INTRO TO URBAN PHYSICAL DESIGN

URPL-GP 1620
September 07, 2016- December 21, 2016
W 6:45-8:25pm (Silver 208)
W 8:35-9:35pm (Labs), Tisch LC 19 and Waverly 668
Office Hours: Contact to Arrange

Barbara Wilks, FASLA, FAIA (bwilks@w-architecture.com)
Maria Counts, ASLA (mdc11@nyu.edu)
Melanie Fessel (fessel@terrefom.org)

PROJECT DESCRIPTION

The course will teach students to critically think about the design of the built environment at many scales, in order to understand how the form, shape, and character of groups of buildings, neighborhoods, and the city affects the quality of life for humans and other species. Urban design is a framework that orders the elements into a network of streets, squares, and blocks—creating the public space that people and other living beings occupy. This inter-disciplinary subject utilizes elements of many built environment professions, including landscape architecture, urban planning,
architecture, and civil and municipal engineering. How these disciplines come together affects the feeling of community and the sustainability of a place. By the end of the course, students will develop an awareness of the built environment and the critical elements shaping urban form.

Learning from time-tested projects through critical research, drawing, photographing, inventorying, and writing about these projects will enhance students understanding of some of the most successful urban spaces in the world. It is the goal of the class to inspire and enrich students future design work by building an intimate relationship with the physical, conceptual, experiential, programmatic, and social qualities with the great urban landscape works of New York City.

Students will collect and research sites in New York City as selected by the course instructor to culminate in the production of a booklet as the final project of the course. This booklet is intended to be used as a resource and means of sharing the work produced in the course. In addition, the intention is that students work to carefully curate relevant information to make meaningful and information-rich case studies of illustrating design objectives and techniques. The booklet will utilize a template that will be distributed by the course instructor to maintain consistency.

Groups of two students will create urban design analyses and critic of assigned NYC places. These analysis will follow an agreed upon format so at the end of the studio all students will have a copy of the various projects as a complete book. Each group will present their work at midterm and final reviews. Presentations will be graphic in nature and will build on skills learned in the lab. By the end of the course, students will have each created and documented a refined research and analysis and produced a synthesis of findings through drawings and photographs of their site investigations and research. Students will be assigned in groups of 2 for topics but will work individually to produce their own deliverables. The list of sites from which students will conduct their primary course work and will be explored are as follows:

<table>
<thead>
<tr>
<th>Site Scale</th>
<th>Medium Scale/Housing</th>
<th>Large Scale/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lincoln Center</td>
<td>6) Queens West</td>
<td>11) Forest Hills</td>
</tr>
<tr>
<td>2) Rockefeller Center</td>
<td>7) Williamsburg</td>
<td>12) Hudson Yards</td>
</tr>
<tr>
<td>3) Queensborough Plaza</td>
<td>8) Via Verde</td>
<td>13) MetroTechBrooklyn</td>
</tr>
<tr>
<td>4) Wagner Park</td>
<td>9) Brooklyn Bridge Park Housing</td>
<td>14) The High Line</td>
</tr>
<tr>
<td>5) Barclays Center</td>
<td>10) Elliott Chelsea</td>
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</tbody>
</table>

**METHODOLOGY**

The method will be to use New York City as a laboratory. Students will learn about design through critical analysis of existing places—identifying and analyzing the forces that shape them and the resulting forms shapes and character through direct observation and recording. The format will be a mix of instructor presentations, discussions, student presentations, field observations, and studio and lab work. Lectures will also use the resources of NYC. Various speakers that work in the urban design profession in a variety of ways will describe local projects and issues and describe their urban design solutions. These examples will help students understand urban design principles and practices.

Broadly, this course will concentrate on design, research, interpretation and analysis of urban spaces in New York City at strategic locations throughout City in three scales including site, housing, and landscape systems. The introductory nature of the course necessitates overview of a broad range of topics related to urban spaces. All course materials and work will relate to the forces that shape urban form and function. The course will be broken into two parts. The first part of the course "Research, Draw and Analyze" will emphasize research of site history, site
inventory, and then move into drawing through analysis and contextualization. Students will explore the urban environment through studies involving mapping of context, uses, views, connectivity and circulation, and composition and scale by developing their findings into a series of drawings and projections as a means to cross-examine and compare one site to another. In the second and final part of the course, “Refine & Curate” students will have the opportunity to refine their work and curate a booklet of findings. One of the main goals of the course is for students to have not only an in-depth understanding of one specific site, but an understanding of how other sites are relatable, relevant and how and why the built environment serves the public at multiple scales.

