

URP 6341 (Section 04D7) – Urban Planning Project

Class Meet: Tuesdays and Thursdays, periods 5-7, 11:45 am – 2:45 pm

Classroom: FAC 202

Instructors: Dr. Ruth Steiner, office Arch 458, tel. (352) 294-1492, rsteiner@ufl.edu, Office Hours: Tuesdays 3:00 – 5:00 pm or by appointment. Office hours will take place in person or via [Zoom](#).

Dr. Emre Tepe, office Arch 444, tel. (352) 294-1487, emretepe@ufl.edu, Office Hours: Thursday 3:00 – 5:00 pm or by appointment. Office hours will take place in person or via Zoom. Please sign up for an available time slot using the following link: Office hours.

Credits: 6

Prerequisites: None; however, students are expected to have completed one semester of courses in Urban and Regional Planning or other departments of the College of Design, Construction and Planning

Attendance: Mandatory, on time

Field visits: Site visits may be required to understand the context of

Resources: See “References & Resources” section

Course Format: The course will be taught in the classroom, following the schedule below. All material will be posted on e-Learning at: <https://ufl.instructure.com/courses/544060>

Description: Providing affordable housing and equity in transportation are major challenges in our modern urban areas. Various factors affect the severity of conditions, and conditions are not homogenously distributed across the nation. Urban planners play a key role in finding solutions for these challenges. The primary objective of this Urban Planning Project is to develop a community plan that offers equitable opportunities and benefits through affordable housing policies and multimodal transportation services to the residents of a neighborhood in Jacksonville. We plan to engage with community organizations, such as Local Initiative Support Corporation (LISC) in Jacksonville, in this project to understand the existing challenges and potentials. LISC has extensive experience collaborating with community members to transform local neighborhoods into vibrant, sustainable communities. Both LISC and other community organizations we plan to engage can provide invaluable information for planners.

Course Objectives

This course will utilize the city of Jacksonville's neighborhoods to explore the concepts of collaborating with LISC Jacksonville, focusing on opportunities for affordable housing and alternative transportation services for all city residents. More specifically, we want to focus on the LaVilla neighborhood in Jacksonville's downtown area, where the UF plans to establish a new graduate campus.

The purpose of this course is to explore opportunities for Jacksonville to improve affordable housing and multimodal transportation services, thereby supporting the needs of low-income households. The issue now is: given the existing conditions and the available information and resources, how can we best identify and address the community's needs? The class will first review and assess pertinent planning documents and support materials. The studio's work will then turn toward outlining a proposal to address development pressures, opportunities, and challenges. This activity will include developing a work plan, assessing data and planning materials, identifying opportunities and constraints, designing specific alternatives and supporting rationales, and recommending a course of action for the city to follow to address the needs for service accessibility and housing affordability.

The studio will be organized as a series of exercises that eventually lead to the development of a report supporting and outlining specific recommendations as outlined above. Thus, the final product of this course will be a professional-quality group report. This document will include several sections that will be developed throughout the semester by each student (individually and in groups): (1) background and inventory; (2) policy and plan review; (3) opportunities and constraints; (4) assessment of best practices; and (5) a plan outlining viable funding sources, responsible agencies, and a timeline for implementation based on assessment of planning documents and fieldwork. Each section will include both written and visual components. Students will also be required to present the final recommendations in a public meeting at the end of the semester to the community, city planners, and other interested parties.

Structure of the Course

The purpose of this course is for students to complete an urban planning project. Thus, this course will focus on the practice of planning rather than the study of planning. This course will be conducted as a workshop, with students actively involved in developing the agenda and course materials. The instructors will serve as the project managers for this planning project, and the students will comprise the project team. Thus, students will participate in making decisions as a group regarding the roles they take within the group. The instructors will provide a basic structure and a set of requirements for each assignment, which will require a combination of written, visual, and oral presentations. The class meeting times will be used for sharing information and for members to coordinate activities, work on aspects of the project, and review progress.

