School of Planning  
Faculty of Architecture and Planning   
Dalhousie University

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| **PLAN 4002.06** | **Urban Design Studio** |
| **Term** | Fall 2016 |
| **Time** | Monday and Wednesday, 9:35am-12:25pm |
| **Credits** | 6 |
| **Location** | HB/2 |
| **Instructor** | Ren Thomas  Office hours: Tuesdays 10:00am-12:00pm |
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| **Description** | This studio provides an applied project context for looking at issues related to the design of cities, especially their core areas. Students explore various urban design and planning options. Students provide a service to the local community by working through projects where local community groups or agencies have identified real needs for information and advice.  [(PLAN 300](http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=11718&entitytype=CID&entitycode=PLAN+3001)1.03 or [GEOG 3001](http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=11718&entitytype=CID&entitycode=PLAN+3002).03) and [(PLAN 30](http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=11718&entitytype=CID&entitycode=PLAN+3005)02.03 or [GEOG 300](http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=11718&entitytype=CID&entitycode=PLAN+3006)2.03) and (PLAN 3005.03 or GEOG 3005.03) and (PLAN 3006.03 or GEOG 3006.03) and admission to Honours program; OR admission to graduate program.  **Mulgrave Park Neighbourhood: Rethinking Public Housing**  Our site for this class was previously a large estate in the north end of Halifax that was destroyed during the Halifax Explosion of 1917. The site remained vacant until it was redeveloped for military housing by the national Wartime Housing program. More of the site was developed through Canada Mortgage and Housing Corporation in the 1950s through the Central Redevelopment Area project. The $5 million project, with funding from all three governments, was the first in the country to make use of the 1956 Amendments to the National Housing Act, which allowed commercial development as long as sufficient suitable housing was provided for the displaced residents. The Central Redevelopment Area project included the destruction of the Africville community; many Africville residents were rehoused in Mulgrave Park. The 11-acre Mulgrave Park site was completed in 1960 as a residential neighbourhood with a mix of 358 units in high-rise and low-rise buildings, the oldest and largest public housing community in Nova Scotia.  Today, Mulgrave Park is a close-knit community of 250 families, many long-term tenants and some who have recently returned to the neighbourhood. The non-profit Mulgrave Park Culture and Learning Centre facilitates community events and social activities, education for youth, and has provided many other services to local residents for over 20 years. There is a community development initiative called Progress in the Park which has successfully organized and funded a community garden, runs a mentorship program, and has raised funds for a new playground. The non-profit Phoenix Youth and Community Centre has a number of programs designed for youth and young adults The Mulgrave Park Tenants Association is also very active in the community, and a couple of residents act as community liaisons with the Halifax Housing Authority, which manages housing and physical maintenance in the neighbourhood.  As the 100-year anniversary of the Halifax Explosion approaches, there has been an interest in revisiting the history of the neighbourhoods and communities affected by the disaster. We will be examining the historic plans for the site, conducting a historical analysis of the site, making individual recommendations on the design/programming of the social and open spaces in the neighbourhood, conducting an evaluation of the recommendations, and presenting a final report to the community. | |
