

Department of Urban and Regional Planning**UP447 LAND USE PLANNING WORKSHOP**

Tuesdays 3:30 – 5:00pm

Nevada Street Computer Lab

1112 ½ W Nevada St; RM 112

Thursdays 3:30 – 5:00pm

Temple Buell Hall RM 227

Planning Computer Lab

Eric Van Buskirk, AICP

Senior Planner | City of Champaign

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4 Credit Hours

COURSE DESCRIPTION

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 Tinley Park Illinois, an southwest suburb of Chicago that straddles Cook and Will Counties. You will select, analyze, and prepare a redevelopment plan for one of two sub-areas of the community — Downtown Tinley or the former-Mental Hospital Site/Tinley Park 80th Metra Stop. This class will include a field trip to Tinley Park and working directly with the planners (and DURP Alumni) working in the Tinley Park Community Development Department. 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 AND OUR CLASSROOM COMMUNITY

This is a hands-on, studio course emphasizing experiential learning and the interdependence of practical professional skills with substantive knowledge of planning. The studio method of this course connects our planning practice to the other allied arts within the College of Fine and Applied Arts. The studio method includes lectures, instructional demonstrations, guided problem solving, cohort collaboration, constructive criticism and self-evaluation of student work. This is an intensive skills course where you will practice manual and digital representation techniques, site analysis, cartography, public speaking and visual storytelling essential for success in the planning profession. 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.

This studio experience is augmented by my own experiences as a planner for the City of Champaign. I am excited to share the methods and techniques I have learned throughout my education and career to all of you as you begin moving from academia into the professional world. Most of my 'lectures' focus on guided instruction and demonstrations that give you the opportunity to watch me work through the assignment components and show you how to navigate and accomplish the tasks 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.

Additionally, you will have ample time in class to work on your project and assignments. Interact with your cohort. 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. During studio time, I will be walking around answering individual questions and working directly with you on challenges you may be having.

Periodically, our class will hold studio critiques (crits) in the TBH Gallery Space. A crit is the cornerstone of a design education. These are presentations of your work at major milestones or transition points 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. Take time after these crits to incorporate any feedback into your final work for submission. At the end of the semester, we will showcase our class work from the entire semester on the Z-panels in the TBH Atrium along with other seniors taking the Sustainable Planning Workshop class. We will also be joined by other faculty, planning practitioners, and our partners from Tinley Park and other communities in Illinois.

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.

ASSIGNMENTS AND GRADING

The semester kicks off with an introductory assignment on learning how to draw and other basic graphic techniques as well as introducing the comprehensive studio project in collaboration with the Community Development Department of Tinley Park, Illinois.

Assignment 1: 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, like 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. This assignment will give you basic instruction in manual representation and technical drawing. 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. This assignment will include the following deliverables:

- Freehand Lines
- Freehand Circles and Squares
- Lettering
- Hardline Representative Lines
- Symbols + Graphics
- Texture and Materials

- Traced Block and Streetscape Plan at 1:50ft
- Scaled Block and Streetscape Plan at 1:30ft
- Lynch Analysis

Studio Project Part 1: Introduction, Site Visit and Request for Proposal Response.

This phase introduces you to the two focus areas of our class project - Downtown Tinley and the Tinley Park Mental Health Center Site. Jason Engberg, Planning Manager for the City of Tinley Park, will visit class and provide us a background lecture on the community and project areas. We will also travel to Tinley Park as a class and visit the sites and meet the local planners and stakeholders. 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. 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 the following components:

- Statement of interest
- Resume
- Study Area Location Map

Studio Project Part 2: Existing Conditions Memo, Analysis Maps, Vision and Goals.

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. Your deliverables for this part will include:

- Written Existing Conditions Memo
- Regional Map
- Site Analysis Base Map
- Figure Ground Diagram
- Block Pattern Diagram
- Zoning Map
- Land Use Map
- Street Classification + Traffic Volume Map
- Transit Map
- Lynch Analysis Map
- SWOT Map
- Identified Opportunity Sites Map
- Site Specific Maps

Studio Project Part 3: Infill and Streetscape Intervention and Final Plan.

The final phase of this studio project is the design component. You will select a development site within your study area and propose an infill and intensification of the urban environment. This proposed design will be supported by redesigning the adjoining streetscape to better support a walkable, multimodal transportation environment. There are three core components of the project, a Zoning Analysis, a Design Parti and Program,

and the final Representations of your design. In this assignment, you will explore the role of specific orthographic representation techniques of plan, section, elevation and axonometric drawing. Finally, you will package all of the elements of this project, into a complete Master Plan for your study area. This last phase will include the following deliverables:

- Zoning Analysis
- Parti Diagram
- Written Design Program
- Site Plan
- Elevation
- Section
- Axonometric
- Final Master Plan

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. Your final grade is based on the following assignment breakdown:

- Attendance 5%
- Learning to Draw | Learning to See 25%
- Studio Project 70%

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.