Student Responsibility and Grading

The most important requirements for the course are CLASS ATTENDANCE and CLASS PARTICIPATION. Since much of the work in this class is completed during class meetings, your attendance and participation are essential. **You will be allowed one unexcused absence from class during the semester. With your second unexcused absence, your grade may be lowered by one grade.** Additional absences above the second unexcused absence may justify expulsion from the class and a failing grade.

The class is currently scheduled to meet on Tuesdays and Thursdays from 11:45 am to 2:45 pm. Because this class involves significant group work, additional meeting times may be required to complete the course assignments.

The final product of this course will be a report that documents the studio's plans to address the need for affordable housing and equitable transportation. While Jacksonville's downtown neighborhood and the surrounding area will be the course's primary focus, we may need to consider the broader community to gain a deeper understanding of these relationships. This document will include several sections that will be developed throughout the semester: (1) background and inventory; (2) policy and plan review; (3) opportunities and constraints; (4) assessment of best practices applicable to the area; and (5) final recommendations. This document will include both written and visual presentations for each section. Students will also be required to present the final plan in a public meeting at the end of the semester.

Each student will prepare four assignments and then work together in a group to produce the final document. Because it can sometimes be challenging to distinguish individual effort from the overall group effort, each student will also be required to maintain a journal of all their work in the course. The individual notebook will log the activities in which each student engages throughout the semester, as the title suggests. Thus, the individual notebook should include the student's observations, documentation of telephone calls, class discussions, and interviews, draft ideas used to develop the conceptual design, notes from attending meetings, and all other items related to the project. We will also explore the use of a credit statement for each assignment. Increasingly, when your professors and others publish in academic journals, they are asked to make a statement about the contributions of each of the authors. The group participation portion of the grade will include participation in activities that the group determines necessary to gather information for use in preparing the draft, final report, and presentation. Examples include scheduling speakers, preparing drawings, and interviewing experts, as well as other activities that support the development of a plan to address transportation access and housing affordability.

Grades will be based on the four assignments, the journal, the final report, and the presentation. The final document will be completed in two parts: a draft of the background, policy, and plan review, and the opportunities and constraints will be required following the completion of that section of the course. The final report will be required at the end of the course.

<u>Assignment 1: Background and Inventory (group)</u>	10%
<u>Assignment 2: Policy and Plan Review (group and individual)</u>	10%
<u>Assignment 3: Reading Assignment (individual)</u>	5%
<u>Assignment 4: Opportunities and Constraints (individual)</u>	10%
<u>Assignment 5: Assessment of Applicable Best Practices with proposed infill concepts for the area (group)</u>	5%
<u>Written Draft of Final Report: Draft Final Report including Background, Policy, and Plan Review, and Opportunities and Constraints</u>	10%
<u>Assignment 6: Final Report and Presentation (group)</u>	30%
Group Participation*	10%
Individual Notebook/Contribution	10%

*A portion of this grade will be based on input from other members of the class. The rest will be based on class participation and the instructors' observations of each student's contribution to the overall group effort.

We expect all graduate students to be able to meet the basic requirements for the course—a “B” grade—but do not hesitate to mark lower when the student does not meet a minimal standard for graduate-level work. “A” grades require performance beyond the minimum or average—e.g., quality, depth, synthesis of ideas, originality, or creativity. Meeting deadlines matters too! Although deadlines vary individually, each must be honored; otherwise, the grade will be adjusted accordingly. The University of Florida allows us to give the following grades: “A”, “B+”, “B”, etc.

University of Florida grading scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
% Range	>93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60				
Grade Point	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0

Non-Punitive Grades (not counted in GPA) Failing Grades (counted in GPA)

W – Withdraw

N – No grade reported

NG – No grade reported

U – Unsatisfactory

E – Failure

I – Incomplete

H - Deferred

WF – Withdrew Failing

Class Participation Considerations

Students will be expected to be prepared for class and actively participate in class discussions and deliberations. The following rules apply to the discussion in class:

- Be critical of ideas, not people
- Listen to everyone's ideas, even if you do not agree
- Try to understand all sides of an issue
- Talk through issues, do not try to change others' minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples
- Do not dominate the conversation; let all participate
- Remember, there are no right answers; most policies involve tradeoffs.