Students are expected to be prepared for studio and labs with analog and digital media files and homework prior to each class. Some workshops may require specific supplies that are to be present at the specified date of the workshop. Workshops are intended to promote collaborative learning experiences amongst the students and prepare graduate students for professional teamwork as an integral aspect of the course pedagogy. Attendance in studio for all classes is mandatory. Students will be notified in advance of any workshop time or special events outside regular studio hours. Failure to attend the workshop or presentation for an assignment without previous approval or medical excuse will result in a deduction from the final grade for that assignment.

SKETCHBOOK
All students are required to keep field notes in a sketchbook (min 9" x 12" white interior blank pages, no lines) and will be encouraged to develop their own ability to sketch freehand. Notes, sketches, paste-on graphics, and photographs may be kept. You are encouraged to record ideas for your course projects and to reflect on class discussions as you begin to use NYC as your daily laboratory. Sketchbooks will be referred to during desk crits and will be collected and reviewed at mid and final reviews.

SOFTWARE
The course will require hand drawing and digital computer-aided software drawing techniques over the course of the semester for producing maps, diagrams, and drawings of sites and analysis. We will work both in class and primarily in labs on specific skills and techniques for completing workshops and assignments. The software programs that will be covered for the course are: Adobe Illustrator + InDesign + Photoshop, AutoCAD, and Google Earth. A general knowledge of Microsoft Office including Microsoft Excel and Microsoft Word are expected for students entering the course.

Adobe Suite CS6 (Illustrator, Photoshop, InDesign) (on lab computers),
educational versions / trial here (subscriptions):
http://www.adobe.com/creativecloud/buy/students.html

Lynda (Software Tutorials and Help available with your NYU login)
For all other Data Services, students may find the following NYU resource helpful:
http://guides.nyu.edu/dataservices

LABS
Labs are not available outside of scheduled class time due to other course scheduling. However, students may find other locations for using labs with the required software at the following URL:
SCHEDULE/ GENERAL OVERVIEW

Part 1: wk 1-10 Research, Draw and Analyze
Part 1 Review (Midterm) Wednesday November 9, 2016 (Combined with Lab)

Part 2: wk 11-15 Refine & Curate
Final Part 3 Review Dates:
(Final) Wednesday December 07 and Wednesday December 14, 2016
(Combined with Lab)

CLASS BY CLASS SCHEDULE

PART 1
Students are required to bring course USB/flash drive to every lab class for workshops and assignments

Wednesday 01_09.07 Class: Class Introductions/ Class Structure/ Selection of Sites
Lab: Introduction to InDesign / Overview of Page Layout Tools
Basic Layer management, adding text, fonts, line types, paragraphs, Inserting Images into Documents/ Packaging Files

Assignment:
Research designer of your site/park/location and general history
Begin draft of site historic timeline during class and finish draft for homework. Must be a double spread (two portrait 8.5 x 11 pages) across and one separate page with history or park. In addition, students to make one full spread of before and after images ie incorporate historic imagery next to present photographs taken from on-site. Students must include citations when submitting work (citations to be submitted in word doc format).

Wednesday 02_09.14 Class: Site Visit Walk (students to bring a camera or phone to take pictures on during the site walk)
Lab: Introduction to Photoshop / Layers, editing photographs/ Contrast, brightness, hue, tone, cropping, selecting, black and white, invert, resolution, canvas vs. image size, making panoramas.

Assignment:
Edit photographs from site visit walk in Photoshop. Make three experiential panorama diagram collages. Must each be 11 x 17 horizontal layout. Must incorporate a minimum of five (5) individual images per each panorama. One collage must be in black and white, two in color. Edit collages. Collages to reflect the following site observations; A) Activity, Collage B) Movement, C) Time. Each collage to include text as well.
Students may return to the site to take new photographs for the assignment. Bring to the next class printed out.

**Wednesday 03_09.21**

Class: History Timelines & Implementation Stories/ **Lecture on “How did it come to be?”** Importance of understanding historical forces and development of sites over time/

Lab: Introduction to Illustrator Diagramming / Layers, colors, shapes, text, line type, line scale, text editing

**Assignment:**

Make three (3) diagrams of your site that describe the people who use the site. Diagram A) User Groups, Diagram B) User/Site Visitors, Diagram C) User groups and uses over time (i.e. in one day, over a week) etc. Students may be required to revisit and observe their sites again to complete this homework to develop research to input into making these diagrams. All three diagrams due at the next class. Printed 8.5 x 11 in color.

