

NRES 489: Applied Natural Resources Planning

Course Syllabus

Spring 2021

Dr. Robin Rothfeder

Office: <https://uwsp.zoom.us/j/9074408715> (Meeting ID – 907 440 8715)

Office Hours: Mondays and Thursdays 10-11 am, or by appointment

E-mail: rrothfed@uwsp.edu

Tuesdays and Thursdays, 3:30 - 4:45 pm

I. Course Description

This class provides students with the opportunity to practice core skills and competencies for planning careers, by applying those skills in a real-world, client-focused setting. You will develop your professional abilities and portfolio of work while also providing a valuable community contribution. The instructor's role will be to frame the project, coordinate with the clients, specify required deliverables, and provide useful tools, data, and other assistance. The students are entirely responsible for meeting the clients' needs with high quality work products.

Classroom: Due to ongoing restrictions from the COVID-19 pandemic, class will be held in an online synchronous format using Zoom video conferencing. Class Zoom meetings can be accessed directly through the CANVAS learning platform. Students will be given significant time for self-directed work (especially on Thursdays), and will be expected to use Zoom independently, as needed, for this purpose. During these times, if desired, the CNR Advanced Computing Lab (TNR 322) will typically be available for safe, socially distanced small group work, in accordance with COVID-19 guidelines.

Materials: Weekly readings will be posted in CANVAS. Students will need access to sufficient technological resources to support effective online learning, as well as managing visual and spatial data.

II. Teaching Philosophy and Approach

My goal is to help you develop the ability to begin solving the sustainability challenges facing humanity, as well as creating and capitalizing on new opportunities. My teaching approach is to create a learning environment that is engaging, interactive, participatory, and hands-on. Every student will be responsible for a significant amount of the learning that takes place both inside and outside the classroom.

III. Learning Objectives

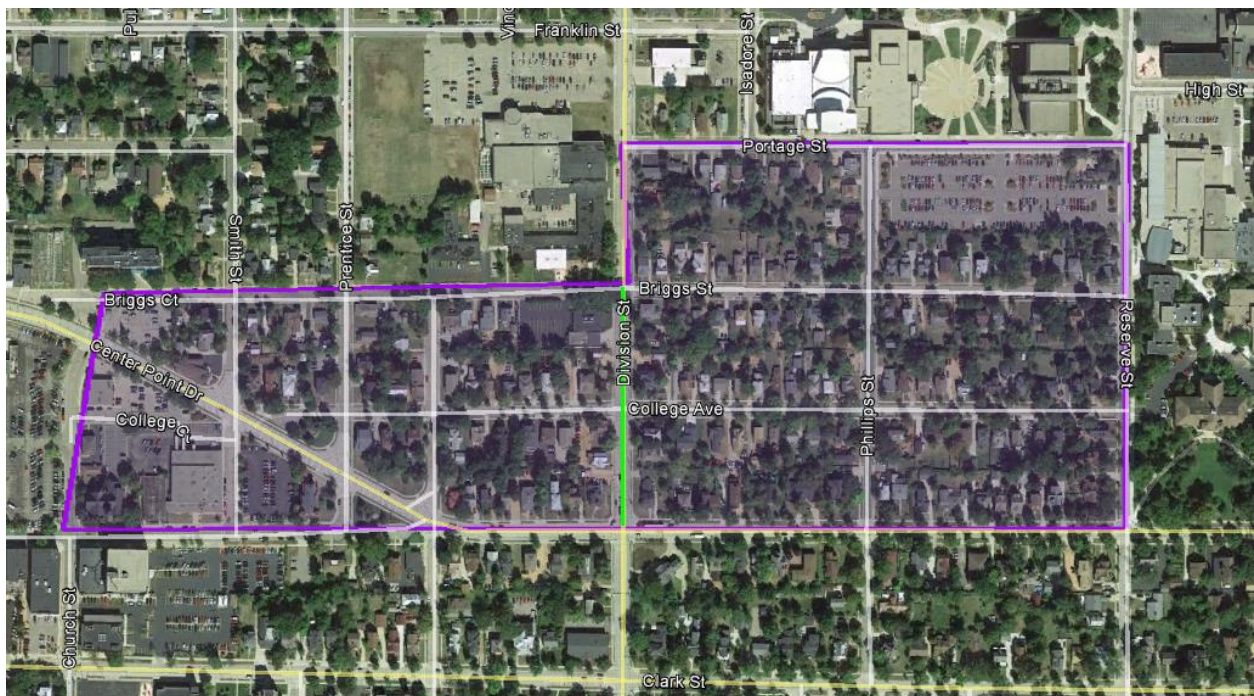
This class is designed as an applied workshop that mirrors a professional work environment. Over the course of the semester, students will:

