

**SYLLABUS
COMMUNITY DESIGN AND SITE PLANNING (RED575L)
SPRING 2022**

Carl Meyer
Steve Kellenberg
Shawn Godkin
Daniel Gehman

Time: Full time Monday, 2:00 - 5:00 p.m.
Part time Monday, 5:30 - 8:30 p.m.

Objectives

The primary objective of this course is to provide an understanding of the various planning and design issues that should be addressed as part of any real estate development project. The lab is intended to help students to be able to effectively visualize and communicate their ideas about a site. Students should complete the semester capable of assessing a property for its development potential, understanding the various factors that define the site's particular character, understanding the effect that zoning and jurisdictional standards have on the development potential of a site and preparing site plans for commercial, retail, residential, mixed-use projects of various densities. This course is not meant to teach architectural design or to stress drawing techniques; rather the emphasis is on understanding basic site planning concepts including circulation, open space, pedestrian access, parking, service, and typical building layouts. However, these concepts can only be learned through hands-on experience in drawing and preparing site plans. Therefore, each of the assignments will require drawing.

Organization

The course is designed as a three-hour studio lab which meets once a week. It is important to recognize that lab or studio learning is of a different nature than lecture or seminar courses. Labs are labor intensive; they require many hours of thinking, drawing, re-drawing, and refining concepts. Studios are effective only when students and faculty make a strong commitment of time. There are no shortcuts in this kind of learning. Students should expect to spend a minimum of two hours of "working time" outside of class for every hour in class.

Lectures will be given during each class session either by one of the instructors or by guests. The remainder of the class time will be studio learning, working on your assignment in class or presenting it to the class, instructors, and guests. This will allow instructors time to work with each student individually to ensure their understanding of the concepts being explored. Students should, therefore, have their assignments and materials at each class. Participation in the studio is mandatory. The assignments will be done individually.

Class Meetings

Class meetings will be held from 2:00 to 5:00 p.m. or 5:30 to 8:30 p.m. on Mondays. Please be on time; the class will start promptly at 2:00 p.m. for afternoon class and at 5:30 p.m. for the evening class. Typically, each class will be organized as follows:

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|-------------|--|
| 2:00 - 5:00 | Studio work and presentations (full time students) |
| 5:00 - 5:30 | Break |
| 5:30 - 8:30 | Studio work and presentations (part time students) |

Grading

Grades will be based on the following criteria:

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| Effort, class participation, | 20% |
| Assignment 1 through 6 | 80% |

Projects and Exams

Projects will be primarily two-week assignments, to be worked on in class and at home. They will include site analysis and site planning concepts for residential, retail, office and mixed-use developments. For each assignment you are expected to draw a site plan based on a land use program, and in some cases prepare a financial analysis or land use program.

Required Materials

Since the course is a studio course, students must be prepared to work at a drawing table during every class meeting. **Students must have the following equipment by January 24th.**

- Pencils, pencil sharpener, eraser
- Selection of colored pencils and magic markers (see land use color palette)
- Black marker pens of various widths
- Tracing paper (white or yellow, 18"-24" width)
- Engineer's scale
- Circle template
- Straight edge
- Push pins, drafting tape, graph paper

These materials should be available at every studio session class.

Instructors

Carl F. Meyer, FAIA
CF Meyer Studio
Email: cmeyer@usc.edu

Steve Kellenberg
Kellenberg Studio
Email: steve@kellenbergstudio.com

Shawn Godkin,
Godkin Design/Build
Email: godkin@usc.edu

Daniel Gehman, AIA LEED AP
Daneilian Associates Architects and Planners
Email: DGehman@daneilian.com

Readings

Since no single text exists that covers the course material. Relevant writings, articles, etc. will be assigned throughout the semester.

RECOMMENDED READING FOR THIS CLASS

1. The Image of the City, by Kevin Lynch MIT Press - 1977 (pages 1 - 120)
2. The Death and Life of Great American Cities, by Jane Jacobs Vintage Books
3. The New Urbanism, by Peter Katz, McGraw Hill publisher (pages xvii - xlii)
4. Site Planning, Third Edition, by Kevin Lynch and Gary Hack (Chapter 1-3 & 9)
5. Charter of the New Urbanism, Congress of New Urbanism

OTHER RECOMMENDED READING

1. The City in History, by Lewis Mumford
2. The Next American Metropolis, by Peter Calthorpe, published by Princeton Architectural Press.
3. A Pattern Language: Towns, Buildings, Construction: by Christopher Alexander, Sara Ishikawa, and Murray Silverstein, with Max Jacobson, Ingrid Fiksdahl-King, and Shlomo Angel; published by Oxford University Press.
4. Rediscovering the Center City by William H. Whyte, published by Doubleday.
5. Material Dreams: Southern California Through the 1920's, by Kevin Starr, published by Oxford University Press.
6. Good City Form, by Kevin Lynch, MIT Press - 1985.
7. Design on the Land, by Norman T. Newton, The Development of Landscape Architecture, Belknap Press - 1973
8. The Concise Townscape, by Gordon Cullen, Von Nostrand Reinhold publisher
9. Design of Cities, by Edmund N. Bacon, Penguin Books publisher.
10. Design with Nature, by Ian McHarg, Published by Doubleday for American Museum of Natural History.
11. Finding Lost Space - Theories of Urban Design, by Roger Trancik, Van Nostrand Reinhold publisher.
12. Urban Space, by Rob Krier, Rizzoli publisher, 1979, New York
13. Community by Design – New Urbanism for Suburbs and Small Communities, by Kenneth B. Hall and Gerald A. Porterfield.
14. Great Streets, Jacobs