**Wednesday 04_09.28**

Class: **Guest Speaker, Alex Washburn**

Lab: GoogleEarth Scale Study and Analysis / Development of Base Plans in Photoshop, Determining Scale, stitching high res images from google earth for making base plans and basic measurements/ cutting sections/ history ie back in time / scale studies

**Assignment:**

1) Create a background image (one color, one black and white) of your site, in InDesign make a boundary of your site using dashed white line around your google earth image, add scale and north arrow in InDesign (to be on one 8.5 x 11” portrait sheet). To the side, create a scale diagram by making the shape of your site as a separate filled shape (all black) and include basic dimensions and area of your site.

2) Scale studies. Using a grid overlaid on your site, approximate the area of different types of landscape spaces. Then, create a pie chart and line chart that shows the spaces and compares them to one another. Must look at a minimum of 10 quantitative spaces. Develop three different comparison methods/graphics of your choice for homework.

**Wednesday 05_10.05**

Class: **Guest Speaker, Christopher Counts / What is the meaning of the place in the city? How does the Design impact the city? What is shape, what is scale?**

Lab: Site Plans Workshop / Forms and Intermediate Spaces

Develop the basic outlines in Photoshop with line work/shapes/forms in measured drawings. Students to begin to work on defining scales for their drawings and test a minimum of three (3) different site scales. Site scale tests to be printed and brought to the main class for desk critiques and site scale selection on 10.19.

**Assignment:**

Students to use lab time to begin working on making their own site plans in Illustrator and traced. Although reference material can be used to help generate the information, students must make their own drawings as site
studies that they will continue to build off of for the remainder of the semester. The outlines of major shapes and spaces are to be abstracted down into shapes, colors, basic layers, and basic line work. The drawings may be a combination of plans researched on the internet and the google earth images. One plans with black line work to be completed for the next class.

**Wednesday 06 _10.12**

Class: **Guest Speaker, Mark Johnson**

Lab: Site Plans / Colors and Textures
Students to use lab time to work off of the work due today to create one color rendered illustrator plan in class. The plan to include colors and textures for major types of areas within the site plan. Students to work on developing a legend included in the drawing to show what each color and texture represents including text definition.

*Assignment:*
Complete lab workshop assignment and have prepared for next class.
Reminder to print and bring scale tests to the next main class.

**Wednesday 07 _10.19**

Class: **Program and Uses Lecture/Desk Crits on Scale Studies Tests/Site Scale Selection for Booklets**

Lab: Site Plans Workshop/ Functions and Uses
Using the site plans developed to date as a base, students are to save as a new copy and incorporate program uses and functions of their sites. Overlaid on top of the site, students are to create a color bubble diagram that uses colors to suggest program. Then, using a variety of text sizes and fonts, students to develop of layer of only words that describe the activities occurring in the various zones of their sites. One 8.5 x 11 color portrait sheet.

*Assignment:*
Complete a program and uses diagram for homework and bring color printed copy to class. Students are to print one copy of all assignments to-date and bring to the next class for desk critiques in the main class.

**Wednesday 08 _10.26**

Class: **Desk Critiques of all printed work to date ie edited drawings**

**Wednesday 09 _11.02**

Class: **Circulation & Connectivity and the Design of Cities / Revised Site Scale Tests Due**

Lab: Students may use class time to begin working on three diagrams to be completed for homework. Diagram A) viewshed diagrams of their sites. Viewshed diagrams to represent an analysis of the views within the site. These drawings are to be completed in plan overtop of the base drawings that were created as black and white line drawings. Diagram B), Circulation Diagram (ie vehicular, pedestrian, bike etc) and Diagram C) Connectivity and Context Diagram that suggests how the site is connected to its context.

**Wednesday 10 _11.09**

**Review 02 (Midterm)** (Combined with Lab for Full Period)
All midterm deliverables to be printed for the review as boards and include revised versions of the drawings from this part of the course including the following list of deliverables.