1. Utilize the natural resource planning knowledge and skills gained during your program of study to address a real-world problem/opportunity;
2. Cultivate professional experience working with a client;
3. Demonstrate applied research skills in data gathering, data analysis, mapping, designing, and strategic planning;
4. Communicate planning analysis in graphic, written, and presentation formats;
5. Work effectively in small and large groups, and contribute as a valuable member of a team tasked with expectations that a single individual could not complete alone.

IV. Project Overview

The Spring 2021 capstone experience will address planning, development, and design issues in Stevens Point, WI, in collaboration with the city's Community Development Department. Students will focus on a specific area of interest identified by city staff – a site in the center of the city, bounded by Portage Street and Main Street on the north and south, and by Reserve Street and Church Street on the east and west (see below).

For our project purposes, this site will be split at Division street, with one group of 3-4 students focusing on the western side (likely placing greater emphasis on issues such as street network design, multimodal transportation, connections between the City's targeted plans for Downtown and Division Street, etc.) and the other group focusing on the eastern side (likely placing greater emphasis on issues such as density, mixed residential development, town/gown dynamics, etc.). We will form groups during our first class meeting, based on shared interests and complementary skills.



(Approximate project area shown here)

Under the guidance of the course instructor and project partners, the capstone teams will be challenged to create a redevelopment plan for their target site, covering topics such as land use and zoning, financing and economic development, transportation, environmental suitability, and wayfinding. They will tackle questions such as:

- Is this site a good candidate for redevelopment activities? Why or why not?
- What type of redevelopment would be most appropriate, given the site characteristics, the interests of city government and local stakeholders, the local policy context, etc.?
- What would a future redevelopment look like? How would land use be organized?
- How could a future redevelopment incorporate sustainability concepts such as green infrastructure, affordable housing, multi-modal transportation, financial viability, etc.?
- How can this site serve as a gateway to downtown Stevens Point and to UWSP?

As students strive to answer these and other questions, they will complete their capstone work through 4 deliverables, as follows:

- 1) Gathering field observations, spatial data, local plans and policies, case examples, academic research and professional reports, and other resources to inform goal setting and site analysis;
- 2) Conducting site and suitability analysis including environmental, social, economic, and other key characteristics;
- 3) Conducting a case study analysis to explore relevant, comparable, exemplary redevelopment projects; and
- 4) Completing a bird's-eye-view site master plan, street level design vision, and zoning code analysis for project implementation.

At the conclusion of the project, students will share their work with project partners and other stakeholders through an online, open house presentation and discussion.

A note on group work: This will be an inevitable part of your professional experience. It is imperative that you communicate with your group in an open, honest, and respectful way; that you address issues early and directly; and that you draw on the instructor if needed, with sufficient time to complete all work to the highest standard. Projects will be structured such that all students must contribute in all skill areas. You should not look to assign a 'mapper,' a 'writer,' a 'photo-shopper,' etc.

A note on free riding: This will not be tolerated. Students who do not contribute meaningfully to all required elements of the capstone experience will either a) be docked credit for relevant portions of the project, and/or b) be removed from the group and required to complete separate deliverables individually.

V. Assignments

This course will require a significant investment of time and energy, both in and out of the classroom. The quality of the work that you produce should reflect your highest effort, and you should strive to exceed expectations throughout the semester.

