

CLEVELAND STATE UNIVERSITY
PDD 608/UST 608 Urban Design Seminar
Instructors: Sally Levine, AIA and Christopher Lobas, RA
Fall 2009: Saturdays 9:00 a.m. to 5:00 p.m.
Cleveland Urban Design Center 820 Prospect Avenue

Syllabus: PDD 608/UST 608 Urban Design Seminar

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OFFICE HOURS BY APPOINTMENT

OBJECTIVES:

This seminar is about understanding and evaluating the quality of urban places. The course has four main objectives:

1. to deepen students' understanding of public space and public life through readings and discussions in urban design theory and through observation and analysis of urban conditions;
2. to develop students' knowledge and understanding of the practical tools of urban design;
3. to provide an introduction to freehand drawing and computer graphic communication techniques;
4. to help students expand and refine their skills in spatial analysis through the drawing and diagramming of urban conditions.

THE SEMINAR CONSISTS OF:

- Lecture/discussion on urban design fundamentals,
- Student-led discussion of assigned readings,
- In-depth tours of urban settings,
- Graphics workshops, focusing on freehand-drawing techniques and computer-based drawing.

STUDENT EVALUATION

1. Prompt, regular attendance.
2. Active, engaged participation in class discussions, student-led discussions and tours.
3. Short quizzes related to class topics.
4. Prepared, organized and efficient utilization of studio time.
5. Sketchbooks.
6. Completion of final project: urban design project focusing on individually chosen urban location.

GRADUATE GRADING SCALE

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
60-69	D
< 60	F

GRADING

- Walking Tour Reports/Assignments/Quizzes: 30%
- Sketchbook: 20%
- Individual project: 40%
- Class participation and attendance: 10%

Students with Special Needs

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687.2015. The office is located in US304. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Writing Center web page on plagiarism:
<http://www.csuohio.edu/writingcenter/Plagiarism.html>

Plagiarism Defined

The CSU Student Handbook defines plagiarism as follows:

Plagiarism – Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Academic Regulations <http://www.csuohio.edu/studentlife/conduct/acadregs.html>

Penalties for Plagiarism

The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link:

<http://www.csuohio.edu/studentlife/conduct/acadregs.html>

Course materials

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

FTP SITE:

The Urban Design Center maintains an FTP site that we can use to share information throughout the course. Readings and source materials will be posted to the FTP site and students are encouraged to use the site to share ideas, photographs, etc. To use the FTP site, go to:

<ftp://131.123.146.100>

User name: udcfriend

Password: O3ftp1

There is a folder on the site labeled “CSU PDD 608”

SUPPLIES:

Sketchbooks: 11 x 14; 6 x 4 for field sketches

Pencils: #2; Pencil Sharpener

Erasers: Mars Plastic and Kneaded

Pens: Pentel Sign Pens, black

Rolls of tracing paper (white): 12” & 18” wide

Scales: Architectural and Engineering

Optional: Color Pencils – Prisma 24 pack

“Always design a thing by considering it in its next larger context – a chair in a room, a room in a house, a house in an environment, and environment in a city plan.”

- Eero Saarinen

WEEK 1
22 August 09

Introduction to Urban Design

- Introduction and class logistics
- Field Report/Sketchbook fundamentals
- Requirements for individual projects
- Introduction to Graphics, including Adobe Photoshop and Google Sketch-up
- Resources of the Urban Design Center that will be available to students
- Video: Jaime Lerner

COFFEE BREAK

Introduction to graphics and analyses: Paintings and Plans

LUNCH

WALKING and SKETCHING TOUR 1: THE FLATS

Urban & Neighborhood Design Readings for Week 2:

1. Mumford, Eric, “The Emergence of Urban Design in the Breakup of CIAM,” *Harvard Design Magazine* 22 (spring-summer 2006), pp. 10-20.
2. Lynch, Kevin, *The Image of the City*. Cambridge, MA: MIT, 1970. ‘The City Image and Its Elements,’ pp. 46-90; ‘City Form,’ pp. 91-117
3. Mike Lin. *Drawing and Designing with Confidence: A Step-by-Step Guide*. New York: Wiley and Sons, 1993. ‘Rendering Techniques,’ pp. 21-32, ‘How to Sketch,’ pp. 139-148, ‘Design Process,’ pp. 149-188.

