



ENVG281

Cities and Planning

S2 External 2014

Dept of Environment & Geography

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General Information

Unit convenor and teaching staff

Unit Convenor

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E7A 607

by appointment. Send me an email or call to arrange

Lecturer

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Credit points

3

Prerequisites

ENVG111 or GEOS111

Corequisites

Co-badged status

Unit description

This unit has two objectives. The first is to develop an understanding of the processes and characteristics of cities in Australia and internationally. Key dimensions of cities are covered, including: urban growth; densities and regeneration; housing; urban cultures; urban labour markets; and impacts of economic and social change. Its second objective is to introduce the theories and methods used by planners. Topics include histories and philosophies of planning and contemporary planning practice. Real-world examples and applications are developed across the focus on both cities and planning.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. demonstrate knowledge of the key philosophies of planning and their changes since the nineteenth century

2. use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
3. articulate the diverse and changing skills required by practising planners
4. demonstrate development in communication skills, specifically those of writing and working in a team

General Assessment Information

Students must attempt all the assessment tasks and receive at least 50% to pass the unit.

Assessment Tasks

Name	Weighting	Due
<u>Tutorials</u>	25%	Various
<u>Essay</u>	30%	19/09/14
<u>City through lenses</u>	15%	31/10/14
<u>Take home exam</u>	30%	21/11/14

Tutorials

Due: **Various**

Weighting: **25%**

You are required to participate online each week where a tutorial is scheduled. Participation in these online tutorials are assessable. Questions will be posed and you need to answer these questions. I certainly would encourage that the external cohort engage with each other through the online forums that will be setup for this purpose. Ensure that your participation is significant. Aim to develop arguments, justify or defend your particular view-points and do not hesitate to express your opinions about specified urban and planning issues.

All students will be required to read and analyze a short reading in preparation for each tutorial. One or more readings for each tutorial will be suggested and readings will be made available on iLearn. A one page summary is to be written and submitted via iLearn no later than the Sunday before the week that the tutorial is scheduled. The summary must:

- be no more than 1 page long
- include the title of the article and its author
- your name and student number
- no quotes – you cannot quote from the article. Every word must be yours.
- Turnitin will be used to evaluate similarity with the original article. You will receive nil marks should there be a similarity score that the convenor considers to be too high. As a

guide, any similarity score over 10% will be reviewed. Should a student's work be considered to be an act of dishonesty the Academic Honesty policy will apply.

- Written summaries cannot be given in point form.

On one week there will be a small online quiz (date to be confirmed). The quiz is to be completed within 2 days of the relevant tutorial. These dates will be confirmed at the beginning of the semester.

The grade for this assessment tasks will be calculated by the average mark for the written summaries (7 summaries) and the quiz (1 quiz), plus an overall mark for participation.

Submit via the written summary via iLearn. Engage in tutorials via iLearn

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Essay

Due: **19/09/14**

Weighting: **30%**

Urban Theory provides different theoretical tools, or frameworks, for understanding cities. In your essay describe how two of the following ideas have changed the ways that cities are understood:

Diversity

Posthumanism/ more-than-humanism:

Mobility:

Some references will be provided to start you thinking about the topics. You will also be required to find additional references (at least 2). The tutorial in week 2 will assist in starting this process.

Submit via iLearn (external and internal) and hard copy to the Science Centre (internals only)

On successful completion you will be able to:

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City through lenses

Due: **31/10/14**

Weighting: **15%**

This unit will explore a number of ways that a city can be perceived. This assessment task, done as part of a group, gives each student the opportunity to express their own perceptions of the city in which they live or have experienced. The group will need to agree on the city and then using visual materials (eg photos, maps, sketches) prepare a representation of the city. It should be done using no more than 10 powerpoint slides to show their city through various lenses: economic, hybrid, diverse, accessibility, nature etc. In addition to visual materials, some text is required to identify the theory, philosophy or ideology that is being used to perceive the city.

Examples of how to undertake this assessment as well as additional resources will be provided during the session.

As this is a group assignment, students are marked either "Pass" or "Fail". Groups are expected to work following agreed protocols. It is important to work effectively together and communication is key. Each group will have a dedicated forum on iLearn to discuss the work. Further, each group member will be expected to undertake a peer review of each of the members of the group. This helps to ensure fairness and, in some ways, encourages accountability between each group.

Marking criteria will be provided. As this is a group assignment, students are marked either "Pass" or "Fail". Some students may want to know how this works out for the entire unit's marks. Here is a scenario that may assist in understanding the marking system:

Student A has done well and has a total of 70 out of a possible 85% for their work. This excludes the pass/fail for Assessment 3 which has a value of 15%. Student A gets a "pass" for Assignment 3. Therefore, the unit mark is calculated as:

$$(70/85)100 = 82.35\% \text{ or } 82\%.$$

Should Student A be part of a group that "fails" Assessment 3. Then Adrienne, as convenor, will consider each student's contribution to the group work and the peer reviews before determining any grade.

More information about this assessment will be provided through iLearn and in class where needed.

Submit one copy, on behalf of the group, via iLearn and a hard copy to the Science Centre.

