

Department of Urban and Regional Planning
University of Illinois at Urbana-Champaign
UP510: Plan Making
Day/Time: MW/10:30 AM – 11:50 AM
RM 223, Temple Buell Hall

Instructor: Rolf Pendall rpendall@illinois.edu	TA: Bala Balachandran bbalach2@illinois.edu
Office hours: Mon 1:30 PM – 3:00 PM, TBH 111C or by arrangement (email Sandy Bone, sandrad3@illinois.edu)	Office Hours: Wed 13:30 AM – 3:00 PM Noble Hall Room 311 (or by appointment)

COURSE DESCRIPTION

This course introduces students to the logic of public sector plans and the practices of making them, concentrating on the two main kinds of local plans: strategic plans and comprehensive plans.

By the end of this course you may expect to have:

- An understanding of the local government context in which plans are made and used
- A better appreciation of the value of well-made plans
- Stronger skills in writing and presentation for professional audiences
- A higher level of executive function (i.e., the ability to get things done on time)
- Improved capacity to work in groups

PREREQUISITES

None. This class is designed for urban planning graduate students. If space permits, students from related fields interested in urban planning practice are welcome to take it.

READINGS

Most of the readings are from a range of books, reports, and academic journals, and will be supplied in electronic format to registered students via Illinois Compass. There is also one required text that students should obtain from the bookseller of their choice no later than January 30:

- Schwabish, Jonathan. 2017. *Better Presentations: A Guide for Scholars, Researchers, and Wonks*. Columbia University Press.

ASSIGNMENTS AND GRADING

Discussion memos. For 7 of the 13 sessions with D01, D02, etc. in the margins, write a memo as if you're reporting out to your overworked and inattentive boss and submit it by 10:15 AM on the day of the class. Using no more than two single-spaced pages:

- Summarize readings and example plans

- Identify key themes from articles
- Pick out key elements of example plans, where relevant: Who made it, key challenges and goals, actors involved, framework for action
- Answer the discussion questions for that day

Everyone is required to complete D01 and D02. At least two other memos must be completed before spring break, with the balance completed after spring break. No late submissions; no exceptions.

Total: 18% of grade, 2% for each one.

Discussion leadership. For each session with a D in the margin, two or three students will lead the class in discussion with exercises of their choosing, including plenary brainstorming, write-pair-share, role-playing exercises, small group discussions, “dot-mocracy” exercises, or any other technique they choose. After the discussion session, each of the group members will submit a brief summary of (a) what they felt went more or less well in the session and (b) their level of satisfaction with their own and their partners’ commitment to the work. Submissions are due by 11:59 PM on the day after the session. No late submissions; no exceptions except for emergencies.

Total: 10% of grade, 5% for (individual) brief summary and 5% for the (group) discussion leadership.

Strategic plan assessment (individual assignment). For this assignment, students will analyze a public sector strategic plan, preferably from their home city or country. They will prepare a four-slide PowerPoint slide summary, printed 2-up on both sides of a single sheet of paper, with the following slides:

1. Plan title, purpose, and creator
2. Plan preparation: How was the plan created?
3. Key priorities and actions
4. Progress to date, critique, and “further research”

They will present to one another in the classroom in groups of four students, taking no more than five minutes for each presentation, using *talking points* that will be submitted separately. After each student presents, the group will create a compare/contrast summary sheet, which will be used to report out on themes and variations.

The slides and talking points are due on the Compass site discussion board by 5:00 PM February 15. Everyone should review the slides and talking points of the others in their discussion group before class 2/18.

Total: 15% of grade

Group project assignment: Strategic plan. The group project is a strategic plan for the Orange Line Corridor in Chicago (full description and grading rubric forthcoming). The elements of the group assignment include:

- Group work plan draft 1, 2/22 (4%)
- Individual work plan draft 1, 2/22 (4%)

- Strengths and weaknesses presentation, 3/13 (8%)
- Group work plan status update and revisions, 3/27 (4%)
- Individual work plan status update and revisions, 3/27 (4%)
- SWOT and priorities analysis presentation, 4/12 (9%) (In Chicago)
- Strategic plan video, 5/9 (14%)
- Total (47%)

Professionalism. The final 10% of your grade will be assessed based on your contributions to the class via attendance, active listening, thoughtful questioning, and considerate speaking.

