CRP 2110: CREATING INNOVATIVE CITIES AND REGIONS  
SPRING / 2014  
COURSE SYLLABUS

Important Note: Any updates and new information on the knowlton.osu.edu/2110 site supersedes this syllabus including potential updates of this syllabus and changes announced in class.

THE OHIO STATE UNIVERSITY City and Regional Planning Program  
CLASSROOM: Knowlton 175  
DAYS: Tuesdays and Thursdays  
TIME: 2:20-3:40 pm  
OFFICE HOURS: 12:00 pm to 1:00 pm on Tuesdays and Thursdays. You may also talk to me after class on Tuesdays and Thursdays by appointment.  
INSTRUCTORS: Kyle Ezell, AICP, Associate Professor of Practice (You may call me “Professor Ezell,” “Professor Kyle” (if you know me) or simply “Professor”) and Instructor Angel Arroyo-Rodriguez, AICP, RS.  
CREDITS: 3  
CLASS WEBSITE: https://ksacommunity.osu.edu/group/crp2110 (a.k.a. “The Website”)

GET IN TOUCH WITH PROFESSOR EZELL:

Email: ezell.5@osu.edu. Regarding administrative issues (blogs, website, attendance, etc.), please first contact Professor Arroyo (see below). When you email, please write “2110: YOUR NAME” in the subject line.  
Phone: You may call me any time during business hours 614.580.8564. It is likely, though, that I will not be able to take your call immediately. If so, feel free to leave a message.  
Office Number: Knowlton 223. You must make an appointment for office hours.

GET IN TOUCH WITH INSTRUCTOR ARROYO:

Angel Arroyo-Rodriguez, AICP, RS is an Environmental Planner & Sustainability Coordinator at Ohio EPA and an Ohio State City and Regional Planning Ph.D. candidate. Mr. Arroyo-Rodriguez is the second instructor for this course and will be handling much of the course’s administration. Please contact him first if you have specific questions about the details of the assignments pertaining to their submission/delivery.

Office: Knowlton 462  
Email: arroyo.25@osu.edu (Please write “2110: YOUR NAME” in the subject line.)  
Phone/Text: 614-378-4337  
Office Hours and Office Number: Tuesday and Thursdays immediately after class (or if in the field meet after work ends while there)
COURSE OVERVIEW:

Planning plays an important role in the overall quality of every place. For instance, design details in neighborhoods directly impact whether residents can walk safety; zoning laws determine what kind of businesses are allowed to operate; materials used in the construction of housing can predict an area’s longevity; and the level of frequency of busses along a corridor make it possible (or impossible) to live without a car. City and regional planners must understand how local issues directly impact the quality of life in our cities and regions. Effective professional planners must be trained to think critically, intelligently, and with great attention to the small details. This introductory course provides a strong foundation in the field of planning where students learn the planning “culture.” The overall goal of this course is to establish a solid base for planners who become savvy researchers, confident in sharing their educated opinions, and able thrive in creative problem solving process.

This course is considered a service learning course—a teaching method that combines traditional instruction with service-based research for community partners. You will serve a number of community partners in the Columbus area over the term, exposing you to a number of physical, cultural, and social contexts as they relate to city and regional planning.

CRPLAN 2110 is required for the undergraduate major. It is also the recommended prerequisite course for students who are interested in the planning major. There are no prerequisites for this course. The essence of 2110 (and of the City and Regional Planning profession) follows:

There is no box. City and Regional Planners are out-of-the-box thinkers. We love cities, towns, and regions. We are sustainability systems designers. We serve communities as tomorrow’s innovators who care about the quality of life for everyone. We are interested in developing local economies and economics for an entire country, providing affordable housing, promoting green energy, preserving threatened land, building great public transit, and developing sustainable cities and regions. Does this sound like you or who you’d like to be? We are looking for innovative, creative students who are ready to be challenged and who seek to give back to communities. A service-based education in City and Regional Planning will make your career goals reality.

At Ohio State University, we offer undergraduate, graduate, and doctoral programs. The bachelor’s and master’s programs emphasize developing planners for professional practice through real-world experiences. The doctoral program focuses on expanding knowledge of planning to improve the profession. Our students are among the best in the world, and the opportunities for learning are endless.

CRP 2110 should be the first course you take to understand the possibilities in a planning career.

Welcome!
COURSE GOALS:

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.

