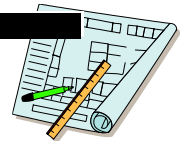


Course: **PPD204 DESIGN & PLANNING GRAPHICS: FUNDAMENTALS**

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DESCRIPTION:

Imagine a scenario in which a community (or environmental, social, cultural, or other group or developer) approached to seek you for developing a piece of land. You are now tasked with imagining what might happen, representing these ideas, and attempting to give the reviewers (could be stakeholders) a glimpse of what you have in mind. How to do this?

Planners and designers need to communicate their ideas graphically. They must also think graphically. Besides being an important communication medium graphics can enable visualization, creativity, analysis, and poetic expression through sketching, drawing, photography, and modeling. For these and other reasons, it is essential to know the fundamentals of design and planning graphics.

Learning objectives:

This exciting course will provide planning students with the basic fundamental knowledge, understanding, and skills to think and communicate graphically ideas about urban space. Historical and contemporary trends in the design of graphic and visual information and representational systems will form the basis for development of ideas, knowledge, and skills. This will include some technical approaches, such as planning, design and architectural graphics, including maps, plans, scale drawings, orthographic representations, basic three-dimensional representations, and 3D models and simulations. Theoretical and conceptual knowledge, familiarity with international standard conventions, acquisition of skills, and application of graphics ideas will be expected. Graphic techniques will include sketching, free hand drawing, 3D representations, images, photography, and various media.

REQUIREMENTS:

The class deals with the fundamental conceptual understanding, knowledge, and skills. Conceptual clarity, sketching, hand drawing, graphic representation of ideas, without and with the use of drafting equipment are primary and will be required. Some photography may be required. Students may be asked to submit their work as hand-drawn sketches (digitized), presentations PowerPoint (or Keynote). All assignments are mandatory and must be submitted on time. Exams and in-class quizzes will test knowledge and skills. Students may be assigned to groups and these groupings may be changed during the quarter. Come to class equipped with proper tools: 8½"x11" blank 20-lb white sheets of paper (larger may be required), ¼" square ruled paper, tracing paper, 2 to 3 pencils (HB, B, 2B), eraser, architectural/planning scale, triangles/straight-edge, pens, sticking tape, color pencils/pens; you may need markers with different nib sizes, cutter, etc.



A mix of pedagogical approaches may be used, specifically, a combination of flipped classroom and a few approaches borrowed from the studio. Work/tasks may be assigned during a portion of the class. To do the assigned tasks students will have to come to class prepared with the necessary knowledge, skills, and equipment. Group and individual work may be necessary. Group members may need to meet outside of class to work on tasks and assignments.

TEXTS:

AUTHOR, YR, TITLE, PUBLISHER, ISBN

1. Talen, Emily (2009) *Urban design reclaimed: Tools, techniques, and strategies for planners*, Washington, DC, Planners press. ISBN: 978-1-932364-63-7. 75.
2. Ching, Frank (2015) *Architectural graphics*, (6th ed.). New York, NY: John Wiley & Sons. 6th ed: ISBN: 9781119035664.
3. Mazumdar, Sanjoy (2017) *Design and Planning Graphics Reader*.

Recommended:

PPD204 SYL 060417

1. Dandekar, Hemalata (ed) (2003). *The planner's use of information*, Chicago, IL: Planners Press, American Planning Association, (2nd ed). HT391.P543 2003. 50/17. Esp. Frank (ch 10); Armentrout (ch. 9); Storey (ch. 8).
2. Graham, Lisa (2002) *Basics of design: Layout and typography for beginners*, New York, NY: Delmar/Thomson Learning.
3. White, Alex W. (2002) *The elements of graphic design*, New York, NY: Allworth press.
4. Maantay, Juliana & Ziegler, John (2006) *GIS for the urban environment*, Redlands, CA: ESRI Press, Ch. 5.pdf.
5. Martin, C. Leslie (1968) *Design graphics*, New York, NY: Macmillan. ISBN-10: 0023766409 85/14.

REFERENCE STANDARDS (consult for standards):

- Ramsey, Charles George; Sleeper, Harold R.; & Hoke, John Ray (2000) *Ramsey/Sleeper Architectural Graphic Standards*, New York, NY: John Wiley & Sons (10th Ed). SL: TH2031 .R35 2000
- American Planning Association (2006) *Planning and urban design standards*. Hoboken, NJ: John Wiley & Sons. SL: TH2031.P55 2006
- Steiner, Frederick R., & Butler, Kent. 2012. *Planning and Urban Design Standards*, Student Edition. New York: John Wiley & Sons. ISBN: 1118550765, 9781118550762
- Gindroz, Ray & Urban Design Associates (UDA) (2003). *The Urban Design Handbook: Techniques and Working Methods*. New York, NY: W. W. Norton & Company. LL: NA9105 .U73 2003

SOURCES USEFUL IN PROJECT:

- Lynch, Kevin & Hack, Gary (1984) *Site planning*, Cambridge, MA: MIT Press.
- Appleyard, Donald (1981) *Livable streets*, Berkeley, CA: University of California Press.
- Mehta, Vikas (2013) *Streets: The quintessential urban public space*, New York, NY: Routledge.

