



Learning Enabler: Ismaila Odogba, Ph.D.

Office hours: Mon & Wed: 11:00-12:30 or by appointment

Class Schedule: Tuesday & Thursday: 12:30-1:45

Email: iodogba@uwsp.edu

Office: Science B303

Venue: SCI A112

Course Description:

Introduction to the foundational analytical methods used in the field of urban and regional planning. It emphasizes the conceptual understanding and application of a range of planning analytical methods which include demographic and economic analysis, survey research, and plan evaluation.

Planning Accreditation Board (PAB) Standards emphasized in the course:

- Research – the use of tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- Written, Oral, and Graphic Communication – the ability to prepare clear, accurate, and compelling text, graphics, and maps for use in documents and presentations.
- Quantitative and Qualitative Methods – data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

Enduring Understandings of the Course:

- Anticipating the future requires the intergration of knowledge, values, and planning skills.
- Planners use information to understand the dynamics of places and improve the quality of decision-making.

Course Outcomes:

At the conclusion of this course, successful students will possess the knowledge necessary:

1. To communicate effectively using professional reports and presentations
2. To appriase demographic and economic analysis techniques
3. To apply planning techniques to urban issues and problems
4. To recognize suitable data for formal planning techniques

Format:

Designed for classroom delivery, the course shall involve lectures, discussions, class exercises, projects, labs, and exams. Note that as a Writing Emphasis (WE) and Communication in the Major (CIM) course in the prior GDR, **I have very high expectations of student conduct and work quality.**

Policies:

Readings. Complete all readings prior to the class. Come prepared to discuss the assigned readings of each session and engage in class exercises. The comprehension of urban areas requires some empirical analysis in order to identify trends and conditions. Assignments will involve data analyses that require no prior knowledge of EXCEL use.

Participation. Participation in discussions is very desirable. You are strongly encouraged to participate during class. Do share your ideas, thoughts, and ask questions. If this is difficult for you due to language, shyness, or a disability, ***please see me***. The purpose of the class discussion is to



enhance understanding; *so, do respect the ideas, thoughts, and opinions of others.* Do note that each member of the class deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. Abusive, offensive, discriminatory, or otherwise harassing behavior is not permitted.

Attendance and Gadgets. I will take attendance regularly. Arriving late and leaving early disrupts class and shall result in a reduction in your total course score by **2 points for each occurrence.** Everyone is permitted **only one unexcused absence.** Thereafter, every unexcused absence will cost you **2 points.** If you are unable to attend class, please inform me ahead of time (except in case of an emergency or illness). All electronic devices such as cell phones, iPods, and similar devices are prohibited during class. Cellphones are to be turned off (or on vibrate) during class, and do not answer phone calls or text messages during class unless there is an emergency. Laptops and tablets may be used in class for note-taking purposes and for the in-class group activities. Please refrain from checking email, web browsing or other activities that are not related to the class as these activities are distracting to other members of the class and are also disrespectful to fellow students and the instructor. If you are using a laptop, expect to be consulted during lectures to provide ancillary information. Note that you are responsible for all material presented in class and the assigned readings. Thus, if you miss a class, do not email me asking, “What did I miss?”

Exams, Tasks, and Assignments. You must submit all assignments and take tests at the scheduled time. The instructor will not accept late submissions without a verified excuse; **late submissions will receive zero credit.** Likewise, make-up quizzes will require a verifiable excuse. For each assignment, I will provide you with directions/instructions.

Grading:

The course is “worth” 400 points.

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|-------------------------|----------|
| 1. Planning Memos (2) | 100 pts. |
| a. Demographic Analysis | |
| b. Economic Analysis | |
| 2. Exams (2) | 100 pts. |
| 3. Peer Critiques (2) | 40 pts. |
| 4. Participation | 10 pts. |
| 5. Class Exercises | 50 pts. |
| 6. Group Project | 100 pts. |

Percentage ranges for letter grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete in the case of an unforeseen circumstance (such as an illness documented with a doctor’s written excuse) which hinders the completion of course requirements. **Graduate students will need to complete a project.** Make an appointment to see me to discuss your topic ideas and my expectations.