**Midterm Deliverables:**
- Timeline (citations)
- Three (3) experiential panorama photo collages
- Three (3) site usage metric diagrams
- One (1) GoogleEarth Site Plan (black and white)
- One (1) scale diagram at 1:100
- One (1) scale comparison diagram
- Three (3) scale studies space charts
- One (1) measured line drawing of site (black and white)
- One (1) rendered plan (color)
- One (1) program and uses plan diagram
- One (1) Viewshed Diagram
- One (1) Circulation Diagram
- One (1) Connectivity and Context Diagram
- Scale of all drawings except the scale diagram TBD

*Mid course feedback required to be administered in the middle of the term*
[http://wagner.nyu.edu/adjunct/conducting](http://wagner.nyu.edu/adjunct/conducting)

**PART 2**

**Wednesday 11_11.16**

Class: **Desk Critiques of Final Deliverables Editing Progress**

Lab: Final editing in InDesign of individual chapters. Selection of printer source. Each student to arrange for printing of their individual chapters due on the date of the final reviews.

**Wednesday 12_November 23- NO CLASS- THANKSGIVING RECESS**

**Wednesday 13_11.30**

**Final Review Day 1** Group 1 Site Scale (Final Presentations), Final Individual Project Presentation (Combined with Lab)

Group 1 printed and bound booklet due at start of class.

Location: TBD

**Wednesday 14_12.07**

**Final Review Day 2** Groups 2 Medium Scale (Final Presentations), Final Individual Project Presentation (Combined with Lab)

Group 2 printed and bound booklet due at start of class.

Location: TBD

**Wednesday 15_12.14**

**Final Review Day 3** Group 3 Large Scale (Final Presentations), Final Individual Project Presentation (Combined with Lab)

Group 3 printed and bound booklet due at start of class.

All group final Digital Submissions of Work due 11:59pm 12.14 of packaged InDesign and PDF of individual chapters.
**Final Deliverables:**
- Printed and bound final booklet
- Each student to present his/her project individually as a digitally screened PDF presentation of chapter and present verbally
- Digital submission of files

**GRADING CRITERIA**

**GENERAL BREAKDOWN**
Grading for the class will be determined according to the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Draw/Analyse</td>
<td>(10 weeks)</td>
<td>45%</td>
</tr>
<tr>
<td>Midterm Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refine/ Curate</td>
<td>(3 weeks)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Review</td>
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<tr>
<td>Booklet (on-going)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Desk Critique / Informal Pin-Ups/ Class Participation/Sketchbooks</td>
<td></td>
<td>10%</td>
</tr>
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All students enrolled in the course are required to archive progress and final work digitally. Please note individual assignments for submission of your research project and for exercises due throughout the course as required per midterm and final deliverables. Your final grade will be withheld until all documentation is submitted. It is recommended to backup your files regularly as you will not receive credit for work not submitted digitally and it is each student's responsibility to ensure the files are secure and backed up in the event of software or hardware malfunctions or breaking.

All assignments are due in class at the specified time and date. Late work is not acceptable except in the case of documented illness or special circumstances. In the case of illness or other special circumstance, notification should be given to the instructors and the Program Office as soon as possible and before the deadline in question. All projects shall be submitted on the stated due date—late projects will not be accepted for evaluation. Exceptions may be granted based on extenuating circumstances, arranged in advance with the instructor.

**MIDTERM AND FINAL PRESENTATIONS**
A digital PDF / PowerPoint presentation method has become the standard format for professional presentations and it is critical that students become comfortable and proficient in this presentation format. Through this course, students will enhance students' abilities to effectively create and deliver digital presentations. Disseminating the information produced in this class is a key objective. We will begin each class with a presentation of students work as a means to share information learned and sharpen presentation and digital media proficiency. Formal Reviews are required for each student to present his or her work independently. They are a fundamental component of the assessment of student work that provide students the opportunity to demonstrate and improve oral and visual presentation skills. They also provide students an important opportunity to learn to appreciate how their work can be interpreted from different, often unanticipated, perspectives. Two major reviews will occur in this course including a midterm and a final review. The course instructors will invite critics and prepare for reviews to occur in public setting which may involve other members of the academic faculty at NYU and other institutions in addition to outside critics from the profession, and outside community. Students are required to attend, present, and participate in all design reviews organized by their instructors. Students should be active participants in the reviews of their peers.
DIGITAL SUBMISSIONS
All students must submit work digitally at both the midterm and final in the course. Please see below for instructions on submitting work digitally. Professors may require students to transfer files online or submit the files in class at their discretion.