Other possibly useful items:

- Tufte, Edward. 1983. *The Visual Display of Quantitative Information*. Cheshire: Graphics. 53-77.
- Farrelly, Lorraine (2011) *Drawing for Urban Design*, London, UK: Laurence King Publishing. ISBN-10: 1856697185 ISBN-13: 978-1856697187; 192 pp 24.50
- Lockard, William Kirby (2000) *Design drawing 2000*, New York, NY: WW Norton Co. ISBN: 10; 0471209066; ISBN-13: 9780393730401 (32.95 used) oop
- Laseau, Paul (2001) *Graphic thinking for architects and designers*, New York, NY: John Wiley & Sons. (3rd ed.) ISBN-10: 0471352926. 63.
- Wang, Thomas C. (1996) *Plan and section drawing*, New York, NY: John Wiley & Sons, Inc. ISBN: 10: 0471286087 (2nd ed.) 65

RULES FOR THE COURSE:

- Only UCI MURP students properly registered in this course are permitted.
- Video, photographic, or audio recording of class is not permitted.
- Electronic gadgets in class are for permitted uses only.
- Class materials/notes are not for sale or for posting to websites -could be copyright violation.
- ACADEMIC INTEGRITY & HONESTY:** Students are expected to conform to the standards of academic integrity established by the UCI Academic Senate. Refer to Senate website (<http://senate.uci.edu/files/2015/12/AcademicIntegrityPolicyApproved-04.23.15.pdf>), UCI General Catalog, and lectures. Also see UC Irvine's Academic Misconduct website (<http://honesty.uci.edu/students.html>). Questions can be taken up with the instructor. Deviation from or violation of academic integrity guidelines, including cheating, plagiarism, collaboration, help (other than that specifically approved by the instructor), data falsification or manufacture in assignments or exams are not permitted and will lead to an F grade in the course, a notation on the transcript and disciplinary action.
- Rules of professional good conduct, decorum, and respect in the classroom apply, including turning off mobile/cell phones during class and not disturbing class.
- Exams: no exam without UCI student picture I.D. Bring **Scantron form F-288**; #2 pencil, eraser, paper and pen. Books, notes, mobile electronic devices and caps not permitted during exams.

Exams may include multiple choice, short answer, and drawing.

- Drawing tools noted above may be needed in class. Bring those and books to class.
- One absence from in-class meeting may be permitted if timely email is received.
- The Professor reserves the right to change content, schedule, assignments, and grading criteria.
- COMMUNICATION:** Face-to-face communication during Lab/Office Hour. Email is not a good medium for me. I may send email to the Registrar's class list, these materials will not be re/sent separately to individual addresses. For electronic communication to be opened always use your **UCI email** account; "From" must show your name and "Subject" must include 17SPPD204.
- Assignments** and work in progress may have to be presented/exhibited/made available to and commented/critiqued on by those in and out of class. Self grading and grading by others in class may be utilized.
- All **assignments** must be submitted by the deadline. Tardy assignments or exams will not be accepted and may lead to an F grade in the course.
- Originals of materials submitted will not be returned. If you wish to have a copy returned submit original and a copy. Any returnable assignments and exams will be available for two weeks past the end of the quarter, after which these will be discarded.
- Assignments are required in paper copy and digital form (to the appropriate class drop box).
- Identification:** To ensure proper recording of grade, enter Course # (17SPPD204), your last name, first name, ID# on top right corner of all sheets. **Digital file:** Label your assignment with 17SPPD204, assignment# {e.g. A1}, your last name, first initial, I.D. #, etc.

GRADING POLICIES:

Grading will be on "absolute" standards, not on relative basis.

Numerical scores will not be rounded off, for example, 79.95 is a B-.

Inc will not be given except in extraordinary cases, only after an agreement is signed.

F course grade will be given for not meeting **any** requirement, e.g. not submitting any assignment, not taking an exam, or for tardiness, or poor quality.

Grade Challenges: Computing errors should be immediately brought to our attention. Grade challenges require a one page written explanation of the rationale and resubmission of originals.

