

Department of Urban and Regional Planning

UP447 LAND USE PLANNING WORKSHOP

Tuesday from 3:30pm - 5:00pm

Nevada Street Computer Lab (1112 ½ W Nevada St; RM 112)

Thursday from 3:30pm -5:00pm

Temple Buell Hall Room 227 (Planning Computer Lab)

4 Credit Hours

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COURSE SUMMARY

Are you interested in learning about the legal, physical and social forces that shape cities and neighborhoods? Are you interested in placemaking and creating active and resilient communities? Are you interested in the tools and skills used by planners to engage the public? Are you wanting to practice your planning skills to prepare you for a career as a municipal planner or planning consultant? Are you interested in downtown planning and development? If you answered yes to any of these questions – I hope yes to all of them – then you are an excellent candidate to take the Land Use Planning Workshop.

UP 447, the Land Use Planning Workshop, provides students with an immersive, studio experience that applies advanced land use and urban design principles to specific problems or challenges in local jurisdictions. The course builds upon the foundational skills that you learned in UP347, the Junior Planning Workshop. This year, we will be working in the City of Park Ridge Illinois, an inner ring suburb of Chicago in Cook County. You will select and prepare an analysis and redevelopment plan for one of three commercial areas of the community — Uptown Park Ridge, Dee Road Station Area, or the South Park Neighborhood. This class will include a field trip to Park Ridge where we will meet with the Community Development Director (and DURP alumnus) Drew Awsumb, and tour each of the areas. You are encouraged to explore and incorporate the elements of legible city form, walkability, incrementalism, new urbanism, activity generation, placemaking and equity. Our planning method will be rooted in geodesign; gathering data and background information, incorporating public input, evaluating community strengths and challenges, developing future scenarios, and presenting an ideal vision for future change in a clear and compelling manner. The final products you generate for this course can become key components to your portfolio of student work.

LEARNING OBJECTIVES

- Apply knowledge developed over your academic career in the BAUSP program to a client-based project.
- Build upon the foundational skills learned in the UP347 Junior Planning Workshop.
- Practice skills needed for success in the workforce through self-directed learning and project management.
- Utilize data and multi-layered site analysis to inform and guide an iterative planning process.
- Understand how to use planning tools and technology like technical drawing, ArcGIS, Adobe Creative Suite, and SketchUp to communicate ideas and engage with community stakeholders.
- Practice public speaking and active engagement with course material through critiques and presentations.
- Learn and apply the graphic and writing skills needed to produce a professional quality plan.

LEARNING METHOD

This is a hands-on course, emphasizing experiential learning and the interdependence of procedural and substantive knowledge. Fundamental to this experiential learning is the studio method, which is typical for all the other fine and applied arts. The studio method includes lectures, instructional demonstrations and discussions but is anchored by a strong emphasis on student work. You will also have ample time during the class to collaborate with your cohort, and utilize me as a resource to for feedback and constructive criticism.

This studio experience will be augmented with my own experiences as a practicing planner at the City of Champaign. I am particularly excited to share my planning, mapping, and graphic design expertise with each of you. This is an intensive skills course where you will practice the essential techniques of manual and digital representation, site analysis, cartography, public speaking and visual communication needed to be a successful practitioner. As seniors, you should arrive to class with strong writing skills and previous experience using ArcGIS and the Adobe Creative Suite, particularly Illustrator and InDesign.

COURSE STRUCTURE AND ASSIGNMENTS

This course is anchored by two concurrent projects – Learning to Draw, Learning to See and a comprehensive studio project in Park Ridge, Illinois.

Learning to Draw, Learning to See

Drawing is an essential planning skill, and is sadly becoming a lost art. Not in this class. The tools that are used by professional planners every day were developed to simplify the cartography, drawing and design process. This assignment will give you basic instruction in manual representation and technical drawing. ArcGIS and the Adobe Creative Suite were developed to simplify the cartography, drawing and design process. Learning to draw makes you a better navigator of these software products and a better planner. Drawing is also an essential tool for visually communicating your planning ideas to the public. Students will learn the basics of linework, symbology, texture, scale and block analysis. You will need these skills later in the semester and in your planning career.