1. Create one folder called “URPL-GP 1620FA16_YOURLASTNAMEYOURFIRSTNAME”
   Example) URPL-GP 1620FA16_WALKERPETER
2. Within that folder create the following four (4) subfolders as follows:

Folder “MIDTERM”
(within this folder save all flattened files of midterm drawing deliverables, each file to be labeled YOURLASTNAME_00, YOURLASTNAME_01 etc)

Folder “FINAL DRAWINGS”
(within this folder save all flattened files revised from midterm ie final files of drawing deliverables, each file to be labeled YOURLASTNAME_00, YOURLASTNAME_01 etc)

Folder “FINAL INDESIGN”
(within this folder save your packaged InDesign files as YOURLASTNAME_FINALINDESIGN)

Folder “Final PDF”
(within this folder save your final PDF of your booklet as YOURLASTNAME_FINALPDF)

GRADING STANDARDS

A = 4.0 points
A- = 3.7 points
B+ = 3.3 points
B = 3.0 points
B- = 2.7 points
C+ = 2.3 points
C = 2.0 points
C- = 1.7 points
F (fail) = 0.0 points

Student grades will be assigned according to the following criteria:
(A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
(A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
(B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
(B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or
analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”

(C/-/-+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

EDUCATIONAL LEARNING OBJECTIVES:

- **CRITICAL THINKING AND EXPERIENTIAL AND SPATIAL AWARENESS**
  - Develop awareness of the built environment
  - Develop an understanding of the critical elements required for successful place-making
  - Develop skills for critically evaluating the success of urban spaces
  - Explore the interrelationship between analysis and site design

- **VISUAL AND VERBAN DESIGN COMMUNICATION**
  - Develop Hands-on working techniques for site research and investigations
  - Acquire fundamental drawing and drafting skills
  - Develop a vocabulary of landscape design operations
  - Understand the role of designed spaces within the city
  - Acquire a working knowledge of spatial composition- both vocabulary and design impact of compositional elements and principles found in the built environment
  - Develop an introductory understanding of the space making potential of vegetation, landform, and structure
  - Experience visual note taking and understand its usefulness in the design process

REQUIRED MATERIALS

- your smartphone or camera for photos
- your NYU ID for access to lab computer accounts
- Cost of Printing in Lab for Required Assignments and Reviews
- A Flash Drive (8G or so) for Incidental File Transfers
- #2 Regular Pencils
- Manual Pencil Sharpener
- Ebony pencils (3)
- White Staedtler Mars Eraser (or other)
- 1 Roll Trace Paper, 24”
- Architecture's Scale
- Engineering Scale
- Tape Measure (min 30’)
- Sharpie Fine, Medium and thick Point Pens
- Lumograph Drawing and Sketching Pencil Set (2H, HB, B, 2B, 4B, 6B, 8B)
- Sketchbook

**Vendors**

Artist & Craftsman Supply: www.artistcraftsman.com
• Amazon: www.amazon.com
• Staples: www.staples.com
• Utrecht: www.utrechtart.com

PRINTING RESOURCES
Periodically throughout the course students will be required to print their drawings for desk critiques, reviews, and work sessions. Although students may choose to use other printers, the NYU large scale printing resources are as follows: NYU LaGuardia Studio. 545 LaGuardia Place. Students must bring in files and submit a job order to print on a paper stock that we provide. Sample pricing information, including our paper stock can be found here on this website: http://www.nyu.edu/life/information-technology/locations-and-facilities/laguardia-studio/laguardia-studio-resources.html

READINGS
All required readings for the course will be made available online or on reserves by the course instructors. Readings will be assigned throughout the course. All other readings are recommended.

Library Resources: http://nyu.libguides.com/grads


SCHOOL POLICIES
CELL PHONE/ SMART PHONE/ DIGITAL DEVICE USE
During course hours, no form of cell phone use (unless photographing on-site) will be tolerated during lectures, group discussion, desk critique, or any other scheduled pedagogical structure of the course.

ACADEMIC INTEGRITY
http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

ACADEMIC POLICIES & PROCEDURES
https://wagner.nyu.edu/students/policies

WRITING RESOURCES
http://www.nyu.edu/students/services/tutoring.php

STUDENT WELLNESS

MOSES CENTER FOR STUDENTS WITH DISABILITIES
http://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html

NYU NON-DISCRIMINATION AND ANTI-HARASSMENT