In summary, effective participation requires careful listening, thoughtful responses, asking relevant questions, and making meaningful comments to others in the classroom. If you are not comfortable speaking in class, consider discussing your concerns with the instructors during office hours.

Working in a group requires organizing activities that involve all group members. The following reference will be helpful in facilitating effective group work:

Resources on Systems Thinking

- Donella Meadows, Leverage Points: Places to Intervene in a System & Dancing with Systems
- From Banks & Tanks to Caring & Cooperation: A Strategic Framework for a Just Transition, Movement Generation

Levels of Involvement in Decision-Making Processes

- Detailed Description of the Levels of Involvement in Decision-Making Processes
- Factors to Consider in Choosing a Level of Involvement

Electronic technology (laptops, tablets, cellphones, etc.) is a part of our daily activities. The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should plan to minimize the interference of technology in the classroom. Students will turn off cellphones, other handheld devices, tablets, and any other devices that are not directly related to the educational experience in the classroom. Students can use laptops, tablets, and other devices they are accustomed to using to take notes related to the class discussion. Any student who misuses technology may receive a lower grade, a failing grade, or be dismissed from the class. The instructors reserve the right to collect and set aside technology that distracts from classroom activities.

Use of Reference Material

In written work, the format of all references should follow the format of used by the Journal of the American Planning Association (JAPA) and based upon Publication Manual of the American Psychological Association, Sixth Edition (2010) (see also, <http://www.apastyle.org/>), and The Chicago Manual of Style, 16th Edition (see also, <http://www.chicagomanualofstyle.org/home.html>). This method is called the author-date system. Citations should appear in the text as follows: (Giuliano & Hanson, 2017) when using an idea from the text; or (Hanson, 2017: 10) when using a specific quote on the indicated page (in this case, page 10). A good source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: <http://writing.wisc.edu/Handbook/DocAPA.html>, under the “Frequently Asked Questions” about the APA Style at: <https://apastyle.apa.org/apa-style-help>, and through the “Style Guide Resources” link on the UF Library page (<https://exhibitions.uflib.ufl.edu/resources-for-curators/style-guide/>). Students from departments other than Urban and Regional Planning may use a commonly accepted

format for citations from their own field; please discuss this option with the instructors before using other citation formats in assignments.

Assistance for Writing Papers

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://cwoc.ufl.edu>), the University Writing Program (<https://writing.ufl.edu>), and the Smathers Library at the University of Florida can assist you in different aspects of writing. You can use the Writing Center to get one-on-one help on every area of composition, from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through its Public Speaking Lab. Library Support (<http://cms.uflib.ufl.edu/ask>) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<https://writing.wisc.edu/handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). The following handouts are particularly helpful while editing papers: <http://writing.wisc.edu/Handbook/CommonErrors.html> and <https://writing.wisc.edu/handbook/style/>. The online handbooks described above cover a range of aspects related to writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please consult with your instructors.

Teaching Philosophy

The assignments of this course and all the courses that we teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. Specifically, this course aims to introduce students to the fundamental principles of urban planning. The exercises, and the structure of the course itself, have been designed to develop the following skills that can be important to professional practice: (1) *data collection and analysis*; (2) *verbal, written, and visual communication skills*; (3) *critical problem solving*; (4) *creativity*; and (5) *working in groups*.

During the early part of the semester, students will gather and review a variety of written information related to the area of study (such as planning documents, regulations, etc.). They will also observe the existing conditions in the area. Using this information, they will conduct an analysis to gain an understanding of the opportunities, constraints, and development activity in the area. Students will develop their verbal, written, and visual communication skills throughout the semester. Each student will make at least three presentations to members of the class and invited guests, who will assist in interpreting the data and understanding the conceptual designs. While the instructors recognize that not all students are well-skilled in visual representation, we will encourage you to try and allow you to emphasize your other skills throughout the course. Each student will be asked to exercise their critical thinking *and problem-solving skills* throughout the course to solve the problems. Students will need to challenge the assumptions of what can and

cannot be accomplished in their selected areas, and they must think broadly and creatively about how to solve some of the challenges in their field. Finally, students will learn how to work in groups. Throughout the semester, students will need to organize their activities in the course to leverage the existing skills of course members and accomplish the agreed-upon goal. At the same time, students need to feel free to develop skills in areas where they are not comfortable. Thus, the challenge becomes one of balancing the need to develop new skills with the group's need to complete project aspects efficiently.

