

**ESP 305 Community Planning Workshop**  
**University of Southern Maine, Gorham**

**3 Credits**  
**G6615 Spring 2005**

Friday 8:00 AM – 9:15 AM, Bailey 217

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Office Hours: T & TH: 11:00 AM - Noon, and per arrangement

**Summary**

This course gives the student an opportunity to apply basic planning concepts in a guided workshop format, using a service-learning approach. A pragmatic question we examine is the relationship between the formal expressions of a community's values and growth desires and the actual physical manifestations. Major planning topics include growth management, zoning, town plans, neighborhood identity, collaborative planning, and environmental resources, depending on the particular problem identified by the community partner and selected by the student. The student receives experience in applying planning theories and tools to a problem or issue in a local community.

**Required tests**

Daniels, Thomas L., John W. Keller and Mark B. Lapping 1995. *The Small Town Planning Handbook*, 2<sup>nd</sup> Edition, American Planning Association, Chicago, IL.

Sanford, Robert, and Dana Farley. 2004. *Site Plan and Development Review: A Guide for Northern New England*. Putney Press, Newfane, VT.

**Course objectives**

- 1) Be able to apply land use and environmental planning concepts to an existing land use problem or issue in Maine.
- 2) Be able to conduct a community resources inventory to address a particular planning issue or problem.
- 3) Be able to independently design and document a project such as a new zoning ordinance, a section of a town plan, growth management strategy, impact fees, or a design element.
- 4) Be able to assess the fit or congruity between a proposed project and the needs of a community.

**Evaluation**

A single student-generated project is the major product. You will submit two things: a report based on your project and an assessment of the learning you did for the project. There will be no exams. Instead, we will support your learning through readings, Blackboard discussions, and individual meetings with me. Students should be ready to present their final projects during the last week of classes. Active involvement is the key to this paraprofessional experience, which is designed to let you practice skills used by planning professionals. Keep up in the readings--your project and our conversations need to reflect an understanding of what you have read. I recommend making your reading interactive by writing in the margins, underlining, taking notes, and generally reacting as you read.

The entire grade is based on one service-learning project. Initiative, adherence to professional standards, and timely completion of work are all necessary for success in this course.

Participation (use of Blackboard and our interactions)	20%
Final Project	80%

### Letter Grade Criteria

**A: Excellent work.** An impressive performance! Aggregate 90 to 100% performance on assignments. Demonstrated high quality writing, research, and analytical skills. Professional appearance and content. Quality project documentation. The product is an excellent example.

**A-:** This is essentially a high B (very good work) with an average of 87-89%.

**B+:** **Very good work**, with an average of 85 to 86%.

**B: Good work.** 80 to 84%. Good writing, research, analytical skills. No significant grammatical or other editorial weaknesses. Work shows good development of ideas and thorough support of analyses. Student had a high degree of initiative and independence in the field and the work products.

**B-:** Acceptable work, average of 77-79%.

**C+:** Acceptable work, Average of 75-76%

**C: Acceptable** or “Average.” 70 to 74%. Project has been proofread, with proper citations and structure, has no more than two errors or typos per page, and possesses quality content. Student is independent, self-directed, and motivated in the field.

**C-:** Marginal work. 68- 69 aggregate performance on exams and other evaluations, based on a scale of 1 to 100. Student shows little initiative. Work products show only minor analytical and creative thought.

**D: Marginal** work with an average of 65-67. Meets minimal requirements to not fail the course.

The project report and assessment of learning are due during the last week of classes. The progress reports are due on the date indicated. Please note that late work will not be accepted without prior approval or unless a genuine emergency condition prevented prior approval. The progress reports must be submitted on time to receive full credit on the relevant project.

**Adaptations:** The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of disability please contact the Office for Students with Disabilities, 2nd floor Luther Bonney Hall (780-4706; TTY 780- 4395). Please contact me as soon as possible if you have any questions, need special learning-related accommodations, or if you become aware of circumstances that might affect your participation.