Recommended Readings for Week 2:

1. David Walters and Linda Luise Brown. *Design First: Design-based Planning for Communities*. Burlington, MA: Architectural Press, 2004.
- ‘Devices and Designs: Sources of Good Urbanism,’ pp. 75-93.
2. John Chase, Margaret Crawford, and John Kaliski, eds. *Everyday Urbanism*. New York: The Monacelli Press, 1999.

Assignment for Week 2

- Student Led Discussions:
 - On map of central Cleveland at the end of this syllabus, identify 5 elements of the city as defined by Kevin Lynch.
 - One-page response to Flats Tour
 - Graphics:
 - Analyze a painting and the Plan of Cleveland
 - Final Project:
 - Select site and bring a site plan showing site

WEEK 2
29 August 09

Urban & Neighborhood Design

- Graphics Workshop: Hand sketching and diagramming techniques
 - Drawing and Diagram types Presentation
 - Maps
 - Plans/Sections/Elevations
 - Figure/Ground
 - Kevin Lynch
 - Experiential
 - Drawing negative space
 - Basic Introduction to Adobe Photoshop and Google Sketch-up

LUNCH

Video: "The Social Life of Small Urban Spaces" William H. Whyte

Student Led Discussion: The vocabulary of Kevin Lynch "The Image of the City"

New Urbanism Urbanism Required Readings for Week 3:

1. Congress for the New Urbanism. *Charter of the New Urbanism*. New York: McGraw Hill, 2000. Bill Lennertz, 'The economic health and harmonious evolution of neighborhoods, districts, and corridors can be improved through graphic urban design codes that serve as predictable guides for change,' pp. 109-112.
2. Alexander Purves, "Persistence of Formal Patterns," *Perspecta: The Yale Architectural Journal*, Volume 19, MIT Press, Cambridge, Massachusetts, 1982, pp. 138-163

Recommended Readings for Week 3:

1. Richard Hayward and Sue McGlynn. *Making Better Places: Urban Design Now*. Oxford, Butterworth Architecture, 1993. 'Developing Skills for Development Controllers', pp 10-18
2. Kaiser Rangwala. 'Retooling Planners,' *Places*, Spring 2005, pp. 84-85.
3. Urban Design Associates. *The Urban Design Handbook: Techniques and Working Methods*. New York, W.W. Norton and Company, 2003. 'The Urban Design Process: 3 Phases,' pp. 57-129.
4. David Sucher, *City Comforts: How to Build an Urban Village*. Seattle, City Comforts Press, 1995. 'How to Build an Urban Village,' pp. 7-23.
5. James S. Russell, ed. *The Mayors' Institute: Excellence in City Design*. Washington, DC: National Endowment for the Arts, 2002. Alex Krieger, 'Rules for Designing Cities,' pp.104-111.

Assignment for Week 3

- Student Led Discussions:

Based on the Purves article, find two examples of formal patterns in your site. If possible, find one centric space and one linear space. Identify these examples on a map of your site and explain your reasons for making these selections. Compare your selections with appropriate examples from Purves. (8.5 x 11)

- Graphics: Create Base Drawings of your site
- Final Project: Begin drawing existing conditions
- Assignments for Walking Tour – one-page paper

WEEK 3
12 September 09

New Urbanism
Sea Side Florida

Graphics Workshop: Freehand Perspectives & Adobe Photoshop collage techniques
Continue drawing/diagramming existing conditions of your site.

Student led discussion (11am): Formal Patterns and issues of scale

Writing a survey

LUNCH

WALKING TOUR

Meet at 2:00 At the Free Stamp by City Hall

Movement through open spaces: From the Waterfront to Jacob's Field—The Ninth Street Corridor, the Waterfront linkage, Multiple Barriers, The Inner Harbor, The Convention Center, Burnham's Mall, Managing Urban Blight, Utilization by Consumption, Mall A, A Tale of Two Additions, The Cleveland Arcades, Problems of Service, Progressive Field and Quicken Arena, and Urban Blight Revisited—A New Sports District --National Image for Cleveland.

