



COMMUNITY, ENVIRONMENT & PLANNING

UNIVERSITY of WASHINGTON

College of Built Environments

CEP 460: Planning in Context

Credits: 5

Term, Day, Time: Autumn 2019, MWF, 1:30 pm – 3:20 pm

Location: Online (classes will be held on Zoom)

Instructors: Rachel Berney and Jess Zimbabwe

Office hours: By appointment and on the following days. For Rachel, Tuesdays, 2:00-3:30 pm, please sign up [here](#). For Jess, please sign up [here](#).

Contact Info: rberney@uw.edu and zimbabwe@uw.edu

Course Description

Planning in Context is a real-world, project-based class for CEP seniors. During this class, students will develop increased understanding and competencies regarding team and project management, working from a scope of work, developing professional planning products (written and oral), and working with a client. Students will increase their understanding of the depth and range of urban planning work primarily through the experience of working on a specific team project. **Prerequisite:** CEP 303

Learning Objectives

These are specific, measurable skills that you will be able to demonstrate by the end of the course. They will be taught and assessed through course materials, assignments, and evaluations.

By the end of this course, you will be able to:

- Serve as a motivated, productive, creative, and reflective team member whose responsibilities include:
 - Participating in mid-term and final individual reflections;
 - Participating in mid-term and final peer evaluations;
 - Incorporating feedback received from teammates, instructors, and clients.
- With a team, complete a workplan for your project in response to the project scope of work, and execute it.
- Develop a suite of professional planning products that meet or exceed the expectations of your team, your instructors, and the client. This will entail:
 - With your team, determining what role(s) you will assume on the team
 - With your team, establishing and maintaining professional contact with your client
 - With your team, developing a visual and oral mid-term presentation that represents at least 50% satisfactory completion of the tasks laid out in your work plan
 - Successfully incorporate feedback
 - With a team, developing a visual and oral final presentation that represents 95% satisfactory completion or better of the tasks laid out in your scope of work
 - Successfully incorporate feedback
 - With your team, delivering a 100% complete final product(s) to your client and the instructors.
- Engage in planning processes that respect emergent properties in projects (AKA learning how to “roll with it”)

Readings

This course is project-based. Much of the reading you do will be specific to your project, and most teams will conduct a literature, project, and/or policy review for their topic. There will be a limited number of required readings for the whole class; these address general urban planning values, methods, challenges, and opportunities, and are intended to help us reflect on topics germane to the challenges of “planning in context.” These readings will be posted on the Canvas site. Reading discussion will typically take place on Mondays.

Communication

For general questions that cannot be answered by a thorough review of the syllabus or asking another classmate, we encourage you to use the **Q&A tab** on the class Canvas site. The Q&A is set up as a discussion thread. General questions and responses will be helpful for all to see.

Email: We will do our best to reply to emails within 48 hours, 72 hours over a weekend, and the work day following a holiday unless otherwise noted. We may not respond to questions during the 24 hours before an assignment is due – so plan ahead.

Technological Proficiency and Hardware/Software Required

All students should be comfortable using Microsoft Word, Excel, and PowerPoint or equivalent programs. GIS and SketchUp proficiency may be useful. Basic knowledge of graphic design software (e.g., Adobe Illustrator, Photoshop, and InDesign) will also be helpful. All of these programs are available on the computers in the Digital Commons (Gould Hall basement).

Description and Assessment of Assignments

Most of the “assignments” in this class are actually professional-level deliverables. Performance criteria include:

Process: clarity of, effectiveness of, participation in, and growth and development of.

Product: clarity, logic, coherence, depth, legibility, professional quality, process made evident.

Presentation: effectiveness, discussion of process, evaluation of what has been learned, effective visual and oral communication.

1. Professional Deliverables (70 points total)

Work Plan for team project (team product) - 15 points

Mid-term presentation, 50% completion (team product) - 15 points

Final presentation, 95% completion (team product) - 20 points

Completed final report or equivalent for faculty and client (team product) - 20 points

2. Exercises & Reflections (15 points total)

Skills and project preferences survey (individual product) - 2 points

Team bio (team product) - 3 points

Midterm reflection & peer evaluation (individual product) – 5 points

Final reflection & peer evaluation (individual product) - 5 points

3. Class & Team Participation (15 points total)

In-class work – 10 points

Team exit interview – 5 points

Participation

As a record of active participation and attendance, we will require the completion of small, in-class work products individually or in teams. For team work, all members will receive the same grade for the work product. To earn full credit for participation, all in-class work must be satisfactorily completed. In-class work may be assigned at any point during the class; students who miss the assignment due to arriving late, leaving early, or missing class will not have an opportunity to make up the work. Because of this, we will drop the two lowest in-class assignments for each student.