In addition, students will gain knowledge in the field of City and Regional Planning in the following ways through:

- Learning how to think like a professional city and/or regional planner.
- Being able to work in and therefore effectively communicate in a collaborative work team.
- Acquiring excellent teamwork skills—a hallmark of a service-based education.
- Understanding the basics of planning and urban design.
- Knowing how to offer specific (basic) planning and urban design recommendations for local organizations and non-profit agencies.
- Discovering a potentially hidden passion in the field of planning.
- Understanding key issues city and regional planners deal with to build sustainable communities.
- Learning the (general) nuances of community work by actually working in communities.
- Thinking critically and effectively analyze planning problems.
- Learning how to professionally recommend a wide variety of ideas and solutions to community agencies.
- Providing useful, professional deliverables to community organizations.
- Learning to please community-based clients by providing more than they expect.
- Using the latest technology to communicate their research on planning issues.
- Improving your research, writing, oral and graphic skills.
- Growing as a person and as a student professional.

COURSE WEBSITE:

“The 2110 Website” is the course’s discussion and participation website. [https://ksacommunity.osu.edu/group/crp2110](https://ksacommunity.osu.edu/group/crp2110) You are responsible for joining this site where your teams will post professionally-written blogs and you will post your individual video project. Instructions and expectations on how to blog (and how to post your final video to this website) will be announced during class. (Please note that I reserve the right to
delete any posts due to size and storage constraints or inappropriate or unprofessionally written content.)

OTHER COURSE REQUIREMENTS

This course requires the following tools and supplies*:

- Tape measure
- Access to a computer.
- A digital camera;
- Access to the Internet;
- Access to a video camera and storage capabilities for footage and uploading** (Smart phones can work as can equipment that can be checked out through Classroom Services in the basement of the Classroom Services building);
- Video editing software (Your choice of Windows Live Movie Maker, Adobe Premiere Elements, iMovie, Camtasia Studio, or any other appropriate program. Software is available in KSA CRPLAN Lab, at the Digital Union, and online for free thirty-day trials.)
- Appropriate clothing, umbrellas, and shoes for your protection from inclement weather. (We’ll be outside during the class period in all but dangerous weather. Please be prepared.)

*If you aren’t already familiar with using any of these tools, you are responsible for learning how to use them outside of class.

GRADING

Scale:
- A 93-100%: Excellent work that is among the very best in the class.
- A- 90-92.9: Great work, but not as accomplished as those who are among the very best in the class.
- B+ 87-89.9: Very good work that is much higher than average.
- B 83-86.9: Above average, good work.
- B- 80-82.9: Above average with room to improve.
- C+ 77-79.9: Only slightly above average work.
- C 73-76.9: Average work.
- D+ 67-69.9: Below average work.
- D 63-66.9: Much below average work.
- D- 60-62.9: Near failing.
- E <60: Failing
GRADE BREAKDOWN:

TEAM BLOGS (80 / 100 points): You will post 10 blogs on the “2110 site.” The first 2 blogs will be graded S/U because we want to make sure that you to understand the level of detail and quality of professional work that we expect. Instructions will be given on how to blog effectively in class. Grades/instructor comments will be handed out to teams at the beginning of class. The 8 remaining blogs are worth 10 points each or 80/100 total points.

Deadlines for blog entries: 11:59 p.m. on the due dates to be announced on The Website and/or announced in class. (Blogs are often due on Sunday nights.)

A word about working in teams: In the professional world, planners work in teams so you need to begin now to learn how to be a successful team member. You and your teammates will participate in creating and building a smart, informative blog based on findings from the in-class assignments. As in the real world, teams are evaluated based on the overall quality of the entire team’s work; the same will be true for the blog assignments. (The exception is when a student does not participate at all.) Each time member will also evaluate their peers which will affect your grade. Please follow the directions below in order to receive the best grade possible.

For your blogs, please follow these general directions:

Analysis and commentary

• When you start your blog, please open with at least three intelligent, detailed paragraphs on the facts of the issue.
• To receive full credit, this post must contain:
  a. Smart writing throughout that clearly explains the scope of the issue in sufficient detail (500 words should be a minimum benchmark for the depth that will be necessary in these blogs unless otherwise noted (such as the photography blog)
  b. A level of detail that resembles a report (and not a Facebook post!)
  c. Quality images (including original designs) that clearly represent the issue
• Work within your teams to decide equitable work assignments.
• Please do not post your blogs without the approval of your team members. In other words, it is not in your best interest for one person to write the block one week, and another person writes the blog the next week and so on. This is a collaborative effort. Establish a way to communicate as a team for your blog work and make sure everyone takes responsibility for its content.
• Strive for intelligence to keep your grade high. Please pay special attention to formality and depth in your posts to get full credit for your blog. Short or glib answers are not appropriate and will not count. Please refrain from using “web-speak” or texting language of any kind.
• More instructions will be provided for each blog during class.
INDIVIDUAL PLANNING SOLUTIONS VIDEO (20 / 100 points)

Deadlines and instructions will be announced in class including due dates for topic approval (by me) and posting/release.

