**Sustainable Cities Studio**

**CP 4052**

There is no single syllabus for city planning studio courses since studios are tailored to specific real-world clients with different problem contexts, student-suitable tasks, and deliverable products. The next section provides background material on the School’s graduate and proposed undergraduate studios, while the following sections give cross-studio details that will appear in syllabi regardless of the specific studio topic.

**Studio background:**

Studio classes have been a required component in the School’s Master of City and Regional Planning degree for the great majority of the School’s 60+ year history, so the School has long and deep experience in providing students with a carefully-supervised capstone civic engagement learning opportunity. The School’s studio classes won numerous regional, national, and Institute awards. Recent achievements include

* ten Georgia Planning Association outstanding student project awards since 2003,
* two American Planning Association student project awards in 2011 and 2012, and
* Michael Dobbins, planning faculty studio teacher, receiving the 2015 Georgia Tech Innovation and Excellence in Laboratory Instruction Award

The School is proposing an undergraduate version, CP 4052, of the graduate studio as the capstone civic engagement experience for the sustainable cities minor. The undergraduate studio will adopt many of the features of the graduate studio, including real-world problems, client-based tasking, faculty supervision, and coordinated teamwork. The target size for each studio will be 10-13 students each with an expected offering of two undergraduate studios per year. The undergraduate studios will not be identical to the graduate studios since they will have a reduced time commitment (three credits for CP 4052 rather than the four credits of CP 6052), a lower level of tasking, and a focus on sustainability applications rather than the overlapping but not identical range of city and regional planning applications. Each undergraduate studio will be a separate, independent course rather than a combined section with a graduate studio.

**Student learning outcomes:**

The studio is a practicum for students in their final year of the sustainable cities minor, bringing students from various majors to begin to apply their specialized knowledge in ways that interact to provide planning, design, and development approaches to the critical problem of linking transportation, land use, urban design, housing, and the environment together in framing sustainability policies.

In specific, the studio will enable students to:

* have the opportunity to apply their knowledge and their analytic and conceptualization skills from all the relevant disciplines to create a synthesized product
* learn how to collaborate through practice
* search for and find the kinds of transdisciplinary syntheses that underlie successful sustainability initiatives
* learn how to listen to and incorporate feedback from a range of stakeholders into ongoing work processes
* have the opportunity to consider their work as a model for addressing the larger questions arising in the interplay between transportation, settlement patterns, private and public investment strategies, and community equity that accompany any sustainability effort
* experience the challenges of ambiguity and uncertainty in the unfolding of collaborative processes and how to come to terms with these realities
* test their assumptions about teamwork, roles and leadership, perhaps finding where they best fit into processes that require a blend of initiative and support to complete the assigned work
* gain experience with pulling disparate information and concepts together into effective reporting formats, including text, tables, maps and graphics, in digital and oral presentations and in printed report forms.

At a more general level, the studio will support a number of the broader Sustain/Learn/Serve student learning outcomes, including the following:

* SLS Student Learning Outcome 2. Students will be able to describe how sustainability and community engagement relate to their civic lives and values, and how their actions impact issues of sustainability.
* SLS Student Learning Outcome 5. Students will be able to describe how sustainability relates to their professional practice.
* SLS Student Learning Outcome 6. Students will be able to describe the social and cultural impact of their professional practice.
* SLS Student Learning Outcome 7. Students will be able to create and evaluate approaches to sustainability challenges in the context of community-level needs.
* SLS Student Learning Outcome 8. Students will be able to communicate effectively with diverse audiences around issues in creating sustainable communities and approaches to address them.

**Studio timeline and deliverables:**

The studio scheduled class periods allow for lectures, small group meetings, and visits to sites and agencies. In addition, the studio meeting times should provide students ample time for work that requires collaboration. Work beyond the designated hours will occur at times and places that students and their teammates will determine.

The semester will be divided roughly into interactive quarters, that is, idea flow and work tasks may cover all four, but the emphasis for each will be:

* Background and problem definition (first quarter)
* Analysis of issues – potential for interdisciplinary and for geographic synergies (second quarter)
* Development of alternate scenarios (third quarter)
* Focused development of the most promising scenarios (final quarter)

The **final** **deliverables** for the studio include:

* a report and PowerPoint presentation of the background and problem definition tasks and findings
* a report and PowerPoint presentation on the analysis and potential synergies
* a report and PowerPoint presentation of the alternative scenarios tasks and findings
* a report and PowerPoint presentation of the most promising scenarios and findings
* a final report and project PowerPoint.

The tasks to be completed in the **first quarter** of the semester include:

* assembly of mapping and other data for the study area
* preparation of base maps
* formatting reporting structure
* relevant previous and current studies affecting the area
* field studies
* case studies of comparable work completed elsewhere
* preparation of background report and problem statements
* preparation of presentation materials for and participation in stakeholder meetings and workshops
* incorporate stakeholder feedback into problem statements.

