

Urban Planning 310: Comprehensive Planning

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Course Objectives:

This course introduces students to the comprehensive planning process. Students will engage in data collection and analysis. Students will: gain an understanding of the comprehensive planning process; be able to design a process to engage the community in the comprehensive planning process; learn the structure, format, and methods used to produce a comprehensive plan; and develop data collection and analysis skills required to successfully contribute to the development of a comprehensive plan.

Texts:

Kelly, Eric D. Community Planning: An Introduction to the Comprehensive Plan. (2nd Edition), Island Press, Washington, D. C., 2010.

Samuels, Bryan, Nilofer Ahsan, Jill Garcia. Know Your Community: A Step-By-Step Guide To Community Needs and Resources Assessment. Family Resource Coalition, Chicago, 1995. Available as a two hour reserve item, and at: <http://www.eric.ed.gov/PDFS/ED423057.pdf>

Course Requirements:

This upper-level course has a large engagement component; students are expected to complete all reading assignments prior to the applicable class and to actively participate in class discussions. In order to ensure your classmates have the opportunity to gain from your perspective and experience, **class attendance is mandatory**.

Attendance records will be kept and consulted in determining the final course grades for students in a borderline situation. In addition, Federal regulations require attendance records to be kept on students receiving financial aid to reduce fraudulent payments; in order to not identify students receiving such aid, all students will be asked to sign a daily attendance sheet so that I can comply with any and all legally binding information requests that I might receive regarding your attendance.

Students are expected to complete all assignments on time, and will be docked one (1) point for each day late (an assignment handed in later than at the beginning of class on the assigned day is considered late).

Students are reminded that plagiarism is a violation of Chapter UWS 14 (paragraph 14.03 “Academic misconduct subject to disciplinary action”) of the Wisconsin Administrative Code. Violation of this section will result in failing grade in this course. (The College has recently purchased a license to the Turn-It-In software, and papers may be checked. For this reason, all

students must submit both a paper copy of their project and an electronic copy of the text via the course's D2L dropbox. Students are encouraged to run the Turn-It-In software on their own papers to ensure they do not violate the Wisconsin Administrative Code.)

Community Assessment Project:

This project consists of three separate phases, each with its own set of deliverables. Phase 1 consists of individually collecting data on your community (see page 23 of the Know Your Community booklet for examples), for Oshkosh. Much of the data in the examples can be found using the Census Bureau's American Community Survey (don't use data from the GeoLytics site, the data may not be free). The rest of the data include in the example can be obtained from state or local sources; part of the exercise is a test of your resourcefulness in locating planning data. The data will be submitted in tabular or map form. Students will not submit print outs of data from an existing source but will repackage their data in an organized fashion. Students are required to include citations for all data included in the Phase 1 deliverable.

Phase 2 consists developing questions for focus groups and resident surveys (see Chapter 4 and Appendix 1 of the Know Your Community booklet for examples), and a set of questions to ask in interviews with least five (5) key informants which you identify about their community.

Phase 3 consists of interviewing one (1) key informant from your list of five (this will be coordinated so that no key informant is interviewed by more than one student) about the future direction of the community and surveying at least 10 community residents about their vision for the future of the community. Students will submit typed copies the key informant and community resident responses to the interview and survey questions. Students will distribute their key informant and community resident responses to the interview and survey questions to all of their classmates.

In Phase 4, each student will submit their analysis of the data collected in Phases 1 and 3. The paper developed in Phase 4 shall be at least 3,750 words, not including the maps, graphs, and/or charts that students are required to include; the paper will be typed (double-spaced), checked for spelling and grammar, and include appropriate references. Students will include only original maps, graphs and charts they have created, including maps graphs and charts created by others (even if cited) is not acceptable. Students may use the Oshkosh Comprehensive Plan, or other similar document, as a guide, however please see the caution on plagiarism below to ensure university policies are not violated. **Writing effectively is extremely important to your professional career, so it important here.**

Phase 1 is due at the beginning of class on week 3 (10 percent of course grade).

Phase 2 is due at the beginning of class on week 3 (5 percent of course grade).

Phase 3 is due at the beginning of class on week 7 (10 percent of course grade).

Phase 4 is due at the beginning of class on week 13 (30 percent of course grade).