| **Objectives and**  **Learning outcomes** | We will develop an understanding of how nature and culture influence a sense of place. We will also consider ways to develop public land and use infrastructure investments to help make attractive and functional places that are meaningful, lasting, and sensitive to community aspirations for a better place to live, work, and play. This exploration will include consideration of planning and design theory as well as technical design requirements and processes.  More specifically, course objectives include:   1. Developing understanding of the importance of natural processes, built form, community aspirations, and the regulatory environment as the basis for good urban design. 2. Using techniques of inventory, interpretation, and synthesis to identify constraints and opportunities for development. 3. Translating opportunities and limitations for development into principles and criteria for design interventions. 4. Developing technical knowledge and skills needed to propose intervention through specific design proposals and policy recommendations that respond to design criteria. 5. Learning to evaluate proposals based on design principles and criteria. 6. Exercising written, graphic, and oral communication skills. 7. Working effectively with project partners.   We will focus on the following Professional Standards Board professional competencies:   1. History and Principles of Community Planning: history, theory, ideals and principles 2. Plan and Policy Considerations: Environmental and sustainable development issues, diversity and inclusiveness, strategic information and analysis 3. Plan and Policy Implementation: engage key stakeholders, understand political climate, managing complexity, uncertainty, and change 4. Interpersonal: Integrity and trust, negotiation, collaboration and consensus building, conflict management 5. Critical Thinking: Problem solving, research and analytical, decision making 6. Communications: Listening, written, oral, and graphic communication, use of information technology, relations to supervisors, clients, officials, and the public 7. Leadership: team work and team building | |
| **Format** | Studio 6 hrs (one term) | |
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| **Readings** | **L=Available through Library, B=Available on Brightspace, W=Publicly available on Web**  **September 12/14: Site History and Characteristics**  Bealing, T. (2002). *Using a Social Action Theory of Participatory Design to Facilitate Empowerment in Public Housing Developments*. Masters Thesis, Dalhousie University School of Planning. Chapter 4, “Background Information”, p47-70 and Chapter 5, “Current Profile”, p71-92. **B**  BuiltHalifax.ca. (2016). Mulgrave Park. February 25, 2016. **W** <http://halifaxbloggers.ca/builthalifax/2016/02/mulgrave-park/>  Housing Nova Scotia. (2015). Youth host NS Premier at Mulgrave Park. Press release. November 24, 2015. **W** <http://housing.novascotia.ca/newsroom/youth-host-ns-premier-mulgrave-park>  Shutlak, G. (2005). The history of the Governor’s North Farm and Mulgrave Park, Halifax. *The Griffin: A Publication of Heritage Trust of Nova Scotia*. 30(3), 1-4. **W** <http://www.htns.ca/pdf_Griffin/G0509-3.pdf>  Nova Scotia Archives. (2015). <https://novascotia.ca/archives/search/?q=mulgrave+park>  **September 19: Urban Renewal and Affordable Housing**  Canada Mortgage and Housing Corporation (CMHC). (1959). Mulgrave Park and urban redevelopment in Halifax. *Habitat* 2(1), 10-13. **B**  Prouse, V., Grant, J., Radice, M., Ramos, H., Shakotko, P. (2014). Neighbourhood Change in Halifax Regional Municipality, 1970-2010: Applying the “Three Cities” Model. Dalhousie University: Neighbourhood Change Research Partnership. **W** <http://theoryandpractice.planning.dal.ca/_pdf/neighbourhood_change/ncrp_2014_full.pdf>  Ward, L. (2002). Africville – The Lost Town. CBC News. July 8, 2002. **W** <http://hrsbstaff.ednet.ns.ca/waymac/African%20Canadian%20Studies/Unit%208.