For this assignment, you need:
  • An account on vimeo.com or YouTube.com **
  • Access to video camera (you can use your phone if the quality is high enough or check cameras out in Classroom Services)

The goal of this exercise is for you to use what you have learned in the class to address a planning need by creating a “solutions video.” You will need access/transportation to the physical site where your issue is located (if it is site-specific), and video editing software.

Online Planning Issue Grading breakdown:

The major question I will ask when reviewing your video is, “Does your video effectively describe the planning issue?” It is required that your message is clear enough for users to understand the issue clearly and feel compelled to agree with what you are saying? (Or even take action?) Is the sound perfectly audible? Your video quality (storyline, production, etc.) is important, but the most important aspect of this assignment is that your message is clear.

**Students who have objections to using YouTube or Vimeo may turn in their videos offline or in Carmen formats if they so desire. Please see me as soon as possible if you do not want to use the Internet. (But please understand that you may set your privacy settings for both YouTube and Vimeo.)

Deadlines and instructions will be announced in class including due dates for topic approval (by me) and posting/release.

Team Peer Evaluations: For your teamwork, you will receive praise and a potential grade bump or a potential penalty deduction of any number of points at my discretion, depending on the circumstances of your participation evaluations by your peers.

Throughout the history of this class, 99% of students have been serious, hard working, and conscientious.

This is why I want to be clear that I do not intend to punish anyone in this class; however, in the rare circumstances when team members do not pull their own weight effectively, this behavior punishes everyone else on their team. It is critical for you to understand the importance of working together, so please bond with every member of your team and offer equal levels of work. Professional planners work in teams so it is very important for you to learn how to collaborate. In this fast-paced course you must keep up with the assignments
or else negatively impact your fellow team members’ progress. Therefore, around midterm and at the end of the quarter, you will be required to fill out a peer evaluation that will allow comments about the work of every member of your team. (I get evaluated as a professor by my peers, I have continuously been evaluated by my planning peers, and when I make presentations I am formally evaluated by the audience. It’s a part of life. In addition, City and Regional Planning studios (and other CRP courses) have numerous peer evaluations. This is something you should get accustomed to now while in 2110.) I expect everyone to treat your teammates as you would want to be treated and provide an honest evaluation while being as fair as possible. I do not expect “ slackers” during this or during any semester, but in the event that a peer evaluation is negative (and depending on how negative the situation) I reserve the right to deduct up to 50 percentage points off of a student’s final grade. In other words, I reserve the right to fail a student who does not perform effectively and equitably in his or her team.

On the other hand, if you receive a fantastic peer evaluation and happen to decide to become a City and Regional Planning major, there are numerous advantages to being a hard worker, doing great work, and pulling your weight.

**Assigned readings** will be announced in class.

**PROPOSED CLASS SCHEDULE**

The following schedule is proposed. The schedule could be changed for any number of reasons (special opportunities, unanticipated class cancellations, etc.) Please be alert to any changes mentioned in class or over email.

*Content delivery:*

During the first two weeks of every term, students learn how to think like a planner in order to provide credible planning-related recommendations to the community service organizations. At the end of the term, students work on final video products that describe a problem or issue related to service learning and planning and propose solutions to that problem.

*Community Service Modules:*

Following the two-week training, the body of the course content consists of Community Planning Modules where students receive training for that week’s topic through directed lectures.

In order to explain the content in detail I have provided a schedule that includes the initial training and typical Community Planning Modules:
MODULE 1: THINKING LIKE A CITY PLANNER

Thursday, January 9: (Lecture and in-class exercise) Introduction to CRPLAN 2110; establish community service teams and design community service team logos (teambuilding)

Tuesday, January 14: (Lecture and field work) Interpreting the City and team field work: Interpreting the City through Photography.
  • Individual blogs are due on Friday, January 17 at 10:00 PM

Thursday, January 16: (Lecture/discussion) How to Think Like a Planner: The Basics

Tuesday, January 21: (General field work) Thinking Like a Planner Blog 1 Research
  • Your Team’s Blog 1 is due on Friday, January 24 at 10:00 PM

Thursday, January 23: (Lecture/discussion: Downtown Business and Retail, Ms. Kacey Brandcamp, Business Recruiter at Capital Crossroads Special Improvement District)
  • Required readings will be assigned in class and must be read before the next class begins.

