

SYLLABUS

Professor

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Office Hours: Wednesdays, 2:00–3:30 pm, and by appointment (arrange by email: jalagro@wisc.edu)

Class Time & Place

Wednesday, 4:00-6:30 p.m., 208 Music Hall

Overview

The built environment is continuously changing through multiple land development (and redevelopment) decisions. Regulating land (re)development is a basic function of government's powers to protect public health, safety, and welfare. This course focuses on the processes and principles of site planning and site plan review. Questions that will be revisited throughout the semester include: *How can good site planning improve community health, sustainability, and quality of life, and reduce negative land development impacts? How can public sector planners enhance the quality of site design through the site plan review process?*

Target Audience

This course is intended for graduate students in the urban and regional planning Master's program, graduate students in allied professional programs, and advanced undergraduate students interested in pursuing graduate studies in urban planning, real estate development, or related fields. A design background is not required.

Learning Goals

Project assignments are designed to develop knowledge and skills in: 1) systematically evaluating both proposed and built land development, 2) assessing the implications of applicable codes, ordinances, and standards on people and the built environment, and 3) professional planning communication (i.e., written, graphic, and oral presentations).

Assignments & Grading

<i>Assignment</i>	<i>% of Final Grade</i>	<i>Week Assigned</i>	<i>Week Due</i>
<i>Analysis of site plan review policies</i> (analysis of a municipality's site plan and development review procedures, using the NY State Site Plan Review manual as an assessment framework)	20	2	5
<i>Site plan review</i> (evaluation of a land (re)development proposal for a site in a Dane County municipality)	20	6	8
<i>Exam</i>	25	-	14
<i>Vibrant center redevelopment scenarios</i> (schematic site planning for potential infill and redevelopment – team project)	35	10	16

Scale: A (94.0-100%), AB (88.0-93.9%), B (82.0-87.9%), BC (76.0-81.9%), C (70.0-75.9%), D (64.0-69.9%), F (63.9% or below)

Resources

The following TEXT is available online, from the University Bookstore, and from other local bookstores:

LaGro, J. 2013. *Site Analysis: Informing Context-Sensitive and Sustainable Site Planning and Design*. Hoboken, NJ: John Wiley & Sons

Additional reading materials will be posted as PDFs on the URPL 601 website. Please read the materials before the class for which the readings are assigned.

Websites

Lectures, assignments, and supplementary readings are posted on the URPL 601 website (accessible at <https://learnuw.wisc.edu/>). An excellent source of news and diverse opinions on the design of the built environment is *Planetizen* – the Urban Planning, Design and Development Network (www.planetizen.com). Another excellent resource is: <http://www.smartgrowthamerica.org>

Schedule

Week	Date	Topics	Reading/Viewing	Activities
1	1/22	Site Planning	TEXT – Ch 1: Shaping the built environment (3-27) Johnson – Site Planning for Planners (31-56) View videos (on your own): http://www.smartgrowthamerica.org/locus/video	Skills & Interests Survey Introductions; Course Overview Review of professional certification/licensing exams
2	1/29	Converging paradigms: smart growth, healthy cities, place-making, sustainability, etc.	NYS Department of State – Site Plan Review manual (1-25) Sanford and Farley – Review of Site and Development Plans (3-14)	Lecture Project 1: Analysis of site plan review policies (assigned)
3	2/5	<u>Process</u> : Site Selection / Project Programming	TEXT – Ch 2: Site selection and programming (31-70) TEXT – Appendix A: Mapping and graphics (323-332)	Lecture In-class exercise
4	2/12	<u>Process</u> : Site Assessment (biophysical factors)	TEXT – Ch 3: Assessing the site's physiographic context (71-111); Ch 4: Assessing the site's biological context (112-134) Strom et al. – Grading Plan Graphics (77-80) Lehigh Valley Planning Commission – Steep Slopes (1-25)	Lecture In-class exercise
5	2/19	<u>Process</u> : Site Assessment (cultural & legal factors)	TEXT – Ch 5: Assessing the site's land use, infrastructure, and regulatory context (135-166); Ch 6: Assessing the site's cultural and historic contexts (167-203) Eastman – Going Hybrid – zoning code	Project 1: Analysis of site plan review policies (due) Class presentations

			(25-31)	
6	2/26	<u>Process:</u> Site Analysis / Conceptual Design	<p>TEXT – Ch 7: Integration, synthesis, and analysis (204-244)</p> <p>SEWRPC – Principles of Good Design (45-72)</p> <p>MAPC – Low-Impact Site Design (4 pp.)</p> <p>Sanford and Farley – Traffic (127-146); Municipal services (147-160); Cultural Resources (179-187)</p> <p>Wyckoff – Checklist for Site Plan Review (60-68)</p>	<p>Lecture</p> <p>Project #2: Site plan review(assigned)</p>
7	3/5	<u>Process:</u> Design Development (site issues) / Design review (impact assessment)	<p>TEXT – Ch 8: Conceptual site design (247-277)</p> <p>Pollock – The Red Penciler's Guide to Site Plan Review (22-25)</p> <p>Sanford and Farley – Aesthetics (161-177)</p> <p>Wyckoff - Techniques for Getting Better Site Design (32-39); Fencing, Screening, Buffering, Landscaping (53-59)</p> <p>NEMO – Reviewing Site Plans for Stormwater Management (4 pp.)</p>	<p>Lecture</p>
8	3/12	<u>Process:</u> Design Development (building siting, design, & density)	<p>TEXT – Ch 9: Design development (278-322)</p> <p>National Mainstreet Center – Keeping up Appearances / The Main Street Architectural Tradition (17 pp.)</p> <p>D.C. – Attractive Architecture & Design (33-36)</p>	<p>Project 2: Site plan review(due)</p> <p>Class presentations</p>
9	3/19		SPRING BREAK	
10	3/26	Transit-oriented infill & redevelopment	<p>Center for Transit-Oriented Development – Performance-Based Transit-Oriented Development Typology Guidebook (13 pp.)</p> <p>Campoli – Made for Walking (13-22)</p>	<p>Lecture</p> <p>Project 3: Vibrant center redevelopment scenarios (assigned)</p>

11	4/2	Visualization & Graphic Communication	Palmdale Transit Village Specific Plan: Circulation Element (1-18) Forsyth - Measuring Density (8 pp.)	<i>Software Training – Google Sketchup (URPL lab)</i>
12	4/9	Post-Occupancy Evaluation	Calthorpe and Fulton - Communities of Place (31-40) Cooper Marcus and Francis – Post-Occupancy Evaluation (345-356)	<i>Tim Parks & Matt Tucker, guest speakers (City of Madison, Dept. of Planning & Community & Economic Development)</i>
13	4/16	Site Plan / Design Review in Practice	City of Madison – Standards for Review of Development Proposals (1-11) ASLA – The Case for Sustainable Landscapes (1-25)	<i>Field Trip (Sequoia Commons, Hilldale Mall, UW-Health center)</i>
14	4/23	Fiscal impacts of development types		Lecture Discussion of exam content & format / preliminary or “desk” reviews of project 3 analysis & concept(s)
15	4/30			EXAM
16	5/7			Exam review / course evaluations / work session & “desk” reviews of project 3 details (e.g., report organization & formatting)
	5/12			Project 3 due @ noon