%20Afro-Canada/africville.htm>  **September 26/28: Affordable Housing Policies/Plans**  Donovan, M. (2016). Seeking shelter from the storm. The Coast. May 5, 2016. <http://www.thecoast.ca/halifax/seeking-shelter-from-the-storm/Content?oid=5373749>  Halifax Regional Municipality. (2011). *Affordable Housing Functional Plan Update: Information Report*. Halifax: Halifax Regional Municipality, Community Planning and Economic Development. **W** <http://halifax.ca/boardscom/SCcped/documents/AffordHousrpt.pdf>  Halifax Regional Municipality. (2015). *Housing Needs Assessment*.Halifax: Halifax Regional Municipality. **W** <http://www.halifax.ca/boardscom/SCcped/documents/HousingNeedsAssessmentInfoReportOct152015wattachmentsWeb.pdf>  Sewell, J. (1994). *Houses and Homes: Housing For Canadians*. Toronto: James Lorimer & Company Ltd. Chapter 1, “Overview”, p1-15. **L [On Reserve at Sexton]**  **October 5/12: Redesign of Public Housing Projects**  Cooper Marcus, C. and Sarkissian, W. (1986). *Housing As If People Mattered: Site Design Guidelines for Medium-Density Family Housing*. Los Angeles: University of California Press. Chapter 8, “Common Open Spaces”, p10-134. **L [On Reserve at Sexton]**  Horn, C. and Buisson, P. (2016). Redesigning open spaces of a public housing estate—France. Urban Planet website. August 8, 2016. **W** <http://urbanplanet.info/uncategorized/revealing-ecological-potential-open-spaces-urban-fabrics/>  Johnson, L.C. (2016) We call Regent Park home: Tenant perspectives on redevelopment of their Toronto public housing community. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp.). Toronto: Oxford University Press. **L [On Reserve at Sexton]**  Sewell, J. (1994). *Houses and Homes: Housing For Canadians*. Toronto: James Lorimer & Company Ltd. Chapter 4, “Designing Good Neighbourhoods”, p59-82 and Chapter 8, “Public Housing”, p132-161. **L [On Reserve at Sexton]**  **October 17/19: Design of Social and Open Spaces**  City of Calgary. (2012). *Affordable Housing Development and Design Guidelines*. Calgary: City of Calgary, Office of Land Servicing and Housing. **W** <http://www.calgary.ca/CS/OLSH/Documents/Affordable-housing/Affordable%20Housing%20Devevelopment%20adn%20%20Design%20Guideline%202012%20Update.pdf?noredirect=1>  Halifax Regional Municipality. (2007). *A Guide to Open Space Design Development in Halifax Regional Municipality*.Halifax: Halifax Regional Municipality. **W** <https://www.halifax.ca/regionalplanning/documents/AGuidetoOpenSpaceSubdivisionMay2007.pdf>  Halifax Regional Municipality. (2013*). Municipal Design Guidelines*. Halifax: Halifax Regional Municipality. **W** <https://www.halifax.ca/designcon/design/documents/PartA-DesignGuidelines.pdf>  Whyte, W.H. (1979). The social life of small urban spaces. Vimeo website. **W** <https://vimeo.com/111488563>  Project for Public Spaces. (2015). Placemaking Resources. Project for Public Spaces website. **W** <http://www.pps.org/reference/reference-categories/placemaking-tools/>  **October 24: Funding Alternatives**  Halifax Regional Municipality. (2016). Community Grants Program 2016-2017. Halifax: Halifax Regional Municipality. **W** <http://www.halifax.ca/boardscom/bccgrants/documents/CommunityGrantsProgramGuidebook2016-2017Col.pdf>  **October 26/31: Health and Sustainability Aspects of Design**  Frank, L.D., Engelke, P.O, and T.L. Schmid. (2004). *Health and Community Design: The Impact of the Built Environment on Physical Activity*. Washington, D.C.: Island Press. Chapter 6, “Understanding the Built Environment”, p 99-116 and Chapter 9, “Urban Design Characteristics”, p152-177. **L [On Reserve at Sexton]**  Province of Ontario. (2009). *Planning by Design: A Healthy Communities Handbook*. Toronto: Ministry of Municipal Affairs and Housing. **W** <http://www.mah.gov.on.ca/Page6737.aspx> | |
| **Requirements** | Students are expected to:   1. Work as individuals to prepare a historical analysis of the site and the current physical and social characteristics of the neighbourhood as they relate to the social and open spaces, and report back to the group 2. Work together to outline the requirements of successful social and open spaces, explore ways to achieve the requirements, and agree on an approach to design, identifying design and programming elements that are needed to implement our approach 3. Work as individuals to explore and design elements of the overall plan 4. Work as a team to prepare a comprehensive report, which will be submitted as a print and an electronic document in .pdf format. | |