Studio Project

The Studio Project anchors this semester. You will be tasked with preparing a master plan for one of three neighborhoods in Park Ridge Illinois. The geodesign method will be central to the planning process – utilizing technology and mapping to understand the project scope and inform scenarios for future development. The studio project is completed individually. This may delight or terrify you. More on this later in the syllabus. The studio project will consist of five phases:

1. **Project Introduction and Site Visit.** This phase introduces you to each of the project neighborhoods our class will be exploring - Uptown Park Ridge, Dee Road Station Area and the South Park Neighborhood. We will travel to Park Ridge and visit each of these areas and meet with Drew Awsumb, the Community Development Director for Park Ridge Illinois. This is a great opportunity to take photographs, ask questions, take notes and sketch out ideas. I am also trying to schedule some guests while we are there to connect you with local planners in the area.
2. **Request for Proposal Response.** After the site visit, you will select the focus area that you are most interested in working in and respond to the RFP. Your response should include a brief statement of interest, a professional resume and a location map of the study area.
3. **Existing Conditions Report and Analysis Maps.** Once you have selected a project area, you will spend several weeks preparing an existing conditions report for the study area. Central to this report are the generation of analysis maps which explore key community indicators around land use, zoning, building form, transportation, parking, recreation, transit, and historic preservation. Your maps will be made using a multi-step cartography workflow incorporating ArcGIS, Adobe Illustrator, and InDesign. You will also utilize input from community residents to draft goals, objectives, strategies, and measures (GOSM) and create a future vision for your project area.
4. **Infill Site Design and Streetscape Interventions.** You will identify opportunity sites within your study area and propose an infill development and streetscape intervention that illustrates the ideal community vision that you drafted as part of your Existing Conditions Report. You will create sketch concepts (remember how I said that drawing was an essential skill) and translate these ideas into site plans, elevations, section, and axon massing models.
5. **Final Report and Presentation.** You will prepare a succinct, professional and visually compelling report of your proposed master plan, including the existing conditions report, your goals and ideal vision, and your proposed infill development and streetscape intervention. Your report should include the graphics, photos, maps and analysis you have built over the course of the semester. This report will be supplemented with a showcase of your work on the Z-Boards in the TBH Atrium. Our class showcase will include Drew Awsumb, local planners from Champaign and Urbana, and other Faculty.

COURSE CALENDAR

This calendar provides a rough yet flexible schedule for the course. It may change as the semester progresses.

	SUN	MON	TUES (NEV)	WED	THURS (TBH)	FRI	SAT	WEEKLY MATERIALS
AUG	20	21 - FIRST DAY	22 Class Intro Mental Maps Assignment 1	23	24 How to Draw Basic Graphics	25	26	How to Draw Demonstration
	27	28	29 Kevin Lynch Lynch Analysis Studio Time	30	31 Studio Project Introduction	1 FIELD TRIP PARK RIDGE, IL	2	Lecture on Kevin Lynch/Elements of the City Field Trip to Park Ridge, IL: Meet at TBH Parking Lot 6:45AM
SEPT	3	4 - LABOR DAY NO CLASS	5 GIS Intro Location Maps	6	7 Scale and Site Plans	8	9	
	10	11	12 NO CLASS APA ILLINOIS CONFERENCE (Naperville)	13	14 Studio Time RFP DUE	15	16	
	17 Office Hours 11am-1pm	18	19 Begin Existing Conditions Report + Analysis Maps	20 Office Hours 5:30-7pm	21 PIN UP CRIT DRAWINGS	22	23	Pin Up and Crit - Drawing and Scale Exercises TBH West Gallery and North Wall Map Format, Base Map, Figure Ground, Block Pattern Diagram.
	24	25	26 Analysis Maps Studio Time	27	28 GOSM Creating Planning Documents	29	30	Land Use Map, Zoning Map, Residential Density, Open Space Access, Property Values, Teardown Risk Assessment. Creating Planning Documents, Goals, Objectives, Strategies, Measures
OCT	1	2	3 Analysis Maps Studio Time	4	5 Lecture Studio Time	6	7	Street Functional Classification, Traffic Volume, Pedestrian Walk-Sheds, Transit Map, Parking.
	8	9	10 Analysis Maps Studio Time	11	12 Studio Time Individual Crits	13	14	SWOT Analysis, Lynch Analysis Maps, Identifying Opportunity Sites
	15	16 Office Hours 5:30-7pm	17 PIN UP CRIT ANALYSIS MAP	18	19 Lecture: Zoning and Building Code	20	21	Pin Up and Crit - Analysis Maps How Buildings Work
	22	23	24 EC REPORT Lecture: Streetscape	25	26 Site + Streetscape Concepts	27	28	Existing Conditions Report and Draft GOSM Due Streetscape and the Public Realm Sketching a Site and Streetscape Concept
	29	30	31 Drawing to Digital	1	2 Site Plans	3	4	Translating your Concept Sketches into Sketchup and Illustrator
NOV	5	6	7 Elevations, Sections and Axons	8	9 Studio Time Individual Crits	10	11	
	12	13	14 Studio Time Individual Crits	15 Office Hours 5:30-7pm	16 PIN UP CRIT DRAFT INFILL + STREET DESIGNS	17	18	Pin Up and Crits of Infill Development and Streetscape Designs
	19	20	21	22 FALL BREAK NO CLASS (!!I be jealous!!)	23	24	25	
	26	27	28 Studio Time Individual Crits	29	30 Studio Time Individual Crits	1	2	
DEC	3	4	5 Studio Time Individual Crits	6 - LAST DAY	7 - READING DAY FINAL CRIT + SHOWCASE	8 ALL MATERIALS DUE BY 5PM	9	Final Pin-UP and Crits Final Reports Due
	10	11	12	13	14	15 GRADING DEADLINE	16	