Landscape-Based Design/Shrinking Cities Readings for Week 4:

1. Georgia Daskalakis, Charles Waldheim, and Jason Young, eds. *Stalking Detroit*. Barcelona, Actar, 2001.
 - Dan Hoffman, 'The Best the World has to Offer,' pp. 42-47.
 - Charles Waldheim and Marli Santos-Munne, 'Decamping Detroit,' pp. 104-121.
 - John Kaliski. 'The Present City & the Practice of City Design,' pp. 88-109.

Recommended Readings for Week 4

1. Mohsen Mostafavi and Ciro Najle, eds. *Landscape Urbanism: A Manual for the Machinic Landscape*. London: Architectural Association, 2003.
 - Mohsen Mostafavi, 'Landscapes of Urbanism,' pp. 4-9.
 - Inaki Bbalos & Juan Herreros, 'Journey through the Picturesque (a notebook),' pp. 52-57.

Assignment for Week 4

- Student Led Discussions:

Based on our readings and discussions to date, create a 5-question survey that addresses some of your questions about the site. Be sure to identify the population to whom these questions will be asked (ie: residents, visitors, business people, etc.)

- One-page paper response to walking tour
- Graphics: Freehand sketches of site; 1 sketch concept collaged into photo
- Final Project: continue analyses and drawings of existing conditions

WEEK 4
3 October 09

Landscape-Based Design/Shrinking Cities

Student led discussions:

Going out to the community – 5-question survey

Guest Speaker Professor Steven Rugare "The Shrinking Cities Syndrome"

LUNCH

Graphics Workshop: Be prepared to discuss what you discovered about your site through the graphic analyses you began Week 3. Begin to sketch your design interventions.

Open Spaces Readings for Week 5:

1. Jere Stuart French, *Urban Space: A Brief History of the City Square* Dubuque Iowa: Kendall/Hung, 1978. "Form: The Structure of Urban Space," pp. 11-23.
2. Richard Marshall, ed. *Waterfronts in Post-Industrial Cities*. London: Spon Press, 2001.
 - Richard Marshall, 'Contemporary Urban Space-making at the Water's Edge,' pp. 3-14.
 - Rinio Bruttomesso, 'Complexity on the Urban Waterfront,' pp. 39-49.

Recommended Readings:

1. *Connecting Cleveland State*, CSU's Campus Master Plan, 2004.
2. *Places: Considering the Place of Campus*. Spring 2005. Carol T. Christ. 'Living in Public,' pp.22-25
3. Camillo Sitte. *City Planning According to Artistic Principles*, 1889. <http://www.library.cornell.edu/Reps/DOCS/sitte.htm>
4. City of Cleveland Waterfront Plan: <http://planning.city.cleveland.oh.us/lakefront/cpc.html>
5. Urban Land Institute: *Remaking the Urban Waterfront*. Washington, DC: ULI, 2004. 'Waterfront Design,' pp. 46-63.
6. Peter Calthorpe. *The Next American Metropolis*. New York: Princeton Architectural, 1993. 'Parks, Plazas, and Civic Buildings,' pp. 90-94.

Assignment for Week 5

- Student Led Discussions:
Consider the concepts examined in Detroit (week 3) and regarding Shrinking Cities (week 4). Apply a concept from each week to your site and illustrate where you would make these interventions on an annotated map of your study area.
- One-page response to Rugare lecture
- Graphics: schematic proposals – freehand or Sketch-Up
- Final Project: begin drawings of proposed interventions

WEEK 5
17 October 09

Open Spaces: Public vs. Private: Plazas vs. Parks

Graphics Workshop: Focus on Individual Projects

- o Shading site plans
- o Powerpoint presentation skills: design slide format

LUNCH

Student Led Discussions: Applying concepts to urban designs

Transportation and Streets Readings for Week 6:

1. Jacobs, Allen B. *Great Streets*. MIT, 1993. 'Requirements for Great Streets,' pp. 270-292.
2. Excerpt from Ellen Dunham-Jones and June Williamson, *Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs*, Wiley and Sons, Inc, New York, 2008. pp. 219-229.