GRADING SYSTEM FOR COURSE - GRADING SCALE:

100	95	90	85	80	75	70	65	60	55	50	45	44.99-
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

GRADE ALLOCATION FOR COURSE

DATE	WK	DUE	DESCRIPTION	GRADE %	Total
	3	A1	Graphically designed CV/resume	10	
	5	A2	Graphic presentation of planning info	20	
	8-9	A3	Urban project - graphic presentation & portfolio	40	
	1-10		Misc: participation, in class performance, In-class exercises (ICE) and work, outstanding work, etc.	10	
	10/11		Exam	20	
			TOTAL	100	100

Grade allocation, %, due dates, and assignments/exams may be changed by the instructor.

GRADING CRITERIA

In all submissions (project, report, paper, sketches, graphics & notes), the following criteria are emphasized.

Quality is extremely important. A major portion of the grade for each assignment will depend on quality of substantive aspects (richness, analysis, writing, drawing) and of projects. Designs should be user oriented. Before submitting, check your final product to make sure that

your work is perfect. Exceptional work exemplifying your motivation and involvement in the material of this course will be rewarded. Deductions will be made for not following suggestions and advice.

For representational graphics, correctness in conceptual understanding and knowledge of concepts will be emphasized. Work that demonstrates mastery in the use of the concepts and elements covered in class and in the readings, as well as skill in graphics and drawing will be rewarded as will creativity in design and use of graphics.

Total presentation quality is very important. Apply the information covered in class to graphically communicate your ideas succinctly, powerfully, and imageably. You are strongly encouraged to communicate your ideas using several communication modes, visual and graphic means, such as sketches, drawings, pictures, etc. along with minimal but expressive text. Design the graphics to attract viewers' attention.

ASSIGNMENTS:

Assignments require conceptual knowledge of graphics and some graphics/drawing/presentation skills. They are sequential and additive. Conceptual clarity, knowledge, and skills of previous assignments will be useful in later ones. Earlier, conceptual acuity will be important, drawing skills less; both will increase in importance as the course proceeds. Assignments may be in class or/and take home. In addition to graphics presentations of various forms brief verbal presentations may be required.

Much learning is expected to occur in the class. Some In-class exercises (ICE) will have to be completed in class (group & individual) whereas a few will stretch over several sessions (cumulative). Grades may be assigned to these.

In this class, conceptual understanding and knowledge are most important. Hand drawing may be required. However, especially sometime after week 6, students may be encouraged if they wish to on their own learn and use computers and programs. Sketching and drawing can now be done on computers; a number of programs are available for Apple (e.g. SketchUp, CAD, Revit, Adobe Creative Suite), iPad (iDraw, Adobe Ideas, Sketchbook), iPhone (SketchBook Mobile Express, Inkpad), and for PCs (Xara Photo and Graphic Designer 2013, The Gimp, SketchUp, CAD, Revit, Adobe Creative Suite etc.), tablets, and Android devices (Artflow, Sketch Master, Infinite Painter, SketchBook Pro, Sketcher Pro, etc.). These are not being endorsed, nor will there be time to cover these different platforms and programs. Errors due to use of programs are the responsibility of the author.

All assignments will have to be provided together in a portfolio at the end just as you might present a portfolio containing samples of your work for consideration for a possible job or project. Brief descriptions of the projects are provided below, additional information will be provided in class.

ASSIGNMENT A1: Graphically designed CV/resume

This assignment will require you to graphically present your credentials in the form of a CV/Resume and/or related information. It need not be only text based, but the contents and design is left to your imagination and graphic knowledge/skills learned in class.

ASSIGNMENT A2: Graphic presentation of planning info

For this you will be expected to make a graphic presentation of textual, quantitative, qualitative, image, and photographic information. Urban project and Site related advanced planning information will have to be researched and obtained and presented in a manner legible and comprehensible to community members. It will require you to seek and obtain some of this information through research using the libraries, and web. Photography may be required.

ASSIGNMENT A3: Urban project - graphic presentation

For this urban project you are asked to graphically present a proposal for an attractive exciting project at the old Traveland site along I-5 Freeway and Sand Canyon Avenue in Irvine.

The adjoining sites are to have housing. Thus, this site will have to include convenience items for those residing in that housing.

Aspirational goals:

- ❖ attractive and engaging placemaking
- ❖ social gathering place/plaza (approx 5,000 sf can be devoted to this)
- ❖ In 10 years Millennials will be the largest working demographic in Spectrum,
- ❖ Ecological project
- ❖ Sustainable project

The broad programmatic requirements are as follows:

- Site area is 3.2 acres
- Small grocery of 7-10 TSF - probably be an anchor tenant
- Apartment leasing office
- Coffee shop
- Restaurants
- Link to planned adjacent apts.
- other
- FAR .25 or so
- Access
- Parking
- Good visibility from Sand Canyon



Considerations, concerns, questions:

- Proximity to existing retail in adjacent historic district
- Connectivity to proposed adjacent development on Traveland site
- High noise levels from freeway
- Should this be freeway related retail (due to proximity to freeway interchange and freeway visibility (although limited)), or local service retail for adjacent proposed development?

