Course Overview and Objectives
The course is intended to provide a high-level survey of the key elements of site planning, from analysis to the actual preparation of site plans for hypothetical building or public programs. The course serves as initial preparation for careers in the evaluation or preparation of site plan submittals and as an introduction to more intensive study in urban design and real estate development in subsequent courses.

Course Format
The class will be presented in a collaborative format, with lectures from the instructor and from several professional guests, interactive discussion and debate, and student presentations and critiques. The emphasis will be on learning pragmatic details of the preparation and review of site plans and this will include many opportunities for graphic exercises. You will progressively build an understanding of site planning with analysis of underutilized urban sites in Portland, which serve well as microcosms of larger sites. You will form multidisciplinary “firms” of 5 people to study urban sites and these teams will work together to produce a professional final report and presentation.

The study theme for this quarter: The Sleepy West End! While central Portland generally has been growing and changing quickly, the West End is something of an exception. We’ll take an in-depth look at this area relative to other busier parts of the Central City, and explore the development opportunities there.

Course Evaluation
You will be evaluated on:
• The thoroughness and creativity of your approach to studied sites
• Your ability to work in a team to successfully execute project elements “on time and on budget”
• Attendance and participation in class discussion and exercises
• Clear presentation skills (writing, graphics, public speaking are consistently useful)
• The overall quality of your final site plan

Course Grading

<table>
<thead>
<tr>
<th>Exercises</th>
<th>10% each, 40% total</th>
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<tr>
<td>Class attendance and participation</td>
<td>20% (Good, robust discussion is the goal!)</td>
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<tr>
<td>Final group project and presentation</td>
<td>40% (20% for report, 20% for final presentation)</td>
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Grades: A: over 90; A-: 85 to 90; B+: <85
Team Work
We can’t emphasize enough how important it is to work effectively in your teams. You will form your own teams and choose your own site. You should clearly articulate your personal goals for the class as well as outline your personal schedules when you first meet as a team. Project management and teamwork are critical skills for the planning field so we will emphasize this throughout the class, and a different person will function as the project manager for each piece. Your team will grade that manager and the manager will grade your contributions for each exercise. The cumulative management grade of 10% is significant—please take this into account.

Course Readings:
Since there is no single book that would work for this class or topic, there is no textbook required. The following are frequently cited as useful in various aspects of site planning and related fields. Increasingly, the latest and greatest content is migrating to the internet. This increases the accessibility (as you might note, while these are excellent references they often carry a high price tag!), however it is important to be cognizant of the pedigree and quality of online resources.

1. NACTO Urban Street Design Guide
2. Cities for People, Jan Gehl
3. Smart Growth Manual by Duany, Speck and Lydon
5. Site Planning by Kevin Lynch
6. To Scale by Eric Jenkins

Software and Materials:
All drawings and diagrams for this class can be presented with the aid of a combination of Powerpoint, InDesign, Illustrator, Sketchup, Photoshop and Word, according to team and student abilities and preferences. A working knowledge of all these simple programs will be professionally very useful to you so we highly encourage you to familiarize yourself with them. Hand-drawing is encouraged but not needed. Final reports should be submitted in 11x17, double-sided color format so learning Adobe InDesign or another similar application will be essential to some or all of your team. The use of AutoCAD or GIS software is not required, but if you or your team are familiar with and have access to these programs, by all means employ them.
Class Schedule:

The class schedule is preliminary, and subject to change so that walking tours are conducted with favorable weather and the schedules of invited speakers can be accommodated. Please be sure to provide a working email address, and to check email prior to class so I can notify you of changes to the schedule.

April 4: Introduction
Student introductions. Course objectives and syllabus review. Introduction to the subject of Site Planning.

April 11: Site Inventory and Selection
Site selection and exploration.

* Exercise #1: Site Inventory (due April 25).

April 18: Walking Tour: “Creating Interactions”
A look at the public realm versus private realm. Green spaces, sidewalks, semi-public plazas and gathering areas, as well as dumpsters, loading zones, and foreboding walls.

