THREE RIVERS COMMUNITY COLLEGE

SITE ANALYSIS ARC K241/L

Tuesday 5:00 - 9:35 PM, Room D-122

Instructor: Professor Mark A. Comeau ▪ ARCHITECT, 860.215.9415, email MComeau@threerivers.edu
Credits: 3, Hours: 5, Pre-requisites: ARC 102, ARC 135/L
Grading Basis: Execution of Vignette Projects; Completion of Unit Exercises; Assignments; Final Project performance.

Course Objectives:
Site Analysis introduces architecture, civil, and construction students to an integrative approach to the systems & elements which are encountered in the analysis of site conditions. The student will explore how each element operates and procedures to maintain or improve the quality of the site environment. Students develop a value system which fosters the concept of fitness to human purpose & specific site context through an ecological approach to design.

Instructional Method: Slide-lecture discussions, Project-based Vignettes, Class Discussion, Lab Activities
All projects will be accessed and submitted for grading via Blackboard.

Text: **Site Analysis, James A. LaGro Jr., (and Instructor Supplements)**
*(**Note:** The course's weekly subjects follow the book's layout in sequential chapter order. Please read corresponding subject-chapter material prior to each class.)*

Unit 1	**Planning**, Zoning & Ordinances Project Approval Process	Unit 8	**Land Use**, Planning Form-based Design, Smart-Code
Unit 2	**Contextual Elements**, Vernacular Natural & Cultural	Unit 9	**Landform**, Geomorphology Topographic/Bathymetry
Unit 3	**Design Factors**, Geo-specific History & Function	Unit 10	**Landform**, Topography Graphic Representation
Unit 4	**Environment**, Climatology Macro & Micro Influences	Unit 11	**Landform**, Grading/Earthwork Design & Engineering Aspects
Unit 5	**Environment**, Soils Taxonomy and Structure	Unit 12	**Landscape**, Design/Materials Erosion/moisture Control, Ecosystems
Unit 6	**Environment**, Hydrology Managing Drainage & Runoff	Unit 13	**Utilities**, Systems & Distribution Electric/Data, Water & Waste
Unit 7	**Land Use**, Analysis Maps, Sanborn, GIS, POCD's	Unit 14	**FINAL SITE DESIGN PROJECT** Case Study Assigned
	Spring Break (No Classes in Session)		**FINAL SITE DESIGN PROJECT** Presentations

Course Resources
Each week, Blackboard Unit-downloads will provide students with numerous course resources that are relevant to site exploration, analysis and design. Maintaining a digital record of these, along with exercise submittals, is encouraged for future reference and portfolio content.

Suggested Reading:
1. Site Planning, Kevin Lynch
2. Design With Nature, Ian McHarg
3. Form, Space & Order, F.D. Ching

STUDENT PERFORMANCE:

- Students are bound by the tenets of the TRCC Student Handbook. This includes conduct, performance, academic dishonesty, attendance, and other subjects contained therein.
- Attendance is mandatory and expected. Students shall conduct themselves collegially in the classroom/lab.
- Excused-from-absence status is granted by the Professor on a case by case and situational basis.
- Students who miss a test or submittal deadline have one week from the date for make up or submittal. In the case of non-compliance, test or project points may be reduced and/or adjusted at the Professor's discretion and may **not** be disputed.

COURSE OUTCOMES:

Broad scope:

1. To develop an awareness and understanding of ecosystems (the relationship between organisms and their environment). To understand how a good environment supports purposeful behavior and makes a good fit with user actions.
2. To have an awareness of how civilizations develop their own unique interpretation of a-fit-attuned to the time, place, culture and technology of that civilization.
3. To stress the urgency of a comprehensive approach to the evaluation and protection of the environment. Current events (news articles, television, internet, etc), are used to dramatize the urgency of the issues and encourages life-long learning and commitment.
4. To understand the interrelationships between the professions of architecture, planning, civil engineering and landscape architecture.

Narrow scope:

5. Ability to identify sources of information and record inventory data.
6. Ability to interpret and analyze inventory data.
7. Ability to organize the analysis into summaries of opportunities and constraints for site development.
8. Ability to prepare site development criteria and guidelines.
9. Ability to prepare basic site design proposals that address the major site analysis factors outlined in this course.
10. To be able to select the appropriate biotic and abiotic materials to be used in site development.

The Resource Book

1. The course will provide reference handouts for each area of site analysis. Students will be required to develop his/her own resource notebook. This notebook must be submitted for review and approval at the end of the semester. No passing grade will be issued until this requirement has been completed.

SYLLABUS EPILOGUE:

Understanding human use as a part of a site's natural system without destroying the attributes which attract us to it may seem like a new idea but primitive and ancient cultures were far more successful at it than modern mankind, even with all of our technologies. This course will provide students with a background in the development of site analysis and the ability to conduct the process of inventory, analysis, and the preparation of development criteria and guidelines. The material is organized into two main areas of Site Analysis Inventory:

1. Natural Factors;
2. Cultural Factors.

This course will present a background and method of implementing Kevin Lynch's statement (Site Planning, 1962) that, "site planning is the art of arranging on the land and shaping the spaces between, an art linked to architecture and city planning … making places that fit human purposes is the task of site planning".

The central focus of this course is a presentation of a rational basis for the process of land development and preservation. This process follows the order of inventory, analysis, judgment, and recommendations. The inventory is a recording of existing and extractable material descriptive of the study area. The analysis interprets the build-up of data affecting all parts of the study area. The aggregation of permissive and/or restrictive factors generates a profile of land potential. These are coalesced and outlined as summaries of opportunities and constraints suitable for site development implementation.

Note: This course syllabus for ARC K241/L is subject to change and adjustment at the Professor's discretion regarding content, dates, and other course-structural elements that do not affect stated expected student performance and/or learning outcomes and objectives.

ACADEMIC PERFORMANCE

Lecture Period:

Students shall respect the classroom environment. Professors invest valuable time in lecture preparation to make the course content organized, interesting, and understandable and to make the learning environment collegial. Unless specifically directed by the professor, students shall refrain from sending email and instant messages, or from engaging in other activities (reading non-course materials, engaging in private conversations and so on), that disrespect the classroom environment and learning conditions for others.

Access to the Internet can be a valuable aid to the classroom learning environment. Students are encouraged to use laptops, smart phones, and other devices in order to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.) and if found doing so, will be asked to leave the classroom for the day and will not get credit for attendance that class period.

Assessment:

Assessment of your mastery of the Course's learning objectives may be administered through quizzes, exams, or essays which may be in the form of ground "hard-copy" or administered through BlackBoard. These are announced with ample preparation time and sometimes a study guide. Upon absence from a class in which an assessment is given, it is the student's responsibility to request, coordinate and schedule, a makeup date and time with the professor. Assessments not made up within one week from when initially given will result a three point reduction from the score earned, per class period lapse.

Online Learning Portfolio:

All students are required to maintain an online learning portfolio in Digication that uses the college template, in as much as it is pertinent and supported by outcome products of this course. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Integrity:

Any and all exams, papers or reports submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your professor.

In all of your assignments, including homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two), place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. (See http://www.plagiarism.org/plag_article_how_do_I_cite_sources.html for more information on citing.)

If you are uncertain about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your professor beforehand.

Finally, you should keep in mind that as a member of the Three Rivers Community College community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits.

Be proud of your academic accomplishments and help to protect and promote academic integrity. The consequences of cheating and academic dishonesty may include a formal discipline file, possible loss of financial scholarship or employment opportunities, and denial of admission to a four year college.