17SPPD204 DESIGN & PLANNING GRAPHICS: FUNDAMENTALS - SCHEDULE

DATE	Wk	SESS	SUBJECT & READINGS	Notes
	I		<ul style="list-style-type: none"> ◆ Intro to course, requirements Assignments & Projects ◆ Tools/instruments for graphics & representation Ching (2009)@:1-14 Drawing tools & materials; Frank in Dandekar (2003) ; ◆ Graphics - Elements White (2002); Graham (2002); Bring CV/resume to class + upload to website – textual matter 	
	II		<ul style="list-style-type: none"> ◆ Graphics - Principles Graham (2002); White (2002); Visualizing Quantitative information * SV/GL/AV/ICE 	
	III			A1

DATE	Wk	SESS	SUBJECT & READINGS	Notes
			<p>◆ Graphic design - considerations White (2002); Graham (2002); Kim (1981) Incorporating qualitative & visual information, photography & photodocumentation</p> <p>Graphically representing analysis Laseau (2001)@VI: Analysis 81-113; {Laseau (1980)@II: 22-34; 51-64}; Ching (2009)@II:15-26 Architectural drafting; Wang (1996)@IV: Analytical drawings 19-24;</p> <p>◆ Visualization, graphics, imagination, creativity Streets Landscapes Site information Talen (2009) 13-64;</p>	
		IV	<p>◆ Intro to Design & Physical Planning graphics – representing things Plan checks Graphic language: vocabulary, concepts, conventions for representation Proportion & Scale Talen (2009) 13-64; Ching (2009)@IV:57-61, site, topography, contour lines, Ching (1996):54-55 plan; Ching (1996):72-73 section; Ching (1996):57 site plan;</p> <p>Line Ching (2009) UP: Attractive 3D placemaking * Site Visit/GL/AV/ICE/;</p>	
		V		A2
		VI	<p>Buildings ◆ 3D as 2D on 2D (multiview drawings) Orthographic Projections: uncut views: Plans, Elevations Ching (2009)@III:28-42; Ching (2009)@IV: Multiview drawings 43-84; Wang (1996)@VIII: Plan graphics 49-90; UP: Ecological Design</p>	
		VI	<p>◆ Orthographic Projections: Cutaway views (Floor Plans, Sections), Ching (2009):43-56 plans; Ching (2009):63-73 building sections; Laseau (2001)@ III: Conventions 39-53, esp. 48 plan, 47 section; {Laseau (1980)@III: Representation 35-36; 44-45}; Wang (1996)@IX: Sections and elevations 91-100; Wang (1996)@X: Section graphics 101-122; UP: Locating activities, buildings, elements</p>	
		VII	<p>Site plan Neighborhoods Talen (2009) 13-27; Streets Landscapes Site information Talen (2009) 13-64; Lynch, Kevin & Hack, Gary (1984) Site Planning, Cambridge, MA: MIT Press.</p> <p>Landscape Graphics in various aspects of planning Wang (1996)@I: Intro 1-6; UP: Putting all together * SV/GL/AV/ICE/;</p>	

DATE	Wk	SESS	SUBJECT & READINGS	Notes
	IX		◆ Representational error identification Exaggeration: Wang (1996)@IX: Vertical exaggeration 98; Bias, distortion Laseau (2001)@ VII: Exploration 115-139; esp 128-130; {Laseau (1980)@VI: Distortion 105-114 }; Error: Wang (1996 @VII:45)	A3
	IX		◆ Report/Presentational graphics,	
	X		◆ Report/Presentational graphics, 4-5 mins each	
			◆ Conclusion * In Class Exercises (ICE) ;	
			◎ EXAM #2 10:00-12:00 pm All materials covered Date TBA 12-16Jun Exam Week	
DATE	Wk	SESS	SUBJECT & READINGS	

GL = Guest Lecture; AV = Audio Visual; SV = Site Visit; ICE - In Class Exercises; R = Readings; B = Book; * = scheduling of item uncertain.
 @ = chapter in Roman numerals; Light blue font = older version of book – with probable equivalents.
 Schedule contents, topics, materials, & order may be changed at the discretion of the professor (due for e.g. to class progress, availability and other considerations which may affect other sessions as well).
 Reading citations based on version of book available; new editions, if released, may lead to modification. Text books will help understand class materials, but in themselves are not complete and will not teach execution. Ancillary books may be helpful to some, but are not deemed essential. Reference Standards provide much useful information needed in representation.