Tuesday, January 28: (Field Work) Downtown Columbus Analysis Blog 2 Research
  • Your Team’s Blog 2 is due on Friday, January 31 at 10:00 PM

Thursday, January 30: (Lecture/discussion: Planning for a Premier Urban District) Ms. Betsy Pandora, Director of the Short North Alliance)
  • Required readings will be assigned in class and must be read by before the next class begins.

Tuesday, February 4: (Field work) Short North Mixed Use Analysis Blog 3 Research
  • Your Team’s Blog 3 is due on Friday, February 7 at 10:00 PM

MODULE 2: NEIGHBORHOOD BUILDING AND PLACEMAKING

Thursday, February 6: (Lecture and in-class exercise) Planning and Zoning Basics 1
  • No blog due.
  • Required readings will be assigned in class and must be read before the next class begins.
Tuesday, February 11: (Lecture and in-class exercise) Planning and Zoning Basics 2

- Team exercises
- No blog due.

Thursday, February 13: (Lecture and in-class exercise) Site plan review training

- No blog due.
- Required readings will be assigned in class and must be read before the next class begins.

Tuesday, February 18: (Lecture/discussion) Diane Alecusan Section Supervisor, Redevelopment Incentives at Ohio Development Services Agency

- Required readings will be assigned in class and must be read before class begins.

Thursday, February 20: (Knowlton Main Space) Brownfield Redevelopment Charrette Blog 4 Research

- Your Team’s Blog 4 is due on Monday, February 24 at 10:00 PM
- Required readings will be assigned in class and must be read before the next class begins.

Tuesday, February 25: (Greenfield redevelopment lecture) Rachel Ray, Senior Planner for the City of Dublin, Ohio

- Required readings will be assigned in class and must be read before the next class begins.

Thursday, February 27: (Knowlton Main Space) Greenfield Design Charrette / Prep for Blog 5

- You Team’s Group Blog 5 is due on Monday, March 3 at 10:00 PM
- Required readings will be assigned in class and must be read before the next class begins.

Tuesday, March 4: Meet at Columbus Commons Park in Downtown Columbus. Ms. Amy Edwards Taylor, Chief Operating Officer of the Columbus Downtown Development Corporation

Thursday, March 6: (Knowlton Main Space): Park Design Charrette for Columbus Downtown Development Corporation / Prep for Blog 6

- Your Team’s Blog 6 is due on Monday, March 10 at 10:00 PM
- Required readings will be assigned in class and must be read before the next class begins.
MARCH 10-14 – CLASSES DO NOT MEET

MODULE 3: PLANNING FOR MOBILITY

Tuesday, March 18: (Lecture/discussion) Mr. Elliot Doza, Senior Transit Planner at Central Ohio Transit Authority. Evaluating transit in Columbus.

- Required readings will be assigned in class and must be read before the next class begins.

Thursday, March 20: Field work: Transit Audit. Meet on the corner of Woodruff Avenue and High Street / Research for Blog 7

- Your Team’s Blog 7 is due on Monday, March 24 at 10:00 PM
- Required readings will be assigned in class and must be read before the next class begins.

Tuesday, March 25: (Lecture/discussion) Ms. Heather Bowden, Director of COGO Bike Share. Planning for the cyclist.

- Required readings will be assigned in class and must be read before the next class begins.

Thursday, March 27: (Field work) Where should the new COGO bike stations go? / Research for Blog 8

- Your Team’s Blog 8 is due on Monday, March 31 at 10:00 PM
- Required readings will be assigned in class and must be read before the next class begins.

Tuesday, April 1: (Lecture/discussion) Appraising Complete Streets. Mr. Mark Dravillas, Neighborhood Planning Manager, City of Columbus Division of Planning

Thursday, April 3: (Field work) Redesigning Lane Avenue / Prep for Blog 9

- Your Team’s Blog 9 is due on Monday, April 7 at 10:00 PM

MODULE 4: PUTTING IT ALL TOGETHER

Tuesday, April 8: (Lecture/discussion) Instructor Arroyo will present a lecture review on what you have learned in a comprehensive review.