Special Accommodations. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. In addition, I will accommodate religious belief according to UWSP 22.03.

Informed Contribution

Students will get credit for contributing to the class when they participate in class dialogues. A quality contribution to class discussions has any or all these attributes:

1. It contributes new information to the dialogue. For instance, if a student agrees with a colleague's statement, the student must present reasons that were not cited by the initial speaker.
2. It raises a question that generates reflection on the subject.

The informed contribution points earned will be added to the overall course points before the course grade is determined. **Note:** this is subject to a student having attended at least 24 classes.

Requirements for an Excellent Grade: 1) attend class regularly, 2) participate in discussions and class activities, 3) peruse the readings for each chapter, 4) complete and submit all assigned work on time and, 5) prepare adequately for quizzes. Do feel free to email me or drop by my office if you have any difficulties regarding this course; emails should contain ***your name and course***.

Criteria for written work. All written assignments must be of professional quality. This means carefully editing and proofreading your written work for typing, spelling, grammatical errors, and for clarity of thought. These things **will** affect your grade. I advise that you get a copy of *The Handbook of Technical Writing*, 10th Edition by Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu. If you have questions about citations and bibliographies, consult *The Chicago Manual of Style* or Strunk & White's *The Elements of Style*. All stylistic and formatting aspects of your paper, including your bibliography, must conform to the format listed in *The Chicago Manual of Style* or be consistent with some other recognized style.

Academic Dishonesty. UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students' rights and responsibilities at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Emergency Response Guidance In the event of a medical emergency call 9-1-1 or use nearest Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room in the building without window exposure See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms). In the event of a fire alarm, evacuate the building in a calm manner and meet at a safe location more than 200 yards away from the building. Notify instructor or emergency command personnel of any missing individuals. Active Shooter/Code React – Run/Escapes, Hide,

Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses. UW-Stevens Point.

Email. I strongly advise that you check your email regularly. If an unanticipated emergency necessitates a class cancellation or other last-minute change, you will be notified via email. Part of being professional is learning to communicate professionally with your professors and colleagues. The following are some etiquette for sending good Email messages. I will not respond to unprofessional Emails.

1. Begin with a salutation (for example, “Hello, Professor SpongeBob”)
2. Always include a subject heading so that your email does not get put into the spam folder and deleted.
3. Be concise and brief. Lengthy discussions should be done in person.
4. Pay attention to grammar and spelling. Emails are professional communication and should not read like text messages.
5. Be professional and polite. Ask for help rather than make demands or lodge complaints. Negatively-tinged emails usually go over poorly with the recipient. It is almost always better to talk to your instructor in person.

DO NOT send an email about information you can easily find on your own (e.g., something on the syllabus, UWSP home page or the like) or that reads like a text message.

Student Policies:

Materials/Readings:

All articles and readings are available on Canvas. I will also hand out other materials in class.

Alred, J. G., C. T. Brusaw, and W. E. Oliu. (2011). *The handbook of technical writing*. Ninth Edition, Boston, MA: Bedford/St. Martin’s Press. (Any other text on technical writing would do).

Diem, K. (ND). A step by step guide to developing effective questionnaires. Rutgers Cooperative, Research and Extension, New Jersey Agricultural Experiment Station.

Isserman, A. M. (2007). Forecasting to learn how the world can work. (L. Hopkins & M. Zapata, Eds.). In *Engaging the Future* (pp. 175-197). Cambridge, MA: Lincoln Institute of Land Policy.

Martinrogers, N., E. Rausch, and P. Mattessich (2009). Communities that don’t bowl in the fog. *Contexts*, 8(1): 26-31.



MU Extension (Nd). Understanding your community's economic base: Extension, University of Missouri.

Murdock, S., and R. Hamm. (1991). Evaluating small-area population projection. *Journal of the American Planning Association*, 57(4): 432-443.

