

School of Urban and Regional Planning
Raymond Chang School of Continuing Education
RYERSON UNIVERSITY

FOUNDATIONS FOR PLANNING (CVUP 100)
Course Outline

INSTRUCTORS

Dr. Raktim Mitra (Course Director)
E-mail: raktim.mitra@ryerson.ca

Sean Hertel
E-mail: sean.hertel@ryerson.ca

Indro Bhattacharyya
E-mail: ibhattac@ryerson.ca

Dr. Shelagh McCartney
E-mail: shelagh.mccartney@ryerson.ca

COURSE WEBSITE

<http://my.ryerson.ca> .

Log in using your Ryerson ID and password. The course will be listed under the “Online Courses and Organizations” module.

D2L Brightspace is an online learning management system. If you have never used Brightspace before, please familiarize yourself by visiting this resource:

<https://www.ryerson.ca/courses/students/mybrightspace/#tab-1500040856096-find-your-way-around-brightspace>

COURSE DESCRIPTION

The purpose of CVUP 100 is to help prepare students for entry into Year 3 of the program by introducing topics that are the precursor to the courses offered in their first semester of full-time study.

The course will address the following areas: planning concepts; planning techniques; planning theory; policy in the planning realm; and the institutional context of planning. While the course will address the basis of physical design and related planning concepts and techniques, it will also

focus on contextual factors impacting on planning practice and the theoretical underpinnings of planning.

TEACHING METHOD

CVUP 100 is organized as a series of four modules that will run during the 15 days of instruction. In accordance with Ryerson University policies during the COVID-19 outbreak, this course will be offered virtually. The teaching methods will include synchronous and asynchronous lectures, discussions and individual or group activities and projects.

There will be 5 hours of instructions/activities everyday, **between 9 am and 4 pm** everyday, which may include all or any of the abovementioned formats. Specific start and end times are outlined in the Study Plan (page 3).

The entire course will be offered virtually. The course website will be the main source to find course materials, readings, instructions and to discuss/ communicate questions and concerns. For more information on what to expect from a virtual course, please watch this video:

<https://www.youtube.com/watch?v=lippRDCZpOI>

COURSE REQUIREMENTS

CVUP 100 is evaluated on a Pass/Fail basis. Students will complete a number of in-class assignments that may include exercises, presentations, and short papers. Satisfactory completion of all assigned work in CVUP 100 is required as the basis for receipt of a final offer of admission to the PLAB and PLAD programs.

COURSE READINGS

The course will use the following required text(s). Students are encouraged to collect a copy before the course start date. Other reading materials will be made available through Ryerson Library's e-reserve system or will be downloadable. (can be accessed through D2L course website).

Planning Canadian Communities, 7th Edition. Gerald Hodge, David Gordon and Pamela Shaw. Toronto: Thomson Nelson , 2020)

COMPUTER/TECHNOLOGY REQUIREMENT

The University has shared [this advice](#) on minimum technology requirements for learning remotely. Above the minimum requirements shared above here are some things that are important to consider. Planners work actively with visual communication tools. Over your time with us at SURP having a computer and internet access that will allow you to run the Adobe Creative Cloud is helpful (ps. as an aside the university is working on access to this software, please don't renew

your access until we get an update on pricing). Students also work with the Google suite of tools (e.g. docs, sheets, meet), Sketch Up, geographic information systems (GIS) software, and statistical analysis software. This software is available on campus in labs but increasingly students are accessing it remotely through the cloud-based versions as well. In your electives and studios other technology may be used as well. So when sorting access to technology these kinds of considerations are important as well. In March the University started a technology lending service for students who needed hardware and internet access. The details about the fall program are not yet available but we will share new information as we receive it.

Assignments in this course will require that you have access and can start the program for each of these softwares offered through the university. Please make sure to have access completed when the course begins as there will not be time to do so during the course.

COURSE CHANGES

Alterations in the course assignments, deadlines, or marking scheme as indicated in this course outline will be discussed in class prior to being implemented.

SCHEDULE AND STUDY PLAN

Module 1: Introduction to Planning (R. Mitra)	
August 10	<p>TOPICS: Introduction to School of Urban and Regional planning [9 am] Urban Planning as a Profession Curriculum Overview [11 am] Meet the staff</p> <p>READINGS: Hodge, G., Gordon, D. and Shaw, P. (2020) Planning Canadian Communities: chapters 1 and 2 (pp. 3-24) Ewing, R. and Bartholomew, K. 2013. Pedestrian and transit-oriented design. American Planning Association and Urban Land Institute. (Chapter 2) http://www.ryerson.ebib.com.ezproxy.lib.ryerson.ca/patron/FullRecord.aspx?p=1204990&echo=1&userid=82%2b1a37WiPrK0x3%2fZmuAFQ%3d%3d&tstamp=1386959439&id=722E3EBB9A8C14E389C3D1836F16B66E5B241D7C</p> <p>ASSIGNMENT 1 (Due Aug 12th): Neighbourhood audit: Pedestrian and transit-friendly communities [Asynchronous and self guided; meet at 3 pm to discuss and debrief]</p>

