**Florida Atlantic University**

**School of Urban and Regional Planning**

**URP 4343 Plan Making and Zoning**

**Fall 2018**

**Fridays, 4 – 6:50 pm**

**Room: GS 111**

**3 Credit Hours**

**Prerequisite: URP 3000 is a prerequisite or must be taken at the same time**

**Instructor:** Dr. John L. Renne

**Office Location:** Building 44, Room 284

**Office Hours:** Tuesday, Wednesday and Thursdays, 1 – 3 pm (all appointments must be made online at: <https://johnrenne.youcanbook.me/>)

**Contact Phone Number:** 561-297-4281 (office); 504-717-1744 (mobile)

**Email:** jrenne@fau.edu

**Time Commitment** This is a traditional in-person 3 credit course. You should expect to spend 6 – 9 hours per week outside the classroom in reading, working on assignments and studying for this course. Some weeks might be more and some might be less. **Do not get behind! It will be very difficult for you to keep up with the work for this course if you get behind.**

**Welcome:** Welcome to Plan Making and Zoning. My name is Dr. John L. Renne and I am your instructor for this course. I am relatively new to FAU, having started here in January 2016. I am an Associate Professor and Coordinator of Undergraduate Programs in the School of Urban and Regional Planning and the Director of the Center for Urban and Environmental Solutions. I am a member of the American Institute of Certified Planners (AICP).

Before moving to Florida, I spent 10 years as a professor at the University of New Orleans and was involved in the post-Katrina recovery effort. I have a Bachelors of Environmental Design from the University of Colorado at Boulder, where I studied urban design and planning. I completed a Master of Urban and Regional Planning at the University of Colorado at Denver, a PhD in Urban Planning and Policy Development from Rutgers University and I studied Real Estate Finance and Investment at New York University.

In 2009, I published *Transit Oriented Development: Making It Happen* and in 2013, *Transport Beyond Oil: Policy Choices for a Multimodal Future*. I am an Honorary Research Associate at the Transport Studies Unit in the School of Geography and the Environment at Oxford University. I founded a real estate development firm called The TOD Group in 2007, which is the master developer of a TOD in Denver, Colorado. I have worked in Colorado, New Jersey, Louisiana, Florida, Perth, Western Australia, and Oxford, United Kingdom.

**Course Description**

Designed to provide students with an understanding of how plans are made and how cities are designed, emphasis is placed on why planners plan, the different scales and types of plans, how zoning works, and how to conduct planning analysis.

**Course Content**

Using data and demographics, students learn how to analyze housing, the local economy, the environment, community facilities services, transportation systems and land use. The course will cover community input and engagement into planning processes, examine 19th, 20th and 21st century city design, and examine how cities can become more walkable and transit-oriented.

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Identify different types of plans and work with zoning codes
2. Access, manage and analyze data for community analysis
3. Analyze demographic changes in cities
4. Analyze plans in cities with regard to housing, local economics, the environment, community facilities and services, transportation systems, and land use.
5. Evaluate a community planning meeting
6. Compare and contrast different types of urban designs and how they have changed over the past 100+ years
7. Plan for walkable and transit-oriented developments

**Required Book**

* Jepson, Edward and Jerry Weitz. 2015. Fundamentals of Plan Making: Methods and Techniques. New York: Routledge.

**Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet
2. Using Canvas (including taking tests, attaching documents, etc.)
3. Using email with attachments
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
5. Copying and pasting functions
6. Downloading and installing software
7. Using presentation, graphics, and other programs
8. Creating and posting to a Canvas Forum
9. Searching the FAU library and websites

**Course Assessments, Assignments, Grading Policy, and Course Policies**

**Assessments for this Course Include:**Exercises, Assignments, Quizzes, and Exams

**Exercises: 100 points each, worth 20% of total course grade**

As part of the course assignments, you will be asked to post original submissions to the Canvas Forum and reply to at least 3 other students’ posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. “I agree,” “Ditto” and the like are not acceptable replies. Rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, proper source citations are expected.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references)**. For maximum points, please reference external research or examples as well as the discussion rubrics.

All original posts must be submitted by the due date for each discussion assignment. Responses to peers are due the following week for each discussion assignment.

**3 Individual Assignments and 1 Group Assignment: 100 points each, worth 20% of total course grade**

You will be required to participate in individual and a group project that will involve collaborating with other students to produce a final product. This assignment offers you the opportunity to practice virtual collaboration skills that are applicable to the 21st Century global workforce. Though group work is often challenging, it is a reality in nearly every employment setting. Learning to be a supportive team member, resolve conflicts, and discover your role preferences within group projects is an important part of the skills you will develop through your FAU education.