Consistent with the expectations of professional conduct in this course, all final written assignments must be typed. In the journal, handwritten notes of meetings, interviews, observations, and other drafts of concepts will be accepted.

Changes

As the course progresses, we may make adjustments to the readings, assignments, and scheduling. If there are theories, issues, readings, or speakers you would like to see included in this course, please let us know. This is your course, and we will make time for ideas, within the limits of reason and time.

Student Honor Code and Academic Honesty

Students MUST follow the University's policy regarding cheating and the use of copyrighted materials. Please consult the graduate catalog or visit <http://www.dso.ufl.edu/stg/> for more information.

Help for Student / Accommodations for Students with Disabilities

The instructors will respect the needs for accommodations for students with disabilities consistent with the University's policy on such accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing the necessary documentation. Once registered, students will receive an accommodation letter that must be presented to the instructors when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. We are happy to provide reasonable accommodations for students who register with the DRC. We ask that students inform their instructors of any requests by the end of the second week of the course.

At times, students may experience periods of increased stress when challenges related to decisions, goals, and relationships arise. Often, these experiences are accompanied by thoughts and emotions that produce sadness, anxiety, frustration, anger, and confusion. If you are experiencing excessive stress in your life that are affecting your ability to meet the deadlines for this course, please speak to the one (or both) of the instructors or contact the Counseling and Wellness Center (<http://www.counseling.ufl.edu/cwc/Default.aspx>; (352) 392-1575) to make an appointment or contact the University Police Department at 352-392-1111 or 911 for emergencies. If you observe or know of anyone in distress, please reach out to U Matter, We Care (www.umatter.ufl.edu), 352-294-CARE (2273) or #UMatterUF

College of Design, Construction and Planning – Spray Painting Policy

Spray painting or the use of any other sort of aerosol spray is not allowed in the Architecture Building, Rinker Hall, or Fine Arts C, except within the spray booth in Room 211 of Fine Arts C. Students found in violation of this policy will be referred to the Dean of Students for disciplinary action.

References & Resources

Textbook:

Kaner, S., Doyle, M., & ebrary, I. (2014). Facilitator's guide to participatory decision-making (Third edition.). Jossey-Bass. [This book is available online through UF Library]

Readings:

In addition to the required textbook, we have identified the following sources that will be helpful in the course and have requested that the Architecture and Fine Arts Library order them:

Barth, B. (2019). Smart Cities or Surveillance Cities? American Planning Association, retrieved from: <https://www.planning.org/planning/2019/mar/smartcities/>

Bureau of Business and Economic Research (BEBR) (2018). Understanding Racial Inequity in Alachua County. Retrieved from: <https://www.bebr.ufl.edu/economics/racial-inequity>

Center for Neighborhood Technology (CNT). H + T Index. Retrieved on August 16, 2024, from <https://htaindex.cnt.org/>.

Davarian L. Baldwin (2021). In the Shadow of the Ivory Tower: How Universities Are Plundering Our Cities. Bold Type Books, ISBN: 9781568588919.

Democracy Collaborative. (n. d.) Overview: Anchor Institutions. Retrieved on August 16, 2022, from <https://www.democracycollaborative.org/>.

Karen Lucas, Karel Martens, Floridea Di Ciommo, and Ariane Dupont-Kieffer (Ed.) (2019) Measuring Transport Equity, Elsevier Inc. ISBN: 978-0-12-814818-1. DOI: <https://doi.org/10.1016/C2017-0-01787-1>

Litman, T. (2021, December 17). Transportation Affordability Evaluation and Improvement Strategies. <https://www.vtpi.org/affordability.pdf>

Markusen, A., & Nicodemus, A. G. (2014). Creative placemaking: how to do it well. Community Development Investment Review, 2, 35-42.