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| **Evaluation** | |  |  |  | | --- | --- | --- | | **Assignment** | **Type** | **Percentage** | | Assignment 1: Historical Analysis | Individual | 20 | | Assignment 2: Design Alternative | Individual | 30 | | Assignment 3: Final Report | Group | 30 | | Group Contract and Evaluation | Individual | 10 | | In-class exercises | Individual | 10 | | Total |  | 100 |   *Lectures, Studios, and In-class Exercises*  I assume participation of the students in both Lectures and Studios. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications. Knowledge of lectures, presentations and discussions during the class, not only of the literature, will be tested in the in-class exercises. Furthermore, the lectures are essential in understanding how to study the literature. Participation in the interactive Studio sessions is obligatory and will be controlled. Students missing more than two of these sessions will be required to do an extra assignment. Students missing more than two will be not allowed to take part in the final presentation to the client.  In-class exercises must be completed and handed in by the end of class on the day they are assigned. Students missing the class (for whatever reason) will not receive a grade on the exercise—no exceptions. Each exercise is valued at one percentage point of the final grade.  *Assignments*  All assignments must submitted on paper in the instructor’s mailbox and as a .pdf to the instructor’s Dalhousie email address. All assignments should be written in an academic style. Citations and reference list should be in APA format: <https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style6.pdf>  All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. “Days” include holiday and weekend days.  Detailed instructions for all assignments, including assessment criteria, are on p. 11-12 of this syllabus.  *Evaluation of Assignments, Feedback*  The instructor will give directions for the study of the literature during the Lecture sessions, and feedback during the Studio sessions. Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the Studio and Presentation/Feedback sessions.  The instructor will communicate the final grade in the official Dalhousie format by the date required by the School of Planning.  General criteria for assignments:   * **Structure**: Is the assignment structured and formatted as required? Do text, figures and tables complement each other? * **Argumentation/Analysis**: Is the argumentation clear and consistent? Is there evidence of original insights and of critical and creative approaches? * **Writing Quality**: Is the paper clearly organized with a professional tone? Is it written according to the guidelines for scientific publications? Are literature references appropriate and correctly reported? * **Grammar**: Is the paper easy to readand grammatically correct?   Additional criteria for design-based assignments:   * **Structure**: Is the problem definition clear and supported by evidence? Have the theories/models discussed in the course been used appropriately? If they have not been used, does the assignment clarify why? * **Argumentation/Analysis**: Is the problem analysis sound? Does it give insight into critical factors and relationships? * **Graphic/visual elements:** Is the solution clearly related to the problem? Is the solution creative? Is it realistic? Is there a balance of white space/graphics/text?   *Group Contract and Evaluation*  All students will develop a group contract with their class members which will outline the goals they want to achieve and skills they want to gain for Assignment 3, as well as their goals for managing time and performance. The group contract will be developed during Week 10 of the term. A group evaluation will be conducted in Week 13, which will allow group members to evaluate how well they and other group members are doing. The group contract and evaluation will be worth 10% of the final grade.  I assume equal contribution of group members to the final report. In particular, all the students must be present when the group presents their work, all will participate in the development of a group contract during Week 10, and all will evaluate each other’s progress in Week 13. The same grade will be given to all students in the group, but the group evaluation allows students to evaluate each other in terms of meeting the expectations laid out in the group contract. In cases of prolonged illness or other circumstances requiring student absences from group meetings/work, please contact the course coordinator as soon as problems emerge. |
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| **Notes on university regulations** | |
| **Academic Integrity** | At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect *(The Center for Academic Integrity, Duke University, 1999)*. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.  ***What does academic integrity mean?***  At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.  ***How can you achieve academic integrity?***  We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.  - make sure you understand Dalhousie’s policies on academic integrity (see [*http://www.dal.ca/dept/university\_secretariat/academic-integrity/academic-policies.html*](http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)  - do not cheat in examinations or write an exam or test for someone else  - do not falsify data or lab results  Be sure not to **plagiarize**, intentionally or unintentionally, for example…  - clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images  - do not use the work of another from the Internet or any other source and submit it as your own  - when you use the ideas of other people (paraphrasing), make sure to acknowledge the source  - do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor.  (These examples are a guide and not an exhaustive list.)  ***Where can you turn for help?***  If you are ever unsure about any aspect of your academic work, contact me [your instructor] (or the TA):  - Academic Integrity website (see [*http://www.dal.ca/dept/university\_secretariat/academic-integrity.html*](http://www.dal.ca/dept/university_secretariat/academic-integrity.html) - Links to policies, definitions, online tutorials, tips on citing and paraphrasing.  - Writing Centre (see <http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html>) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations.  - Dalhousie Libraries (see  <http://libraries.dal.ca/writing_and_styleguides.html> - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks  - Dalhousie Student Advocacy Service (see <http://www.dsu.ca/services/community-student-services/student-advocacy-service-> Assists students with academic appeals and student discipline procedures.  - Senate Office (*www.senate.dal.ca)* - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee  ***What will happen if an allegation of an academic offence is made against you?***  As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see <http://www.dal.ca/dept/university_secretariat/academic-integrity.html> and includes the following:  - Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.  - Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process - - If the case proceeds, you will receive a PENDING grade until the matter is resolved.  - If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University.  - Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.  To find out more about intellectual integrity, please refer to the Academic Calendar or the [Academic Integrity pages of the Dalhousie website](http://academicintegrity.dal.ca/). |

