

GEOG 496/696: Community Development Practices

Class Schedule: Tuesdays and Thursdays; Science Building, B347

Time: 11:00 -12:15

Learning Enabler: Ismaila Odogba, Ph.D. **Office:** Science D337

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Office Hours: Mon and Wed, 11:00-12:30 and by appointment

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Course Description:

This course serves as a vehicle for the application and synthesis of skills developed in other courses, specifically, planning and planning related courses. The course includes participation in a real-world planning project with emphasis on the planning process, public involvement, and research for a public service organization.

Prerequisites:

This is a Capstone class for the Urban Planning and GeoDesign Minor. Capstone Projects are intended to be intensive, active learning projects requiring a significant effort in the planning and implementation, as well as preparation of a substantial final written product. (Duke Law School). It is open to all seniors, particularly those in the Geography, Geology, and Natural Resource majors. Students taking this course should have completed GEOG 230, GEOG 330 or NRES 389. All other students are required to have the instructor's pre-approval to take this course.

Course Outcomes:

1. To apply planning techniques, principles, and concepts to planning problems
2. To generate a professional plan document
3. To plan a project that addresses a planning issue
4. To create and communicate a professional presentation
5. To demonstrate a broad mastery of learning across the curriculum

Format:

Designed to be a culminating educational experience, this course involves student-centered learning experiences. We shall have a couple of presentations and seminars at the beginning of the semester and thereafter, we will concentrate on the project for the rest of the semester. The project section of the course focuses on developing an understanding of operational GIS planning techniques, planning methods, and planning applications. Please note that we shall not meet every week as a class. However, we shall meet periodically for tasks and updates. In order to simulate a professional work environment and enhance learning, and in light of the fact that this capstone project is interdisciplinary, Christine Koeller and I will be the directors for the planning organization. The students are the employees whilst the City of Stevens Point is the client.

Project:

The City of Stevens Point bought a 65 acres plot north of highway 10 in the town of Hull. The intent is to develop the site (see Subsurface Soil Investigation report) and enhance the tax base of the municipality. The Community Development Director and Alderpersons would like to the capstone students to determine the highest and best use for the site. Be aware that as this would serve as a framework for future development of the site. Knowledge and skills in various disciplines

will be required for this project. In addition to other considerations, the project will involve the following considerations:

Urban Planning (Human and Spatial Sciences) – what types of developments are legally permissible on the site as stipulated by existing regulations and ordinances? Are these uses compatible with surrounding uses? Will a zoning change be required and if so, how will it affect future public health, safety, and welfare? How does a proposed development graphically alter the natural and manmade features? Where will infrastructure be located in relation to adjacent sites?

Physical Geography, Natural Resources, and Geology (Natural Sciences) – do the physical characteristics of the site such as topography, size, gradient, surface and subsurface soil conditions, and proximity to existing infrastructure make some types of developments possible as opposed to others? Do federal statutes define the site as a wetland; if so, what type of development will enhance the return on investment?

Planners tend to work as part of a team. This project requires the team to get up-to-speed quickly on a content area; enhance key process skills (such as project management and teamwork); expand proficiency in gathering, analyzing, and reporting data; and interweave their entire learning in all these areas.

Policies:

Regular attendance of meetings and participation

Attendance is mandatory and important. If you expect to be excused for missing a class or team meeting, you must notify the instructor and your team members of your absence. If you are unable to call/email before you miss a meeting, you must contact and inform the instructor of the nature of your absence as soon as possible; likewise, with your team members. Meanwhile it is your responsibility to complete any tasks assigned to you. For each absence without an excuse, you will lose 10 points. Arriving late and leaving early disrupts class and shall result in a reduction in your grade.

Assignments: There might be weekly assignments during the first few weeks of class, followed by a yet unknown number of assignments for the remainder of the semester. For the project phase of the course, you will be required to **submit a weekly log of your work** that you will summarize at the end of the semester (as your final assignment).

Project effort: In order to receive credit for the project phase, each team member will have to contribute to the task. I expect all team members to perform in a professional manner by: 1) taking the initiative to accomplish group tasks, 2) working in a cooperative and supportive manner with other team members and, 3) applying the skills and knowledge that you have acquired in your education. Please remain respectful of your peers in class and when working on group tasks. Do let the instructor know if there is any problem with a team member, so that we can all work together to resolve it.

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 <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

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.

Grading:

This course is worth “1000” points

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|-----------------------|----------|-----|
| Assignments | 150 pts. | 15% |
| Informed Contribution | 150 pts. | 15% |
| Work logs | 100 pts. | 10% |
| Project | 600 pts. | 60% |

Includes maps of the primary conservation area, secondary conservation areas, i.e., land suitability, residential development, commercial development, and a mixed-use development.

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**

Please note that university policy does not recognize grades for A+ or D-. An incomplete is not an option in this course.

Project Group Grade, 60%, 600 points:

The project report in addition to other sections shall include a section that provides information on the purpose of the project and a synopsis of the completed work, i.e., an abstract and executive summary. Each person in the group will receive the same grade and the following three components will determine the group grade.

