

CRP 4910S UNDERGRADUATE STUDIO – CLASS SYLLABUS

COURSE OVERVIEW:

The issue of transit in Columbus, Ohio can quickly bring about strong reactions from residents, stakeholders and elected officials alike. Columbus remains one of the largest metropolitan areas in the United States that does not have a commuter rail system of any kind. A 2010 decision not to pursue a \$400M Federal grant for a passenger rail system between Cleveland, Columbus and Cincinnati revealed a polarizing difference of opinions on the issue. More recently, Columbus Mayor Michael Coleman mentioned the idea of a rail connection between Port Columbus International Airport and Downtown, again bringing rail back into the discussion as a potential transit amenity for the City. Members of the non-profit organizations Transit Columbus and Forge Columbus have contacted the City and Regional Planning Department for assistance in assembling information and assessing this idea's potential. The primary goal of this studio is to research the viability and effectiveness of this connection. Experts from a variety of fields and perspectives will be brought in to provide insight on the issue. Students will be asked to gather and analyze data in order to make recommendations on the location, style and type of system needed. The semester's work will be summarized in a professional grade report for the client, which will be presented in a public forum. This topic will likely generate media attention, and the work product will be scrutinized. The airport/downtown rail study studio presents an *amazing* opportunity to be involved in a current planning project that could change Columbus for decades to come.

THE CLIENT:

The JET Taskforce - Columbus Mayor Michael B. Coleman appointed the JET Task Force in April 2014 to build on one of our community's strongest assets, Port Columbus. Comprised of leaders from the business, economic development and transportation sectors, the task force will focus on how best to redefine our airport as an economic hub and the center of transportation for the region. Three working groups will focus on the areas of Economic Development, Regional Transportation and Air Service. The Task Force is working to issue a report and recommendations by the end of the year to the City and its regional project partners: the Columbus Regional Airport Authority and Franklin County. The class will see presentations from each of these working groups and ultimately create a professional-grade document to assist the JET Task Force.

[See more at: <http://www.columbus.gov/planning/jettaskforce/#sthash.W8dgEYsg.dpuf>]

READINGS/COSTS: Readings, as well as research and review of various materials will be assigned in class or electronically on a week-to-week basis. Purchase of a book, typically a low-cost paperback, may be required. You will also be asked to contribute to the purchase of a finished comprehensive plan document to present to the client, and may also choose to purchase a copy for your own portfolio. Expect to travel to various locations (i.e. MORPC, Port Columbus, etc.) multiple times during the semester for meetings, observation and research.

COURSE SCHEDULE: The class will meet in Room #259 of Knowlton Hall on Tuesday and Thursday evenings at 6pm. Typically, the “lecture” period will last about an hour, and then the class will move up to the 4th floor computer lab for at least two hours of work and collaboration. In studio courses, you are expected to work well in excess of the six hours of class/lab time each week. There will also be meetings and/or site visits outside of regular class/lab times. A mid-term presentation to the client will occur in early November and a final presentation will occur in Early December. Class will not meet on November 11th (Veterans Day) or November 27th (Thanksgiving).

COURSE OBJECTIVES:

You should upon completion of this studio:

- **Gain an understanding of comprehensive planning;**
- **Have the ability to produce a comprehensive plan;**
- **Engage in effective service-learning;**
- **Organize and participate in community engagement, including stakeholder meetings and meetings with individuals;**
- **Be able to communicate and produce deliverables in a collaborative work team; and**
- **Improve your research, writing, oral and graphic skills.**

ACCREDITATION CRITERIA:

1) General planning knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.

- a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have;
- b) Planning Law: appreciation of the legal and institutional contexts within which planning occurs;
- c) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space;

- d) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis and intervention to influence the future; and
- e) Dimensions of Planning: appreciation of interactions flows of people and materials, cultures, and differing approaches to planning across regions.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.

- a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources;
- b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations;
- c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans;
- d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement;
- e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities; and
- f) Leadership: tools for attention, formation, strategic decision-making, teambuilding, and organizational/community motivation.

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:

- a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics);
- b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change;
- c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures;
- d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change; and
- e) Social Justice: appreciation of equity concerns in planning.

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 five (5) calendar days after an assignment is returned.

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 be impossible to make up later.

1. **Periodic Research Reviews (25%)**
2. **Billable Hour Spreadsheet (5%)**
3. **Peer Evaluations (15%)**
4. **1st Draft Deliverables to client (15%)**
5. **2nd Draft Deliverables to client (15%)**
6. **Final Deliverables to client (25%)**
 - A. **Client Presentation (required)**
 - B. **Class Attendance and Participation (Potential Deduction of Points)**

Scale:

A	93-100%	C-	70-72.9
A-	90-92.9	D+	67-69.9
B+	87-89.9	D	63-66.9
B	83-86.9	D-	60-62.9
B-	80-82.9	E	<60
C+	77-79.9		
C	73-76.9		

A more detailed breakdown of how you will be graded follows below:

1. Periodic Individual Research Reviews and Presentations (25 points):

Your Individual Research Reviews and Presentations will be graded on the level of student understanding (25%), Depth of knowledge (25%) ability to communicate/share effectively (25%), recommendation / professionalism (25%).

