**College of Design and Social Inquiry**

**School of Urban and Regional Planning**

**URP 4979 - Planning Capstone**

**Spring 2018 Semester**

**Instructor:** Lisa Colmenares, AICP

**Phone:** (561) 297-4279

**Email:** mcolmena@fau.edu

**Office Hours:** By Appointment.

**Office Location:** SO 371

**Course Location:** GS 115

**Course Time:** 6:30-9:20 pm Thursdays

**Credit Hours:** 3

**Course Description**

Completion of an individual project involving student research and analysis of a problem or issue in planning and design, synthetic work resulting in: (a) research paper, (b) planning document, film or three-dimensional model. Refinement of writing and graphics skills or oral presentation.

**Course Content/Background**

URP 4979 is a regularly scheduled course designed to assist students in writing their planning projects. The catalog copy of this course reads “synthetic work resulting in: (a) research paper, (b) planning document, film or three-dimensional model.”

The class will be conducted as a seminar/discussion/workshop/presentation course. The instructor will present major approaches to dealing with specific components of a planning project and project management, in general. Other class time will be spent in a seminar and/or workshop format. Participants should always be prepared to discuss their projects in front of their peers and to assist peers when possible.

The syllabus contains a set of deadlines, imposed to help timely completion of the planning project. The semester is short and some of the deadlines are very close together. Unfortunately there simply is no more time. If you meet the deadlines, the instructor will hand you back her comments after the deadline. If you start working from the beginning of the semester and meet your deadlines, it is more likely that you will be successful in completing your planning project.

Make sure to run spelling and grammar check before you hand in your drafts, number the pages and have a header or footer that shows at least the date and the title of your project. It is crucial you format and edit your papers in an appropriate business manner since this is a high level course.

The class will operate as a Firm, with the Instructor being the President/CEO of the Company. Students will be project managers and will have a Client, which will be the Planning, Development Services, Public Works, or other appropriate Department within the municipality or organization where the project is located. Project Management tools will be used during this class to manage the progress of the Planning Project and the work of each of the members of the project.

**Course Objectives**

Upon completing this course, students should be able to:

* Be able to frame a research proposal for their planning projects;
* Be able to distinguish between a problem/issue and a solution to a problem;
* Be able to apply project management tools (PMBOK and others in the business world) to manage the project;
* Be able to apply research methods to prepare a literature review to support their research proposals;
* Be able to apply the planning tools learned throughout their undergraduate studies to provide appropriate solutions to the area issues and that will be satisfactory to the Clients;
* Be able to communicate effectively the different deliverables to different organizations (FDOT, municipal clients and any other coordination agencies) following guidelines prepared in advance by the instructor. There will be guest judges for the different presentations; and
* Come to class prepared to do class workshops based on the class assigned readings for the week. The instructor assumes you are keeping up with the assignments and class homework.

**Assessment Protocol**

URP 4979 is a key course in the assessing student learning outcomes as part of the Bachelor of Urban and Regional Planning Program. It is specifically used to assess a student’s oral and written communication skills, as well as their mastery of the material and analytical methods covered during their program of study. This is to be achieved by:

1. Having all students give an oral presentation as part of the course, with formal feedback from the instructor on their performance.

*Description:* Oral presentation skills are evaluated during the final presentation in URP 4979 (Planning Project). Presentation skills will be evaluated based on standard criteria for oral presentations such as voice projection, contact with audience, response to questions, mastery of topic, use of appropriate language, and appropriate use of audiovisual aids. Students will also be evaluated in their visual presentation skills through visual poster presentations. Course objectives and each of the required contents of the planning project will be evaluated by the Instructor and Guest Judges.

1. Having all students submit a “Planning Portfolio” as a formal assignment for completion of the course. This will be submitted for a formal grade and students will not be able to complete the course without the submission of this document. Copies of each student’s planning portfolio will be submitted to the undergraduate coordinator of the Bachelor of Urban and Regional Planning program at the end of the course, and saved for future reference.

*Description:* The Planning Portfolio is intended to serve two purposes. The first is to provide a formal mechanism for documenting and assessing each student’s mastery of course material. The second is to provide students with a resource that can be used to assist them in securing a professional position upon graduation. The portfolio should be designed to highlight the student’s best work during the course of his or her studies, and may include the work developed as part of 4979.