**2 Quizzes: 100 points each, worth 20% of total course grade**

**1 Midterm Exam: 100 points, worth 20% of total course grade**

**1 Final Exam: 100 points, worth 20% of total course grade**

* Quizzes and Examinations will be based on readings, lectures, videos, assignments, and class discussions.
* Quizzes and exams will include multiple choice, matching, and true/false questions. Exams will also include essay questions.
* Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Good answers will demonstrate that you have read and understood the course content, and actively participated in classroom discussions.
* Make-up exams will only be permitted with a university recognized excused absence.

Your final grade will be based on the following weighted distribution:

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| --- | --- |
| Exercises (Average of all 7 Exercises) | 20% |
| Quiz 1 and 2 | 20% |
| Assignments 1, 2, 3, and 4 (Rubrics will be provided for each assignment.) | 20% |
| Midterm Exam | 20% |
| Final Exam | 20% |

**Grade Scale:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total  Points | 100-  93 | 92-  90 | 89-  87 | 86-  83 | 82-  80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Late Assignments Policy**

Late assignments will be penalized by a 30% grade deduction unless students have a valid medical note from a doctor, or due to University-approved activities. Reasonable accommodation will also be made for students participating in a religious observance. **However, in all cases, you must make arrangements ahead of time with the instructor. If you have emailed the instructor and have not received a response, please be sure to call the mobile phone number provided.**

**Make-up Policy for Tests:**

If tests are missed, students may make them up with a 30% grade deduction unless students have a valid medical note from a doctor, or due to a University-approved activity. Reasonable accommodation will also be made for students participating in a religious observance. **However, in all cases, you must make arrangements ahead of time with the instructor. If you have emailed the instructor and have not received a response, please be sure to call the mobile phone number provided.**

**Incomplete Grade Policy**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity Policy Statement**

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](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all Blackboard Forum posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

**Attendance Policy**

Class is once per week so it is essential that you attend all classes. Attendance will be taken so be sure to sign the attendance sheet. If you do not sign the attendance sheet you will be counted as absent. If you miss more than one class, 5% will be deducted from your final grade unless you have a valid reason accompanied by a note.

**Netiquette and Classroom Etiquette Policy**

**Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the FAU statement on Netiquette at: <http://www.fau.edu/oit/student/netiquette.php>

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct <http://www.fau.edu/studentconduct/>

**Communication Policy**

**Expectations for Students**

* Announcements
  + You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
* Email
* You are responsible for reading all of your course email and responding in a timely manner.

**Support Services and Online Resources**

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| Office of Information Technology Online Help Desk: | <https://helpdesk.fau.edu/TDClient/Home/> |
| FAU Libraries: | <http://www.fau.edu/library/> |
| Center for Learning and Student Success: | <http://www.fau.edu/class/> |
| University Center for Excellence in Writing: | <http://www.fau.edu/UCEW/> |
| Office of Undergraduate Research and Inquiry: | <http://www.fau.edu/ouri/> |
| Student Accessibility Services: | <http://www.fau.edu/sas/> |
| Office of International Programs and Study Abroad: | <http://www.fau.edu/goabroad/> |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: <http://www.fau.edu/sas/>

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)

**Course Schedule, Readings and Schedule**

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| **WEEK** | **TOPIC** | **READING** | **TO DO** |
| **1** | Introduction to Course  Why do Planners Plan? | * Syllabus * Course Schedule * Jepson and Weitz, Chapter 1, An Introduction to the Comprehensive Plan | * Post student introduction in Canvas * **Exercise 1**: Find the Comprehensive Plan for a city you have lived in. Copy the vision statement and paste into Canvas forum. Be prepared to discuss in class. Due 1/19, 11:59 pm |
| **2** | What are the Different Scales and Types of Plans? | * Louisiana Speaks: Planning Toolkit - <http://lra.louisiana.gov/assets/docs/searchable/LA%20Speaks/LouisianaToolKit_printonly.pdf> | * **Exercise 2:** Identify a district/sub-area or neighborhood plan. Post a map of the boundaries into Canvas along with a summary of the plan’s goals. Use the city from Exercise 1 if possible. Be prepared to discuss in class. Due 1/26, 11:59 pm |
| **3** | What is Zoning?  (Part 1) | * General Plans and Zoning: A toolkit for building healthy, vibrant communities, Section III, Chapters 13 – 20 (pp. 91-138) <http://www.changelabsolutions.org/sites/default/files/documents/finalbook.pdf> | * **Assignment 1: Memo** Your client is a developer. She just assembled a triangular site in Boca bounded by N Federal Highway, NE 20th St. and Boca Verde E from Marathon Gas on the south to Flakeowitz Bagel on the north. Her vision is to redevelop this site into a mixed-use project with housing above retail. Write a memo that summarizes what the existing zoning code allows and how the process of rezoning works in the City of Boca Raton. Be sure to include the City of Boca Raton Zoning Change Application as an appendix to your memo. Fill out the application as much as possible in your own handwriting and make notes on the application as to what information would be needed to complete the application. Due 2/2, 11:59 pm |