Aug 11 TOPICS:
 Why do cities exist? Different perspectives on early human settlements [10 am]
 Orientation activities with current PLAB/PLAD students[11:30 am]

READINGS:
 Hodge, G., Gordon, D. and Shaw, P. (2020) Planning Canadian Communities: chapter 3 (pp. 26-43)
 O’Sullivan, Arthur. 1996 (3rd Ed.). Chapter 2: Why Do Cities Exist? Urban Economics. Chicago/Boston: Irwin, pp. 15-32.
 Ewing, R. and Bartholomew, K. 2013. Pedestrian and transit-oriented design. American Planning Association and Urban Land Institute. (Chapters 3 and 4)
<http://www.ryerson.ebib.com.ezproxy.lib.ryerson.ca/patron/FullRecord.aspx?p=1204990&echo=1&userid=82%2b1a37WiPrK0x3%2fZmuAFQ%3d%3d&tstamp=1386959439&id=722E3EBB9A8C14E389C3D1836F16B66E5B241D7C>

ASSIGNMENT 1 (continued):
 Neighbourhood audit: Pedestrian and transit-friendly communities [Asynchronous and self guided; meet at 3 pm to discuss and debrief]

Aug 12 TOPICS:
 Early (sub)urbanization in Canada [9 am]
 Academic integrity [11 am]

READINGS:
 Hodge, G., Gordon, D. and Shaw, P. (2020) Planning Canadian Communities: chapters 4, 5 and 6 (pp. 44-148)

ASSIGNMENT 1 (continued):
 Submission and discussion [2 pm]

Aug 13 TOPICS:
 Current urban planning issues (Webinar) [10 am]
 Work on assignment 2

ASSIGNMENT 2 (Due Aug 13):
 Case study: Planning issue in your city/town [meet at 3 pm for discussion]

Module 2: Policy and Governance (S. Hertel)

Aug 14 “Who’s Interest is it, Anyway?”: Planning’s Constitutional Schism [9 am]

- The Canadian Constitution (1982)
- Province of Ontario Legislation
- Disconnects between Canadian urbanization and urban policy

Group Discussion/Reflection on morning lecture, and readings [3 pm]

READINGS:

Hodge, G., Gordon, D. and Shaw, P. (2020) Planning Canadian Communities:
Chapter 4
Lorinc, J. (2006) The New City, pp. xxvii - 33, Penguin Canada.

ASSIGNMENT 3 (due Aug 18):

Reading reflection: How does a planner fit into, and reconcile with, the socio-political ecosystem? (~600 words, double-spaced)

Aug 17

The Ontario Planning System [9 am]

- Planning Act, Regulations
- Provincial Plans, Regulations
- Municipal Plans, By-laws & Guidelines

Group discussion on planning framework [3 pm]

READINGS:

[Province of Ontario Citizen's Guide to Planning](#)

Boudreau, Julie-Anne et.al., (2009), Changing Toronto: Governing Urban Neoliberalism, Ch.6, University of Toronto Press.

Aug18

Putting it all together: the plans and planners in the Greater Toronto & Hamilton Area (GTAH) [9 am]

- Expert recommendations and political decision-making
- Interpreting, implementing the Provincial Growth Plan
- Coordination with social and physical infrastructure planning

ASSIGNMENT 3 DUE followed by discussion [2 pm]

Module 3: Planning Analysis and Planning Process

Aug 19

TOPICS:

Planning analysis techniques (Planning Down) [9am]

Briefing [9am-10am]

- Understanding allocations – A Place to Grow: Growth plan for the Greater Golden Horseshoe
- Implications of allocations – Connecting A Place to Grow to hard and soft infrastructure, and finances

Exercise

Availability for questions [1pm - 2pm]

READINGS:

[A Place to Grow: Growth Plan for the Greater Golden Horseshoe](#)

Greater Golden Horseshoe Growth Forecasts to 2041
York Region Official Plan Chapter 5

Aug 20 TOPICS:
Planning analysis techniques (Planning Up) [9am]
Briefing [9am - 10am]
● Delineating Community Needs and Priorities
● Engaging Stakeholders
● Official Plans, Secondary Plans, Zoning By-laws
Assignment Introduction: Develop a 'district' plan, Rubric [10am-10:30am]
Availability for questions [1pm - 2pm]