Recommended Readings for Week 6

1. Jacobs, Allen B. *The Boulevard Book*. MIT, 2000. 'Introduction,' pp. 2-9.
2. *Places: Considering the Place of Campus*. Spring 2005. Carol T. Christ. 'Living in Public,' pp. 22-25
3. Peter Calthorpe. *The Next American Metropolis*. New York: Princeton Architectural, 1993.
 - 'Street and Circulation System,' pp. 95-100.
 - 'Pedestrian and Bicycle System,' pp. 101-103.
 - 'Transit System,' pp. 104-107.

Assignment for Week 6

- Students Led Discussions:
Identify a famous street that serves as an inspiration for the design of a significant street in your study area for the semester project. Consider the requirements articulated in the Jacobs reading to both the example you've selected and the street in the project.
- Graphics: Draw and annotate a plan and section of each of the above mentioned streets (both at the same scale), compare street conditions and describe aspects of the famous street that you want to incorporate to your project street.
- Final Project: Continue drawings of proposed design

WEEK 6
31 October 09

Transportation and Streets

The vehicle in the urban fabric: The pedestrian in the urban fabric

TOUR: 9:00am Guest Tour Guide: Charles Harker

- Drive to Streetsboro—Meet at the Bob Evans restaurant parking lot on the corner of I-480 and Rte 303.
- Windshield tour: Streetsboro—where is the center? Main Street as Highway, Decisions made or not made, Strip City. Hudson—Main Street, Village Square, Small town, The Academy, New Urbanism as Development Strategy. Peninsula—Unique community, The National Park, The Cuyahoga River, A Community for the Arts, Tourists vs. Residents, The Prediction of Change

LUNCH- in transit

Student led discussions: Making Streets Great

Graphics Workshop: Integration of Graphics & Written report

Future of Urban Design/Social Sustainability Readings for Week 7

1. Richard LeGates and Frederic Stout. *The City Reader* (second edition). New York, Routledge, 1996. Allan Jacobs and Donald Appleyard. 'Towards an Urban Design Manifesto,' pp. 491-502.

Recommended Readings for Week 7

1. *Fellows Proceedings, Institute for Urban Design: Sustainable Cities*, New York, 2006, Michael Sorkin, "Formulary for a Sustainable Urbanism," pp. 47-55.

Assignment for Week 7

- Students Led Discussions:

Assign teams to address "Goals for Urban Life" by Jacobs & Appleyard, p. 495

- Livability
 - Identity and control
 - Access to opportunity, imagination and joy
 - Authenticity and meaning
 - Open communities and public life
 - Self-reliance
 - Justice
- One page paper response to Tour
 - Graphics: Prepare Powerpoint slide format and outline slides
 - Final Project: Substantial completion

WEEK 7
7 November 09

Future of Urban Design/Social Sustainability

Student-led Discussions: Future of Urban Design/Social Sustainability

LUNCH

Substantial completion of Final Project

Review of requirements

Graphics Workshop

Meetings with individual students to review their presentations and reports

WEEK 8
21 November 09

Student Presentations: Final Review

Sketchbooks due at the beginning of class

Verbal/Visual Presentation (Powerpoint) and Final Research Paper due

9:00-12:00 Student Presentations

12:00-1:00 Lunch

1:00-6:00 Student Presentations

Walking Tours: A series of walking tours will take place in throughout the course. Students will be required to submit an annotated Field Report on each tour. The tour will provide insight into the kinds of observation that will be required for this paper. The field reports will provide a sequence of opportunities to make field observations and then to write about them in technical report form. The final paper will be similar in overall format and intent.

INDIVIDUAL PROJECTS: URBAN DESIGN ANALYSIS

Meaningful urban design comes from a deep understanding of place and context. Students will analyze and document an urban neighborhood or setting of their own choice, preparing a complete and compelling picture of a good urban place. Please note that “good” does not mean “perfect.” Students are encouraged to select a site that has personal value, even if it has some negative attributes. In fact, those that are already “perfect” probably require only minor changes, and the difficulty in making meaningful change may be limited.

The objectives of this project are to:

- sharpen your powers of observation by taking a close look at a place that matters to you,
- introduce you to a wide range of primary and secondary source material for urban analysis, and
- develop and refine your skills in written, graphic, and oral analysis and communication.

Timetable for Individual Projects: *Urban Design Analysis*

Note: Adherence to the timetable will insure that you are will be able to participate in the scheduled discussions throughout the semester and to meet the deadline for the final presentations.