**Planning Projects:**

This spring, each student will be assigned a study area, which will pose a scholarly as well as pragmatic challenge to students. The planning projects will coordinate with City staff, County staff, State agencies, and the public (this can include business owners, residents and others). The planning projects will focus on preparing the following information within assigned study areas: problem statement, literature review within the field of research, existing conditions analysis, research methodology, analysis, plan development and conclusions. The research, analysis and plan development will focus on new trends. The research problem and existing conditions will provide maps and data as a base for development of concepts and analysis for study areas.

Potential Projects may include:

1. Development of Land Use Strategies along the Miami-Dade MPO SMART Plan Corridors: North Corridor, Beach Corridor, East-West Corridor, South, Kendall Corridor, South Dade TransitWay, Northeast Corridor and Kendall Corridor. For more information please visit the following link: <http://miamidadempo.org/smartplan.asp>
2. Freight and Complete Streets Issues along NW 74th Street
3. Lack of Pedestrian & Bicycle Connectivity in Downtown Miami
4. Students may propose their own projects and discuss with instructor

**It is not recommended that students working for an agency, develop work on planning project for the same agency.**

**Course Textbook and Readings:**

There are three required textbooks for the course:

Leedy P. D. and Ormrod J. E. (2012) *Practical Research: Planning and Design*, Prentice Hall, 10th Edition.

Project Management Institute, *Project Management Handbook,* 3rd Edition, Library of Congress Catalog. (Available on the Class Blackboard)

American Psychological Association (2010) *Publication Manual of the American Psychological Association*, 6th Edition.

The following are suggested readings:

Gaber, J. and Gaber S. (2007) Qualitative Analysis for Planning & Policy: Beyond the Numbers. Chicago, IL: Planners Press.

Selected readings on the class blackboard will be available throughout the semester (see course calendar).

Textbooks that apply to your particular planning project are required. Students are expected to visit the library and research planning books and materials.

Reading academic journal articles on current planning implementation efforts is required. You may supplement your readings with newspaper articles, applicable web sites, and other materials if relevant to your topic,

**Grading**

The course includes a combination of lectures by the primary instructor, class discussions, exercises and guest speaker lectures. 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:

Planning Methods Presentations 05

Background Paper (Draft) 15

Final Presentation 20

Planning Portfolio 15

Final Paper 20

Chapters 1 through 6, Problem Statement (weekly grading\*) 20

Class Blackboard/Workshops 05

**Total 100**

\*Weekly grading assignments will only be graded if submitted by the due date as per the syllabus

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

A 96-100 points

1. 90-95 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 95.50 will be rounded to 96, which is A. 95.47 will be rounded to 95, which is A-.

**Course Webpage and Communication**

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

**Work Rules - Policy on make-up work and late work**

All work must be submitted by the due date. Work not submitted on time (written) work will automatically be downgraded one full letter. Blackboard Discussions will only be available for the week they are due and will then be closed. 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. For medical emergencies, you need to provide a document from the doctor.

**Academic Integrity**

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>

**Classroom Etiquette - Cellular Phones and Laptop Computers**

During the class period, turn off your cellular phones, I-pads and laptops and all electronic devices. Email, chat, and surfing on the web are strictly prohibited during the class period. **No texting, social networking and other activities not related to URP 4979 are permitted during class time. Please take personal calls and texting outside of the classroom.**

### Accessibility Policy / Special Needs

It is the university policy to provide necessary accommodations for students who have disabilities that might affect their ability to meet course requirements. Please let me know by third week of class if you qualify for an accommodation related to disability. In order to qualify for a special accommodation, you must consult with the Student Accessibility Services and follow their procedures. The website for the SAS: <http://www.fau.edu/sas/>