1. Attendance and Participation (Individual – 10%, 100 points total)

Consistent attendance with enthusiastic participation is mandatory for all synchronous meeting times designated in the course schedule (see below and online). Final grades will be reduced by up to 10 points for each unexcused absence during the semester. In addition, students with repeated unexcused absences may be removed from project teams and required to complete an alternate assignment individually.

2. CANVAS Reading Discussions (Individual – 10%, 100 points total)

There will be 5 discussions of readings during the semester, worth 20 points each. These discussions will take place in threads posted to CANVAS and also in Zoom meetings. For every discussion, each student will be required to submit 1 detailed response to prompting questions posed by the instructor, 1 question of their own for further reflection, and 1 response to another student's question. At least one post must be completed by 5 pm on Wednesday for the week of the assigned readings, with remaining posts completed by Sunday at midnight.

3. Semester Project (Groups and Sub-Groups – 65%, 650 points total)

The bulk of the grade for NRES 489 involves completing your professional group project for our local government clients, as described above. Specific grading requirements will include the following:

- Part 1 – Data gathering (written report and presentation, 100 points)
- Part 2 – Site and suitability analysis (full team, StoryMap and presentation, 100 points)

- Part 3 – Case study analysis (StoryMap and presentation, 100 points)
- Part 4 – Site master plan and design vision (full team)
 - Rough Draft Review (25 points)
 - Practice Presentation (25 points)
 - Final StoryMap and summary report (250 points)
 - Final open house presentation for clients (50 points)

4. Peer Evaluations (Individual – 10%, 100 points total)

Each student will provide a peer evaluation of every team member’s contribution, both at the mid-point of the semester and at the conclusion. Each round of peer evaluations will be weighted to constitute up to 50 points. Points will be docked for failing to provide timely and appropriate peer evaluations.

5. Progress Reports (Individual – 5%, 50 points total)

Each student will submit a short personal progress report every 4 weeks (for a total of 4, worth 12.5 points each). This will include simple but specific goals and a brief summary of accomplishments related to previous goals. Grading will be based on timely submittal of reports, not goal completion.

Due Date	Brief Description	Points
Weeks 2, 3, 7, 9, 13 (subject to change)	Reading Discussions (20 points each) <ul style="list-style-type: none"> • First post due Wednesday by 5:00 pm • Remaining posts due Sunday by midnight 	100
Weeks 4, 8, 12, 16	Progress Reports (12.5 points each)	50
Week 3	Semester Project Part 1	100
Week 7	Semester Project Part 2	100
Week 10	Semester Project Part 3	100
Week 13	Semester Project Part 4 Draft	25
Week 15	Semester Project Part 4 Practice Presentation	25
Weeks 8, 15	Peer Evaluations (50 points each)	100
Week 16	Semester Project Open House Presentation	50
Week 16	Semester Project Part 4 Final Draft	250
Weekly	Course Attendance and Participation	100
Total		1,000

VI. Course Policies

1. Grading Scale

92.6% or higher = A	100	72.6 – 77.5% = C
90.0 – 92.5% = A-		70.0 – 72.5% = C-
87.6 – 89.9% = B+		67.6 – 69.9% = D+
82.6 – 87.5% = B		62.6 – 67.5% = D
80.0 – 82.5% = B-		60.0 – 62.5% = D-
77.6 – 79.9% = C+		Less than 60% = F

2. Late Assignments

To receive full credit, assignments must be submitted by the stated deadline. Assignments turned in after the deadline will be considered late and will be subject to a 10% per-day late penalty, including weekends. Deductions will be capped after one week, meaning that even very late assignment will be worth up to 30% of the total available points.

3. Academic Integrity

All work (unless part of a group project) must be done independently. Cheating, plagiarism, and other forms of academic misconduct will not be tolerated and will result in a grade of zero on the assignment. I encourage you to discuss any questions you may have about citation, paraphrasing, or related topics with me prior to turning in an assignment. In addition, assignments turned in through CANVAS will be linked to turnitin.com – a program that compares your work to other sources to check for originality. The UWSP Community Bill of Rights and Responsibilities specifies the University policies regarding academic misconduct and disciplinary action. This can be found at the following web address:
<https://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>.

Please also note the free-riding possibility, specified on page 3, above.

