**URP 3000**

**Planning and Growth Management**

**Fall 2016**

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**Office Hours:** SO-284, Mon/Wed 1:00-6:00pm; Tues 2:00-6:00pm

**Course Location:** TBA

**Course Time:** TBA

**Credits**: 3

**Course Description**

Due to population increase, technological developments, urban growth, and economic trends; the contemporary era can be defined with the keywords of complexity, interconnectedness, and “urban age”[[1]](#footnote-1). Cities of the world are growing at an incredible speed in terms of size and population. In 2005, World Bank sponsored report “The Dynamics of Global Urban Expansion” revealed that the population in cities of the developing countries is expected to double in the next thirty years from 2 billion in 2000 to almost 4 billion in 2030. By 2030, these cities are expected to triple their land area. In parallel, by 2030 the urban population of developed countries is expected to grow by 11% in the next thirty years from 0.9 billion to 1 billion. By 2030 these cities are expected to increase their land area by 2.5 times. These statistics demonstrate the importance of careful and innovative planning strategies that will provide adequate infrastructure, reduce environmental degradation, impose sustainable development, manage urban growth, and create better living conditions for current and next generations.

Planning has an interdisciplinary nature; it has its roots in architecture, landscape planning, social work, and sanitation engineering. As planners, you should be prepared to get involved in social, political, cultural, economic, and environmental issues and search for the best possible solution for public interest. Planners are not only technical experts but they are also mediators, educators, and advocates. Thus, planning starts with building a multidisciplinary background and understanding the role of the planner in the society.

This course is an introductory course in the Bachelor of Urban and Regional Planning and Bachelor of Urban Design programs, and is designed to introduce students to key aspects of planning and growth management in the US. The course has three parts: The first focuses on planning history, planning theory, and planning process and tools. The second part focuses on growth management, with a focus on South Florida’s growth management system and tools. The last part of the course examines the major sub-fields within urban and regional planning.

**Course Objectives**

Course objectives can be grouped into three categories: To expose students to *content* – knowledge about planning; to introduce students to the *critical thinking* skills needed to analyze issues and solve problems; and to improve student *communication* – the written and oral skills needed by planning professionals. These goals can be found in FAU’s Undergraduate Learning Compacts.

Upon completing this course, students should be able to:

* outline major historical and current trends in planning in the U.S.,
* explain the multiple factors behind the urbanization process,
* demonstrate the impact of globalization on planning,
* describe the planning process and basic planning tools,
* recognize the political context in which planners work,
* discuss the concept of the public interest and its consequences for planners,
* describe the major sub-fields within planning,
* recognize various theoretical contexts behind different planning approaches,
* understand how growth management works and is implemented in South Florida,
* prepare and communicate straightforward analysis of a comprehensive plan in South Florida.

**Writing Across the Curriculum (WAC)**

This course is a designated Writing Across the Curriculum Course. Writing Across the Curriculum (WAC) courses at FAU are designed to help students learn both subject matter and discipline-specific ways of critical thinking and writing, using frequent writing assignments and re-writing. WAC is predicated on the belief that writing is a set of processes that provide opportunities for students to prepare for, reflect on, and improve their writing skills. Different kinds of feedback are used for different types of writing and different stages of the process as a way to help students see their writing from different perspectives and learn from it. It also helps to teach students how they should view their work at each stage and assists them in rooting out poor habits and mistakes.

At the end of the semester, each student must submit a WAC Folder. This folder will include (1) a formal written assignment with (2) at least one global revision based on substantial instructor commentary from the earlier draft, and (3) a cover letter that reflects on what was revised in the paper and how work during the term fulfilled the student objectives expressed in the WAC guidelines – that is, specifically what you learned through the WAC process. Students may also include other written projects that they discuss in their cover letters. The folder will not affect your grade or progress toward graduation; however, it is mandatory.

Since written communication is an essential part of this course, course assignments and evaluation will be based on improving your writing skills as well as your knowledge of course content. Throughout the course, you will submit exercises with one rewrite each and one term paper with one rewrite. In each of these assignments you will receive extensive written feedback both for the content and for your writing skills. You need to pay attention to the comments provided in the feedback of each assignment. The instructor will keep a record of these comments and in your final grading it will be important that you improve your writing skills and do not make the same mistakes.

*If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.* For this class, these assignments are your exercises and your term paper. A passing grade (C or better) in this course satisfies 3,000 words of the 24,000 Gordon Rule graduation requirement.