<http://www.petkovstudio.com/bg/wp-content/uploads/2017/03/creative-placemaking-how-to-do-it-well.pdf>

National League of Cities (NLC) (2024, February 21). Balancing Housing Supply and the Risk of Displacement. <https://www.nlc.org/article/2024/02/21/balancing-housing-supply-and-the-risk-of-displacement/>

National League of Cities (NLC). (2024, January 20). Linking Housing and Transportation for Successful Communities. <https://www.nlc.org/article/2024/01/10/linking-housing-and-transportation-for-successful-communities/>

National Low-Income Housing Coalition. (n. d.) Working to End Homelessness and Housing Poverty. Retrieved on August 12, 2019, from: <https://nlihc.org/>

Pena, J. (2021, December 21). Creative Placemaking for Community Health. <https://planning.org/blog/9227251/creative-placemaking-for-community-health/>.

Shane Phillips (2020). The Affordable City: Strategies for Putting Housing Within Reach (and Keeping it There), Island Press, ISBN-10: 1642831336.

United States Department of Transportation (USDOT). (2015, August 24).

United Way of Florida. (n. d.) ALICE (Asset Limited, Income Constrained, Employed). Retrieved on August 16, 2024, from <https://www.uwof.org/alicer>

Web Resources

- University of Florida (Library homepage): <http://www.uflib.ufl.edu>
- Library Tools and Mobile Apps (smartphones, RSS feeds, etc.): <http://www.uflib.ufl.edu/tools>

Computer & Software Resources

1. Canvas (e-Learning)

This course will be taught in a classroom setting. The course will be supplemented with online support provided by e-Learning in Canvas. The Canvas system will be used to post all course materials, including lectures, assignments, readings, grades, and other relevant materials. Canvas can be accessed at <https://elearning.ufl.edu/>

**For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu or (352) 392-HELP - select option 2 or <https://lss.at.ufl.edu/help.shtml>*

***Any requests for make-ups due to technical issues must be accompanied by the ticket number received from LSS when the problem was reported to them.*

***The ticket number will document the time and date of the issue. ** You MUST e-mail your instructor(s) within 24 hours of the technical difficulty if you wish to request a make-up.*

2. Software

Students are required to have a computer. The software expected to be used in this class for presentation and visualization needs includes **ArcGIS, SketchUp Pro, SPSS, GIMP or Photoshop, Microsoft Word, and Microsoft PowerPoint.**

It is best to have this software installed on your computer. You can obtain the software as follows:

- ArcGIS Desktop - Request a Student Copy at <https://www.geoplan.ufl.edu/software/arcgis-desktop/>
- SketchUp Make 2017 - Downloads for free at <http://www.sketchup.com/download/all>
- Gimp 2.8.18: for image/ photo editing - Downloads for free at <http://www.gimp.org/>
- Microsoft Office (Word, PowerPoint) - Downloads for free at <http://www.it.ufl.edu/gatorcloud/free-office-365-downloads/>
- Google Earth – Download for free at <http://www.google.com/earth/index.html>

This software is also available in UF Apps at <https://apps.ufl.edu/>.

**For any assistance with UF Apps, contact UF Computing Help Desk. For any issue that happens to most students and can reproduced, submit a feedback ticket at <http://info.apps.ufl.edu/feedback/>*

3. Learning software:

Use <https://elearning.ufl.edu/supported-services/linkedin-learning/>, available for free through e-Learning.

4. GIS data and Aerial imagery

- Florida Geographic Data Library (FGDL): <http://www.fgdl.org/>
- Land Boundary Information System (LABINS): <http://data.labins.org/2003/>

Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)

- Walk-in: HUB 132

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the Help Desk when the problem was reported. The ticket number will document the time and date of the problem. You must email your instructor(s) within 24 hours of the technical difficulty if you wish to request a makeup.

Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu or 352-392-1575, or visit the [U Matter, We Care website](#) to refer or report a concern. A team member will then reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resource

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.
- *Online Students' Complaints*: [View the Distance Learning Student Complaint Process](#).