READINGS:
Arnstein's Ladder of Participation
IAP2 Spectrum of Public Participation
City of Toronto – Addressing Loss of Dwelling Rooms
City of Toronto Babypoint Heritage Conservation District Study

ASSIGNMENT 4 (Due Aug 24):
Develop a District Plan (Group of 6)

Aug 21 TOPICS:
Creating a plan: Project Day 1 [9am]
Assignment reminder, Evaluation Rubric review [9am-9:30am]
Working Day
Availability for questions [1pm - 2pm]
Working time

Aug 24 TOPICS:
Creating a plan: Project Day 2 [9am]
Presentations and Considerations
Submit/upload presentations
Review presentations and peer-evaluate using rubric [10am - 11am]
Wrap-up [1pm - 3pm]
● Discuss feedback
● Wrap-up

Module 4: Design and Communication (S. McCartney)

Aug 25 TOPIC:
Sites | Symbols | Strategy [9am]
● Creative Design Thinking
● Reviews and Creative Process
● Introduction to World Urbanism
● Symbols used in Site Design

[Break 1-2pm]
Quiz
Urban Strategies

READINGS:

- BUSQUETS, Joan. (2006) "Introduction" in *X LINES A New Lens for the Urbanistic Project*. Cambridge, USA: Harvard University Graduate School of Design and Nicolodi Editore, p. 9-15.
- COLLECTIF. (1956) "The Origins and Evolution of Urban Design, 1956-2006." In *Harvard Design Magazine*, Spring/Summer 2006, P. 4-9.
- KRIEGER, Alex. (2006) "Where and How Does Urban Design Happen?" In *Harvard Design Magazine*, "The Origins and Evolution of Urban Design, 1956-2006". *Harvard Design Magazine* Spring/Summer 2006, p. 64-71.

ASSIGNMENT 5:

Urban Design Strategies used in your town.

Aug 26

TOPIC:

Systems | Reframing the City

Review [9 am]

Systems

- Landscapes are systems
- Three Scales of Urban Design
- Cities are Systems
- Sustainability of Systems

Tutorial: Arc Map, Illustrator and Indesign

- Use of Gradient Colours

Break [1-2pm]

Diagrams

- Distilling to diagram
- Drawings are Political tools

READINGS:

- MCHARG, Ian. (1992) "Chapter 1 – City in Countryside" in *Design With Nature*. New York: J.Wiley, 1992, p. 1-5.
- FORMAN, Richard T.T. (1995) "Preface" & "Foundations." In *Land Mosaics; The Ecology of Landscapes and Regions*, Cambridge, USA: Cambridge University Press, p. 7-18
- Lynch, Kevin (1960) *The Image of the City*, Cambridge Massachusetts: MIT Press, p. 46-90.

ASSIGNMENT 6:

Context: Three Scales (Group of 3)

ASSIGNMENT 7:

Diagramming (Group of 4)

Aug 27

TOPIC:

Stitching | Orthographic Drawing: Relating Drawing and Three Dimensional Space

Review [9 am]

Orthographic Drawings

Types of Orthographic Drawings

Tutorial: Sketch Orthographic Drawings

Streetmix (<https://streetmix.net/>)

Street Life and Sensing

Observing Space

Controls of Space – Direct and indirect

Visually Recording Space

Homogeneous vs Heterogeneous neighbourhoods

Break [1-2pm]

Representation

Inhabiting Drawings

READINGS:

WHYTE, William H. (1980). *The Social Life of Small Urban Spaces*.

Washington, D.C.: Conservation Foundation. (Chapter 1: Introduction)

JACOBS, A. (1995). *Great Streets*. Cambridge, MA: MIT Press, p. 270-308.

HAMPTON-SMITH, Sam (2018). *How to create balanced page layouts*.

(netmag) September 26, 2018. retrieved from

<https://www.creativebloq.com/netmag/create-balanced-page-layouts-7-pro-tips-121310009>

STREETMIX. <https://streetmix.net/>

ASSIGNMENT 8:

Stitching Balloon Mapping (Individual)

Aug 28

TOPIC:

Transformation | Type | Toolbox

Review [9 am]

Transforming urban Space

Urban Design Tools

Making Spaces Vibrant

Economics

Typology

Break [1-2pm]

Case Studies

Components of a Case Study

Using Precedents
Building an Urban Design Toolbox
Case Study Competition

READINGS:
TBD Case Study

ASSIGNMENT 9:
Case Study Competition (5 people)

EVALUATION

There will be no exam for this course. Instead, students will be evaluated based on their performance on multiple individual and group assignments. For group assignments, each member will have to demonstrate their contribution to the final product. The instructors may decide to evaluate each member of a group project individually. Late submissions will receive 5% grade deduction per day, including weekend days.

