

Dr. Anna Haines
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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 other meeting dates

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 in order 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. To apply previous knowledge and skills in planning, zoning, and natural resources to a problem or issue identified by a client.
2. To learn applied research skills.
3. To gain professional experience working with a client.
4. To communicate planning analysis in graphic, written, and presentation formats.
5. To 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 who 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 affects 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 assist in correcting them. As I expect your best effort within your group project, grades can be changed by up to 100 points 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 Wisconsin Rapids

The conversation about where and how the City of Wisconsin Rapids will approach development in the future is alive and well. Three questions the city is wrestling with include: What do people in their 20's think about the community? What can/should the city do to appeal to this age group? How can the city redevelop particular areas of the city to make them 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 city 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 a redevelopment plan of some area within Wisconsin Rapids where your team will use a research-based analysis. The redevelopment plan your team creates will be based on precedents of sustainable development from other communities and applying these elements to create a site master plan.

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 a 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

Phase 1: Data Collection and Analysis

Phase 2: Final Report and Presentation

Project 2: Redevelopment Plans

Phase 1: Suitability Analysis & Current Conditions Summary

Phase 2: Base map and Charrette

Phase 3: Development Plan

Phase 4: Master Plan and Site Analysis

Phase 5: Final Report and Presentation

- Participation in the final presentation for this project is mandatory for all students. Please note that this will not occur during normal class hours to facilitate community engagement and that as the project is local, 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. Reading Questions

While the focus of this course is on developing your group planning project, there will also be assigned readings that relate to class discussions. ****In order to facilitate these discussions each student will submit 3 responses (at least 50 words per response) to discussion questions in Canvas by noon on the day before class.** We will discuss examples of these submissions in class. Also, each team will choose 1 of 3 readings to summarize in class. This means that each team must present a different reading. A team reading will be identified in Canvas on a discussion board, one week prior to the due date. These presentations only need to be about 10 minutes.

II. 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 ***posted to Canvas prior to the class discussion on the topic.***

III. 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 ***posted 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, D2L, and turnitin.com

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 D2L drop box 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	Reading Questions (10 points each), Class Participation (30 points)	80
Project Team	Reading Presentation (30 points)	90
Individual	Case Study Assignments (30 points each)	120
Individual	Document and Plan Reviews	50
Project Team	Project 1: First Impressions: Data Collection and Analysis	50
Project Teams	Project 1: First Impressions: Poster Presentation	30
Project Teams	Project 1: First Impressions: Final Report and Presentation	50
Project Team	Project 2: Redevelopment Plans: Phase 1: Site Analysis & Current Conditions Summary	50
Project Team	Project 2: Phase 2: Charrette and Base Map	20
Project Team	Project 2: Phase 3: Development Plan	100
Project Team	Project 2: Phase 4: Master Plan	100
Project Team	Project 2: Phase 5: Final Report and Presentation	150
Individual	Participation – Overall through the semester	100
Total		990

Course Schedule (Subject to Change)

	Date	Topic	Due
Week 1	(T) 1/22	First Impressions Kickoff for semester Project #1	
	(Th)1/24	Field trip to Wisconsin Rapids 2pm – 4:45pm	
Week 2	(T) 1/29	Conducting Research	Reading 1
	(Th) 1/31	Compiling your survey data -- Qualtrics	
Week 3	(T) 2/5	Open work day 2pm – 4:45pm	
	(Th) 2/7	Research – Analyzing First Impressions data	
Week 4	(T) 2/12	Report Writing - Discussion	Case Study 1
	(Th) 2/14	Report Writing	
Week 5	(T) 2/19	Presentation	
	(Th) 2/21	No class this day and replace with a Friday, 2/22 10am-1pm charrette with Interior Architecture	
Week 6	(T) 2/26	Redevelopment/revitalization/infill	Reading 2 – Individual and Team
	(Th) 2/28	Getting to know your project area	
Week 7	(T) 3/5	Site Analysis	Reading 3
	(Th) 3/7	Work Session	
Week 8	(T) 3/12	Site Analysis Case Studies	Case Study 2
	(Th) 3/14	Work Session	
Spring Break		March 18-22	
Week 9	(T) 3/26	Green infrastructure	Reading 4 – Individual and Team
	(Th) 3/28	Work Session	
Week 10	(T) 4/2	Green infrastructure case studies	Reading 5 – Individual and Team
	(Th) 4/4	Work Session	
Week 11	(T) 4/9	Development Plans and Master Plans	Case Study 3
	(Th) 4/11	Work Session	

Week 12	(T) 4/16	Development Plans and Master Plans	Case Study 4
	(Th) 4/18	Work Session	
Week 13	(T) 4/23	Document and Plan Review presentations and discussion	
	(Th) 4/25	Work Session	
Week 14	(T) 4/30	Review: Practice Team Presentations	
	(Th) 5/2	Work Session	
Week 15	(T) 5/7	Final Report to Client <i>(May be scheduled outside of class time)</i>	
	(Th) 5/9	Final Report to Client <i>(May be scheduled outside of class time)</i>	
Finals Week	TBD	Final Revisions – Wednesday 5/15	REVISIONS TO FINAL PROJECT

Readings

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=>

Resources:

First Impressions

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