

## Term Information

Effective Term Spring 2014  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The Knowlton School wishes to put this course forward as a Service-Learning General Education course.

### What is the rationale for the proposed change(s)?

The School believes that this course would serve the broader University community well as a Service-Learning General Education course.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	City and Regional Planning
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	2110H
Course Title	Creating Innovative Cities and Regions
Transcript Abbreviation	Innovative City
Course Description	Successful cities rely on innovation to keep them forward-moving. Emerging trends and unmet market needs are studied to generate innovative planning solutions.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: Honors standing.

**Exclusions**

Not open to students with credit for 2110 (110).

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

04.0301

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Service-Learning (new)

The course is an elective (for this or other units) or is a service course for other units

***Previous Value***

*Required for this unit's degrees, majors, and/or minors*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Identify the different forces (economic, social, and environmental) that drive a city
- Develop solutions to monitor and manage the reciprocal impacts between the physical environment and human activities
- Conduct research in order to develop your own arguments regarding solutions to contemporary planning problems
- Be able to define planning issues and discern how they are framed and addressed

**Content Topic List**

- What is Planning Innovation and How Do You Become an Innovator?
- Survey of Transportation Planning Innovations
- Superior City Form
- Human Impacts on the Environment and Their Mitigation
- Zoning Best Practices
- Radical Infrastructure
- Progressive Housing
- Revolutionary Technology to Improve How We Live
- Cutting-Edge Economic and Community Development
- Improving Places with Cutting-Edge Social Policy

**COURSE CHANGE REQUEST**  
2110H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/20/2013

**Attachments**

- CRPLAN2110H Syllabus\_S+GE-Designation.docx: Syllabus  
*(Syllabus. Owner: Griffin, Holly M)*
- Service-Learning GE Designation Request Form\_CRPLAN2110 and CRPLAN2110H.pdf: S+GE Designation Request Form  
*(Other Supporting Documentation. Owner: Griffin, Holly M)*

**Comments**

- Attachments need to be updated *(by McCaul Jr, Edward Baldwin on 08/08/2013 11:20 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Griffin, Holly M	08/02/2013 03:44 PM	Submitted for Approval
Approved	Kleit, Rachel G	08/02/2013 05:44 PM	Unit Approval
Approved	Cadwell, Michael Burditt	08/08/2013 10:46 AM	SubCollege Approval
Revision Requested	McCaul Jr, Edward Baldwin	08/08/2013 11:20 AM	College Approval
Submitted	Griffin, Holly M	08/08/2013 11:22 AM	Submitted for Approval
Approved	Kleit, Rachel G	08/08/2013 11:24 AM	Unit Approval
Approved	Cadwell, Michael Burditt	08/08/2013 11:35 AM	SubCollege Approval
Approved	McCaul Jr, Edward Baldwin	08/08/2013 12:39 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	08/08/2013 12:39 PM	ASCCAO Approval
Pending Approval	Cox, Harmony Mae	08/20/2013 12:53 PM	Ad-Hoc Approval

# CRP 2110 H: CREATING INNOVATIVE CITIES & REGIONS

TERM / YEAEER

COURSE SYLLABUS AND (EXAMPLE) SCHEDULE

***Important Note: Any updates and new information on the [knowlton.osu.edu/2110 H](https://knowlton.osu.edu/2110_H) site supersedes this syllabus including potential updates of this syllabus and changes announced in class.***

THE OHIO STATE UNIVERSITY City and Regional Planning Program

CLASSROOM: Knowlton 190

DAYS: Tuesdays and Thursdays

TIME: 3:55-5:15 pm

OFFICE HOURS: 1:00 pm to 2:00 pm on Wednesdays, Thursdays

INSTRUCTOR: Kyle Ezell, AICP, Associate Professor of Practice (You may call me “Professor Ezell,” “Professor Kyle,” or “Professor”)

CREDITS: 3

CLASS WEBSITE: [https://ksacommunity.osu.edu/group/crp2110\\_H](https://ksacommunity.osu.edu/group/crp2110_H) (a.k.a. “The Website”)

## GET IN TOUCH WITH PROFESSOR EZELL:

Email: [ezell.5@osu.edu](mailto:ezell.5@osu.edu). I check emails as much as possible throughout the week. When you email me, please write “2110 H : YOUR NAME” in the subject line.

Phone: You may call me any time between 9 a.m. and 9 p.m. at 614.580.8564. Leave a message and I will return your call as soon as possible.

Office: Knowlton 223.

Office Hours Appointment Instructions: If at all possible, due to the significant number of students I teach this term, it is best if you make an appointment to see for the Wednesday or Thursday at 1:00-2:00 p.m. times. I can also meet with you after class lectures.