COVID and other Health Considerations

COVID-19 and other related practices: We will have face-to-face instructional sessions to achieve the student learning objectives of this course. COVID-19 and other respiratory and communicable diseases present an ongoing challenge due to the need to prevent the spread of infections. In response to COVID-19 and other diseases, the following policies and requirements are in place to maintain a safe learning environment

and enhance the safety of our in-class interactions. If you are experiencing COVID-19 symptoms (Click [here](#) for guidance from the Center for Disease Control and Prevention (CDC) on symptoms of coronavirus), follow the instructions on when to isolate/quarantine. If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructors in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work. For other students who are well, please plan to join the class in person, just as you would for any other class period. The link to the Zoom meeting is NOT an invitation to work from home. We are providing the link as a convenience for a student who needs accommodation. This is not a hybrid delivery course.

Course Schedule

Below is a general outline of the course that includes the deadlines. As the weeks pass, we will update this schedule to include relevant public hearings and neighborhood meetings that we encourage you to attend. In addition, guest speakers and instructors will occasionally present lectures relevant to the studio's work throughout the semester. Additional reading will be assigned as we proceed throughout the semester. Thus, the schedule will become more specific as we proceed through the semester.

Thursday, August 21

Introduction to the Course

Tuesday, August 26

Background and Inventory

Discussion of accessing secondary data organized by Emre Tepe

Assignment 1: Background and Inventory handed out.

Thursday, August 28

Background and Inventory

Presentation by Emre Tepe – Introduction to ArcGIS Pro (basic procedures for preparing GIS data)

Tuesday, September 2

Work Session – Background and Inventory

Thursday, September 4

Work Session – discussing and reviewing data gathered.

Tuesday, September 9

Work Session – Background and Inventory

Presentation by TBD

Thursday, September 11

In-studio presentation of Assignment 1: Background and Inventory

Assignment 2: Policy and Plan Review handed out

Tuesday, September 16

Policy and Plan Review – Getting Organized
Presentation by TBD

Thursday, September 18

Policy and Plan Review – Work Session
Florida APA Conference

Tuesday, September 23

Policy and Plan Review- Work Session
Presentation by TBD

Thursday, September 25

Policy and Plan Review
Policy and Plan Review (assignment 2) due – in-studio presentation and class discussion.

Assignment 3: Book assignment is organized.

Assignment 4: Opportunities and Constraints handed out.

Tuesday, September 30

Opportunities and Constraints – Getting Organized
Presentation by TBD

Thursday, October 2

Discussion of the course textbook in class.
Opportunities and Constraints – Work Session

Tuesday, October 7

Opportunities and Constraints – Work Session
Presentation by TBD

Thursday, October 9

Opportunities and Constraints – Work Session
Presentation by TBD

Tuesday, October 14

In-studio presentation of Opportunities and Constraints (*Assignment 4*).
Interim presentation of Individual Proposals

Assignment 5: Assessment of applicable Best Practices handed out.

Thursday, October 16

Best Practices – Work Session

Tuesday, October 21

Best Practices – Work Session

Thursday, October 23

Best Practices – Work Session

Instructors participating in the Association of Collegiate Schools of Planning conference.

Tuesday, October 28

In-studio presentation of Best Practices (*Assignment 5*)

Assignment 6: Final Report handed out.

Thursday, October 30

Final Report – Work Session

Tuesday, November 4

Final Report – Work Session

Thursday, November 6

Final Report – Work Session

Tuesday, November 11

Final Report – Work Session

Thursday, November 13

In-studio presentation of the draft version of the final report (*Assignment 6*)

Submission of the draft version of the final report

Tuesday, November 18

Final Report – Work Session

Thursday, November 20

Run-through of the final presentation

Individual notebooks due at 4:00 pm.

Tuesday, November 25

Thanksgiving holiday – no class.

Thursday, November 27

Thanksgiving holiday – no class.

December 1 - 3

Final Presentation (TBD)

Tuesday, December 9

Final Report due at 4:00 pm.

UF Policies:

Please use the following link to access university-wide student resources, academic policies, and campus resources: <https://go.ufl.edu/syllabuspolicies>.