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| **4** | What is Zoning?  (Part 2) | * Eliot, D. 2008. Chapter 1: A brief history of zoning. A Better Way to Zone. Washington, D.C.: Island Press. Available on Canvas. | * **Exercise 3:** Prepare a graph that depicts the change in population of the city you live in, the county you live in, the State of Florida and the United States from 2000 – 2015. Please depict the absolute change and the percentage change. Post in Canvas. Be prepared to discuss in class. Due 2/9, 11:59 pm |
| **5** | Data, Demographic, and Housing Analysis | * Jepson and Weitz, Chapter 2, Data Retrieval and Management for Community Analyses; Chapter 3, Demographic Analysis and Chapter 4, Housing Analysis | * **Quiz 1** Available 2/10, 7pm to 2/16, 11:59 pm * **Exercise 4**: Review and summarize the housing or economic development plan for the city you chose in Exercise 1, if possible. Post your observations on Canvas. Be prepared to discuss in class. Due 2/16, 11:59 pm |
| **6** | Economic, Environmental and Community Facilities Services Analysis | * Jepson and Weitz, Chapter 5, Economic Analysis, Chapter 6, Environmental Analysis and Chapter 7, Community Facilities and Services Analysis | * **Assignment 2: Attend a community planning meeting** You must attend a community planning meeting. Please write a memo summarizing your observations from the meeting. Please submit an agenda from the meeting and a signed form of attendance signed by a city official confirming your attendance. Due 3/16, 11:59 pm |
| **7** | Midterm exam | * Review all prior readings and course materials | * **Midterm Exam** Available 2/17, 7pm to 2/26, 11:59 pm |
| **8** | Transportation and Land-Use Analysis | * Jepson and Weitz, Chapter 8, Transportation System Analysis and Chapter 9, Land-Use Analysis | * **Exercise 5**: Review and summarize the transportation or land-use plan for the city you chose in Exercise 1, if possible. Post your observations on Canvas. Be prepared to discuss in class. Due 3/16, 11:59 pm |
| **9** | **Spring break – No class or assignments** | | |

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| **10** | Community Input and Engagement | * Jepson and Weitz, Chapter 10, The Process of Plan Making * Community Planning Toolkit: Community Engagement: <http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf> | * **Assignment 3: Field Observation** Observe a suburban retail center and a main street. Draft a memo with the following sections: A. Map showing your study areas, B. Observations on how people utilize the space (Do people linger?) C. Observations on how people travel to and from the site. D. Mix and type of retail? Who is the primary audience? E. What would you do to improve the site? Due 3/23, 11:59 pm |
| **11** | 19th and 20th Century City Design | * Garden Cities of Tomorrow reading * Wells, Car Country, Chapters 3, 4, and 7 | * **Exercise 6:** Find a neighborhood of a city in Europe that was built before 1900. Using Google Earth and Streets View analyze the city and report your finding on Canvas. Post a map of the area you examined. Be prepared to discuss in class. Due 3/30, 11:59 pm |
| **12** | 20th and 21st Century Post-Automobile City Design | * Rose and Mohl, Interstate, Chapter 11: ISTEA and the Reframing of the American Highway Politics, 1956-1995 and Chapter 12: The Freeway Teardown Movement in American Cities | * **Quiz 2** Available 3/31, 7 pm to 4/6, 11:59 pm * **Exercise 7:** Examine the neighborhood you live in using Google Earth and personal observation. Report your finding on Canvas. Post a map of the area you examined. Be prepared to discuss in class. Due 4/6, 11:59pm |
| **13** | Walkable and Transit-Oriented Communities | * Leinberger and Rodriguez. 2016. Foot Traffic Ahead: Ranking Walkable Urbanism in America’s Largest Metros. <https://smartgrowthamerica.org/resources/foot-traffic-ahead-2016/> * Renne with Ewing. 2013. Transit-Oriented Development: An Examination of America’s Transit Precincts in 2000 & 2010. <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=1016&context=unoti_pubs> | * **Assignment 4: Group Project** Working in your group select a train station area and make recommendations on how to change the area into a Transit-Oriented Development. You presentation should address the following: A. Establish a vision for the project, B. Design a planning process for creating a sub-area plan for a TOD, including a plan for community engagement and C. Discuss how the zoning accommodates or needs to change in order to build you vision Due 4/20, 11:59 pm |
| **14** | **Passover and Good Friday – No Class** | * No readings | * Work with your group and prepare your presentation for next week |
| **15** | **Group Presentations** | | |
| **16** | Final Exam | * Review all prior readings and course materials | * **Final Exam** Available 4/21, 7 pm to 4/28, 7 pm |