Weeks

- 2: SITE SELECTION
- 3, 4: ANALYSIS
- 5, 6: PROPOSAL
- 7: SUBSTANTIAL COMPLETION: FINAL PRESENTATION PREPARATION
- 8: FINAL PRESENTATION

URBAN DESIGN PROJECT

Select an urban site and make recommendations about how it might be improved. This study includes both an annotated (15-20 page) paper and a verbal and visual PowerPoint presentation. Both will include a description of the existing and proposed plan accompanied by photographs and drawings depicting the historic, current and future design of the site. Your design proposal must be supported by examples of other successful design interventions from other places.

Site selection:

Your site can be a public square or green space, a residential block, a commercial node, or a mixed-use district. A list of suggested sites follows, but feel free to choose a place that is not on the list. The only requirement is that your chosen location must be easily accessible to you. You will need to spend considerable time actively observing your focus area, so choose a place you can get to and feel comfortable visiting. Locations within the City of Cleveland or Cuyahoga County are strongly encouraged, since it will be easier to get base data and other information if your site is close to home. Please consider these factors carefully as you choose your site.

Site observation:

This project is an exercise in observation, so clear your mind of pre-conceptions. Do not let knowledge you have about the area from your own experience, other classes, or academic research get in the way of careful, objective observation. In your initial site visits, you should thoroughly document what you actually see. Record your observations with notes, photographs, sketches, and diagrams. Plan to spend at least 1-1/2 hours on your initial visit, with repeat visits as needed. Consider the following questions:

Buildings

- What kinds of buildings are there? (residential, commercial, retail, industrial, etc.)
- How are the buildings currently used?
- Are the buildings well maintained?
- When were the buildings constructed? (an estimate is fine)
- Why were they built and have the uses changes?
- Do the buildings share any features or styles?
- How are they painted or decorated? Look at doors, windows, signage, landscaping, etc.
- Is there evidence of remodeling, rehabilitation, or other reinvestment?
- Are there attractive or unattractive features? (rooftop antennas, graffiti, billboards, murals, etc.)

Setting

- How are your senses engaged? (sights, sounds, smells, feels)
- What are the materials, textures and surfaces?
- Are the streets wide or narrow; is the street network complex or straightforward?
- How do the buildings relate to the streets?
- How does the parking work?
- Are there sidewalks? Are they wide or narrow?
- What examples of street furniture do you see? (seating, bike racks, benches, waste receptacles, street lights, bus shelters and/or public art)
- How well is the infrastructure maintained?
- What is the area's environmental quality? Are there trees and green space? What is the air quality like? Is there evidence of noise pollution or light pollution? What about trash?

Dynamic Conditions

- Times of Day
Sun, Shade, Moon, Stars, Lighting, Sounds, Crowds
- Times of Year
Plantings: Trees, Plants and Flowers – seasonal changes
Climatic conditions

The Social Context

- How many people are there? Does the place feel crowded, active, secluded, abandoned?
- What kinds of people are there? (age, gender, race, ethnicity, family composition)
- Is the population homogeneous or diverse?
- Are there lifestyle clues in peoples' clothing and appearance?
- What are people doing?
- Do you feel safe in this place? Does any aspect of the place make you feel uneasy?
- Survey people who live, work and play there.

Note: please keep your personal safety in mind at all times. Refrain from selecting an overtly unsafe place for this assignment, and use the "buddy system" whenever possible.

Keep in mind that some of the above criteria may be irrelevant to your site. Try to be as detailed as you can and avoid generalizations. Are there other characteristics of your site that are worth noting? What else have you noticed about the physical environment or activity in this place? Plan to visit your site at different times of day and different days of the week to get the most complete picture of the place. The video *The Social Life of Small Urban Spaces* and related class discussion are intended to address these issues.