- Required readings will be assigned in class and must be read before the next class begins.
Thursday, April 10: (Field work) Meet on the corner of Mt. Vernon Avenue and Nelson Street in Downtown Columbus. / Prep for Blog 10

- Your Team’s Blog 10 is due on Monday, April 14 at 10:00 PM

--End team work—

**MODULE 5: VIDEO PRODUCTION AND EDITING**

Tuesday, April 15: (Lecture) How to tell a story through video through storyboarding.

Thursday, April 17: Work on Individual First Draft Video. No official class meeting.

Tuesday April 22: First Draft Video due. Bring file to class for viewing and critique.

Thursday, April 24: Second Draft Video due. Bring file to class for viewing and critique.

Individual Videos due: Monday, April 28. Post a working link in a blog on the course website.

**Important Additional Notes**

**The importance of attendance:** In courses past, I have been extremely pleased with the levels of student interest. I have found that student interest corresponds directly with attendance levels, and most students have been conscientious and professional. However, if you are one of the very few students who do not plan on giving 100% effort (and therefore decide not to attend class) you should probably not take 2110.

It is your responsibility to sign the attendance sheet that will be passed around during every class. If your name is not on the attendance sheet, you are considered to be absent. Unexcused absences are never acceptable. *Since this course only meets twice a week, missing two classes is the same as missing an entire week. Missing class not only hurts you; it also hurts your teammates who will be forced to work around your absence. It also directly impacts the quality of your clients’ deliverables. Therefore, missing 2 unexcused absences will result in a failing grade.* The reason for this rule is simple—it’s about fairness. Students who miss class must rely on the benevolence of their teammates to do their work for them that cannot be caught up due to the impossibility of missing specific field work. It is not fair for those students to spend time filling you in when new work continues to demand their time and attention. It’s up to you to be professional and take responsibility for your attendance. So, as a rule of thumb, consider that you will be a “borderline case” for a major point deduction if you miss even one class. Just one absence (even a lecture) can directly impact your team’s work. If you absolutely must miss class, please bring a military, doctor’s, or other official type of excuse. I will remind you about the importance of being present in the first several class periods. *Again, I rarely have any issues with attendance and am very happy with the quality and dedication of the vast majority of my students.*
**Grading:** All grading will be done as fairly and as consistently as is reasonably possible. Students wishing to appeal the grading of an assignment must make the appeal in writing within 5 calendar days after an assignment is returned.

**Plagiarism will not be tolerated in the classroom.** Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own even if you have the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

**You may not do outside work during class:** This fast-paced class is too busy to become a study hall for other coursework. Please concentrate only on the material from 2110 during the class period.

**Being late for class:** Most students in 2110 are eager and ready so do not be late for class. Because we will be working in the field during many class periods, it is possible that you will literally be left behind if you are late.

**Turning in Assignments and Assignment Lateness:** As mentioned previously, blogs will be posted on The Website. Late blog entries up to 24 hours will receive a deduction of TWO letter grades. Blogs not posted within 24 hours after the official deadline will be considered missing. Missing blog entries will receive 0 points. (Except for extreme situations upon approval of the instructor.)

Videos will also be posted on the 2110 Website. Late videos up to 24 hours will receive a deduction of one letter grade. Missing videos will receive a total grade of 0 points. (Except for extreme situations upon approval of the instructor.)

**Texting:** You are prohibited from texting in class and I have a zero tolerance policy for this. If you are caught texting during class OR during the exercises, you will be immediately called out (and potentially asked to leave).

**Phone use:** You may not answer your phone in class. Please turn your ringers down. If you have an emergency please let me know and you may be able to take the call outside. Otherwise you will be courteous by not talking on your phone.

**In-class computer use:** There is no reason for you to use a computer during class lectures so I do not allow them to be used unless otherwise indicated or announced. You will be asked to close your computers during class if you break this rule. Later in the term, we will employ the use of personal laptops (if you have one) and the web for class; you will be encouraged to bring and use your computers for the last few periods.
**Incomplete grades:** Please assume that you will not be granted an incomplete due to high course load or time constraints. The material in this fast-paced, team-oriented course will impossible to make up later.

**Academic misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).

**Professional conduct:** Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

Any forms of sexual harassment or intimidation will not be tolerated. The University’s Code of Student Conduct and Sexual Harassment Policy are available on the OSU web page. Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. When a complaint is received, the situation will be investigated by the academic department and possibly by the police even if the harassment was done anonymously or possibly as a jest. Being found guilty of harassment, even if it was nominally done in jest, can be professionally damaging.

**Disability Statement:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.osu.edu/](http://www.ods.osu.edu/)

Jke, January 6, 2014