GRADING

Grades will be assigned based on the percentages indicated in the assignment descriptions. There are no exams in this course – it is completely based on your assignment and project grades. Transformation of your numerical grade to letter grade will utilize the following breakdown and general rubric included below:

A+	97-100	Outstanding performance which exceeds expectations. Demonstrates original thought and synthesis of ideas and presents a cogent analysis that is clearly presented. Minor errors do not affect the overall product quality.
A	93-96.9	
A-	90-92.9	
B+	87-89.9	Good performance which meets expectations. Presents a quality analysis with appropriate evidence to support ideas. Presentation of written or graphic material exhibits a fundamental understanding of communication that will continue to develop with additional practice.
B	83-86.9	
B-	80-82.9	
C+	77-79.9	Fair performance which may not fully meet expectations, includes technical errors, or only minimally satisfies the requirements.
C	73-76.9	
C-	70-72.9	
D+	67-69.9	Poor performance that barely meets expectations, illustrates a lack of understanding for the project requirements, and includes significant technical or conceptual errors.
D	60-66.9	
F	0-59.9	Failure. Does not meet expectations. Unacceptable performance with poor execution. Shows a clear lack of effort, understanding, analysis of ideas, and ability to engage with the materials.

Your final grade is based on the following breakdown:

Attendance	5%
Learning to Draw, Learning to See	25%
Studio Project	70%

REQUIRED TOOLS

The following tools are needed for this course. I have coordinated with Blackline Supply on campus and set up a course kit that you can purchase. It is available at the following link:

[Blackline Supply List](#)

Blackline Supply
809 S Fifth St
Champaign, IL 61820

Blackline also has supplies available a la carte if that is your preference and is open into the evenings from 6pm to 9pm. They are located in the lower level of the McKinley Center. You may also purchase supplies of your choice from other local sources or online. A listing of the materials needed is included below for reference. I will bring examples of these materials to class on the first day so that you can see what I am talking about and give you some tips and preferences. These are the supplies that I use most frequently; many will last you for the rest of your careers. If cost is an issue please see me confidentially.

12" Trace Paper Roll
Grid Paper (5 squares per inch - NOTHING ELSE WILL DO)
Basic Mechanical Pencil with 0.5 or 0.7 Lead
Black Ink Pens (Fineliner, Felt Tip, and Chisel Point in Various Sizes)
Metal Ruler with Cork Back (18" and 6")
Triangle (30/60/90 and 45/90 sizes)
Engineers Scale (1:10, 1:20, 1:30 etc. Do not purchase an architect scale by mistake)
Drafting Tape or Drafting Dots
Cutting Mat
Grayscale Markers (Copic, Prismacolor, Art Alternative) [optional]
Additional Markers in Green, Blue etc. [optional]
Circle Template [optional]

You may also like to have a sketch book for taking notes, ideating scenarios, journaling your experiences or practicing your drawing skills. The most effective method for improving your visualization skills is to PRACTICE regularly. I will bring some examples of the size and types of sketchbooks that I like to use; whatever sketchbook you choose should inspire you to use it.

REQUIRED SOFTWARE + EQUIPMENT

In addition to these drafting essentials you will need to have access to ArcGIS Pro, Adobe Illustrator, Adobe InDesign and SketchUp. These software applications (with the exception of SketchUp) are available for free on the lab computers in TBH. They are also available on the Nevada Street Lab computers as well as through remote access workstations.