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| **Student Accessibility and Accommodation** | Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see the [Dalhousie Accessibility pages](http://www.studentaccessibility.dal.ca) for more information and to obtain Form A - Request for Accommodation.  A note taker may be required to assist a classmate.  There is an honourarium of $75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.  Please note that your classroom may contain specialized accessible furniture and equipment.  It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class. |

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| **Writing skills and the Dalhousie University Writing Centre** | Writing is an essential communication skill for planners and designers. The School of Planning emphasizes the need for clear, articulate writing.  **Dalhousie Writing Centre**  Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program, the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.  **Dalhousie Writing Centre Main Location (Learning Commons, Main Floor)**  Monday to Thursday 10-7; Friday 10-4; Sunday 12-5  **Sexton (Room A108)**  Wednesday 6-9 pm; Friday 9 am - 12 pm  **Black Student Advising (4th Floor SUB)**  Monday 12-2  **Weldon Law Library (Basement – Room 114 F)**  Wednesday 6:00-8:00  **Book an appointment:**  Email writingcentre@dal.ca or call 494-1963 or go to the Dalhousie homepage, log on to MyDal, and select the “Learning Resources” tab. You’ll see the “Writing Centre” BOOK AN APPOINTMENT button. |

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| **Grading Scale** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Grade | Grade point value | Percent equivalent | Definition | Notes  Words [in square brackets] added for clarification. | | A+  A  A- | 4.3  4.0  3.7 | 90-100  85-89  80-84 | [Outstanding]  Excellent  [Very Good] | [Exceptional to] considerable [excellent, very good] evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base. | | B+  B  B- | 3.3  3.0  2.7 | 77-79  73-76  70-72 | Good | Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. | | C+  C  C- | 2.3  2.0  1.7 | 65-69  60-64  55-59 | Satisfactory | Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience. | | D | 1.0 | 50-54 | Marginal Pass | Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required). | | F | 0.0 | 0-49 | Inadequate | Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature assignments. [Late or missing work]. | | FM | 0.0 |  | Marginal Fail | Available only for Engineering, Health Professions and Commerce. | | INC | 0.0 |  | Incomplete |  | | P | Neutral |  | Pass |  | | W | Neutral and no credit obtained |  | Withdrew after deadline |  | | ILL | Neutral and no credit obtained |  | Compassionate reasons, illness | [Documentation must be submitted to the instructor within one week of due date]. | | TR | Neutral |  | Transfer credit on admission |  | | Pending | Neutral |  | Grade not reported |  |   The Dalhousie University **Undergraduate Grading Scale** was approved by Dalhousie University Senate January 13, 2014. The University issues letter grades, and calculates student averages based on the grade points shown. Faculty members who use percentages to calculate final grades use the equivalency for conversion to letter grades. Faculty members submit a letter grade as a final grade. Narrative comments provide guidance in qualitative assessment. |

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| **School Grading**  **Policy** | School of Planning [grading policy](https://dalu.sharepoint.com/sites/mydal/dc/acad/archplan/planning/Shared%20Documents/School%20Documents/Grading-Policy_4August2015.pdf) interprets the Dalhousie Grading Scale with reference to course objectives, writing standards, and course schedules.  **School of Planning Grading Policies for Reports and Papers**  Almost all courses require that students submit one or more written documents. Students should note the following guidelines in preparing their reports and papers.  1. The style, composition, organization, and presentation of written work may count for up to one-third of the grade for the report or paper.  2. Spelling mistakes and grammatical errors may reduce the grade for the work.  3. Late work may be refused or discounted.  4. Plagiarism (using the words, ideas, or images of another author without full and proper acknowledgement) constitutes grounds for failure of the paper or report, and may result in disciplinary actions by the University.  **Plagiarism is a very serious academic offence and constitutes grounds for failure, suspension or expulsion.** Plagiarism may lead to academic penalties that can jeopardize your education. Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were your own.”  **Read the Policy on Intellectual Honesty** contained in the University Undergraduate Calendar or on the Dalhousie web site at <http://www.dal.ca/dept/university_secretariat/academic-integrity.html>.  **Carefully read the University Statement on Academic Integrity included in this course outline**.  [Specific application of policy should be set out in assignments and in “Evaluation Notes” above.] |
| **Course Schedule** | **L=Lecture, S=Studio time, P=Presentation/Feedback** |