COURSE SCHEDULE

	SUN	MON	TUES	WED	THURS	FRI	SAT	WEEKLY MATERIALS
AUG	25	26	27 Class Intro Mental Maps Assignment 1	28	29 How to Draw	30	31	Introductions, course overview and assignments Drawing demonstrations Freehand lines, squares and circles. Lettering, hardlines, and textures.
SEPT	1	2 LABOR DAY NO CLASS	3 RFP + GIS Refresher Location Maps	4	5 NO CLASS CHAMPAIGN HPC	6	7	Cartography Basics Creating and Exporting a Map to Illustrator
	8	9 UIUC Add/Drop Deadline	10 GUEST LECTURE	11	12 Scale, Site Plans, and Lynch Analysis	13 FIELD TRIP TINLEY PARK IL	14	Guest Lecture: Jason Engburg, AICP Drawing in Scale, Site Plans and Kevin Lynch Analysis
	15	16	17 Studio Time Individual Crits	18	19 Studio Time Individual Crits	20	21	
	22 Office Hours 1-3pm	23 Office Hours 5:30-7pm	24 PIN UP CRIT DRAWINGS	25	26 NO CLASS APAILLINOIS	27 RFP DUE	28	Pin Up Crit – Drawing and Scale Exercises TBH West Gallery and North Wall
	29	30	1 EC Memo and Analysis Map Overview	2	3 Illustrator Overview	4	5	Introduce Project Part 2 Creating Analysis Base Maps Illustrator Mapping Tools
OCT	6	7	8 Studio Time Individual Crits	9	10 Studio Time Individual Crits	11	12	Analysis Maps - Land Use, Zoning, and Street Classification Writing Goals and Objectives
	13	14	15 Studio Time Individual Crits	16	17 Studio Time Individual Crits	18	19	Analysis Maps – Project Site Specific Maps SWOT and Lynch Maps
	20	21	22 Studio Time Individual Crits	23 Office Hours 5:30-7pm	24 PIN UP CRIT ANALYSIS MAPS	25	26	Analysis Maps – Opportunity Sites
	27	28	29 EC MEMO DUE Digital Representation	30	31 How Zoning, Buildings and Streets Work	1	2	Pin Up Crit – Analysis Maps Introduce Project Part 3 Digital Representation How Zoning, Buildings and Streets Work
NOV	3	4	5 ELECTION DAY SketchUP Zoning Analysis	6	7 Studio Time Individual Crits	8	9	SketchUP Zoning Analysis Graphics Parti and Program
	10	11	12 3D Site Modeling	13	14 Studio Time Individual Crits	15	16	Neighborhood Context Model Preparing Site Plan, Elevations and Axons
	17	18	19 Studio Time Individual Crits	20 Office Hours 5:30-7pm	21 PIN UP CRIT DRAFT INFILL + STREET DESIGNS	22	23	Pin Up Crits for Infill Development and Streetscape Design
	24	25	26	27 FALL BREAK NO CLASS	28	29	30	
DEC	1	2	3 Studio Time Individual Crits	4	5 Studio Time Individual Crits	6	7	Final Report Preparation Studio Project Wrap-Up
	8	9	10 Studio Time Individual Crits	11 - LAST DAY	12 – READING DAY FINAL CRIT SHOWCASE	13 ALL MATERIALS DUE BY 5PM	14	Senior Workshop Showcase with UP456 5 – 7pm in Atrium Final Reports Due
	15	16	17	18	19	20 GRADING DEADLINE	21	

REQUIRED TOOLS, SOFTWARE AND TECHNOLOGY

The following supplies are required for the course. Kits are available for purchase from Blackline Supply on campus that includes all of the tools you will need for this course. In addition, Blackline provides a discount to students purchasing full kits – although you are welcome to purchase items a la carte or from other retailers. Although things like trace, paper, pens, etc. will need to be replaced over time as you use them, many of these supplies will last you're the rest of your career if you take care of them. If cost is an issue, please see me confidentially.

[Blackline Supply List](#)

809 S Fifth St (McKinley Foundation Basement)
Champaign IL 61820

- 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)
- Additional Markers in Green, Blue etc.
- Circle Template
- Sketchbook

In addition to these drafting essentials you will need to have access to the following software applications:

- [ESRI ArcGIS Pro](#)
- [Adobe Creative Suite](#) (Illustrator, InDesign, Photoshop)
- [SketchUP Pro](#)

Links are provided above to purchase ArcGIS Pro and Adobe Creative Suite for free from the University of Illinois Webstore. A student license of SketchUP Pro is available for purchase for \$55. You will need to submit a copy of your Student ID to the vendor before receiving a final authorization. You must have the Pro version of SketchUp in order to access some of the CAD based functionality that will allow us to move seamlessly between ArcGIS, SketchUP and Illustrator. These software applications are also available on the lab machines in the TBH Computer Lab and the Nevada Street Lab.

Please note that ArcGIS will only work with a Windows based PC – not a Mac. If you have a Mac, DO NO SPLIT YOUR HARD DRIVE TO ACCOMDATE ESRI ARC GIS 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.

I will supplement the course with GIS Data from our project partners through Illinois Box. More on this later in this syllabus.

Lastly you must have mouse and external flash drive. You should have purchased these for Rob Kowalski's Junior Planning Workshop. These tools are an essential part of an efficient workflow. Having a mouse cuts your work time in half. Use your USB drive to move work done on the lab machines to your personal computer for working at home or in a different lab. While many of you may use the Cloud storage through Adobe, I have found this to be somewhat glitchy at times.

ADDITIONAL COURSE INFORMATION AND EXPECTATIONS

Attendance.

Attendance to class is required and factored into your final grade. Dates marked on the calendar marked 'Studio Time' are not optional – you are expected to be in class working on your course assignments and practicing your skills. If you are going to be absent, please send me an email to let 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.

Illinois Box

I use Illinois Box to distribute course materials to you. It is a we-based file sharing application hosted through the University of Illinois. You will receive two shared folders from me: one is a shared course folder for everyone that will include the syllabus, assignments, and any GIS Data from our project partners. The second is a grading folder shared only with you. You will submit all of your deliverables to this shared Grading Folder. (You can also use this grading folder as a place to save your work as a backup to your computer or flash drive. I do not use Canvas for this course because as soon as the semester ends, you lose all access to the work you've submitted. With Box, your course materials will remain on Box for years, and you can go back and use these submissions for a portfolio or work examples for an interview, particularly early in your career.

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.

Workload, Participation and Homework (Practice Outside of Class)

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.

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.

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.

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

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](#).