*Exercise #2: Site Analysis (due May 2)

April 18: Site Analysis; Exercise 1 Presentations
What to look for and think about when looking at a site. Preparing a base map. Understanding scale. Preparing graphic site analysis diagrams.

May 2: Regulatory Framework; Exercise 2 Presentations
Introduction to Portland’s zoning code, public process and approvals.

*Exercise #3: Zoning and Regulatory Framework (due May 16)

May 9: The Market and Development Program
Market and real estate forces. Understanding your client and your users. Selecting an appropriate development program for selected sites.

May 16: Site Circulation and Concept Design; Exercise 3 Presentations
Street types and appropriate dimensions.
Parking, walking, biking, transit, auto and service access.

*Exercise #4: Transportation & Site Concepts (due May 30)

May 23: Walking Tour: “New Ideas Need Old Buildings”
A look at architecture of Central Portland and the intersections of architecture and land use.

*Teams should begin to produce final reports. Final team reports must include descriptions of potential buildings and suggested architectural form and inspiration (photos, sketches or Sketchup).

May 30: Green Infrastructure, Landscape Architecture, Public Art; Exercise 4 Presentations
Green roofs, courtyards, streetscapes and urban parks

*Folks should be producing/revising final reports. I highly encourage folks to share in-progress work with me via email or office hours for feedback.
June 6: Final team presentations and critiques. This session typically goes a bit late so please allow an extra half hour at the end.

Final Reports due by 5:00 pm on June 13.

Final Report
Your team will be considered as a consulting firm for this project. This report provides an excellent opportunity to build materials for your career portfolios. The document should be creatively and professionally-designed with a maximum of 20 pages (11x17 seems to work best), in color or black and white, double-sided. We’ll provide past examples for guidance. Again, Indesign will be essential to produce this. Ideally, much of the draft work for this report will have been completed by the final 2 weeks of class for other assignments and you can just edit and format as needed. The report should include, but is not limited to the following information:

- Team Introduction and Vision Statement and Goals for the Site
- Vicinity Map and context. Urban design analysis of surrounding neighborhood
- A title block, north arrow and scale for all site drawings. Include firm’s name.
- Site inventory and analysis (including but not limited to existing soils, climate, land use, noise, circulation, views, experiential factors). Include material refined from your first two exercises.
- Summary of site’s history, including photos or maps
- Regulatory framework and adjustments that will be requested. A summary of your Exercise #3 work.
- Summary of neighborhood and public involvement required to gain approvals
- A basic program for the site, with rationale for that program’s marketability. Real estate students—feel free to go into more detail if desired, on potential unit sales prices, lease rates, project costs, etc.
- Summary of site circulation and access. (Summary of Exercise #4)
- Scaled cross sections of surrounding streets and across site. Photos of inspirations from other places.
- Technical, colored, scaled site plan (hand-drawn or in computer) with conceptual building footprints, basic dimensions, property lines, existing easements, known utility lines, public space, topography
- An assessment of the project’s contribution to sustainable urbanism
- Studies of your site plan’s architectural form are encouraged but not required. It’s more important to get the site plan correct than to spend time ‘fussing’ with Sketch Up. Keep it simple!

Academic Integrity
All students are governed by Portland State University’s ‘Student Code of Conduct’, which details the university rules regarding academic integrity and honesty for this course. The Student Code of Conduct indicates that all forms of student academic dishonesty, including cheating, fabrication, facilitating dishonesty, and plagiarism are subject to disciplinary action. As a result, keep in mind that submitted course materials are expected to be original work and your own work. For more information, check out the following link: http://www.pdx.edu/dos/codeofconduct

No threatening behavior will be tolerated in this class and the Portland State University policies will be administered to deal with such behavior: http://www.pdx.edu/dos/faculty-tips-dealing-disruptive-students

Access and Inclusion for Students with Disabilities
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of
instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.