Final course grade will be based on the following distribution: 100-97 points = A+, 96.9-94 = A, 93.9-90 = A-, 89.9-87 = B+, 86.9-84 = B, 83.9-80 = B-, 79.9-77 = C+, 76.9-74 = C, 73.9-70 = C, 69.9-67 = D+, 66.9-64 = D, 63.9-60 = D-, and 59.9 – 0 points = F

CLASS POLICIES

Participation

- *Build your skills in listening and conversing.* Learning is a social process and collective endeavor; therefore, your primary responsibility is active participation. Active participation entails attending class, listening carefully and speaking respectfully in the classroom, and engaging in other class activities as both a learner and a contributor to your colleagues' learning. Not everyone is assertive in class discussions, and some people are always ready to speak. My role as a professor will be to broker and guide our conversations so everyone builds their skills as listeners and as participants.
- *Do the readings and use them as the basis of your participation.* In the current climate of “fake news” and the erosion of evidence, it's more important than ever for our conversations to be grounded in what the texts actually say and what the facts really are. Conversations about planning can't be evidence based unless everyone reads the assigned readings before class.
- *You may use devices during the class session only to access the readings and your notes for that class session.* It's not possible to give the conversation your full attention and take notes when a person is on a device. It's also practically impossible to ignore someone else's device use. And seeing someone else using a device can trigger compulsions by those who aren't on their devices.
- *Arrive on time and wait until the class is over to prepare to leave the classroom.* Please be prompt to class and please do not leave early, or pack up before class is over. We will start promptly at 10:30 every Monday and Wednesday and finish promptly at 11:50. If you know you won't be able to attend, please inform the instructors as early as possible.
- *Travel to Chicago when you are able.* We're making provisions for at least two trips to Chicago as a group. If you're not able to attend, please let the instructors know as soon as possible.

Submissions: Most deliverables are to be submitted electronically through Illinois Compass. Please do not submit any work files via email attachments. For online submissions, please put your name in the name of the file in addition to in the actual document. You are encouraged to speak with us in the class, during office hours and via the discussion board on Compass. I encourage you to post content-related questions on the discussion board, so that your fellow students can participate and benefit from the discussions such questions generate.

ACADEMIC INTEGRITY

Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (<http://studentcode.illinois.edu>). Academic dishonesty includes such things as cheating, fabrication of information, or plagiarism. Academic dishonesty may be reported to the student's home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline.

SEXUAL MISCONDUCT POLICY AND REPORTING

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: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

SPECIAL ACCOMMODATIONS

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined or which will require academic accommodations, please notify me during the first week of the course.

COUNSELING: <https://counselingcenter.illinois.edu/>. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

COURSE OUTLINE

Introductions: Plans and the future

1/14 Introductions and expectations

Post-class readings:

- Dalton, Linda C. "Preparing planners for the breadth of practice: What we need to know depends on whom we ask." *Journal of the American Planning Association* 73.1 (2007): 35-48.

1/16 Public-sector plans and how they're made: Examples from Champaign and Urbana
With special guests from both cities

- Urbana comprehensive plan:
[https://www.urbanaininois.us/sites/default/files/attachments/Comprehensive Plan.pdf](https://www.urbanaininois.us/sites/default/files/attachments/Comprehensive%20Plan.pdf)
- Urbana Climate Action Plans:
 - Required: Phase 1, Initial Strategies:
[https://www.urbanaininois.us/sites/default/files/attachments/climate-action-plan-phase-1-web 0.pdf](https://www.urbanaininois.us/sites/default/files/attachments/climate-action-plan-phase-1-web%200.pdf)
 - Recommended: Phase 2, 2015-2020:
[https://www.urbanaininois.us/sites/default/files/attachments/ucap-p2 0.pdf](https://www.urbanaininois.us/sites/default/files/attachments/ucap-p2%200.pdf)
- Champaign comprehensive plan:
https://cityofchampaign.sharepoint.com/_layouts/15/guestaccess.aspx?docid=0d78e24b6c9494c8abea2641ea383ff6c&authkey=Aa2YCpx1P3GL12rpRZhfWZo
- Curtis Road Interchange Plan: Linked from <http://champaignil.gov/planning/long-range-planning/neighborhood-plans/>.

1/21 No class: Dr. Martin Luther King, Jr., holiday

- Recommended: Watch and review:
<https://www.youtube.com/watch?v=I47Y6VHc3Ms>,
<https://www.youtube.com/watch?v=fAtsAwGreyE>,
<https://interactive.wttw.com/dusable-to-obama/dr-kings-chicago-crusade>

1/23 The future: Uncertainty, hope, and resilience

D1¹

- Myers, Dowell. 2007. "Promoting the Community Future in the Contest with Present Individualism," pp. 59-78 in Lewis D. Hopkins and Marisa A. Zapata, eds., *Engaging the Future: Forecasts, Scenarios, Plans, and Projects*, Cambridge, Mass.: Lincoln Institute for Land Policy.

¹ For class sessions with D1, D2, etc. in the margins, the first part of the session will be led by student discussion leaders. Discussion questions will be provided no later than one week ahead of time.

