Course Description

The goal of this course is to arm future practicing planners with the necessary practical tools on the planning process, practice, and involving the public to be effective in their field. The class is premised on one assumption: the plan making process is the “applied” backbone to all planning. In this course, students will develop the critical and analytical skills, as well as analyze relevant literature, that will arm them with the necessary tools in order to create, implement, and analyze a wide range of urban plans.

Course Objectives

Following successful completion of this course, students will be able to:

1. Acquire knowledge of the analytical framework and theoretical foundations of the plan-making process.

2. Develop the ability to analyze relevant planning information and data for synthesis into a comprehensive plan;

3. Acquire knowledge of appropriate types of data and analysis to use in a variety of planning situations and or different planning objectives;

4. Acquire the ability to design, initiate, and lead a citizen participation process to develop a comprehensive plan for a community;

5. Gain knowledge of enabling legislation and other requirements for comprehensive planning, planning processes, and elements of plans; and,

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 20</td>
<td>Introductions, plan-making, models of plan-making</td>
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<tr>
<td>2</td>
<td>Aug 27</td>
<td>What makes a good plan, the plan-making process</td>
<td>Paper 1 Due</td>
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<td>Berke ch. 1,2,3</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Texts</td>
<td>Reference</td>
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| 3 Sept   | Plan-making 1: environment, land use, population, overview of planning support systems | Kelly ch. 1,2                               | Berke ch. 4,5,6,7  
Kelly ch. 3,4, 6 |
| 4 Sept   | Plan-making 2: economy, transportation, infrastructure, state of community | Paper 2 Due                                | Berke ch. 8,9,10  
Kelly ch. 7 |
| 5 Sept   | Plan-making 3: areawide and communitywide plans            | Exercise 1 (Esnard book) Due               | Berke ch. 11,12,13   
Kelly ch. 8 |
| 6 Sept   | Citizen Participation                                      | Exercise 2 (Esnard book) Due               | Kelly ch. 5 |
| 7 Oct    | Regional Planning                                          | Exercise 3/4 (Esnard book) Due             | Kelly ch. 14 |
| 8 Oct    | Student Presentations of completed plans 1                 | Exercise 5 (Esnard book) Due               |                  |
| 9 Oct    | Small Area Plans 1                                         |                                            | Berke ch. 14 |
| 10 Oct   | Small Area Plans 2                                          |                                            | Berke ch. 15 |
| 11 Oct   | Development Controls 1                                      |                                            | Kelly ch. 9,10 |
| 12 Nov   | Development Controls 2                                      |                                            | Kelly ch. 11,12 |
| 13 Nov   | Development Controls 3                                      |                                            | Kelly ch. 13 |
| 14 Nov   | Student presentations of completed plans 2                 |                                            |                  |
| 15 Dec   | Group work on revision of final plan                       |                                            | Final plan due |

**Special Accommodations**

Students with disabilities who need special accommodations are asked to arrange a meeting with the instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If a student is unable to make the office hours, an alternate meeting with the instructor can be easily arranged. E-mail or call the instructor to set up this time. At this meeting the students needs to bring: (1) “Accommodation Memo,” and (2) “Instructor Verification Form.” Students without an Accommodation Memo, or have additional accommodations, or have additional questions should contact The Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Texts**

There are three required books that you should purchase:


Recommended equipment:

(1) A stapler. The computer labs in Dudley Hall do not have staplers. All assignments must be stapled when you submit them to me (not folded at the corner of the page).

**Course Requirements/Evaluation Method**

The format for the class is divided into lectures, group work, and class discussions. The first part of every class will be a lecture about a comprehensive planning topic by the instructor. Lectures will normally last 1 to 2 hours per class period. In many class periods, class discussions and student presentations of assignments will take place after the lecture. Student presentations and discussions will normally last 45 minutes to 1 hour. The remaining class period should be spent meeting with groups to complete group assignments.

Four major assignments are required in this course:

1. A comparison of current plans from three different cities.
2. Students must attend and analyze a planning commission meeting.
3. Students must complete – in groups – a plan for a hypothetical city using the *Hypothetical City Workbook*.
4. Students must complete - in groups - a plan for a small area or topic for a real planning situation (as assigned by the instructor).