2. Billable Hour Spreadsheets (5 points):

As a project consultant, you are responsible for billable hours on a project. A billable hour is the amount of time that can be charged to a project based on effort. This is measured in increments of 15 minutes. If you worked on a project for 2 hours and 15 minutes, you would report this as 2.25 hours. You will be responsible for tracking your billable hours on this project using Excel or a similar system approved by me. Each time you work on the project you should enter the time. If you are in the field you should track the time and then enter it later. Every student must keep their tracked time up to date with accurate accounting and be ready to submit a professional billable hour spreadsheet at least two (2) times during the semester. Students are expected to spend 2-3 hours each week outside of class for every credit hour of classwork. The in-studio time is considered project management time where the team meets to learn about their assigned tasks, generate ideas, engage in discussion and work in collaboration. This will be variable by week based on the activities in the studio. This means by the end of the 14 week semester you will have “billed” over 150 hours!

3. Peer Evaluations (15 points)

All students must contribute to the project in an equitable way. Peer evaluations will be required at least twice during the semester. Your ultimate score will be averaged from the semester's peer evaluations.

4. 1st Draft Deliverables to the client (15 points)

A well-defined, professionally crafted outline and overview must be created based on direction received from the various stakeholders. This document should clearly indicate the content of the proposed plan and its framework. Draft goals and objectives for the area should be articulated.

5. 2nd Draft Deliverables to the client (15 points)

A draft of the proposed plan must be created which addresses all the issues brought forth from the direction and dialog with the various stakeholders. Draft diagrams, charts, models, and data must also be included.

6. Final Deliverables to the client (25 points)

Your creation of a comprehensive sidewalk plan for Upper Arlington must be completed and ready for submittal to the JET Task Force. This document must include professional-grade text, diagrams, photos, and other items.

A. Client Presentation (required)

This event will be held during the last week of scheduled classes (specific date and time TBA). The class will present the final plan to members of the JET Task Force and media.

B. Potential Deduction of Points:

It is never my intent to punish students; however, to maintain fairness, these policies are necessary to ensure that all students enjoy a professional experience and to protect students who follow the rules:

All grading will be done as fairly and as consistently as is reasonably possible. Assignments up to 24 hours late will result in an automatic *drop of one letter grade from the grade received*. Assignments over 24 hours late will receive no credit. Missed first, second, or final drafts will also receive zero points. The instructor will take into consideration assignments that are late due to unforeseeable circumstances. There is no point in skipping class, or being late to class to finish an assignment because it will count as late if you turn it in after class starts.

ATTENDANCE

Because you are professional planners, you will be expected to act like the professionals. Therefore, attendance will be taken during each class. Unexcused absences are never acceptable and *more than two unexcused absences will result in an automatic an "E" grade for the course. [Imagine missing over a week of work. You would be fired!]*

If you absolutely must miss class, please bring a military, doctors, or other official type of excuse. Weddings, vacations, and other personal absences do not count. I will remind you about the importance of being present in the first several class periods, and you will sign the attendance sheet weekly so there is never confusion on how many class periods have been missed. *Again, I rarely have any issues with attendance and am very happy with the quality and dedication of the vast majority of my students.*

PARTICIPATION

This is a difficult area to define, but it is *crucial* to the whole studio's experience. I expect this studio to be a major focus of your effort for the term. That means, among other things, being prepared, attending class (and other activities that we schedule), participating constructively in class discussions, volunteering for tasks that will need to be done during the term, being flexible, helping out wherever help is needed, and so on. The jobs that need to be done during the term will cover a range of skills and will also range from large to very small, so there should be plenty of options for everyone to actively volunteer.

Some examples of the kinds of tasks we'll need to get done during this studio include:

- Research/gathering information
- Taking photographs of the subject area
- Contacting/interviewing stakeholders
- Helping with logistics for meetings and field work
- Helping with logistics for the client presentation
- Running errands (making copies, buying digital media, etc.)
- Creating a professional-grade comprehensive sidewalk plan

Keep track of what contributions you have made (I may not realize all the things you've done or forget in the rush of other things going on) and include the list as a separate page at the end of the term.

In addition, any behavior during the studio that infringes on the ability of other students to profit from the studio will not be tolerated and will be reflected in your grade. You will be guests in locations outside of Knowlton and should act in a way so that you will be considered outstanding representatives of OSU.

TEAM AND INDIVIDUAL PROJECTS

Each person in the studio will be assigned to prepare one or more elements of the project. In addition students will be organized into teams to focus on detailed research and development. Expect to be flexible and responsive to the times where individual work is needed and where team work is needed. Working well with other team members who have a variety of skills and personalities is a critical function in the professional world.

ATTITUDE

In high-demand studio settings, I expect you to have a professional attitude. Negative attitudes, including troublemaking, inflexibility, “drama,” and not following through will simply not be tolerated.

BEING LATE

Do not be late for studio. Arriving on-time for class is expected, so make appropriate arrangements. Respecting others, including their time, is critical in a productive work environment.

TEXTING AND PHONE USE

You are prohibited from texting in class and I have **zero tolerance** for this. You may not answer your phone in class. Please turn your ringers off. If you have an emergency, please let me know and you may be allowed to take the call outside. Otherwise, you will be courteous by not talking on your phone.

IN-CLASS COMPUTER USE DURING LECTURE

It is very distracting when students use their computers to take notes during class lectures. Do not open your laptops during our in-class sessions unless otherwise given specific permission by me.

SOCIAL MEDIA

Your Facebook / Twitter (or any other social media) friends will wait until after you finish your studio work. Do not use social media during your work time.

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.

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). I will likely have to remind a few students during the term so don’t be surprised when it does.

Phone use: You may not answer your phone in class. No internet use on phones unless it is part of a class exercise. 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.

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 more information, see the Code of Student Conduct <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.ohio-state.edu/>

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