- Solnit, Rebecca. 2016. "Hope is an embrace of the unknown." The Guardian, July 15, and available at <http://rebeccasolnit.net/essay/hope-is-a%E2%80%8Bn-embrace-of-the-unknown%E2%80%8B-rebecca-solnit-on-living-in-dark-times/>. Also available by PDF on Compass 2g.

1/28 The logic of making plans in the public domain D2

- Hopkins, L.D. and G. Knaap. "The 'Illinois School' of making plans." Manuscript presented at the DURP 100th anniversary celebration, Urbana-Champaign, 2013.
- Hopkins, L. D. *Urban Development*. Island Press. 2001. Chapter 2. Plan-based actions in natural systems, pp. 16-32, and Chapter 3. How plans work, pp. 33-56.
- Hoch, C.J. Chapter 2: Making Plans. Pages: 19-40 in Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning*. International City and County Management Association. 2000.

Part 2: Project design and management

Note on the readings for this Part: There's a lot of material in these readings, so the purpose of these reading assignments is to make you familiar with the resources—not to read deeply and understand all the fine points. You should return to this material over the rest of the semester, and in the future, as you become more skilled in the project design, management, and presentation.

1/30 Project introduction 1 / Teamwork

- Straus, D. *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions*. BerrettKoehler Publishers Inc., San Francisco 2002. Available online at <https://www.safaribooksonline.com/library/view/how-to-make/9781605092850/> with your University of Illinois email address as your login. Read Introduction, Chapter 1, Chapter 2, and Chapter 3.
- Mendes, D. "Project management is good planning!" *PAS Memo*, September-October 2011. Available for APA members at <https://planning.org/pas/memo/2011/sep/>; also on the Compass site.

2/4 Project introduction 2 / Work plans

- Straus, D. *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions*. BerrettKoehler Publishers Inc., San Francisco 2002. Available online at <https://www.safaribooksonline.com/library/view/how-to-make/9781605092850/> with your University of Illinois email address as your login. Read Chapters 4, 5, 6, and
- Susskind, L. & Connie O., "Mediated negotiation in the public sector: The planner as mediator." *Journal of Planning Education and Research* 4.1 (1984): 5-15.

2/6 Project introduction 3 / Creating planning documents

- Straus, D. *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions*. BerrettKoehler Publishers Inc., San Francisco

2002. Available online at <https://www.safaribooksonline.com/library/view/how-to-make/9781605092850/> with your University of Illinois email address as your login. Read Chapters 7, 8, 9, and 10.

- Review all of Schwabish, *Better Presentations*; go back to specific sections between now and February 18 (presentations) to prepare for in-class presentations, and refer to it over the rest of the semester.
- Allyson Mendenhall, Claire Hempel, AICP CUD, Emily Risinger, Stephanie Grigsby, AICP, *Creating Planning Documents (PAS 589)*, American Planning Association, 2017.

2/8 Chicago visit 1

Part 3: Plans and the people who make them

Strategic plans: *Any organization can make them, and businesses often use them.*

2/11 Strategic plans 1: The basics

- Examples:
 - Portland Metro Transit Oriented Development Strategic Plan, 2009(?)
 - Chicago LISC Quality of Life plans for Back of the Yards (2014) and Southwest Chicago (2005 and 2017)
 - San Francisco Mayor's Office of Housing and Community development: Strategic plan (2016)

2/13 (SW)OT working session: Orange Line Corridor opportunities and threats

Resources (all web only, not on Compass site):

- CMAP ON TO 2050 plan (<https://www.cmap.illinois.gov/onto2050>) including its appendices and resources
- MPC Equitable Future roadmap (<https://www.metroplanning.org/costofsegregation/roadmap.aspx>)
- R. Pendall, "The Cost of Segregation: Population and Household Projections in the Chicago Commuting Zone and Implications for Economic and Racial Segregation, 2015-2030," https://www.urban.org/sites/default/files/publication/98453/the_cost_of_segregation_7.pdf.
- Regional Transportation Authority (RTA) resources on transit oriented development, <https://www.rtachicago.org/index.php/plans-programs/guides-and-resources/transit-oriented-development>
- City of Chicago, Department of Planning and Development, "Mayor Emanuel's Industrial Corridor Modernization Initiative," https://www.chicago.gov/city/en/depts/dcd/supp_info/repositioning-chicago-s-industrial-corridors-for-today-s-economy.html; see especially "The Geography of Production: Chicago and its Industrial Corridor System," https://www.chicago.gov/content/dam/city/depts/zlup/Industrial_Modernization

[/UpdatedCaseforIndustrialCorridorSystem.pdf](#) and “Repositioning Chicago’s Industrial Corridors,”

https://www.chicago.gov/content/dam/city/depts/dcd/supp_info/industrial/LIRI_Presentation.pdf.