[Due to the intensity of this course, I am usually assigned one or two T.A.s each term]

## GET IN TOUCH WITH CHIH-HAO (PRONOUNCED CHI-HOW?):

Chih-Hao, a Ph.D. candidate and my excellent teaching assistant, will be sharing all administrative aspects of the class (with Na Chen, see below). As this is his fifth assistantship beside me in 2110 H , he is a valuable resource for you and available for all questions related to this course.

Name: Chih-hao Wang, PhD candidate, City and Regional Planning, OSU

Office room: Knowlton 467

E-mail address: [leatp02@gmail.com](mailto:leatp02@gmail.com) (Please write “2110 H : YOUR NAME” in the subject line.)

Office hours: TBA

## GET IN TOUCH WITH NA CHEN:

Na Chen, a City and Regional Planning Ph.D. student and my second excellent teaching assistant, will be handling class administration this term. Please contact her first if you have specific questions about the details of the assignments pertaining to their submission/delivery.

Name: Na Chen, Ph.D. student, City and Regional Planning, OSU

Office room: Knowlton 471

Email address: chen.2572@osu.edu (Please write "4950: YOUR NAME" in the subject line.)

Office hours: 11:30 pm to 12:30 pm on Wednesdays

### **COURSE OVERVIEW:**

Planning plays an important role in the overall quality of every place. For instance, design details in neighborhoods directly impact whether residents can walk safely; zoning laws determine what kind of businesses are allowed to operate; materials used in the construction of housing can predict an area's longevity; and the level of frequency of buses along a corridor make it possible (or impossible) to live without a car. City and regional planners must understand how local issues directly impact the quality of life in our cities and regions. Effective professional planners must be trained to think critically, intelligently, and with great attention to the small details. This introductory course provides a strong foundation in the field of planning where students learn the planning "culture." The overall goal of this course is to establish a solid base for planners who become savvy researchers, confident in sharing their educated opinions, and able to thrive in the creative problem-solving process.

This course is considered a service learning course—a teaching method that combines traditional instruction with service-based research for community partners. You will serve a number of community partners in the Columbus area over the term, exposing you to a number of physical, cultural, and social contexts as they relate to city and regional planning.

CRPLAN 2110 H is required for the undergraduate major. It is also the recommended prerequisite course for students who are interested in the planning major. There are no prerequisites for this course. The essence of 2110 H (and of the City and Regional Planning profession) follows:

*There is no box. City and Regional Planners are out-of-the-box thinkers. We love cities, towns, and regions. We are sustainability systems designers. We serve communities as tomorrow's innovators who care about the quality of life for everyone. We are interested in developing local economies and economics for an entire country, providing affordable housing, promoting green energy, preserving threatened land, building great public transit, and developing sustainable cities and regions. Does this sound like you or who you'd like to be? We are looking for innovative, creative students who are ready to be challenged and who seek to give back to communities. A service-based education in City and Regional Planning will make your career goals reality.*

At Ohio State University, we offer undergraduate, graduate, and doctoral programs. The bachelor's and master's programs emphasize developing planners for professional practice through real-world experiences. The doctoral program focuses on expanding knowledge of planning to improve the profession. Our students are among the best in the world, and the opportunities for learning are endless.

CRP 2110 H should be the first course you take to understand the possibilities in a planning career.

*Welcome!*

### **COURSE GOALS:**

This course fulfills the goals and expected learning outcomes for GE Service-Learning:

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service learning activity.

In addition, students will gain knowledge in the field of City and Regional Planning in the following ways through:

- Learning how to think like a professional city and/or regional planner.
- Being able to work in and therefore effectively communicate in a collaborative work team.
- Acquiring excellent teamwork skills—a hallmark of a service-based education.
- Understanding the basics of planning and urban design.
- Knowing how to offer specific (basic) planning and urban design recommendations for local organizations and non-profit agencies.
- Discovering a potentially hidden passion in the field of planning.
- Understanding key issues city and regional planners deal with to build sustainable communities.
- Learning the (general) nuances of community work by actually working in communities.
- Thinking critically and effectively analyze planning problems.
- Learning how to professionally recommend a wide variety of ideas and solutions to community agencies.

- Providing useful, professional deliverables to community organizations.
- Learning to please community-based clients by providing more than they expect.
- Using the latest technology to communicate their research on planning issues.
- Improving your research, writing, oral and graphic skills.
- Growing as a person and as a student professional.

### **HONORS REQUIRMENTS:**

An an honors student, you will be challenged to explore planning subjects in greater depth through additional creative projects, research, and additional service-learning exercises throughout the semester. You will also have an enriched curriculum beyond the standard CRPLAN 2110 which will require increased rigor and heightened awareness of the importance of research, and develop city planning leadership skills. Students may also have opportunities to publish and present their work in a variety of venues in and outside of class. These extra assignments will be assigned throughout the course term.