You may also choose to download and install these softwares on a personal computer. You are not required to use a personal computer unless you want to. If you have a Mac computer, DO NOT SPLIT YOUR MAC HARD DRIVE TO ACCOMMODATE ESRI ARCGIS PRO! Splitting your hard drive is inefficient and a permanent change to your machine that cannot be undone. I'll talk about this more on the first day of class. [ArcGIS Pro](#) is available for free from the University of Illinois Webstore. Adobe Illustrator and InDesign are also available through the [Adobe Creative Cloud](#) via free download through the Webstore. Although not available for free, SketchUp is available for [download](#) to a personal computer at a significantly reduced rate. You will need to submit a copy of your Student ID to the vendor before getting a final software authorization.

I will supplement this course with GIS data from our project partners. I will distribute course data as well as provide course resources to you through Illinois Box. You will submit assignments into a grading folder on Box as well.

If you do not have a mouse for your laptop computer, you must acquire one. It is an essential part of an efficient workflow. Having a mouse cuts your work time down in half. I suggest purchasing a high-capacity external drive or USB flash drive to store your project files and make your work transferable between workstations in the Computer Lab and your home setup.

ADDITIONAL COURSE INFORMATION AND EXPECTATIONS

Attendance

Attendance to class is required. Dates marked in the course calendar marked 'Studio Time' are not optional. You are expected to be in the lab working on course materials. If you are going to be absent, please send me an email letting me know. This course, like all courses in the Department of Urban and Regional Planning, follows the official policy regarding attendance found later in the syllabus.

Individual Work

Candidly, I am not a fan of group projects. You will rarely work in a professional setting where more than two staff people are preparing a project - three from the same department is unheard of. Most often you will be the sole project manager. Additionally, in a work environment, there are clearly established hierarchies of responsibilities and job roles. This hierarchy does not exist in a classroom setting - you come to class as equals eager to learn. Each component of this project are work tasks that you would be expected to be able to complete in a professional planning office. At this point in your academic career, you should be able to complete all of the required components of this course.

Participation and Workload

This course is a lot of work. You will be asked to produce dozens of drawings, create multiple maps, and write extensively. Even for the most skilled among you, this will be a frustrating experience for you. I guarantee you will make mistakes and go through the multiple revisions before you achieve a quality final product. This is the heart of an iterative studio process. You get what you put into it and consistency is rewarded.

You will not be able to slow-roll this class till the end of the semester and hope to be successful. It is not physically possible. I understand that nearing the end of your planning education you might be tempted to phone it in - and that is understandable. This is not the course to take if you plan to work this way.

Homework

Given the level of work that this course entails, I expect each of you to rise to the challenge: manage your time effectively, focus your work to maximize your productivity and spend time outside of studio working on this material. As a general rule, since this is a four-credit hour course, you should spend about four hours of diligent work time outside of class each week practicing these skills and preparing necessary materials for class. However, if you are consistently spending more than eight hours each week please reach out to me. We can explore strategies to make your work time more efficient. Although you can do this work at home, working in the studio is

more beneficial to you in building relationships with your cohort. It is also more fun.

Regular Office Hours

As an adjunct lecturer I have work hours outside of my course and I am not on campus during the day like many of your other professors. Since you can't just drop by my office with a quick question, I will hold a regular office hours at key points during the semester, especially ahead of major Studio Crits. I will also make time at the end of classes to meet with students as needed.

If you need to schedule some time to talk, please reach out via email.

Contacting Me

It is best to contact me using my Illinois (evanbus2@illinois) email noted at the beginning of the syllabus. If I don't respond after a few hours feel free to send me a message to my City of Champaign email (eric.vanbuskirk@champaignil.gov)

Lectures

With some exceptions, most of my lectures will be more demonstration style, where you have the opportunity to watch me work through portions of the assignment and show you how to accomplish the tasks I've assigned in this class. Too often, studio style courses 'throw students into the deep end.' (I'm looking at you architecture...) This is not the studio method that I was mentored in, nor do I think that it is effective. My studio experience is rooted in music and performance art. It is deeply personal, individual, and focused on fostering a mentor/mentee relationship. It is also about building relationships with your planning cohort — learning not only from me but from each other as you work alongside to try new things, make mistakes and find solutions. You should spend this time working along with me or watching and absorbing all that you can. Utilize these times to work on your project.