- Elevated Chicago, “Now Arriving: Elevated Chicago,” <https://www.youtube.com/watch?v=s0cwu9QapZU>

2/15 Due: Strategic plan assignment (individual)

2/18 Strategic plans 2: Student presentations on their selected strategic plans

2/20 Visions and advocacy plans (plans by organizations with positions) D3*

- McCabe, M. P. (2016). Building the Planning Consensus: The Plan of Chicago, Civic Boosterism, and Urban Reform in Chicago, 1893 to 1915. *American Journal of Economics and Sociology*, 75(1), 116-148.
- Examples (on the web only):
 - Regional Plan Association, “The Fourth Regional Plan: Making the Region Work for All of Us,” 2017, <http://fourthplan.org/>. Read sections and subsections on Values (<http://fourthplan.org/values>), Actions (<http://fourthplan.org/actions>), Places (<http://fourthplan.org/places>).
 - Also review MPC, An Equitable Future (<https://www.metroplanning.org/costofsegregation/roadmap.aspx>)

2/22 Due: Work plan 1 (full group + individual)

Actors in plan-making

2/25 Local government D4*

- Rodden, J. (2004). Comparative federalism and decentralization: On meaning and measurement. *Comparative politics*, 36(4), 481-500.
- Platt, R., *Land Use and Society*, Island Press, Washington, DC, 2014. Chapter 7: The Tapestry of Local Governments pp. 173-190.
- Fulton, W. *The Guide to California Planning*, 4th ed. Solano Press. 2005. “Chapter 4: The Structure of Planning Decision-Making: Part 1, Local governments,” pp. 67-79

2/27 Civil society and neighborhood organizations D5*

- Chaskin, R. J., & Greenberg, D. M. (2015). “Between public and private action: Neighborhood organizations and local governance.” *Nonprofit and Voluntary Sector Quarterly*, 44(2), 248-267.
- Maria Martinez-Cosio & Mirle Rabinowitz Bussell (2012). “Private foundations and community development: differing approaches to community empowerment.” *Community Development*, 43:4, 416-429, DOI: 10.1080/15575330.2012.705869

- 3/4 Work session: Strengths and weaknesses
- Jepson Jr, E. J. and J. Weitz, Chapters: Demographic analysis, housing analysis. In *Fundamentals of Plan Making*. Routledge. 2015.
- 3/6 Business and developers D6*
- Fulton, W. *The Guide to California Planning*, 4th Ed. Solano Press. 2005. Chapter 5: Other players in the planning process pp. 81-99
 - Hess, A. 2014. "Discovering Irvine." *Places Journal*, October, on-line at <https://placesjournal.org/article/discovering-irvine> and on the Compass site.
 - Guo, Y., Zhang, C., Wang, Y. P., & Li, X. (2018). (De-) Activating the growth machine for redevelopment: The case of Liede urban village in Guangzhou. *Urban Studies*, 55(7), 1420-1438.
- 3/11 Property rights and plans D7*
- Platt, R., *Land Use and Society*, Island Press, Washington, DC, 2014. Chapter 6: Property Rights: The Owner as Planner, pp. 151-172.
 - Payne, G. (2004). "Land tenure and property rights: an introduction." *Habitat International*, 28(2), 167-179.
 - Trapenberg Frick, K. (2013). "The actions of discontent: Tea Party and property rights activists pushing back against regional planning." *Journal of the American Planning Association*, 79(3), 190-200.
- 3/13 In-class presentations: Opportunities and threats
- 3/25 Comprehensive plans 1: Making them (well) D8*
- Fulton, W. Chapter 6: The Basic Tools, Part 1: The General Plan. Pages 103-124, In *The Guide to California Planning*. Solano Press. 2005.
 - Berke, P.R., D.R. Godschalk, E.J. Kaiser and D.A. Rodriguez, Chapter 9: State of Community Report, Pages 265-286. In *Urban Land Use Planning*. University of Illinois Press. 2010.
 - Godschalk D. and D. Rouse. 2015. *Sustaining Places: Best Practices for Comprehensive Plans*, APA PAS Report 578. <https://planning-org-uploadedmedia.s3.amazonaws.com/publication/online/PAS-Report-578.pdf> and
 - Examples: "Best Practice" comprehensive plans: Review the plan corresponding to the first letter of your last name:
 - A-G: Austin (ftp://ftp.ci.austin.tx.us/npzd/ImagineAustin/IACP_2018.pdf)
 - H-L: Norfolk (<https://www.norfolk.gov/DocumentCenter/View/2483>)
 - M-S: Raleigh (<https://www.raleighnc.gov/content/PlanDev/Documents/LongRange/ComprehensivePlan/2030CompPlanAmendedJuly2016.pdf>)
 - T-Z: Rock Island (<https://www.rigov.org/DocumentCenter/View/6991/Comprehensive-Plan?bidId=>)