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| **Week** | **Date & Time** | **Activity** | **Contents** |
| 1 | Monday September 5 |  | **Labour Day: No Class** |
| Wednesday September 7 | L | Issues in affordable housing  Introduction & instructions, discussion guidelines, writing guidelines |
| 2 | Monday September 12 | L/ S | Site historyand characteristics |
| Wednesday September 14 | L/ S | Site historyand characteristics |
| 3 | Monday September 19 | L/S | Urban renewal and public housing |
| Wednesday September 21 | S | **Site visit and client meeting: Meet on site at 9:30am** |
| 4 | Monday September 26 | L/S | Affordable housing policies/plans |
| Wednesday September 28 | L/S | Affordable housing policies/plans, studio work day |
| 5 | Monday October 3 | P | **Assignment 1 due: Historical Analysis**  **Class presentations** |
| Wednesday October 5 | S | Redesign of public housing projects  Class design approach, design/programming elements |
| 6 | Monday October 10 |  | **Thanksgiving: No Class** |
| Wednesday October 12 | L/S | Redesign of public housing projects |
| 7 | Monday October 17 | L/S | Design of social and open spaces |
| Wednesday October 19 | L/S | Design of social and open spaces |
| 8 | Monday October 24 | L/S | Funding alternatives |
| Wednesday October 26 | L/S | Health and sustainability aspects of design |
| 9 | Monday October 31 | L/S | Health and sustainability aspects of design, studio work day |
| Wednesday November 2 | P | **Assignment 2 due: Design Alternative**  **Class presentations** |
| **November 7-11 Fall Study Break: No Class** | | | |
| 10 | Monday November 14 | L/S | Evaluation of design/programming elements against design approach  Group contract, developing timeline |
| Wednesday November 16 | S | Studio work day |
| 11 | Monday November 21 | S | Studio work day |
| Wednesday November 23 | S | Studio work day  **Potential presentation to client** |
| 12 | Monday November 28 | S | Studio work day  **Potential presentation to client** |
| Wednesday November 30 | P | **Assignment 3 due: Final Report**  **Class presentations** |
| 13 | Monday December 5 | S | Evaluation of group work, course |
| **Assignment 1 due Monday October 3, 9:30am !!** | | | |
| **Assignment 2 due Monday October 31, 9:30am !!** | | | |
| **Assignment 3 due Wednesday November 30, 9:30am !!** | | | |

**Assignment 1: Historical Analysis**

**Due Monday October 3, 9:30am**

The Mulgrave Park community was designed and built by Canada Mortgage and Housing Corporation in 1959. However, the area has a rich history that illustrates many of the trends in planning over the years. Conduct a historical analysis of the Mulgrave Park neighbourhood.

* What were the physical and/or social characteristics of the area before the 1917 Halifax Explosion?
* How did the 1917 Halifax Explosion affect the development of Mulgrave Park?
* What were the physical and/or social characteristics of the Mulgrave Park neighbourhood in the early 1960s? How have these changed up until the present?

Assignment 1 is worth 20% of the final grade. This is an individual assignment and should be 5-7 pages (1,500-2,100 words) in length, double-spaced, following the general criteria listed in the Evaluation section of the syllabus. Any drawings/maps/images should be reduced to either 8 ½ x 11 or 11 x 17 (folded to fit). You will be presenting a summary of your historical analysis to the class.

**Assignment 2: Design Alternative**

**Due Monday October 31, 9:30am**

The Mulgrave Park Caring and Learning Centre, Halifax Housing Authority and other partners are interested in improving the social and open spaces in the community. During Week 5 we will decide on a design approach for the area, and students will work on their individual design elements, which will support the class’ agreed-upon approach.

* Decide on a design or programming element
* Draw a plan and detail(s) of your element, e.g. a plan of a play area for children, a wayfinding program for residents, details of pedestrian walkways
* You will be using these design/programming elements in Assignment 3

Assignment 2 is worth 30% of the final grade. This is an individual assignment and should be presented as two 11 x 17 posters (including a minimum of one plan and one detail) printed in colour. You will be presenting your posters to the class.

**Assignment 3: Final Report**

**Due Wednesday November 30, 9:30am**

The Mulgrave Park community and our partners would like to see a plan illustrating potential design and programming elements for the social and open spaces in the community. For this assignment, students will work as a group to evaluate the design and programming elements produced by individuals in Assignment 3 using the design approach agreed upon by the class. Students will prepare a report for the community and partners that presents:

* Executive summary
* Acknowledgements
* Table of contents
* Project purpose and background (e.g. historical analysis, site characteristics)
* Project goals and objectives
* Methods used
* Description of overall design approach, proposed design/programming elements, and evaluation of elements
* Reference list
* Appendices (e.g. detailed design elements, detailed policy/design guidelines)

Assignment 3 is worth 30% of the final grade. This is a group project and should be 20-25 pages (6,000-7,500 words) pages in length (not including appendices) presented in a professional format (e.g. bound with a cover page, headings and subheadings, academic/professional literature cited in-text and included in a reference list.