**Portfolio**

FAU and the Department of Urban and Regional Planning have instituted a policy requiring each BURP and BUD student to maintain a portfolio of completed projects and coursework. You need to keep the original copy of your writing assignments and put them in your portfolio.

**Course Textbook**

There is one REQUIRED textbook for the course: Norman Tyler and Robert M. Ward, *Planning and Community Development: A Guide for the 21st Century,* W.W. Norton & Company, 2011.

**Grading**

The course includes a combination of lectures by the primary instructor, class discussions, exercises, and video documentaries. The course is a venture in reading, thinking, writing, and sharing ideasrather than passive listening. Students ***must*** read the required readings ***before*** class and participate in class discussions. All written assignments must be submitted as a hard copy in the beginning of the class that they are due. The following grading system will be used to determine the final grade:

**Written Assignments (85%)**

Exercises 10%

Staff Report 25%

 Term Paper 25%

 Final Exam 25%

**Other Assignments (15%)**

Attendance/Class Participation 10%

Meet with Academic Advisor 5%

**Total possible points 100%**

If you are a planning or urban design major, you need to get a minimum grade of C to pass this course. Final grades will be assigned as follows:

A 94-100 points

1. 90-93 points

B+ 87-89 points

B 84-86 points

1. 80-83 points

C+ 77-79 points

C 74-76 points

C- 70-73 points

D+ 67- 69 points

D 64-66 points

 D- 60-63 points

Fail < 60 points

Grades that fall in between letter grade assignments will be rounded according to the following criteria: Grades that end with .50 or above will be rounded up and grades that end with any value below .50 will be rounded down. For example 93.50 will be rounded to 94, which is A. 93.47 will be rounded to 93, which is A-.

***Exercises:***

These exercises will be written in memorandum format (memo). These exercises are intended to advance your critical thinking and writing skills. You will complete the following Rivertown exercises as set forth in the textbook: 1, 3, 4, and 11. In general, assume you work for a local government planning department and your boss is the Planning Director. She will share your memos with the City Manager who will share them with the Mayor. Therefore, you must write like a professional.

***Term Paper:***

This assignment will be written in a term paper/report format (paper). This assignment is also intended to advance your critical thinking and writing skills. You must establish a thesis statement (position) and argue in support of it throughout the paper. The Rivertown exercises set forth above will serve as the basis for the paper. Basically, you need to develop a master plan for the Rivertown community by taking the “best” parts of the exercises and establish your position and support it. Grading will be based not just on raw content but on your use of references, your ability to organize your material, and your overall professionalism. It is important that you use a proper citation technique when you are citing your sources. More information on citation techniques and specific guidelines on the assignment will be provided during the semester.

***Staff Report:***

This assignment will be written in a local government staff report format. This assignment will allow you to write a professional staff report based on a redevelopment project that you design for the class study area. The class study area will be the redevelopment of the Boca Raton Bowling Alley/Nippers Bar located on Military Trail in Boca Raton.

For these written assignments, you will rewrite earlier drafts several times according to the comments of the instructor.

All assignments will be submitted to the instructor as hard copies in the beginning of the class that they are due. I am NOT your secretary. Do not send your written assignments to me via email and expect me to print them. Instead, you print them before class, show up to class on time and hand them in on time.

***Exam:***

The exam will have both short answer and essay questions. The exam will include materials covered in class and assigned reading materials. The exam will be in class and you may bring one sheet of paper (8 ½” x 11”) with *your* notes on it to the exam; if you do so, you must turn it in with your exam.

***Attendance/Class Participation/Meeting with an Academic Advisor:***

Attendance will be taken at every class during the semester; in total attendance together with class participation and meeting with an academic advisor (before Spring Break) will be 15% of your overall grade. If you are not able to attend a class due to medical emergency please notify the instructor as soon as possible. You need to demonstrate a proof of your absence from the doctor; otherwise you will not receive the credit for the missed attendance. Attendance is not limited to showing up in the beginning of the class; it also includes showing up on time and staying until the end. Together with attendance, participation is also important. Participation is engaging in class discussions and asking questions.

**Course Webpage and Communication**

A course website is available at FAU Blackboard (<http://blackboard.fau.edu/>) Course syllabus and necessary materials will (may) be posted there. All course updates will (may) be added on blackboard as an announcement. The instructor will (may) use your FAU address to communicate with you. Check your FAU email regularly. This is very important.

**Work Rules**

All work must be submitted by the due date. One week late (written) work will automatically be downgraded one full letter grade. Anything handed in more than a week late will result in an F for that part of the course. Late works will be accepted as normal only if you are experiencing a major emergency (medical, death in the immediate family, etc.). In this case, you have to notify the instructor before the assignment due date.