- 3/27 Comprehensive plans 2: Using scenarios to clarify choices D9*
- Chakraborty, A., et al. "Robust plans and contingent plans: scenario planning for an uncertain world." *Journal of the American Planning Association* 77.3 (2011): 251-266.
 - Avin, U., Chapter 6: Using Scenarios to Make Urban Plans. In Hopkins L. D. and Zapata, M. (eds.) *Engaging the future* Lincoln Institute of Land Policy. 2007.
- 4/1 Work session: SWOT analysis
- 4/3 Comprehensive plan implementation: Regulation & Infrastructure D10*
- Fulton, W. Chapter 7: The Basic Tools, Part 2: Zoning Ordinances and Development Codes. Pages 125-141. In *The Guide to California Planning*. Solano Press. 2005.
 - Porter, D. R., *Managing growth in America's communities*. Chapter 5: Supporting Growth by Managing Infrastructure Development, pp. 147-178 Island Press, Washington, DC. 2008
- Recommended:
- Pendall, R., Puentes, R., & Martin, J. (2006). From traditional to reformed: A review of the land use regulations in the nation's 50 largest metropolitan areas. Brookings Institution, available at https://www.brookings.edu/wp-content/uploads/2016/06/20060802_Pendall.pdf.
 - Berke, P., D. R. Godschalk, E. J. Kaiser, and D. Rodriguez. Chapter 14: Small Area Plans. In *Urban land use planning*. University of Illinois Press, 2006.
- 4/8 Regional plans D11*
- Seltzer, E. and Carbonell, A. (2011). "Planning Regions," Chapter 1 in *Regional Planning in America: Practice and Prospect*, Seltzer and Carbonell, eds., Lincoln Institute of Land Policy, pp. 1-16.
 - Montgomery, C.K. (2011). "Conclusion: Fulfilling the Promise of Regional Planning," in C.K. Montgomery, ed., *Regional Planning for a Sustainable America: How Creative Programs Are Promoting Prosperity and Saving the Environment*, 346-361. Rutgers University Press
 - Example: Review CMAP ON TO 2050 plan (web only) (<https://www.cmap.illinois.gov/onto2050>), all sections with special attention to the five Chapters (<https://www.cmap.illinois.gov/2050/chapters>) and their embedded Recommendations (e.g., <https://www.cmap.illinois.gov/2050/community/reinvestment>).
- 4/10 Work session: SWOT/priority presentations
- 4/12 Chicago trip 2: Presentations and review
- 4/15 No class: APA national conference

- 4/17 Work session: What we learned from our Chicago audiences
- 4/22 Plan assessment 1 D12*
- Baer, William C. "General plan evaluation criteria: An approach to making better plans." *Journal of the American Planning Association* 63.3 (1997): 329-344.
 - Allred, D., & Chakraborty, A. (2015). Do Local Development Outcomes Follow Voluntary Regional Plans? Evidence from Sacramento Region's Blueprint Plan. *Journal of the American Planning Association*, 81(2), 104-120.
 - Hoch, C. (2007). How plan mandates work: Affordable housing in Illinois. *Journal of the American Planning Association*, 73(1), 86-99.
- 4/24 Plan assessment 2 D13*
- Talen, E. (1997). Success, failure, and conformance: an alternative approach to planning evaluation. *Environment and Planning B: Planning and Design*, 24(4), 573-587.
 - Tian, L., & Shen, T. (2011). Evaluation of plan implementation in the transitional China: A case of Guangzhou city master plan. *Cities*, 28(1), 11-27.
- 4/29 Work session: Action plans
- 5/1 Whither planning? Course retrospective
- Neuman, M. (1998). Does planning need the plan? *Journal of the American Planning Association*, 64(2), 208-220.
 - Recommended: Review readings from 1/28
- 5/9 Final project due: Strategic plan video

Course Assignments at a Glance

Session	Date	Assignment	Session	Date	Assignment
1	14-Jan		16	11-Mar	D07*
2	16-Jan		17	13-Mar	Opportunities and threats presentation
3	23-Jan	D01 (mandatory)	SPRING BREAK		
4	28-Jan	D02 (mandatory)	18	25-Mar	D08*
5	30-Jan		19	27-Mar	D09* + Individual and group work plan revision
6	4-Feb		20	1-Apr	
7	6-Feb		21	3-Apr	D10*
FRIDAY	8-Feb	<i>Chicago trip 1 (recommended)</i>	22	8-Apr	D11*
8	11-Feb		23	10-Apr	
9	13-Feb		FRIDAY	12-Apr	<i>Chicago trip 2: Presentation (strongly encouraged)</i>
FRIDAY	15-Feb	<i>Strategic plan assessment</i>	24	17-Apr	
10	18-Feb		25	22-Apr	D12*
11	20-Feb	D03*	26	24-Apr	D13*
FRIDAY	22-Feb	Individual and group work plan	27	29-Apr	
12	25-Feb	D04*	28	1-May	
13	27-Feb	D05*	FINALS	9-May	<i>Strategic plan video</i>
14	4-Mar				
15	6-Mar	D06*			

*Discussion papers: You must submit seven of these 11. At least three must be completed before spring break.