Grading Breakdown Summary

Assignment	% of Grade
In-class work	10
Skill and project preference survey (if you do not complete the survey by the deadline you will be assigned to a project)	2
Team bio	3
Team work plan	15
Team mid-term presentation (presentation and content)	15
Individual mid-term reflection and peer evaluation	5
Team final presentation (presentation and content)	20
Individual final reflection and peer evaluation	5
Team final report or equivalent	20
Team exit interview	5
Total	100

Grading Scale

Final course grades will be calculated using the UW grading scale unless any CEP policies supersede it.

A	3.9-4.0	95-100 points	Outstanding
A-	3.5-3.8	90-94 points	Excellent
B+	3.2-3.4	85-89 points	Competency achieved to high standard
B	2.9-3.1	80-84 points	Competency achieved
B-	2.5-2.8	75-79 points	Below Competency

Grading, cont.

Students taking the class for credit will need to earn at least 3.0 in order to receive credit.

Per the CEP official grading policy:

For those students receiving a traditional GPA-based evaluation, a written self-reflection must be provided by the student for review by the instructor, for all CEP core courses, at the conclusion of the quarter. Students who elect to take the CEP core courses on a credit/no credit basis will also be required to produce a written self-reflection to be presented to the instructor as a part of their core course final grading. In addition, it is required that credit/no credit students perform an exit interview with the instructor, during which time the student and instructor will discuss the student's achievement, progression, and performance throughout the course. During the interview students will provide their self-reflection and instructors will provide a written narrative evaluation of the student, both to be discussed during the allotted time.

Any student, regardless of their chosen grading method, may request an exit interview with their instructor, to be held at an agreed-upon time. Any CEP instructor may require exit interviews from all students enrolled in their course, regardless of their chosen grading method, if they elect to build it in to their syllabus.

Note: This class requires a team exit interview with the instructors. To schedule an individual exit interview, please contact us early to arrange.

Classroom Norms & Expectations

Equity, Diversity & Inclusion

The University of Washington and the Department of Urban Design and Planning (UDP) believe that equity, diversity, and inclusion are integral to excellence.

UDP Mission

UDP is striving to shift the culture of planning to engage and enhance diversity, equity, and inclusion, not just within the academic context, but also in the profession. We aspire to drive change not merely by responding to trends, but also by leading the change we seek.

UDP Values

Equity - Strive for fairness of results/outcomes rather than equal access to opportunity.

Diversity - Vibrant and healthy community involves recognizing and supporting differences.

Inclusion - Create an environment where everyone can participate and everyone belongs.

In this class, we will value and honor diverse experiences and perspectives and strive to create a welcoming and respectful learning environment for all students. In this class, we will also respect the general goals of academic freedom and ensure that they are maintained. Differences of opinion, critical analysis, and honest feedback are welcomed, and should be expressed in a manner that supports the learning process.

Course-specific Policies

Assignment Submission

All assignments must be uploaded as .docx, .pdf, or .ppt files to Canvas by 11:59 pm on the day due unless otherwise noted.

Late Work

Late work will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency situation excused by the instructors. Email us as soon as possible to discuss alternative arrangements due to an emergency.

Technology in the Classroom

Computers and web-enabled devices are powerful and important learning tools. You will use them a lot throughout this class and the year, especially if COVID persists. Be aware of your screen time and take precautions to stretch, change your visual focus, and so forth on a regular basis. Consider taking notes manually (pen and paper), which has the added benefits of helping with learning and recall. Ample research demonstrates that we learn better when taking notes by hand and that multi-tasking is not a “thing” that humans do well.

Students who require a device to use for academic purposes have access to the UW Student Loaner Program, please visit <http://be.washington.edu/spaces/computing/student-loaner-program/>.

Attendance

Your attendance in class is needed to help ensure that you receive instruction and feedback on your work, maximize your ability to learn, and participate in activities with your team. If you have an emergency and can't make it to class, please let us know as soon as possible. Also see Participation above.

Religious Accommodations

Washington state law requires that UW accommodate student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)

Course evaluation

Formal course evaluation occurs at the end of the quarter university-wide. If you are experiencing a problem with the class, please let us know as soon as possible, as we might be able to correct for changes if needed within the course of the class. We welcome ongoing feedback on how to create the best course experience.

Academic Conduct and Support Systems

Academic Integrity

The University of Washington expects students to know their responsibilities and to maintain the highest standards of academic conduct (WAC 478-121). Students are held responsible for any violation of the University of Washington Student Code irrespective of whether the violation was intentional or not. Students suspected of cheating or otherwise violating the misconduct code will be referred to the College disciplinary process.

Plagiarism: Plagiarism is the use of another person's words or ideas without proper citation. Plagiarism is considered a form of cheating at the University of Washington and can result in disciplinary action including and up to dismissal from the university. If you are unsure of what plagiarism is, or how to avoid it, please consult your instructor.

