

Dr. Anna Haines
Becky Roberts
Lynn Markham
Office: TNR 207
Phone: 346-2386
Email: ahaines@uwsp.edu

Course Meeting Times

Tuesday 3:30 pm - 4:45 pm, Room 271 TNR
Thursday 3:30 pm - 4:45 pm, Room 322 TNR (ACL)
See Schedule for alternate meeting dates or locations

Course Description

The purpose of this class is to provide students with the opportunity to develop a planning project that addresses a need for a real-world client. The client that you will be working with this semester has identified a community or environmental planning problem that they would like your assistance in addressing. Through these partnerships students have the opportunity to develop their skills and professional portfolio by exploring a planning problem in a controlled classroom setting. In addition, students will also be providing a valuable service to the community by assisting their client organization.

This course employs a pedagogical style called “problem-based learning” – to that end, the instructors’ role is to assist you in solving the problem by giving you necessary tools and data and helping you to find the information you need. The responsibility of actually solving the problem, however, lies squarely on the students’ shoulders. At the beginning of the semester, the problem may seem quite fuzzy – this is intentional and models ‘real world’ tasks.

Note: There is no required textbook for this course; however, each student should have access to an external hard drive to store and process spatial data related to this course.

Learning Objectives

The course is designed as a workshop, or applied, course to provide students the opportunity to develop their ability to analyze and propose solutions to real challenges facing communities. Over the course of the semester students will cultivate a number of professional skills. By the end of the semester students will be able to:

1. Apply previous knowledge and skills in planning, zoning, and natural resources to a problem or issue identified by a client.
2. Learn applied research skills.
3. Gain professional experience working with a client.
4. Communicate planning analysis in graphic, written, and presentation formats.
5. Learn skills appropriate to group learning and work, and to operate as a team.

Assignments and Grading

The semester long group projects will take a significant amount of time both in and out of class to complete. The quality of the work that you produce during this semester should reflect your highest effort and you should strive to exceed the expectations of the community partners that you will be working for throughout the semester.

Attendance

As much of the focus of this course is on group work during class time, **class attendance is mandatory** except with prior agreement. Unexcused absences from class negatively affect your learning and the efforts of your project team. Your final grade will be reduced by 15 points for each absence during the semester. In addition, students with repeated unexcused absences during the semester may be removed from their project team and required to complete an alternate assignment individually.

Peer Evaluations

In order to evaluate individual contributions to group work, students will be required to complete peer evaluations of group members throughout the semester. These evaluations help the instructor to identify issues within groups and to assist in correcting them. As I expect your best effort within your group project, grades can be changed to address situations where student performance within the group does not meet expectations.

Group Projects

Project Clients / Planning Issues

Setting the Pattern: Future Development of Amherst Business Park

The conversation about where and how the Village of Amherst will approach development in and near its business park in the future is alive and well. Three questions the village is wrestling with include:

1. What do people in their 20's think about the community?
2. What can/should the village do to appeal to this age group?
3. How can the village redevelop particular areas of the village to make them more appealing in general and to specific demographic segments?

You have two tasks this semester that you will carry out in assigned teams. One task is to assess the village based on your first impression and as a class (not in teams) prepare a final report to be presented to our clients.

Another task is to work on and present two development plans for the Amherst Business Park using research-based analysis. The development plans will be based on precedents of sustainable, mixed use, and solar development from other communities. You will apply these concepts to create two different site master plans emphasizing two different sets of criteria. One plan will focus keeping the business park for business and the other plan will figure out how to incorporate residential or mixed-use development into the business park.

Early in the semester you will be assigned by the instructor to a project team that will be responsible for completing a planning project for the community partner. This will entail conducting research to define the problem and scope of response, collecting and analyzing data relevant to the problem, developing tools to capture stakeholder input, and presenting findings to the client. While project teams may be addressing different parts of the project based on client needs, each team will be expected to complete the following tasks:

Project 1: First Impressions

Task 1: Data Collection and Analysis

Task 2: Final Report and Presentation

Project 2: Development Plans

Tasks 1 – 3 – preparation for plans

Task 1: Base map for charrette and charrette process

Task 2: Current Conditions Summary and Zoning Analysis

Task 3: Site Analysis

Task 3 and 4 applies to each separate development plan for a total of 2 plans

Task 3: Area Development Plan (consider larger area)

Task 4: Master Plan and Site Analysis (focus only on current business park)

Task 5 brings together all the information into one final report

Task 5: Final Report and Presentation

- Participation in the final presentation for this project is mandatory for all students. Please note that this may not occur during normal class hours to facilitate community engagement. Students will need to arrange their own transportation.

Note: This syllabus and all it contains is subject to change depending on our client and other factors.