UP 510 Plan Making

Assignment detail and grading rubric

February 4, 2019

Discussion memo rubric (Total = 2 points)

	Nothing	Poor (68%)	Fair (78%)	Good (88%)	Excellent (100%)
Clarity: How quickly can busy boss (BB) get the message? (.75 points)	Did not complete assignment.	Predominantly weak sentences, absent topic sentences, unclear structure, verbose, passive voice	Many examples of weak sentences, absent topic sentences, unclear structure, verbose, passive voice	A few examples of weak sentences, absent topic sentences, unclear structure, and verbose and passive writing	Strong sentences, clear topic sentences and memo structure, concise and active writing
Facts: Did the memo get the facts right about the readings? (.75 points)	Did not summarize articles.	Many factual errors. Responses not based on required reading.	Several factual errors and/or superficially based on readings	A few facts wrong and/or missed some nuance	Thoughtful responses that show clear command of the reading materials
Evaluation: Was the answer to the discussion question(s) clear and based on evidence? (0.5 points)	Did not answer discussion questions.		Superficial and/or unclear answers, and/or inadequate connection to facts presented in the readings		Well-explained response with clear relationship to the readings

Discussion Leader Rubric (Total = 10 points)

	Nothing	Poor (68%)	Fair (78%)	Good (88%)	Excellent (100%)
Preparation, Learning Objectives, & Team Member Coordination (1 point)	Did not meet with instructor a week before discussion.	Met with instructor but did not finish lesson plan. Unorganized. One member did most of the work.	Too many objectives. Did not complete a lesson plan.	Individual parts well thought out, but team not coordinated.	Met with instructor in advance. Clear learning objectives/goal. Discussion team coordinated.
Class room activity / discussion Engages the Reading Materials (2 points)	Classroom activity does not relate to the reading material.	Discussion leaders did not understand reading material.	Good attempt but lacking in several major ways, for example, did not connect theory to practice, did not introduce the reading, define, terminology, did not wrap up the session, etc.	Good classroom activity / discussion but lacking in one minor way (for example, did not critique the reading, did not connect theory to practice, did not include a wrap up at the end).	Structure of the discussion and/or activity enabled the students to learn the material and engage in thoughtful discussion and critique.
Active participation (2 points)	Discussion leaders lecture most of the time instead of engaging the class in discussion and/or class activity.	Difficult time getting students to participate in discussion and/or class activities. General confusion or lack of interest.	Good discussion and/or activity but allowed a few students to dominate the discussion.	Lots of active participation, but did not redirect the conversation back to the reading when off topic.	Creative classroom activities. Many students participated in discussion and classroom activity.
Individual reflection (5 points)	Did not complete	Lacking in several ways (e.g., superficial, unclear, weak reflection)	Lacking in one or two ways (e.g., superficial, unclear, weak reflection)	Satisfactory in depth, clarity, and reflection, but could be strengthened in one or two ways	Nuanced, clear, reflective, and insightful, with ideas about how to improve next time

Strategic plan assessment: Due February 15 (Total = 15 points)

For this assignment, students will analyze a public sector strategic plan, preferably from their home city or country. They will prepare a four-slide PowerPoint slide summary, printed 2-up on both sides of a single sheet of paper, with the following slides:

5. Plan title, purpose, and creator
6. Plan preparation: How was the plan created?
7. Key priorities and actions
8. Progress to date, critique, and “further research”

They will present to one another in the classroom in groups of four students, taking no more than five minutes for each presentation, using *talking points* that will be submitted separately. After each student presents, the group will create a compare/contrast summary sheet, which will be used to report out on themes and variations. The slides and talking points are due on the Compass site discussion board by 5:00 PM February 15. Everyone should review the slides and talking points of the others in their discussion group before class 2/18.