- (1) Report Quality (350 points), including
 - Correct spelling and grammar; Correct use of planning terms and concepts
 - Logic of statements and arguments; Readable and understandable organization or structure
 - Effective use of graphics and professional maps
- (2) Professionalism/Effective Group Work (100 points), including
 - Internal group organization
 - Group communication, internally and with stakeholders
 - Ability to set and meet deadlines as a group
- (3) Report Presentation to City Officials (150 points)
 - Clarity of presentation
 - Effective use of media (maps, overheads, handouts, slides - if any)

The professional presentation to the Planning Commission of the city of Stevens Point will occur towards the end of the semester. In addition, the team will **present a poster at the Annual College of Letters & Science Undergraduate Research Symposium in May 2018.**

Work logs Grade: 10%, 100 points:

This will be scaled based on the hours you have worked relative to others in the class and adjusted to reflect your level of contribution to the report, as some people can contribute a lot more than others in the same amount of time. A college credit is defined as three hours of work per week - one in class and two outside. This means that for a three credit hour course you should put in about 9 hours a week. If you are averaging 5 to 6 hours a week, you are doing an acceptable job.

Informed Contribution: 15%, 150 points

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 of 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

All written assignments and presentations for this class must be of professional quality. This means carefully editing and proofreading your written work for typing, stylistic, spelling, and grammatical errors, and for clarity of thought. These things **will** affect your grade. If you have questions about style, 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. The instructor shall NOT accept or consider any materials in inappropriate format or on tangible media such as paper or diskettes. All submissions shall be via GEOG 496 folder on the server.

Materials:

Growing Greener: Conservation by Design by Randall G. Arendt, 1997

Land Suitability Analysis User Guide by North Carolina Division of Coastal Management, 2005.

Planning Considerations in the Highest and Best Use Analysis by David R. Lewis, 1991.

Subsurface Soil Investigation Report by Nummelin Testing Services, 2017.

Wisconsin's Comprehensive Planning Legislation by Division of Intergovernmental Relations, 2008.

Other course materials such as course syllabus, supplementary readings, and handouts will be available on the course folder or electronic reserve (E-reserves); download articles directly from these sources. I will hand out other material in class.

Tentative Schedule:

The instructor reserves the right to make changes in the syllabus and schedule when necessary to meet learning needs, compensate for missed classes, or other unforeseeable reasons.

September 5: Course Overview and Expectations

September 7: Project Overview

Presentation by Alderpersons Mary Kneebone and Meleesa Johnson.

Reading *Subsurface Soil Investigation Report*

September 12: ArcGIS Online, City Engine, and Tax Revenue Research
Presentation by Christine Koeller

September 14 & 19: Project Planning, Group Formation, and Conservation Subdivision Design
Readings *Growing Greener: Conservation by Design*
Wisconsin's Comprehensive Planning Legislation ... page 9

From here onwards, we shall only meet as a class on the dates underlined and as announced by the instructor or deemed necessary by the client.

Week 3, 4, & 5: Land Suitability Model (primary and secondary conservation areas)
This stage involves data collection and initial analysis. Teams will document and interpret the conditions of their planning area, peruse relevant documents, establish site selection criteria, define the variables to be used in the models, and undertake a land suitability analysis using ArcGIS. A site visit will be scheduled. **We will meet as a class on September 21 and October 5.**

Readings *Land Suitability Analysis User Guide ... chapter 3*

Week 6 & 7: Policy Context and Development.
Review existing local documents in relation to the site and modify land suitability model. Assess different scenarios using conservation zoning. At this stage, the teams will be refining and still processing data and the initial land suitability map. **We will meet as a class on October 12.**

Readings *Planning Considerations in the Highest and Best Use Analysis*

Week 8, 9, & 10: Development Designs (Infrastructure, Uses, and Lots).
Teams will be creating a layout for residential, commercial, and mixed-use development. At this stage, the teams will begin the preparation of a draft report. **We will meet as a class on October 24, 31, and November 7.**

Week 11 & 12: Each team will meet with Co-Director Christine Koeller for consultations. Team will begin the 3D modeling of their three conceptual designs with City Engine. In addition, each team will revise their draft report and develop a layout of their poster. **We will meet as a class on November 14 and 16.**

Nov. 23-26: Thanksgiving Recess

Week 13 & 14: Finish 3D conceptual models, complete final report and poster, and create presentation to city officials. **We will meet as a class on November 28.**

Week 15:
Presentation to city officials. More details forthcoming.

Final Exam: Thursday, December 21, 2017
10:15-12:15
Submit electronic version of final report and poster unto the D2L dropbox.

Important Dates:

Nov. 22-26: Thanksgiving recess begins 18:00 on Nov 22.

Dec. 15: Last day of classes.

What is a Capstone Course and what are the expectations?

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established by their educational institution and major department. It requires the application of that learning to a project, which serves as an instrument of evaluation.

The expectations are a display of a mastery of learning and the ability to apply it to new, unusual and integrated project requirements. Table 1 specifies the progressive levels of achievement in each of the learning modalities and the expectations of student performance in a capstone course.

Table 1: Learning Expectations in a Capstone Course

| Cognitive Learning | Course Expectations |
|--|--|
| Recall of Knowledge Comprehension, Application, Analysis Synthesis, Evaluation | Students are presented with a problem and draw upon their knowledge and research to weigh and select various data leading to a solution of the problem that is workable and intellectually defensible. |
| Affective Learning | |
| Receiving, Responding, Valuing Organization, Value Complex | The approach and decisions made reflect attitudes, values, feelings and beliefs characteristic of the discipline and the profession. |
| Psychomotor Learning | |
| Gross Bodily Movements Finely Coordinated Movements Non-verbal Communication Speech Behaviors | The production of a project, solution to a problem and the oral and visual presentation of it, reflects a degree of skill competency as a communicator. |

Adapted from **CAPSTONE COURSES** by **Robert C. Moore**