**Attendance**

Your instructor takes attendance and participation very seriously. This is a graduate-level class, and therefore, students are expected to behave like graduate students and attend – and actively participate in - all classes. It is very important that you attend all class periods. Unless otherwise directed by the instructor, students are expected to present themselves in class during each scheduled class session, and to participate fully in collaborative activities with classmates. More than one unexcused absence is considered excessive, and will result in a reduction of the final course grade by one letter grade per unexcused absence. Please note that your final grade will be reduced if you have more than one unexcused absence. Absences will only be excused prior to the class period – not after it. There are no exceptions to this policy.
**Grades**

Grades are based on the following scale (see table below):

- 90-100%: A
- 80-89.9%: B
- 70-79.9%: C
- 60-69.9%: D
- 59.9% or below: E

I do not round grades up or down. If your scores on assignments, tests, attendance, and participation result in, for example, 79.9%, you will receive a C in the class – not a B. I believe that this policy results in more predictability and fairness for students and minimizes problems for the instructor in regards to complaints about grades. If you have any questions or concerns about your grade at any time during the semester, please see me about it immediately. Grading matters are best handled during the semester – not after the semester ends and final grades have been issued.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Description</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Comparison of Plans</td>
<td>Aug 27</td>
<td>Plan Analysis</td>
<td>10% (ind.)</td>
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<tr>
<td>Planning Commission Meeting Paper</td>
<td>Sept 10</td>
<td>Report on Planning Commission Meeting</td>
<td>15% (ind.)</td>
</tr>
<tr>
<td><em>Hypothetical City Workbook</em> Exercise 1</td>
<td>Sept 17</td>
<td>State of the community report</td>
<td>10% (group)</td>
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<tr>
<td><em>Hypothetical City Workbook</em> Exercise 2</td>
<td>Sept 24</td>
<td>Policy framework</td>
<td>5% (group)</td>
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<tr>
<td><em>Hypothetical City Workbook</em> Exercise 3/4</td>
<td>Oct 1</td>
<td>land classification, design, and management</td>
<td>10% (group)</td>
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<tr>
<td><em>Hypothetical City Workbook</em> Exercise 5</td>
<td>Oct 8</td>
<td>Small area plan</td>
<td>10% (group)</td>
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<tr>
<td><em>Hypothetical City Workbook</em> Midterm Presentation</td>
<td>Oct 8</td>
<td>Presentation of first plan exercise</td>
<td>2% (group)</td>
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<tr>
<td>Second Plan Exercise, Final Presentation</td>
<td>Nov 19</td>
<td>Presentation of second plan exercise</td>
<td>3% (group)</td>
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<tr>
<td>Second Plan</td>
<td>Dec 3</td>
<td>Completed plan</td>
<td>35% (group)</td>
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** For group assignments, students may work in groups of two or three or you may also choose to work alone. For those who choose to work in a group, the instructor will assign you to a group.

** For individual assignments (ind.), students must work alone.

** all assignments must be stapled – folded corners and paper clips will not be accepted.

** late assignments (with no prior arrangements made with the instructor) will result in a loss of one grade per day per assignment.

** Description of Assignments

** Plan analysis assignment

For this paper, you will summarize and analyze the contents of three modern urban plans of the same type. You can choose any type of plan, such as a comprehensive plan, historic preservation plan, land use plan, regional transportation plan, etc. All of the three plans should be the same kind of plan.

The objective of this exercise is to familiarize the class with the structure and contents of comprehensive plans, similar to the ones that you will prepare for Hypo City and for the final plan exercise.

For this assignment, find three plans (it is very easy to find one on the internet, but let me know if you need some help). They can be from any place, any type of jurisdiction (city, town, county…).

The assignment consists of the following two parts:

1) Write a one-page summary of the contents and scope of each plan, include your thoughts about what works well and what does not work well.

2) Compile a two-page table of the plans (for example, do they include sections on housing, inter-governmental relations, watersheds, transportation, a land use map, zoning maps, etc…; were they prepared by a consultant or staff; do they use a lot of qualitative data and projections; etc…). You need to come up with your own list of information to compare, based on your own analysis and the plans that you choose.

All five pages should be submitted to the instructor. Be prepared to discuss your findings in class.
Planning commission meeting assignment

This assignment is an assessment of one planning commission meeting. Students are required to attend a meeting of a planning commission in any city and report what they witnessed.

Your paper must address the following questions:

(1) who attended the meeting (planning commissioners, planning department, audience)?

(2) what were the top three issues discussed at the meeting?

(3) how was the planning director or staff involved in the discussions?

(4) how was the public involved in the discussions?

(5) what would you change, if anything, about the way that the meeting was carried out?

Hypothetical City Workbook assignments

For this series of assignments, students will use the data and materials from the Hypothetical City Workbook, and complete the exercises in the workbook. The result will be a comprehensive land use plan for a hypothetical city. Students are encouraged to add their own assumptions and issues, but must be clear about those items.

Small area plan assignment

In this assignment, the instructor will assign student groups (of 2-4 students) to work on small area plans in a real-world situation, such as a historic preservation plan for downtown Auburn or a teardown plan for north Auburn. This assignment builds on the previous plan-making assignment (based on the Hypothetical City workbook) because it requires students to collect all necessary data, analyze and organize that data, and compile an objective, action-oriented plan using all of the information and analytical skills presented in the class.