Shields, M. (2003). Understanding economic change in your community: Using employment data to better understand your local economy. College of Agricultural Sciences, Pennsylvania State University.

Tentative Schedule:

The instructor reserves the right to make changes to the syllabus and schedule when necessary to meet the learning needs of the students, compensate for canceled classes or other unforeseen circumstances.

September 6: *Course Overview*

Introductions, course policies, expectations, student policies, and office visit

September 8: *Conceptual land use planning, community indicators and, technical writing and memoranda*

Readings: Martinroger, et al (2009). Communities that don't bowl in the fog.

Alred, et al. 'Five steps to successful writing' in the Handbook of Technical Writing.

September 13: *Decennial Census and Demographic Methods*

Reading: Isserman, A. M. (2007). Forecasting to learn how the world can work.

September 15, 20: *Population Analysis (Curve Extrapolation Techniques and Evaluation)*

Reading: Murdock, S., and R. Hamm. (1991). Evaluating small-area population projection.

Demographic Assignment posted on Canvas.

September 22, 27: *Population Analysis (Ratio and Cohort Component Techniques)*

September 29, October 4: Workdays - *Demographic Assignment*

October 6: *Peer Critique of 1st draft of Demographic Assignment*

Upload 1st draft latest 6:00 AM to Canvas on 10/06/22 and complete peer review latest 11:30 PM on 10/06/22.

October 11, 13: *Economic Analysis (Economic Base Theory, Location Quotient, and Assumption Methods)*

Reading: MU Extension (Nd). Understanding your community's economic base.

Economic Assignment posted to Canvas.



October 18, 20, 25: *Economic Analysis (Trade Areas, Multipliers, Clusters, and Projections)*

Reading: Shields, M. (2003). Understanding economic change in your community: Using employment data to better understand your local economy.

Final Demographic Analysis Memo due on Canvas latest 11:30 PM on 10/20/22.

October 27, November 1: Workdays - *Economic Assignment*

November 3, 8: Mid-Term Exam and Debrief

November 10, 15: *Survey Instrument (Overview, Preparing Questions, Designing Questionnaires)*

Reading: Diem (ND). A step by step guide to developing effective questionnaires.

Survey Instrument Assignment handed out in class and posted on Canvas.

November 17: *Peer Critique of draft of Economic Assignment*

Upload 1st draft latest 6:00 AM on 11/17/22 and complete peer review latest 11:30 PM on 11/17/22.

November 22: *Survey Instrument (Sampling Methods and Analyzing Survey Data)*

November 29: Workday - *Survey Assignment*

November 23 - 27: Thanksgiving recess begins 18:00 on November 23

December 1, 6: Development Impact Analysis

Final Economic Analysis Memo due on Canvas latest 11:30 PM on 12/1/22.

December 8, 13: Workdays - *Survey Assignment*

December 15: *Presentations of Survey Instrument Assignment*

Survey Instrument due on Canvas latest 11:30 PM on 12/15/22.

Final Exam: Open Class.

Tuesday, December 20 from 10:15- 12:15

Students are strongly encouraged to check their UWSP email and Canvas regularly for information pertaining to the course.

Some Important Dates:

September 15: Last day to add or drop a 16-week course without a grade.

November 23 - 27: Thanksgiving recess begins at 6:00pm on Nov. 23.

November 11: Last day to drop a 16-week course.