DELIVERABLE: background and problem statement report and accompanying PowerPoint presentation

The tasks to be completed during the **second quarter** of the semester include:

* analyses of the problems presented and the opportunities discovered by topic area
* analyses of the lack of connections and other issues within topic areas
* analyses of the lack of connections and other issues between topic areas
* analyses of the lack of connections and other issues for the study area as a whole
* prepare presentation materials for and participate in stakeholder meetings and workshops
* incorporate stakeholder feedback into analysis report

DELIVERABLE: Analyses and syntheses report and accompanying PowerPoint presentation

The tasks to be completed during the **third quarter** of the semester include:

* Identification and development of alternative approaches to the problems that consider the elements of various planning, design, and development proposals, synthesized in various combinations for review and comparison of:
  + their conceptual viability overall
  + their transportation – car, transit, parking, walkability, cycling - implications
  + their land-use, urban design, property, and development options
  + their housing and mixed use options and social and economic impacts
  + their environmental, health and energy options and impacts
* incorporate stakeholder feedback into alternative scenarios
* conceptualization of cohesive alternative scenarios

DELIVERABLE: draft alternative scenarios report and accompanying PowerPoint presentation

The tasks to be completed in the **final quarter** of the semester include:

* combine the best of lessons learned from the comparison of the alternative scenarios into a proposed strategy for meeting the goal
* incorporate stakeholder feedback into the final proposed strategy
* complete unfinished tasks and produce pre-final draft and PowerPoint presentation
* select and synthesize from these processes a draft student report, and an executive summary that includes a series of recommendations, an implementation agenda, a priorities list, and a timeline

Deliverable: Draft student report and PowerPoint presentations

The final quarter will culminate in completing all reports and presentations, suitable for printing and distribution to all stakeholders for their final reviews.

**Student evaluation:**

Grades will be determined according to attainment of the principle learning goals for the studio as described above, and including:

* overall support and contribution to the studio processes
* comprehensive research, analysis, conceptualization, and representation of strategies for attaining goals
* timely completion of assigned reports, mapping and other graphics
* contributions to draft final report
* successful and timely completion of final report
* team effort
* individual effort
* initiative
* self-evaluation
* peer evaluation
* attendance – NOTE: more than two unexcused absences are grounds for lowering grades.

Assignments are graded in the usual A, B, C, D, F system. Grading of work products and deliverables will follow these quality standards:

* "A": exemplifies excellence including clear reasoning, sound methods, forceful exposition, and stimulating ideas. The product demonstrates independent and creative thinking utilizing a thorough understanding of sustainable city concepts. Language usage, calculation, attribution, and formatting are essentially free of error.
* "B": allows for a limited but discernable level of potential improvement in substance and/or presentation, although the product would be considered satisfactory professional work given the time and resources allocated to it. Assertions are correct; arguments are persuasive. Mastery of concepts is evidenced. Errors in language usage, attribution, calculation and/or formatting are minimal.
* "C": even allowing for limited improvement, the work would be considered less than satisfactory in a professional environment. There may be errors in fact or in understanding and application of course concepts. Arguments may not be convincing; there may be multiple errors in language usage, grammar, attribution, calculation and/or formatting.
* “D”: the work does not meet expectations for upper-level undergraduates. The core substantive expectations for the class may not be met; arguments may be hard to understand or may ignore key lessons addressed in the course or the minor; language usage, attribution, calculation and/or formatting may have serious flaws or widespread errors.
* "F": the work does not address the course requirements, fails to meet ordinary expectations for English-language exposition, or appears to have been completed in a manner violating the Institute Honor Code.

The instructor will provide feedback and interim grades at each stage of the work program.

All written report work and PowerPoint files must be turned in on time. Work that is submitted late will receive reduced credit except in unusual circumstances as determined by the course instructor. Assignments will be submitted via the T-Square website for the course, unless otherwise indicated.

**Grade weights by product:**  
  
Background and problem definition report: 15%

Background and problem definition PowerPoint: 5%

Analysis and potential synergies report: 15%

Analysis and potential synergies PowerPoint: 5%

Alternative scenarios report: 15%

Alternative scenarios PowerPoint: 5%

Most promising scenarios report: 15%

Most promising scenarios PowerPoint: 5%

Final report : 15%

Final PowerPoint: 5%

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Total 100%

**Collaborative work policy:**

Because of the specific teamwork-related learning goals in this studio course, the majority of coursework must be collaborative in nature. All collaborative work products and final deliverables will be accompanied with a ½ to one-page memo explaining the initial authorship of each section and the additional contributions of each member of the group.   
  
At the end of the course all students will complete a peer evaluation form addressing the contribution of each studio member in terms of creative ideas, fairness in assumption of workload, fulfillment of responsibilities on time with quality output, and ability to work as a member of a team. The evaluation form will include a self-evaluation of the person completing the form.  
  
Collaborative products will receive a common grade. However grades for individual students may be raised or lowered dependent on documented individual contributions, peer evaluations, and direct observation by the course instructor.

**Honor code policy:**

Student conduct should be based on the Georgia Tech Honor Code. In all course products, collaborative and individual, complete and accurate representation of both direct quotation and paraphrased materials is essential, including delineation of the materials used and documentation of sources. This applies both to printed and to Internet-based materials.

The Institute policy regarding student plagiarism will be strictly enforced. Any person found to violate the policy on plagiarism will receive a failing grade for the assignment and will be subject to disciplinary action as outlined within the Georgia Tech Academic Honor Code (http://www.catalog.gatech.edu/rules/18b.php) and Student Code of Conduct (http://www.catalog.gatech.edu/rules/19b.php).  
  
  
**Students with disabilities policy:**

Please let us know if you have any emergency medical information that we should know, or if you need special arrangements in the event the building must be evacuated.

Georgia Tech complies with regulations of the Americans with Disabilities Act of 1990 and offers accomodations to students with disabilities. If you are in need of a classroom accomodation, please make and applintment with the Office of Disability Services to discuss the appropriate procedures. Their website is www.disabilityservices.gatech.edu.