On successful completion you will be able to:

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Take home exam

Due: **21/11/14**

Weighting: **30%**

In lieu of an examination during the University Examination period a take home essay (2000 word) is the final component of assessment in ENVG281. The question and guidelines will be handed out towards the end of the session. The content is will concentrate on the second half of the session, including the last lectures.

Essays are to be submitted via iLearn. You are **not** required to submit a hard copy to the Science Centre.

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Delivery and Resources

Please refer to the unit's iLearn site: www.ilearn.mq.edu.au

Unit Schedule

Wk	Date	Lectures (subject to confirmation)	Tutorials	Assessment due
1	5 Aug	Module 1: Planning Philosophy and Theory Introduction to ENVG281and Module 1 (AFK)	No tutorials	
2	12 Aug	Governance, Politics and Planning (AFK)	Referencing, bibliographies and web literacy	
3	19 Aug	Planning Histories (AA)	Ideology, philosophy and theories	Written summary 17.8.14

4	26 Aug	Module 2: Cities and Urban Theory	What is planning (no.1)	Written summary 24.08.14
5	2 Sept	Hybrid cities	What is planning (no.2)	Written summary 31.08.14
6	9 Sep	Diverse cities	Read a map	Online quiz 11.09.14
7	16 Sep	Transport	Cities: lens (no.1)	Written summary 14.09.14 Essay 19.09.14
TEACHING RECESS (2 WEEKS)				
8	7 Oct	Economics	Cities: lens (no.2)	Written summary 5.10.14
9	14 Oct	Module 3: Key Issues in Contemporary Urban Governance, Planning and Development	Cities: lens (no.3)	Written summary 12.10.14
10	21 Oct	Participation	Engagement	Written summary 19.10.14
11	28 Oct	Culture	Learning and skills portfolio	Assessment 3: group task 31.10.14
12	4 Nov	Theory in practice	No tutorial	
13	11 Nov	Putting it all Together: Planning Today (AK)	No tutorial	
	Exam period			Take home exam 21.10.14

Learning and Teaching Activities

Lectures, tutorials and assessments

Some guest lectures will be scheduled for this unit. Tutorials are designed to prepare students for the lectures and will be active. All assessments are tied to the lecture and tutorial content and aim to enhance and deepen student appreciation of cities and the role of planning in shaping urban settlements.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#).

Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. demonstrate knowledge of the key philosophies of planning and their changes since the nineteenth century
- 3. articulate the diverse and changing skills required by practising planners

Assessment tasks

- Tutorials
- Essay
- City through lenses

Learning and teaching activities

- Some guest lectures will be scheduled for this unit. Tutorials are designed to prepare students for the lectures and will be active. All assessments are tied to the lecture and tutorial content and aim to enhance and deepen student appreciation of cities and the role of planning in shaping urban settlements.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- 3. articulate the diverse and changing skills required by practising planners

Assessment tasks

- Tutorials
- City through lenses

Learning and teaching activities

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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. demonstrate knowledge of the key philosophies of planning and their changes since the nineteenth century
- 2. use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. articulate the diverse and changing skills required by practising planners
- 4. demonstrate development in communication skills, specifically those of writing and working in a team

Assessment tasks

- Tutorials
- Essay
- City through lenses
- Take home exam

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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. demonstrate knowledge of the key philosophies of planning and their changes since the nineteenth century
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Assessment tasks

- Tutorials
- Essay
- City through lenses
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Learning and teaching activities

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 2. use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 4. demonstrate development in communication skills, specifically those of writing and working in a team

Assessment tasks

- Tutorials
- Essay
- Take home exam

Learning and teaching activities

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Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- 4. demonstrate development in communication skills, specifically those of writing and working in a team

Assessment tasks

- Tutorials
- City through lenses

Learning and teaching activities

- Some guest lectures will be scheduled for this unit. Tutorials are designed to prepare students for the lectures and will be active. All assessments are tied to the lecture and tutorial content and aim to enhance and deepen student appreciation of cities and the role of planning in shaping urban settlements.

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 2. use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 4. demonstrate development in communication skills, specifically those of writing and working in a team

Assessment tasks

- Tutorials
- Essay
- City through lenses
- Take home exam

Learning and teaching activities

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- 3. articulate the diverse and changing skills required by practising planners

Assessment tasks

- Tutorials
- City through lenses

Learning and teaching activities

- Some guest lectures will be scheduled for this unit. Tutorials are designed to prepare students for the lectures and will be active. All assessments are tied to the lecture and tutorial content and aim to enhance and deepen student appreciation of cities and the role of planning in shaping urban settlements.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- 3. articulate the diverse and changing skills required by practising planners

Assessment task

- Tutorials

Learning and teaching activity

- Some guest lectures will be scheduled for this unit. Tutorials are designed to prepare students for the lectures and will be active. All assessments are tied to the lecture and tutorial content and aim to enhance and deepen student appreciation of cities and the role of planning in shaping urban settlements.

Changes from Previous Offering

Lecture content have been updated where required. Tutorials have been rewritten for 2014 introducing skill development such as map reading and tying more closely to the lectures. The assessments have also be reviewed and there is a new assessment task "Cities through lenses".