

Dr. Austin Holland

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Office Hours: Tuesdays & Thursdays 11am-12pm

### **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 alternate meeting dates or locations

### **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.

### **Material**

Textbook: *Fundamentals of Plan Making: Methods and Techniques* required textbook for this course; however, each student should have access to an external hard drive to store and process spatial data related to this course. Other course materials can be found on Canvas or our course drive \\uwsp.edu\files\CNR\CourseData\nres489

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### **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. Apply previous knowledge and skills in planning, zoning, and natural resources to a problem or issue identified by a client.
2. Learn applied research skills.
3. Gain professional experience working with a client.
4. Communicate planning analysis in graphic, written, and presentation formats.

5. 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 that 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 affect 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 to assist in correcting them. As I expect your best effort within your group project, grades can be changed to address situations where student performance within the group does not meet expectations.

### ***Group Projects***

#### ***Project Client / Planning Issues***

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### **Enhancing Recreation, Housing, and Community Spaces Through Conservation Design**

The Village of Plover has several planning issues that you will be helping them address this semester. There are a few pertinent questions that Plover is currently working through as they look toward the future of their community. Below are the three questions you will be addressing this semester.

1. How do college-aged students view their community?
2. What planning decisions could be made to help update and enhance recreational opportunities in the Village of Plover?
3. How can Plover design a new community space that provides areas for local businesses to thrive?
4. How can Plover create more diverse housing options within their community?

There will be three projects that will be accomplished this semester with each project comprising of various tasks and multiple presentations. The first is to evaluate Plover based on your first impressions of the community, create a report, then present it to our client. Project One will be completed collaboratively as a class, not in small groups.

The second task will be to create development plans for three areas of Plover. The first plan is an area that will be addressed through a Recreation Plan for the Little Plover River Park. The Recreation Plan should focus on creating a sustainable mix-use park that diversifies the recreational opportunities in the community as well as envision ways to improve/enhance the trail.

The second plan is the Community Development Plan. The Community Development Plan needs to develop an area consisting of three parcels south of the Crossroads Commons shopping area. This plan should focus on creating mix-use areas that provide local shopping, community space, and/or housing. This plan should incorporate a naturalistic design to limit its environmental impact. The third plan is a Housing Plan for two parcels adjacent to the Community Development Plan. The Housing Plan needs to create a conservation subdivision approach that incorporates themes determined by the community (ecological restoration, recreation, etc.). These ideas should mirror the Community Development plan and connect via a walkway or path. This means the Housing Plan and Community Development plans must be coordinated in their design.

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 the 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**

Task 1: Data Collection and Analysis

Task 2: Final Report and Presentation to Client

### **Project 2: Development Plans**

Tasks 1 – 3 – preparation for plans

Task 1: Base map for charrette and charrette process

Task 2: Current Conditions Summary and Zoning Analysis

Task 3: Site Analysis

Task 3 and 4 applies to each separate development plan for a total of 3 plans

Task 3: Area Development Plan (consider larger area)

Task 4: Master Plan and Site Analysis (focus only on specific parcels)

Task 5 brings together all the information into one final report

Task 5: Final Report and Presentation

- Participation in the final presentation for this project is mandatory for all students. Please note that this may not occur during normal class hours to facilitate community engagement. Travel will be provided for students.
- Final Report is a written report combining all three plans with greater detail than the poster presentation.

### **Travel Dates:**

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1. First Impressions Trip to Plover
  - a. Date: Thursday, January 25, 2024
  - b. Time: 3:30-4:45 PM
2. First Impressions Presentation & Input Session in Plover
  - a. Date: Thursday, March 7, 2024

- b. Time: 4:00-6:00 PM
- 3. Presentation of Final Development Plans in Plover
  - a. Date: Tuesday, May 7, 2024
  - b. Time: 4:00-6:00 PM

Note: This syllabus and all it contains is subject to change depending on our client and other factors.

## ***Individual Assignments***

### **I. Group Discussion**

We will focus on identifying examples of planning documents, academic publications, 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 bring a guided reflection with original questions and ***post to Canvas prior to the class discussion on the topic.***

### **2. Area of Interest Paper**

Conservation & Community Planning students tend to have specialized interests that can be more diverse than the capstone experience provides. Because of this, each student will write a two-three page literature review about an area of planning, research, etc. that they find interesting and may want to pursue. This is a two-part project. The first part is a proposal, and then the final report.

### ***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***

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 Canvas 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](http://www.uwsp.edu/special/disability/studentinfo.htm)

**Summary Assignments and Point Distribution (Subject to Change)**

Team or Individual Assignment	Brief Description	Points
Individual	Group Discussions	100
Individual	Area of Interest Proposal	100
Individual	Area of Interest Final Paper	100
Project Team	Project 1: First Impressions: Data Collection and Analysis	50
Project Team	Project 1: First Impressions: Final Report and Presentation	50
Project Team	Project 2: Task 1a and 1b: Base Map and Charrette Process	50
Project Team	Project 2: Task 2: Current Conditions Summary and Zoning Analysis	50
Project Team	Project 2: Task 3: Site Analysis	50
Project Team	Project 2: Task 3: Precedent Research and Development Concepts	100
Project Team	Project 2: Task 4: Conceptual Master Plan	100
Project Team	Project 2: Task 5: Final Report and Presentation	150
Individual	Participation – Overall through the semester	100
<b>Total</b>	<b>Final grade is based on total percentage</b>	<b>1,000</b>

**Grading Scale**

92.6% or higher = A	72.6 – 77.5% = C
90.0 – 92.5% = A-	70.0 – 72.5% = C-
87.6 – 89.9% = B+	67.6 – 69.9% = D+
82.6 – 87.5% = B	62.6 – 67.5% = D
80.0 – 82.5% = B-	60.0 – 62.5% = D-
77.6 – 79.9% = C+	Less than 60% = F

**Readings and Resources**

**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.traverscitymi.gov/downloads/traverse\\_city\\_corridors\\_master\\_planadopted\\_lq.pdf](http://www.traverscitymi.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=>

Red Fox Crossing, New Berlin, WI

[Red Fox Crossing Subdivision | New Berlin, WI - Official Website](#)

[SunVest Solar Proud to be Part of Wisconsin's First Net-Zero Electricity Neighborhood - SunVest Solar](#)

[New Wisconsin subdivision to require solar on every rooftop - Energy News Network](#)

First Impressions

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

[Sustainable Subdivisions Resources - The Council Alliance for a Sustainable Built Environment \(CASBE\)](#)

Sustainable city code

[Sustainable Development Code \(sustainablecitycode.org\)](http://sustainablecitycode.org)