ATTEND

Pin up the following pages from your individual project. All drawings to be on class page format with labels, legends, north arrows as appropriate. Please bring one 11" x 17" color copy of your final site plan for each critic, and one black and white copy for each student.

- Cover
- Lynch Map with legend
- Photos of Existing Conditions with text
- Base Map/Land Use Plan of Existing Conditions
- Proposed Site Plan
- Bullet-point text (verb-first) describing your Site Plan strategy
- Precedent images and descriptive text
- Proposed Circulation Plan

You will pin up one unbound copy (you will keep and can have bound after the pin-up), and turn in two bound copies of your project. The City has asked for copies of your work, and we will give them one of the bound copies.

You will receive a grade, worth 10% of your total grade, for your participation as a critic in classes 13 and 14. All other assignments completed since your first grade will be evaluated for "PART II: DEVELOPMENT AND REFINEMENT OF DESIGN PROPOSAL," worth 50% of your final grade.

Thank you.