	Nothing	Poor (68%)	Fair (78%)	Good (88%)	Excellent (100%)
Facts: Were the details of the strategic plan clearly identified on the slides and backed up with talking points?	Did not summarize articles.	Weak detail and few examples from the plan; big gaps in either slides or talking points.	Partial detail or few examples from the plan; inconsistencies between slides and talking points	A few facts wrong and/or missed some nuance	Thoughtful and complete information about the details of the strategic plan
Evaluation: Was the assessment of the plan logical and based on evidence derived from the plan?	No evaluation.		Superficial and/or unclear answers, and/or inadequate connection to facts in the plan		Well-explained assessment with clear relationship to the plan
Clarity: Was the material clearly and engagingly presented in both talking points and slides?	Nothing submitted.	Unclear, very difficult to identify main points without thorough reading, poorly proofread.	Many mistakes, significant parts lacking clarity or coherence	A few issues with clarity and/or copy editing.	Easy to understand the facts and the evaluation at a glance; clear and well-developed hierarchy of information; carefully edited

Group project assignment: Strategic plan. The group project is a strategic plan for the Orange Line Corridor in Chicago.

This semester-long project will develop priorities and strategies to build and reinforce the quality of life (health, economic strength, environmental quality and climate resilience, social and economic diversity, and sense of belonging) in Southwest Chicago. The study area includes, broadly speaking, the neighborhoods adjacent to the Pulaski, Kedzie, Western, and 35th/Archer Orange Line CTA stations.

What you will consider and report on:

- Opportunities, Threats, Strengths, and Weaknesses (February-March)
 - Opportunities and threats: Medium- and long-term trends affecting the station areas, neighborhoods, city, and region
 - Strengths and weaknesses: Characteristics of the residents, businesses, institutions, public services, and built environment of the study area
- Priority issues (March-April)
 - Problems and possibilities for protecting and improving quality of life
 - Your group's top priority issues (one preferred, three maximum)
- Strategies (April-May)
 - Three- to seven-year strategies (actions to address the priorities, leveraging regional and citywide trends and capitalizing on the strengths of the study area to improve its quality of life.

The final priorities and strategies will be developed as 10-minute videos and made available to the public.

The deliverables for the project include:

- Group work plan draft 1, 2/22 (4%)
- Individual work plan draft 1, 2/22 (4%)
- Opportunities and threats presentation, 3/13 (8%)
- Group work plan status update and revisions, 3/27 (4%)
- Individual work plan status update and revisions, 3/27 (4%)
- SWOT and priorities analysis presentation, 4/12 (9%) (In Chicago)
- Strategic plan video, 5/9 (14%)
- Total (47%)

The elements of the group assignment include:

Work plan and work plan revisions (16 points total)

To succeed, you need a well-articulated work plan: a week-by-week listing of the activities that the group and each of its members will undertake to advance the completion of the deliverables. We have no required format for work plan; it's up to you. Your work plans will be visible to members of other groups for their review. We encourage looking to each

other's work plans for inspiration, but remember that you're designing these tools to get your own work done. Other people's tools probably won't produce results that are as effective as your own.

Draft 1: Due 2/22

The group work plan should enumerate all the tasks to be completed. Present fine detail about tasks between 2/22 and 3/13, including responsible group members wherever relevant. Provide a more general outline of tasks between 3/13 and 5/9.

Grading: 4 points each for the group version and each individual's version, with full points given for plans that contain complete information about everyone's roles and tasks and make it clear at a glance who is responsible for doing what, and when.

Draft 2: Due 3/27

This redraft should revise the timeline from Draft 1 for work completed to date and present fine details about tasks to be completed between 3/13 and 5/9.

Grading: 4 points each for the group version and each individual's version, with full points given for plans that contain complete information about everyone's roles and tasks and make it clear at a glance who is responsible for doing what, and when.

Opportunities and Threats presentation, March 13, 8%

The opportunities and threats presentation is an in-class 10-minute presentation of the key issues in the external environment that will affect the neighborhoods. The presentations will occur March 13. Each presentation will include:

- Your group's definition of a good quality of life
- Your presentation of between four and eight "headline trends" that threaten quality of life or promise to improve it, using a clear evidence base

Each presentation will be submitted as a PowerPoint presentation to the Compass site by 9:00 AM on 3/13 and will be accompanied by an MS Word document that includes talking points and references.

Grading rubric

- Insight and originality (3 points): An excellent presentation uses available information to arrive at strong insights into the key trends facing our study area.
- Technical quality of slides and documentation (3 points)
 - Slides (1.5 points): Excellent slides will follow guidance from Jon Schwabish's *Better Presentations*, allowing those viewing them to see them clearly and understand their intention. They complement the oral part of the presentation, with enough information to demonstrate the point being narrated but not distracting from the narrative or being words that are read aloud.