ULI BOOK LIST

1. Zero Lot Line Housing, by David R. Jensen/HOH Associates.
2. Density by Design, edited by James W. Wentling, AIA and Lloyd W. Bookout.
3. From Line to Design: Design/Graphics/Communication, by Scott Van Dyke.
4. Public/Private Housing Partnerships, by Diane R. Suchman, with D. Scott Middleton and Susan L. Giles.
5. Residential Development Handbook; Community Builders Handbook Series.
6. Mixed Use Development Handbook; Community Builders Handbook Series.
7. Great Planned Communities: ULI by JoAllen Gause / Steven Kellenberg
8. Sustainable Planned Communities, ULI edited by JoAllen Gause
9. Growing Cooler, ULI

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call.

“Any student requesting academic accommodations based on a disability are 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 me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.”

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/> National Suicide Prevention Lifeline - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to genderbased harm. <https://engemannshc.usc.edu/rsvp/> Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/> Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

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 me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740- 0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu

ACADEMIC RESPONSIBILITY

"Students, faculty, and administrative officials at the University of Southern California, as members of the academic community fulfill a purpose and a responsibility.

The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles: Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

ACADEMIC DISHONESTY

The following statements and examples explain specific acts of academic dishonesty.

1. Examination Behavior: Any use of external assistance during an exam is considered academically dishonest unless expressly permitted.
 - a. Communicating in any way with another student during the examination.
 - b. Copying material from another student's exam.
 - c. Using unauthorized notes, calculators or other devices.
2. Fabrication: Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
 - a. Inventing or altering data for a laboratory experiment or field project.
 - b. Resubmitting returned and corrected academic work under the pretense of grader evaluation error, when, in fact, the work has been altered from its original state.
3. Plagiarism: Plagiarism is the theft and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practice.
 - a. Direct Quotation: Any use of a direct quotation should be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.
 - b. Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrase material.
4. Other Types of Academic Dishonesty:
 - a. Submitting a paper written by another;
 - b. Using a paper or essay in more than one class without the instructor's express permission;
 - c. Obtaining an advance exam copy without the knowledge or consent of the

- instructor;
- d. Changing academic records outside of normal procedures;
 - e. Using another person to complete homework assignment or take-home exam without the knowledge and consent of the instructor.

The above information is taken directly from the SCampus and the Academic Affairs Unit of the Student Senate in conjunction with the Academic Standards Committee.

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

| <u>VIOLATION</u> | <u>RECOMMENDED SANCTION</u> <i>(assuming first offense)</i> |
|---|---|
| Copying answers from other students on exam. | F for course. |
| One person allowing another to cheat from his/her exam or assignment. | F for course for both persons. |
| Possessing or using extra material during exam (crib sheets, notes, books, etc.) | F for course. |
| Continuing to write after exam has ended. | F or zero on exam. |
| Taking exam from room and later claiming that the instructor lost it. | F for course and recommendation for further disciplinary action (possible suspension). |
| Changing answers after exam has been returned. | F for course and recommendation for disciplinary action (possible suspension). |
| Fraudulent possession of exam prior administration. | F for course and recommendation for suspension. |
| Obtaining a copy of an exam or answer key prior to administration. | Suspension or expulsion from the University; F for course. |
| Having someone else take an exam for oneself. | Suspension or expulsion from the University for both students; F for course. |
| Plagiarism. | F for the course. |
| Submission of purchased term papers or papers done by others. | F for the course and recommendation for further disciplinary action. (possible suspension) |
| Submission of the same term papers to more than one instructor where no previous approval has been given. | F for both courses. |

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| Unauthorized collaboration on an assignment. | F for the course for both students. |
| Falsification of information in admission application (including supporting documentation). | Revocation of university admission without opportunity to apply. |
| Documentary falsification (e.g., petitions and supporting materials medical documentation). | Suspension or expulsion from the university; F for course when related to a specific course. |
| Plagiarism in a graduate thesis or dissertation. | Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. |

Please refer to *Trojan Integrity: A Faculty Desk Reference*, for more information on assessing sanctions. You may also consult with members of the Office of Student Judicial Affairs and Community Standards at any point in the process, (213) 740-6666

Note: The Student Conduct Code provides that graduate students who are found responsible for academic integrity violations may be sanctioned more severely than Appendix A suggests.