Secondary Source Material:

After you have spent time carefully observing your site, collect any other relevant data such as current or previous plans for the area, historic records, photographs or postcards, aerial photographs, current or historic base maps, zoning and land use information, oral histories, census data, etc. The UDC has ample resources available to help you with this task, especially if your site is in Cleveland or Cuyahoga County. Use this information to enhance your understanding of your site. Specifically, try to identify:

- History: Ethnic groups that originally settled in the area, and ways that ethnic composition may have changed over time
- Land Use: Ways that land uses and building functions have changed over time
- Historic events: actions that may have shaped or re-shaped the area
- Urban Form: Ways in which your specific area fits into the larger physical structure of the neighborhood and the city
- Current Intervention: On-going or future efforts at preservation, revitalization, or redevelopment
- Urban Forces: Issues facing the area, such as crime, migration, disinvestment, poverty, etc. What are the implications of these issues for the physical form of the place?
- Case Study: Research similar projects from other neighborhoods, regional and/or national cities that might provide insight to potential solutions for your site. Include images and discuss the relevance of these projects for your site.

Final Requirements:

- An Annotated Final Paper that documents your observations, research, and analysis of your focus area. Include photographs of the site and freehand sketches and computer graphics that document your recommended interventions. Remember to include examples of the freehand sketches you produced while you were recording your observations.
- A 10-15 minute Power Point Presentation of the highlights of your report, presented during the final class session. The presentation should run approximately 7-10 minutes; the remainder of the time will be used for comments and discussion by faculty, jurors and classmates.
- A Sketchbook will be turned in at the same time as the final report and verbal presentation. As a working tool, the sketchbook must include assigned drawing exercises, as well as field notes and observations from the site visits, site analysis and other related notes.

SUGGESTED SITE LOCATIONS

You may choose from among those listed below or choose another site that you find interesting. Please make sure that you have reviewed the site selection and received approval of the site prior to working on your urban analysis. It is recommended that you choose a site that is readily accessible to you so that multiple visits are easily accomplished in the site investigation period.

The following are suggested sites:

Little Italy	University Circle	Clifton Boulevard
Crocker Park	Shaker Square	Warzawa (Slavic Village)
Mill Creek	Beacon Place	West 25th & Lorain Avenue
Playhouse Square	Miles Park	Coventry Village
Cedar/Fairmount	North Coast Harbor	Tremont/Lincoln Park
Eco Village	Downtown Lakewood	Berea Road
Midtown Corridor	Gateway District	Downtown Chagrin Falls
The Flats	Franklin Avenue	Streetsboro and I-271
Euclid Corridor	CSU North Campus	Hudson/Peninsula

REQUIRED DRAWINGS

Analysis of Existing Conditions and Proposal for new design

- Map of study area showing general context
- Include photos of your area
- Existing Condition Material and Drawings:
 - Describe the Buildings, the Setting and the Social Context
 - Drawings
 - Existing Zoning (use standard colors)
 - Plan of site in current conditions with shadows
 - Annotate defining strengths and weaknesses
 - Analyses of existing conditions
 - Figure/Ground Analysis
 - Nolli Plan Analysis
 - Lynch City Elements map
 - Section through street
 - Street Elevation with Composition Diagram overlay
 - Historical analysis of site
 - Map of experiences
 - 4D analysis: time of day/time of year
 - Other drawings, as required to tell your story
- Proposal Material and Drawings:
 - Describe how the buildings, setting and social context influenced your design
 - Describe how your analysis has influenced your design decisions
 - Drawings
 - Proposed Plan with shadows
 - Define Goals of project
 - Define Concept/Big Idea for project
 - Overlay annotations citing relevant readings and precedents
 - Relevant drawings showing impact of new design
 - Figure/Ground Analysis
 - Lynch City Elements map
 - Section through street
 - Street Elevation with Composition Diagram overlay
 - Map of experiences
 - 4D analysis: time of day/time of year
 - Perspective sketches illustrating proposal
 - Other drawings, as required to tell your story
 - 3D corrugated cardboard model – supplies: #5 Xacto, Elmer's Glue

Visual Presentation Notes:

Orient all of the maps in the same direction – preferably with North facing up
Include north arrows

Preparing for the Final Review

As you prepare for the review, take time to jot down some notes.
Here's a suggested outline:

Introduce yourself and your area of study.