Individual Assignments

I. Case Study Assignments

As the course is driven by the development of an applied planning project focused on redevelopment, we will spend time reviewing quality examples developed by professionals to gain insight, understand the structure of the analysis, and broaden your understanding of the profession. For each case study, you will be expected to complete a guided reflection, at least 50 words per reflection, and ***post to Canvas prior to the class discussion on the topic.***

II. Document and Plan Reviews Assignment

We will focus on identifying examples of planning documents and graphics from professional plans from a wide range of project types (watershed management, urban design, regional development, etc.). The purpose of this assignment is to think critically about how planners can communicate their ideas, process, and analysis results to the public. You will be expected to complete a guided reflection, at least 50 words per reflection, and ***post to Canvas prior to the class discussion on the topic.***

Late Assignments

Papers turned in late will be assessed a 20% reduction penalty per day -- including weekends. All assignments (unless otherwise noted) are due in hard copy at the beginning of class.

Academic Integrity

It is important for students to read and understand the academic honesty policy of UWSP. In addition to university policies any attempt to cheat, plagiarize, or take credit for work that is not your own will result in a zero on the assignment. As you may encounter a number of complicated questions regarding how to cite sources of information (e.g. spatial data, images, or community data), 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.

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.htm

Summary Assignments and Point Distribution (Subject to minor adjustments)

Team or Individual Assignment	Brief Description	Points
Individual	Case Study Assignments	60
Individual	Document and Plan Reviews	60
Project Team	Project 1: First Impressions: Data Collection and Analysis	50
Project Team	Project 1: First Impressions: Final Report and Presentation	50
Project Team	Project 2: Task 1a and 1b: Base Map and Charrette Process	50
Project Team	Project 2: Task 2: Current Conditions Summary and Zoning Analysis	50
Project Team	Project 2: Task 3: Site Analysis	50
Project Team	Project 2: Task 3: Precedent Research and Development Concepts	100
Project Team	Project 2: Task 4: Conceptual Master Plan	100
Project Team	Project 2: Task 5: Final Report and Presentation	150
Individual	Participation – Overall through the semester	100
Total		820

Readings and Resources

Research:

Windshield Surveys

<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main>

Redevelopment:

Catalyzing small town redevelopment

<https://meetingoftheminds.org/4-tested-techniques-to-catalyze-small-town-redevelopment-27017>

Framework for Smart Growth

<https://www.epa.gov/smartgrowth/framework-creating-smart-growth-economic-development-strategy>

Building healthy corridors

<https://uli.org/wp-content/uploads/ULI-Documents/Building-Healthy-Corridors-ULI.pdf>

Case Studies:

Smart Growth Illustrated

<https://www.epa.gov/smartgrowth/smart-growth-illustrated>

Sun Prairie Corridor Redevelopment Plan

<http://cityofsunprairie.com/DocumentCenter/View/5094/Public-Meeting-1--final?bidId=>

<https://cityofsunprairie.com/DocumentCenter/View/5809/Chapter-7-Corridor-Redevelopment-Plan->

[10202017?bidId=](#)

Traverse City Corridors Master Plan

http://www.traversecitymi.gov/downloads/traverse_city_corridors_master_planadopted_lq.pdf

Velp Avenue, Green Bay Corridor Plan

<https://greenbaywi.gov/DocumentCenter/View/1319/Velp-Avenue-Plan---Final-From-June-2-2017-PDF?bidId=>

Red Fox Crossing, New Berlin, WI

[Red Fox Crossing Subdivision | New Berlin, WI - Official Website](#)

[SunVest Solar Proud to be Part of Wisconsin's First Net-Zero Electricity Neighborhood - SunVest Solar](#)

[New Wisconsin subdivision to require solar on every rooftop - Energy News Network](#)

First Impressions

<https://cced.ces.uwex.edu/preparing-for-economic-development/first-impressions/program-materials/>

Subdivision: Solar

[Orienting the Neighborhood: A Subdivision Energy Analysis Tool \(aceee.org\)](#)

Solar energy: zoning

[Planning, Zoning, & Development | SolSmart](#)

Local Government Solar Toolkit

<https://www.growsolar.org/wp-content/uploads/2017/10/WisconsinSolarToolkitOCT2017.pdf>

Community solar

[Community Solar Basics | Department of Energy](#)

A few tips for sustainable design

[Sustainable Community Examples: Tips for Urban Planning and Design \(gbdmagazine.com\)](#)

Eco-villages

[5 Thriving, Sustainable Communities \(treehugger.com\)](#)

Sustainable subdivisions

[Sustainable Subdivisions Resources - The Council Alliance for a Sustainable Built Environment \(CASBE\)](#)

Sustainable city code

[Sustainable Development Code \(sustainablecitycode.org\)](#)