December 15: Last day of classes

December 17: Commencement

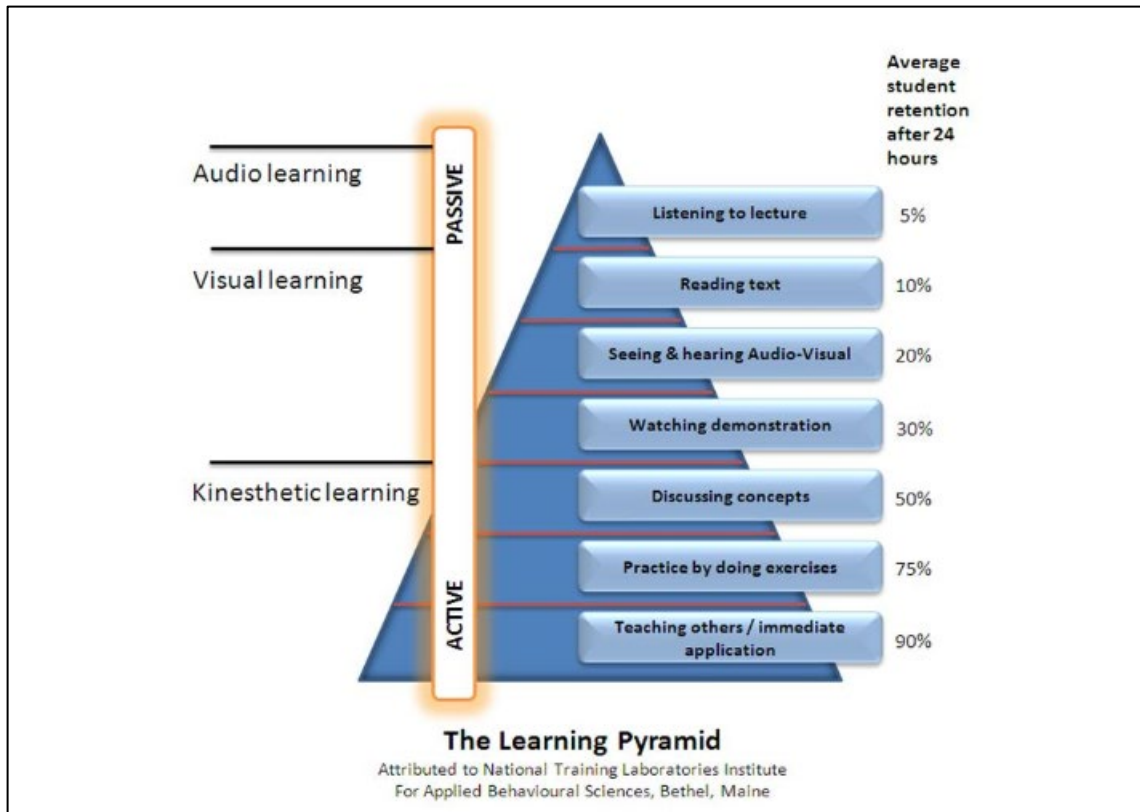
Guidance on COVID-19

Many COVID-19 restrictions have been lifted, both across the state and on UW-Stevens Point campuses. Yet COVID cases continue, so it's important to continue taking precautions. Here are the procedures UW-Stevens Point has in place for fall. Note that **Face coverings** are not required but are encouraged.

- Consider wearing a mask in crowded indoor spaces and when in close proximity outdoors.
- Please be respectful of individual choices to wear or not wear a face covering, and to those who have a higher risk of complications.
- Masks are required in Student Health Service, UWSP Counseling Center and the Speech, Language and Hearing Clinic.
- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Please maintain these same healthy practices outside the classroom.

Teaching Philosophy:

Teaching is a fundamental component of my scholarly life. Over the last few years, I strived and continue to strive to improve the ability of my students learn, think critically, and augment their problem learning skills. I design and conduct my courses in a manner that is most conducive to developing in my students a life-long interest in learning, a love for the discipline, and a greater capacity to think critically. My teaching philosophy is that learning is a student-centered lively activity and knowledge should be largely applicable to the resolution of real-world problems. Due to this belief, this syllabus is structured using backward design, core performance tasks, and other teaching techniques to create an interactive learning environment that hopefully helps the students improve their learning and to engage in critical thinking. The process of instruction, for me, involves both the learning enabler (i.e., the instructor) and students (learners) engaging in this interactive environment to discover, understand, and apply knowledge to practical issues.



Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.

Lecture materials and recordings for Human Geography are protected intellectual property at UW-Stevens Point. Students in this course may use the materials for their personal use related to participation in this class. Students may not copy or share lecture materials outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.