### Project documentation

Work should conform to an accepted format such as APA, or that of leading journals in planning literature. Insert figures and tables into text where appropriate. The major project documentation is to be typed (double-space) and proofread, with proper reference citations. *Papers that average more than two errors (of fact or grammar) per page will be graded at or below C*

*regardless of how good the rest of the paper may be.* This requirement is to help ensure the work product approaches professional standards. I am willing to preview papers if they are given to me a week prior to the final deadline for submission.

### **Things you might want to include in your report:**

*Definition of the problem:* The initial problem or issue will be identified through working with a community partner. You might modify it to be something that you can do within the confines of the semester and the available resources. I will act as your consultant and advisor. Describe the problem and the steps you select to address it.

*Summaries of applicable local, state, and federal law:* A summary should contain purpose, implementing authority, date last amended, whether or not the law combines with other laws, and whether or not compliance is required. State laws include the Natural Resources Protection Act, Site Location of Development, Mandatory Shoreland Zoning Act, Land Use Regulation Act, Growth management Act, and Subdivision Law.

*The product itself:* We will discuss and agree upon how best to present this.

*Proper format:* Use a binder or coversheet. Use 1" left and right margins and 1 ½" top and bottom margins. Number all pages after cover sheet. Use maps and figures as appropriate. Proper citations and references, including for interviews and Web sites.

*Comment letter from the community partner/sponsor.* The letter should address the quality of the service or product provided through your completion of the project.

Each person will do his or her own project. The entire class can help with the project proposal and subsequent issues through discussions on Blackboard. You will submit a proposal to me outlining the project, what you intend to accomplish and how you will do it. The end product can become part of your "portfolio": work you can show a perspective employer or graduate school. We will decide what the project documentation and length will be – it should be an appropriate reflection of the work for a three-credit upper-division course. You must receive the approval of the host or "client" as well as me for the project.

### **Memorandum on student learning**

In addition to the project, submit a paper that assesses your learning from four perspectives:

- 1. descriptive** (what did you do, when, and how, what resources did you use),
- 2. analytical** (how did the project "fit" into the community, the course, your chosen field of study, and other relevant organizations and institutions; what did it accomplish),
- 3. affective** (how did you feel about the experience), and
- 4. reflective** (what did you learn from the experience, including the readings).

### **Student support**

You can use room 217 and whatever is in it. Plus I am available via email, Blackboard, and in person.

**Outline (On Jan 21 we hand out the syllabus and you have no more formal class meetings until May 6— everything will be done on an individual basis, including all meetings prior to May 6)**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Due today (in addition to specific homework)</b>
1 Meet to hand out syllabus	Jan 21	Independent work Pick up syllabus. Purchase the two books and read the first chapter in them. Contact course instructor to see up a schedule for weekly in-person or email check-ins	Blackboard Logon
2	Jan 28	Independent work Opportunities for a community planning project	Create a list of potential projects on Blackboard
3	Feb 4	Independent work Proposal for your community planning project	Draft proposal for project. Learning goals for you in doing it: How will doing it meet the course objectives? Summarize benefits to the “client.”
4	Feb 11	Independent work. Strategies for carrying out project	List of additional reading/resources for your project.
5	Feb 18	Independent work. Continue reading	Draft outline for project portfolio, draft location analysis
	Feb 25	WINTER VACATION	
6	Mar 4	Independent work	Progress update #1
7	Mar 11	Independent work	Progress update #2
8	Mar 18	Independent work	Progress update #3
9	Mar 25	Independent work	Progress update #4
	Apr 1	SPRING BREAK	
10	Apr 8	Independent work	Progress update #5
11	Apr 15	Independent work	Progress update #6
12	Apr 22	Independent work	Draft project /product documentation
13	Apr 29	Independent work	Schedule a time to present project.
14 Class Meets	May 6	Each student presents summary of project. If you have a time conflict then we will work out a different time.	Written report on project is due. Student memorandum on learning is due