4. Other Course Policies

- Posting course materials onto course-sharing websites directly violates the instructor's copyright on his intellectual property; permission to do so is unequivocally denied.
- All written work is expected to be grammatically correct, neat, and well organized. All visual and design work is expected to be polished, refined, and error-free. Work that is sloppy, hard to read, does not follow the prescribed format, and/or contains many errors will be docked points, up to and including the possibility of receiving a grade of zero.
- Cell phones will be put into pockets/backpacks/bags or otherwise stowed away during class time. Appearance of your cell phone during class will indicate your disinterest in the topic and will thus count as an absence, and you will lose attendance points when this occurs.

5. Emergency Preparedness

- In the event of a medical emergency, call 911 or use one of the red emergency telephones, which are located outside Room 151, outside Room 172, between Rooms 252 and 255, and between rooms 219 and 221 (across the hall). Offer assistance if trained and willing to do so. Guide emergency responders to victims when instructed.
- In the event of a tornado warning, stay in the classroom. Lecture and discussion rooms in TNR both provide appropriate shelters.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the northwest corner of parking lot E. Notify the instructor and/or emergency command personnel of any missing individuals.
- Active Shooter – Run/Escapes, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.
- See the UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response issues at UWSP.

6. Accessibility Statement

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester:
103 Student Services Center, (715) 346-3365; TTY (715) 346-3363;
www.uwsp.edu/special/disability/studentinfo.html

	Date	Topic	Due
Week 1	(T) 1/26	Course Introduction Semester project overview and kickoff	
	(Th) 1/28	Personality Assessment and Team Building	• Personality Assessment, My User Manual
Week 2	(T) 2/2	Guest Lecture: Redevelopment	• Reading 1^
	(Th) 2/4	Field Exploration	
Week 3	(T) 2/9	Guest Lecture and Discussion: City Staff Intentions and Goals	
	(Th) 2/11	Work Session	
Week 4	(T) 2/16	Present and Discuss Project Part 1	• Project Part 1
	(Th) 2/18	Work Session	• Progress Report 1
Week 5	(T) 2/23	Transportation	• Reading 2^
	(Th) 2/25	Work Session	
Week 6	(T) 3/2	Housing and Density	• Reading 3^
	(Th) 3/4	Work Session	
Week 7	(T) 3/9	Site Analysis	
	(Th) 3/11	Work Session	
Week 8	(T) 3/16	Present and Discuss Project Part 2	• Project Part 2
	(T) 3/18	Work Session	• Progress Report 2 • Peer Evaluation 1
SPRING BREAK		March 20-28	
Week 9	(T) 3/30	Green Infrastructure	• Reading 4^
	(Th) 4/1	Work Session	
Week 10	(T) 4/6	Guest Lecture: Financing	• Reading 5^
	(Th) 4/8	Work Session	
Week 11	(T) 4/13	Present and discuss Project Part 3	• Project Part 3
	(Th) 4/15	Work Session	

Week 12	(T) 4/20	Work Session	
	(Th) 4/22	Draft Review Meetings with Dr. R	• Progress Report 3
Week 13	(T) 4/27	Client Review: Project Part 4 Draft	• Project Part 4 Draft
	(Th) 4/29	Work Session	
Week 14	(T) 5/4	Policy and Process Analysis	
	(Th) 5/6	Work Session	
Week 15	(T) 5/11	Review: Practice Team Presentations	• Draft final presentation
	(Th) 5/13	Work Session	• Peer Evaluation 2
Finals Week	TBD	Final Open House Presentation: Project Part 4	• Project Part 4 • Final Presentation • Progress Report 4

^ First post due Wednesday by 5:00 pm, remaining posts due Sunday by midnight

**** THE SYLLABUS, ASSIGNMENTS, READINGS, GRADE WEIGHTS, AND COURSE SCHEDULE ARE ALL SUBJECT TO CHANGE. THE INSTRUCTOR WILL NOTIFY THE STUDENTS AS SOON AS ANY SUCH CHANGES ARE MADE AND WILL PROVIDE UPDATED COURSE MATERIALS AS APPROPRIATE. ****