Student Presentation (10 percent of course grade):

Students will prepare a short presentation (maximum of 10 minutes) discussing their analysis. Each student will also prepare a 2-page, double-sided, single-spaced handout of their presentation which includes components (a), (b), and (c), as well as (d) a list of references consulted for the presentation. Please email the handout to the instructor, a day before the session, and make copies for everyone in the class. I expect students to prepare thoroughly for both the verbal and written portions of the presentation by adhering strictly to time and page limits, by being focused and precise, and by being well organized. Students will make their presentations during the 13th or 14th week of class.

Examination 1 will cover the lectures and readings for weeks 1 – 4 (10 percent of course grade).

The Final Examination will cover the lectures and readings for weeks 5 – 13 (25 percent of course grade).

Exam 1 will begin promptly at the beginning of class and is scheduled to last between an hour and an hour and a half. Lecture will commence after the end of the designated exam period. The Final Exam will begin promptly at the beginning of class and students will have the entire class time to complete it.

Make-up exams will only be given to students with valid excuses. It is your responsibility to notify your professor via email (millered@uwosh.edu) within 24 hours after a missed exam to arrange a make-up exam. Failure to promptly and adequately explain your absence will result in your receiving a grade of “0” on a missed exam.

Quizzes:

There will be three unannounced quizzes in this course that will test your knowledge of the assigned readings and of material covered in lecture. Since these quizzes are unannounced there will be no make-ups offered, however the lowest of the three scores will be dropped. (5 points each)

Grades:

Course grades will be based on the following:

A	≥ 94	B-	≥ 78	D+	≥ 62
A-	≥ 90	C+	≥ 74	D	≥ 58
B+	≥ 86	C	≥ 70	F	Below 58
B	≥ 82	C-	≥ 66		

Students with Special Needs:

Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible so we can discuss the accommodations necessary to ensure full participation in this course and your college experience.

Center for Academic Resources:

The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Content Tutoring page on CAR's website (www.uwosh.edu/car) for a list of tutors. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet. Tutoring takes place in SSC 102.

Tentative Lecture Outline and Reading Schedule

All readings listed below are required (I retain the option to remove individual readings from the list below).

Week 1: Course Introduction; Why Planning History and Theory Matter

Community Planning

Chapter 1, "Some Overarching Issues: Sustainability, Sprawl, and Human Health"
Chapter 2, "Introduction to Planning"

Week 2: Introduction to the Comprehensive Plan and Understanding where we are

Community Planning

Chapter 3, "Introduction to the Comprehensive Plan"
Chapter 4, "Analysis of Existing Conditions in the Community"

Week 3: Envisioning the Future and Involving Citizens

Community Planning

Chapter 5, "Projecting Possible Futures for the Community"
Chapter 6, "Involving Citizens in the Plan Making"

Week 4: Planning for Land Use and for Land Users

Community Planning

Chapter 7, "Planning for Future Land Use"
Chapter 8, "Planning for Public Facilities, such as Parks, Roads, and Utilities"

Week 5: Plan Preparation

Examination 1

Community Planning

Chapter9, "Putting it all together"

Week 6: Land Use and Zoning

Community Planning

Chapter10, "Decisions that Change the Land"

Chapter11, "Controlling Private Land Use through Zoning"

Week 7: Controlling Development

Community Planning

Chapter12, "Controlling the Development of Land"

Chapter13, "Controlling When and Where Development Takes Place"

Week 8: Municipal Improvement Projects and Regional Cooperation

Community Planning

Chapter14, "Deciding When and Where to Build New Public Facilities"

Chapter15, "Fitting the Plans Together: The Regional Perspective"

Week 9: Local Planning and Planning for Open Space

Community Planning

Chapter16, "Planning for Parks, Open Space, and Green Infrastructure"

Chapter17, "Planning for Particular Geographic Areas"

Week 10: Planning for Growth and Safety

Community Planning

Chapter18, "Planning for Renewal and Revitalization"

Chapter19, "Planning for Natural Hazards and Community Safety"

Week 11: Residential and Employment Concerns

Community Planning

Chapter20, "Planning for Housing"

Chapter21, "Planning for Jobs"

Week 12: Professional Roles and Obligations

Community Planning

Chapter22, "Planning Ethics and Values"

Chapter23, "Becoming a Planner"

Week 13: Student Presentations

Week 14: Student Presentations, Conclusions and **Final Examination**