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Reading** | **Homework due** |
| **1** | Jan-11 | * Introduction and Course Overview * Discussion of Course Assignments and Evaluation Criteria * How to Frame the Research Problem | Instructor Lecture |  |
| **2** | Jan-18 | Chapter 1: Introduction  Class Workshop: Work with Instructor on Research Proposal, Problem Statement and Developing Field Forms. | Leedy and Ormrod (Chapets 1, 2 & 5)  Project Management Handbook | Draft Research Proposal & Problem Statement Proposal Due. |
| **3** | Jan-25 | Chapter 2: Substantive Approach   * **Class Workshop Assignments: Project Portfolio** * **Review of Research Proposals and Chapter 1** | Leedy and Ormrod (Chapters 3, 4, 6-11)  Selected Planning Methods Readings on Blackboard: Survey, Focus Group and Evaluation Designs  Gaber & Gaber (Ch. 3, 5 & 6) | Research Proposals Due, Problem Statement Due.  **Guest Speaker,**  **Maurizio Caputo, PM** |
| **4** | Feb-1 | Chapter 3 Planning Context   * Tools of Research * The Review of the Related Literature * Field Research | Leedy and Ormrod.  Gaber & Gaber (Ch 2 & 3)  Appropriate Readings pursuant tailored to your research | Chapter 1: Introduction  A minimum 10-page paper reviewing the subject of your planning project (intellectual heritage, classic books/articles, prevailing, methodologies, and major findings). |
| **5** | Feb 8 | Chapter 4 Problem Statement and Research Methodology   * The Problem: The Heart of the Research Process * Qualitative Research * Historical Research * Descriptive Research   Presentations on Planning Methods | Leedy & Ormrod (Chapter 4 & 5) | Chapter 2 Substantive Approach  A minimum of 10-page paper describing and explaining the essence of existing studies, reports, legislation, articles, papers, books etc.  **Presentations on Planning Methods (5% of your grade)** |
| **6** | Feb 15 | * Technical Details: Style, Format, and Organization of the Research Report * Visiting Project Stakeholders: FAU, City of Boca Raton and others | Cyberclass | Major revisions to Research Proposal, Chapters 1 and 2, and Outline for Chapters 3 and 4  **Class Workshop – Cyberclass (Graded Blackboard Discussion on Project Management Tools)** |
| **7** | Feb 22 | Chapter 6 The Plan   * Writing you Research Proposal * Technical Details: Style, Format, and Organization of the Research Report | Leedy and Ormrod | Chapter 3 Planning Context  A minimum of 10-page paper reviewing the planning context of the place assigned to plan for (status of plans, special studies, identification of needs, etc.), complete with figures, charts, tables and maps) |
| **8** | March 1 | * Class Presentations: Class Portfolio | Class Presentation: Class Portfolio | CLASS PORTFOLIO |
| **9** | March 8 | * SPRINGBREAK | NO CLASS | NO ASSIGNMENTS |
| **10** | March 15 | * Project Management Tools, Work with your Teams (self-evaluations and Team Evaluations) – |  | Chapter 4 Problem Statement and Research Methodology   * The Problem: The Heart of the Research Process * Qualitative Research * Historical Research   Descriptive Research  Chapter 5 Analysis and Findings  A 10-page paper presenting the results as per Chapter 4. |
| **11** | March 22 | * Students Work of Background Paper and Presentation (Office Hours on March 22) | Cyberclass | Chapter 6 The Plan   * A minimum 10-page paper that contains your plan. The plan will be based on your analyses of studying the subject in your place. |
| **12** | March 29 | * Background Paper Due. Presentations (Dress Rehearsal) | Draft Paper (15% total) | * Due: The final draft of the document, all revised chapters, the introduction, acknowledgements, appendices, list of figures and tables etc. (BACKGROUND PAPER – 15% of GRADE) |
| **13** | April 5 | * Office Hours by Appointment |  | **Comments back from Instructor, Final Comments – Cyberclass** |
| **14** | April 12 | * Final Presentations |  | **A 10-minute formal presentation (20% of Grade)** |
| **15** | April 19 | * Final Papers Due |  | **Final Projects Due (20% of GRADE - Printed, Coil Bind, No late projects will be graded)** |
| **16** | April 26 | * Final Exams |  | **Online** |
| **17** | May-3 | * Final Grades and Course Wrap-Up (Individual Appointments – Feedback on presentations and papers) |  | **Office Hours** |

Classes denoted in red are cyberclass, which means the class will be held online and not in the classroom.

**Student Acknowledgement**:

I have read and understand the course syllabus, including the course schedule, course requirements (including course description, course protocol and course objectives), and course grading.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: URP 4979, Spring 2018 Semester

Proposed Planning Project Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (this topic is subject to change based on research and discussion with instructor and student)

Proposed Team Arrangement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Availability to work on Planning Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (include days and times of day)