For more information on academic responsibility, including plagiarism and other forms of cheating, see <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

If you feel that any of these standards are not being met by a fellow student or an instructor, you should discuss your concerns with the instructor or TA, or bring them to the attention of the Department Chair.

Academic Accommodations

Your experience in this class is important to us. Students with disabilities are welcomed in this class. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (V) or 206-543-8925 (TTY). More information is available at <https://depts.washington.edu/uwdrs>.

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Support System

UW Student Wellbeing - <https://wellbeing.uw.edu/topic/mental-health/>

UW Food Pantry, <https://www.washington.edu/anyhungryhusky/the-uw-food-pantry/>
Poplar Hall 210, 1311 NE 41st St

UW Leadership Without Borders, undocu@uw.edu or (206) 685-6301

UW Office of the Ombud, ombuds@uw.edu or (206) 543-6028.

UW Police – Emergencies 911, Non-emergencies (206) 685-UWPD (8973)

UW Police Department Victim Advocate – (206) 543-9337 or UWPDAdvocate@uw.edu

UW Q Center, HUB 315

UW SafeCampus – Emergencies 911, (206) 685-7233 (available 24/7)

UW Sexual Assault Resources, <http://www.washington.edu/sexualassault/>

UW Student Counseling Center – (206) 543-1240, 401 Schmitz Hall,
<http://www.washington.edu/counseling/>

UW Title IX Investigation Office – (206) 616-5334 or tixinv@uw.edu

Crisis Connections – 1 (866) 427-4747 (Seattle area, mental health)

National Sexual Assault Telephone Hotline – 1 (800)-656-4673

National Suicide Prevention Lifeline – 1 (800) 273-8255, www.suicidepreventionlifeline.org

Roots Young Adult Shelter – (206) 632-1635 or rootsinfo.org

Course Schedule

Subject to update as needed. The current version of the schedule and syllabus will always be available on Canvas.

	<i>Mondays</i> <i>Discussion, Reflection, & Weekly Plan (Zoom)</i>	<i>Wednesdays</i> <i>In-class work, stand-ups w/Ins. (Breakout Rooms)</i>	<i>Fridays</i> <i>Ind. teamwork, Ins. on call (Zoom)</i> <i>*time block may be used for client meetings</i>	<i>Primary Activities</i>	<i>Assignments Due</i>
W1		9/30 Class & project intros	10/2 Survey results & ind. team work	- Introduction -Team formation	<ul style="list-style-type: none"> • Survey • Team bios • Team roles
W2	10/5 <i>Disc: Class rdg.</i>	10/7 In-class work	10/9 Ind. team work	-Client mtgs. -Work plan	<ul style="list-style-type: none"> • Client meetings
W3	10/12 Disc: Team rdg	10/14 In-class work	10/16 Ind. team work	-Context/lit research & analysis (ongoing)	<ul style="list-style-type: none"> • Work plan • Bibliography
W4	10/19 Disc: Team rdg	10/21 In-class work	10/23 Ind. team work	-Project Dev: BPs, comps, draft planning	<ul style="list-style-type: none"> • Presentation slides due
W5	10/26 Mid-term presentations	10/28 Mid-term presentations	10/30 Mid-term reflection	-UDP EDI Week -Mid-term presentation -Reflection	<ul style="list-style-type: none"> • Mid-term presentation • Mid-term reflection
W6	11/2 <i>Disc: Class rdg</i>	11/4 In-class work	11/6 Ind. team work	-Project Dev: BPs, comps, draft plans	<ul style="list-style-type: none"> • Formal response to client feedback
W7	11/9 Disc: Team rdg	11/11 HOLIDAY: Veteran's Day	11/13 Ind. team work	-Project Dev	<ul style="list-style-type: none"> • In-process work
W8	11/16 Disc: Team rdg	11/18 In-class work	11/20 Ind. team work	-Project Dev -Recs. & Findings	<ul style="list-style-type: none"> • In-process work
W9	11/23 Disc: Team rdg	11/25 In-class work	11/27 HOLIDAY: Thanksgiving	-Project Dev -Recs. & Findings	<ul style="list-style-type: none"> • In-process work
W10	11/30 <i>Disc: Class rdg/activity</i>	12/2 In-class work	12/4 Ind. team work; pres. rehearsal	-Final pres. prep	<ul style="list-style-type: none"> • Presentation slides due
W11	12/7 Final Presentations	12/9 Final Presentations	12/11 Final Reflection	-Final presentation -Reflection	<ul style="list-style-type: none"> • Final presentation • Final reflection
FW	12/14 Exit Interviews, 2-5 pm; final reports due				<ul style="list-style-type: none"> • Final team report • Team exit interview