Studio Time

This is in class time where you work on your studio project or assignments. You should interact with your cohort – remember what I said about building relationships with your peers? Ask them how they made something look so great. See if they are struggling with something. Share a trick that you stumbled across while you were making a map. See if your neighbor needs some pointers. Above all, you should utilize this time productively to continue moving your project forward.

Individual Crits

A Critique (Crit) is the cornerstone of design education. It is time when students and teacher discuss work progress on a regular and frequent basis. During dedicated studio times, I will dedicate individual time with a few of you each session to get a one-on-one update on your work progress. This is a time for you to showcase your work, your analysis, and your questions, challenges or roadblocks. These desk crits are informal but they are your opportunity to show me that you are engaging with the material of the course. I don't expect finished products, but not having work to show me is unacceptable.

Studio Crits

These are presentations of major milestones along our planning journey. You present your work to me, the class as a whole and invited guests. It is an opportunity to learn from me and your peers, receive constructive criticism and build a better understanding by using your classmates as a resource. You should present polished work and quality analysis which needs only minor revisions. Studio Crits occur at key checkpoints for the project before moving on to the next phase of the project. These crits are in the North Wall Pin Up Area and the West Gallery of TBH.

Our Classroom Community

We are about to embark on an intensive and creative experience as a class. The studio experience is very personal and collaborative, and each of you come to class with your own unique experiences, perspectives, and skill levels. My goal is to get you all working together in a positive and productive manner. Studio crits are central to the studio process; they must always be constructive, provide insightful ideas and generate positive growth. Criticism is offered in a spirit of making all of us better planners and better members of our community and society. Criticism should never be driven by personal grievance or competition. Our profession is VERY small. The experiences and interactions you have with people in this class will follow you into your career. I expect all of you to treat each other on this journey with respect and care. We become better planners by lifting up those around us throughout this journey.

A studio learning environment can be incredibly fun and engaging, but it can also be stressful, overwhelming and challenging. Please reach out to me if you are struggling or having difficulties with this course, or any other aspect of your academic or personal life. I will do what I can help or connect you to resources if I don't have the right answer for you. If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center
206 Fred H. Turner Student Services Building
7:50 a.m.-5:00 p.m., Monday through Friday

Phone: 333-3704

McKinley Mental Health
313 McKinley Health Center
8:00 a.m.-5:00 p.m., Monday through Friday
Phone: 333-2705

McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

OFFICIAL DEPARTMENT POLICIES

Class Climate

The Department of Urban and Regional Planning is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the learning environment of our Department and the values of our program and profession. By choosing to enroll in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, classes, projects and extracurricular opportunities. We are governed by the University Student Code. See [Student Code Article 1 – Student Rights and Responsibilities, Part 1](#).

Disability Related Resources

This course will accommodate students with documented disabilities. To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact [Disability Resources and Educational Services \(DRES\)](#) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours.

DRES provides students with academic accommodations, access, and support services. If you are concerned you have a disability-related condition that is impacting your academic progress, you can talk with someone at the Counseling Center, McKinley Mental Health, or DRES about how to see a provider in order to obtain a diagnosis or get your questions answered.

To contact DRES you may visit:
1207 South Oak Street
Champaign, IL 61820
217-333-4603
disability@illinois.edu

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer's Workshop
Undergrad Library
217-333-8796
<https://writersworkshop.illinois.edu/>
<https://www.disability.illinois.edu/strategies>
<http://www.counselingcenter.illinois.edu/outreach-and-prevention/interactive-resources>

Official Department Attendance Policy

Attendance is mandatory and necessary for adequate performance in this course. Attendance will be reflected not only in the participation portion of the final course grade, but also in the quality of work submitted throughout the semester. Students are expected to notify the instructor in advance of any sessions that will be missed. Students' final grades will be reduced by 1% per unexcused absence.

It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an irregular attendance form to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See Rule 1-501 and Rule 1-502 in the Student Code for more information

Academic Integrity and Plagiarism

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to [Article 1, Part 4: Academic Integrity](#). Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy. I encourage each of you to read and be familiar with the entire Student Code. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

No student shall represent the words, work, or ideas of another as their own in any academic endeavor. Plagiarism includes but is not limited to copying, direct quotation, paraphrase, and borrowed facts or information. See Article 1, Part 4 of the Student Code for more information.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found [here](#).