Academic misconduct of any kind, including plagiarism, cheating, falsification, or fabrication, *will not be tolerated*. First of these offenses will result in the zero grade for the assignment. Second time will result in the failing of the course. In this course, you will consult outside sources while doing your assignments. Be very careful how you cite the sources. *Do not copy from any source or give direct quote without giving credit*. *Submitted papers will be included as source documents in the SafeAssign.com reference database solely for the purpose of detecting plagiarism of such papers.*

As a student, it is your responsibility to be familiar with and follow the academic policies and honor code. Please review the recommended student guidelines on ethics and academic integrity, available at: <http://www.fau.edu/caupa/pdf/ethics_student_guidelines.pdf>

**Cellular Phones and Laptop Computers**

During the class period, turn off your cellular phones and laptop computers. During the class period, you ***may not*** take notes on your laptops (bring paper and pen). Email, chatting, and surfing on the web are strictly prohibited during the class period.

**Statement on Academic Dishonesty**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**Student Accessibility Services**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures (see http://www.fau.edu/sas/ for procedures and forms).

**Student Success Resources**

If you are having problems, see your instructor during office hours or contact your instructor via email. It is imperative that you contact your professor early in the term if you are having problems with this course. Do not wait until the end of the term to seek assistance. If you need individualized help or tutoring in reading, writing, taking notes, or other academic issues, please see one of the help centers listed below:

UNIVERSITY CENTER FOR EXCELLENCE IN WRITING

http://www.fau.edu/UCEW/WC/

LEARNING COMMUNITY

http://www.fau.edu/class/LearningCommunity/

TUTORING, STUDY HELP, & ACADEMIC SUPPORT

http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php

CENTER FOR LEARNING AND STUDENT SUCCESS

http://www.fau.edu/CLASS/

CAREER DEVELOPMENT CENTER

http://www.fau.edu/cdc/

STUDENT INVOLVEMENT AND LEADERSHIP

http://www.fau.edu/sil/

If you are having personal problems and need guidance or help, please contact one of the centers listed below:

OFFICE OF HEALTH AND WELLNESS

http://www.fau.edu/wellness/index.php

http://www.fau.edu/wellness/staff.php

COUNSELING CENTER

http://www.fau.edu/counseling/

STUDENT INTERVENTION TEAM

http://www.fau.edu/studentsindistress/index.php

http://www.fau.edu/studentsindistress/aboutus.php

http://www.fau.edu/studentsindistress/SITrole.php

STUDENT CRISIS AWARENESS COMMITTEE

http://www.fau.edu/studentsindistress/SCACROLE.php

***Syllabus subject to change!***

**Course Schedule – Planning & Growth Management – Fall 2016**

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| --- | --- | --- | --- |
| **Class** | **Topic** | **Reading** | **Homework Due** |
| **1** | * Introduction and Course Overview
* Discussion of Course Assignments and Evaluation Criteria
 |  |  |
| **2** | * Lecture by Instructor
 | Chapters 1/2 |  |
| **3** | * Lecture by Instructor
* Watch NCI Charrette Video
 | Chapter 3 | Exercise 1 |
| **4** | * Lecture by Instructor
 | Chapters 4/5 |  |
| **5** | * Lecture by Instructor
* Watch NYC/China PowerPoint
 |  | Exercise 3 |
| **6** | * Tour Boca Bowling Alley/Nipper’s Bar
 |  |   |
| **7** | * Lecture by Instructor
 | Chapters 6/7 | Deadline to Meet w/ Academic Advisor |
| **8** | * Lecture by Instructor
 | Chapters 8/9/10 | Staff Report |
| **9** | * Lecture by Instructor

  | Chapters 11/12/13 |  |
| **10** | * Lecture by Instructor
 | Chapters 14/15/16 | Exercises 4/11 |
| **11** | * Seminar- Discuss Rivertown Comp Plan/Zoning Code
 |  |  |
| **12** | * Work on Term Paper
 |  |  |
| **13** | * Tour Mizner Park/Royal Palm Plaza
 |  | Term Paper-Draft #1 |
| **14** | * Review for Final Exam
 |  |  |
|  | * Reading Period
 |  | Term Paper-Draft #2 |
|  | * Final Exam
 |  | Final Exam |

*Subject to change by the Instructor.*

1. Richard Burdett and Deyan Sudjic (eds), *The Endless City*, Phaidon, 2007. [↑](#footnote-ref-1)