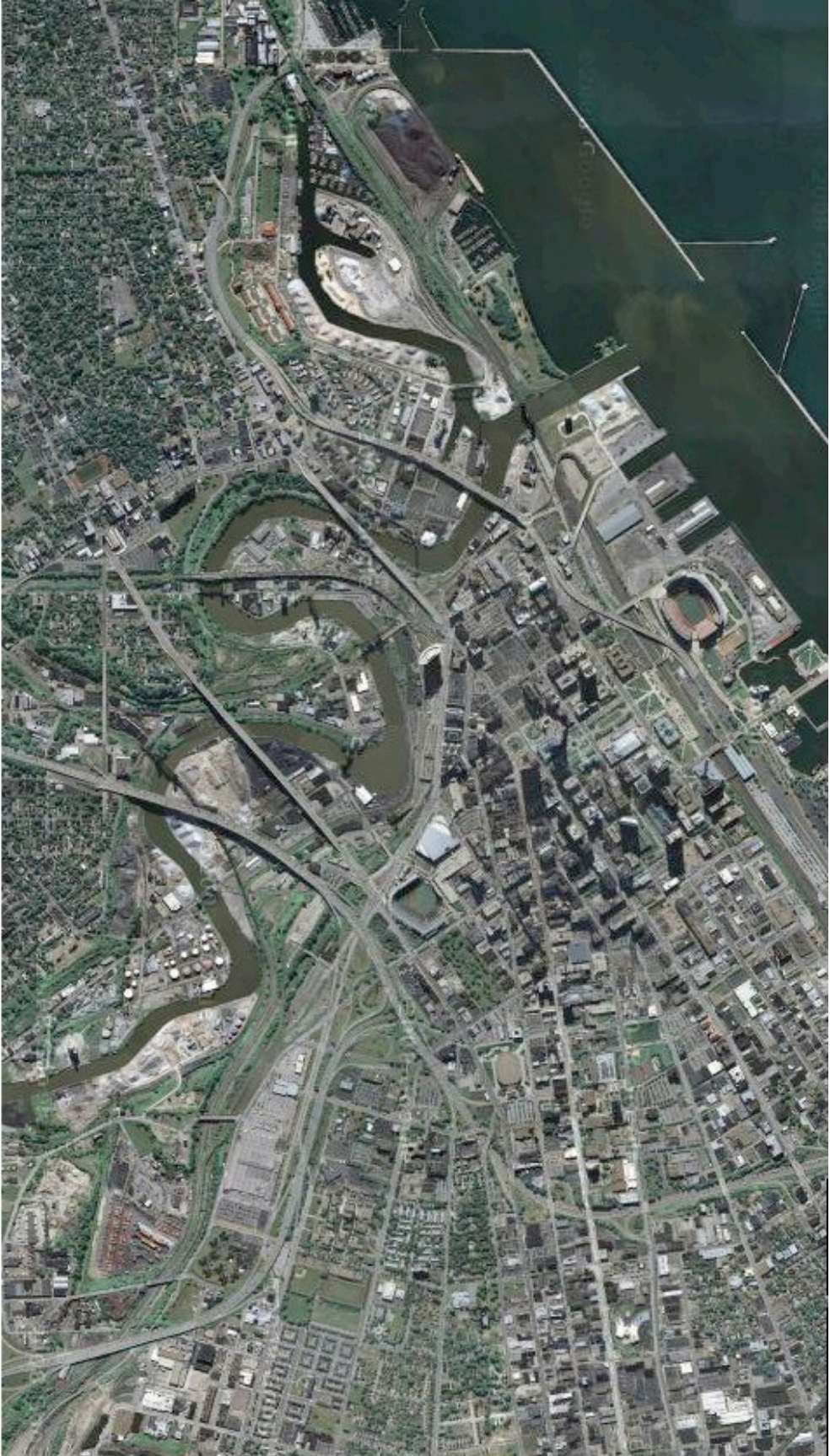
Briefly summarize your BIG idea in the redesign of your area.

Describe the existing conditions, the strengths and weaknesses you've identified, and how you've addressed the weaknesses and used the strengths in your proposal. Define the formal principles and experiential devices you employed in the process.

Ask for questions/comments.

Bring all of your design drawings/sketchbooks - they may come in handy.

Don't be defensive if a juror challenges one of your ideas. It's the jurors' jobs to question your design. Sometimes they have terrific suggestions/comments; sometimes they don't. Remember, your instructors give out the grades, not the jurors. If there is something that has puzzled you throughout the design process, ask for specific feedback. After all, this is your education.



Central Cleveland, Ohio North