Assignments/ activities	Submission date	% of grade
Module 1 Assignment 1: neighbourhood audit Assignment 2: Case study- Planning issue in your city/town	Aug 12 Aug 13	25%
Module 2 Assignment 3: Reading reflection: How does a planner fit into, and reconcile with, the socio-political ecosystem?	Aug 18	25%
Module 3 Assignment 4: Develop a district plan (group of 6 people)	Aug 24	25%
Module 4 Assignment 5: Urban Design Strategies used in your town. Assignment 6: Context: Three Scales (Group of 3) Assignment 7: Diagramming (Group of 4) Assignment 8: Stitching Balloon Mapping Assignment 9: Case Study Competition (5 people)	Aug 26 - 9am Aug 27 - 9am Aug 27 - 9am Aug 28 - 9am Aug 28 - 3pm	25%

COURSE MANAGEMENT

This course adheres to the University's Course Management Policy (Policy 145) which can be accessed at <http://www.ryerson.ca/senate/policies/>

Communication

D2L Discussion Boards will be used as the primary method of communication regarding course materials and assignments. Students are encouraged to e-mail instructors for individual communication and help, or to set up a meeting.

In accordance with the Policy on Ryerson Student e-mail Accounts (Policy 157), Ryerson requires that any electronic communication by students to Ryerson faculty or staff be sent from their official Ryerson email account. The message MUST (1) include the course code in the subject line, (2) include student name and ID in the body of the message, and (3) not include attachments (unless otherwise advised). All electronic messages are to be composed in a respectful, appropriately constructed manner (e.g., complete sentences).

Course instructors will try their best to respond in a timely manner. But, not receiving replies to posted messages or e-mails from your professor, or not receiving them in time, will NOT be an acceptable excuse for extensions to assignment.

Academic Integrity

Academic integrity is the cornerstone of the University, of *academe*, and of higher learning in general. To protect and uphold academic integrity, it is the responsibility of each Professor to teach, exemplify and discuss issues of academic honesty in the classroom. It is the corresponding responsibility of each student to learn and understand what constitutes honest research and to be able to demonstrate the originality of his/her work if called upon to do so. For example, *at any time* you may be asked to explain your work, as feedback and review are essential to learning, and a vital part of the normal critique process.

At a minimum, for every assignment, the sources of all data and ideas must be properly referenced using a standard academic referencing style. The failure to reference an assignment properly may constitute plagiarism, resulting in required academic penalties.

Each student is expected to be familiar with Ryerson University's Student Code of Academic Conduct (Policy 60) available at <http://www.ryerson.ca/senate/policies/> as it governs all issues of academic integrity including all penalties, disciplinary decisions and appeal processes. For further information and on-line tutorials, students are encouraged to visit the University's Office of Academic Integrity at <http://www.ryerson.ca/academicintegrity/>

Please note that all papers will be scrutinized for any resemblance with previously submitted papers, specifically from submissions in the same or previous courses and other plagiarized sources. The online plagiarism review system—turnitin.com—is used in this course. By taking this course, students agree that, unless the “conscientious objector” option is utilized (see below), all required papers will be submitted for textual similarity to turnitin.com to aid in the detection of plagiarism. All submitted papers will be included as source documents in the turnitin.com reference database solely for the purpose of detecting textual similarity among submitted papers.

The use of the turnitin.com service is subject to the terms of use agreement posted on the site <http://www.turnitin.com/>

Conscientious Objectors:

Students who do not wish to have their papers screened for textual similarity by turnitin.com are instead required to submit with their assignment: (i) an annotated bibliography; and (ii) copies of the cover page and first cited page of each reference source. Students must inform the professor by August 16, 2019 via e-mail if they do not want to use turnitin.com.

ACADEMIC CONSIDERATION

There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.

Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and submit it to the program office (surp@ryerson.ca).

http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf

In addition, the following procedures must be followed as well:

Medical certificates: If a student is going to miss a test because of illness, he/she must submit a medical certificate (see www.ryerson.ca/senate/forms/medical.pdf for the certificate) to their program office within 3 working days of the missed test. The program office will notify the instructor that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make up exam.

Religious observance: While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented to their program office no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.

Other requests for Academic Consideration which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form to the student's program office. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting

documentation must be attached to the letter. The office will notify the instructor when they have received the request.

Students with disabilities: In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre www.ryerson.ca/accesscentre/. Before the first graded work is due, students should also inform their instructor through an “Accommodation Form for Professors” that they are registered with the Access Centre and what accommodations are required.

Regrading or recalculation: These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.

Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to notify your instructor of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements.

If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.

For more detailed information on these issues, please refer to Senate Policy 134 at (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at www.ryerson.ca/senate/policies/.