- Documentation (1.5 points): Excellent documentation will include details on opportunities and threats that won't fit on slides, presented with clarity and displayed in ways that make it easy for a busy reader to glean information, along with complete information about the sources of information used.
- Presentation (2 points): An excellent presentation highlights within the allotted time the key points to be communicated and leaves the listener with a clear understanding of the issues. The pace is neither too slow nor too fast, and the speaker(s) can be heard clearly from all parts of the room.

SWOT and Priorities Analysis Review, April 12 (9%)

The SWOT and priorities analysis review will happen April 12 in Chicago, with members of the audience listening to and giving feedback on student work. The reviews will center on the priority issues, with each group identifying

- its definition of a good quality of life;
- one, two, or three problem or opportunity statements that constitute the group's top priorities; and
- evidence from the SWOT analysis justifying these priorities.

Students will prepare posters to use as visual aids, and audience members (as well as members of other teams) will engage the student teams around posters for conversations about the SWOT and priorities assessments.

Grading rubric

- Insight and originality (4 points): An excellent presentation uses available information to arrive at strong insights for the SWOT and the identification of priorities. It also poses questions to engage the audience during the presentation.
- Technical quality of materials (3 points)
 - Visuals (1.5 points): Excellent visuals will follow guidance from Jon Schwabish's *Better Presentations*, allowing those viewing them to see them clearly and understand their intention. They complement the oral part of the presentation, with enough information to demonstrate the point being narrated but not distracting from the narrative or being words that are read aloud. Visuals will be developed as posters that will be rolled and carried to Chicago for pin-up and audience responses.
 - Documentation (1.5 points): Excellent documentation will be submitted on Compass in an MS Word document and will include details on opportunities and threats that won't fit on the poster, presented with clarity and displayed in ways that make it easy for a busy reader to glean information, along with complete information about the sources of information used.
- Presentation (2 points): An excellent presentation features a smooth conversation and exchange of views between the presenter and the audience, with a good balance of talking and listening.

Strategic plan video, May 9 (14%)

The final deliverable is a video presentation of the strategic plan itself. The video must include:

- An **introduction** including key recommendations (with actors where relevant)
- **Background** on general context, including, for example, the group's values and key priorities and an orientation to the study area
- **Key priorities and strategies**, describing both with clear and logical connections between the strategies and the priorities, identification of key actors, and specification of time frames.
- **A conclusion** summarizing the recommendations and relating them back to the group's values and key priorities.

The video must be accompanied by a well-organized portfolio of supplementary material composed of presentation documents from the SWOT analysis and priorities review session, revised where necessary. The supplement will be introduced by a text document orienting the reader to the contents of the portfolio.

Grading rubric: See next page.

Strategic plan video and supplementary portfolio (14 points)

	Nothing (0%)	Poor (68%)	Fair (78%)	Good (88%)	Excellent (100%)
Insight (8 points)	Assignment not finished	Poor justification for priorities or illogical or counterproductive strategies and priorities	Weakly justified priorities or lack of logical connection between strategies and priorities	Clearly justified priorities, logical strategies and actions to respond to them	Clearly justified priorities, innovative and persuasive strategies and actions to respond to the priorities.
Video technical quality (4 points)	Video missing	Major flaws in pacing, narrative clarity (script), visual quality, and/or delivery (energy and persuasiveness of the narrator)	Mediocre production quality with mistakes or partially finished visuals, weak script, ineffective pacing and energy.	Minor flaws in pacing, narrative, visuals, or flow. Less compelling to the listener/viewer.	Perfect pacing, narrative, visuals, and flow. Energy and passion for the topic and commitment to the strategies are evident.
Supplementary portfolio (2 points)	Supplement missing	Previously presented materials regrouped without correction or editing, and/or important backup materials missing.	Minor corrections made of previous material, no new material brought in to support the video.	Substantial corrections made of previous material, significant new material brought in for support.	All errors and gaps from previous material corrected, new material introduced for support.

Inclusivity at University of Illinois at Urbana-Champaign

Message from campus leaders:

"A core value of this institution is one of respect for diversity of ideas and identities. We value the vast range of perspectives of individuals of all backgrounds."

– James Anderson, Dean of the College of Education

"We have prioritized diversity at the center of our college's mission ... We have attracted students who are eager to learn from others' experiences, beliefs, and cultural backgrounds." – Feng Sheng Hu, Dean of the College of Liberal Arts and Sciences

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Fighting Illini who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 89% of UIUC students agreed with this statement: "I embrace diversity and make sure that people from all backgrounds feel part of the UIUC community."

While overt acts of discrimination occur at UIUC, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

Do these things...	...but not these things
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Assume you know about an individual's abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at https://oiir.illinois.edu/events	Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what terms or phrases they find offensive.	Tell someone they are different from "typical" members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Remain silent when you see others engage in discrimination. Speak up!

Questions about this page? Send an email!
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