### **COURSE WEBSITE:**

**“The 2110 H Website”** is the course’s discussion and participation website. ( [https://ksacommunity.osu.edu/group/crp2110\\_H](https://ksacommunity.osu.edu/group/crp2110_H) )You are responsible for joining this site where your teams will post professional blogs and you will post your individual video project. Instructions and expectations on how to blog (and how to post your final video to this website) will be announced during class. (Please note that I reserve the right to delete any posts due to size and storage constraints or inappropriate or unprofessionally written content.)

### **OTHER COURSE REQUIREMENTS**

This course requires the following tools and supplies:

- Access to a computer.
- A digital camera\*;
- Access to the Internet\*;
- Access to a video camera and storage capabilities for footage and uploading\*\* (Smart phones can work as can equipment that can be checked out through Classroom Services in the basement of the Classroom Services building);
- Video editing software\* (Your choice of Windows Live Movie Maker, Adobe Premiere Elements, iMovie, Camtasia Studio, or any other appropriate program. Software is available in KSA CRPLAN Lab, at the Digital Union, and online for free thirty-day trials.)
- Appropriate clothing, umbrellas, and shoes for your protection from inclement weather. (We’ll be outside during the class period in all but dangerous weather. Please be prepared.)

\*If you aren't already familiar with using any of these tools, you are responsible for learning how to use them outside of class.

## GRADING

### Scale:

A	93-100%: Excellent work that is among the very best in the class.
A-	90-92.9: Great work, but not as accomplished as those who are among the very best in the class.
B+	87-89.9: Very good work that is much higher than average.
B	83-86.9: Above average, good work.
B-	80-82.9: Above average with room to improve.
C+	77-79.9: Only slightly above average work.
C	73-76.9: Average work.
D+	67-69.9: Below Average work.
D	63-66.9: Much below average work.
D-	60-62.9: Near failing.
E	<60: Failing

### GRADE BREAKDOWN:

**TEAM BLOGS (80 / 100 points):** You will post 10 blogs on the "2110 H site." The first 2 blogs will be graded S/U because we want to make sure that you to understand the level of detail and quality of professional work that we expect. Instructions will be given on how to blog effectively in class. Grades/instructor comments will be handed out to teams at the beginning of class. The 8 remaining blogs are worth 10 points each or 80/100 total points.

Deadlines for blog entries: 11:59 p.m. on the due dates to be announced on The Website and/or announced in class. (Blogs are usually due on Sunday nights.)

**A word about working in teams:** In the professional world, planners work in teams so you need to begin now to learn how to be a successful team member. You and your teammates will participate in creating and building a smart, informative blog based on findings from the in-class assignments. As in the real world, teams are evaluated based on the overall quality of the entire team's work; the same will be true for the blog assignments. (The exception is when a student does not participate at all.) Each time member will also evaluate their peers which will affect your grade. (See Page 5.) Please follow the directions below in order to receive the best grade possible.

For your blogs, please follow these general directions:

### **Analysis and commentary**

- When you start your blog, please open with at least three intelligent, detailed paragraphs on the facts of the issue.



- To receive full credit, this post must contain:
  - a. Smart writing throughout that clearly explains the scope of the issue in sufficient detail (500 words should be a minimum benchmark for the depth that will be necessary in these blogs unless otherwise noted (such as the photography blog)
  - b. A level of detail that resembles a report (and not a Facebook post!)
  - c. Quality images (including original designs) that clearly represent the issue
- Work within your teams to decide equitable work assignments.
- Please do not post your blogs without the approval of your team members. In other words, it is not in your best interest for one person to write the block one week, and another person writes the blog the next week and so on. This is a collaborative effort. Establish a way to communicate as a team for your blog work and make sure everyone takes responsibility for its content.
- Strive for intelligence to keep your grade high. Please pay special attention to formality and depth in your posts to get full credit for your blog. Short or glib answers are not appropriate and will not count. Please refrain from using “web-speak” or texting language of any kind.
- More instructions will be provided for each blog during class.

### **“WHAT I’VE LEARNED” VIDEO (20 / 100 points)**

Deadlines and instructions will be announced in class including due dates for topic approval (by me) and posting/release.

#### Video technical instructions:

For this final assignment, students will need:

- An account on vimeo.com or YouTube.com \*\*
- Access to video camera (students can use their phone if the quality is high enough or they can check out cameras, readily available, from OSU Classroom Services)

The goal of this exercise is for students to use what you have learned in the class to address a planning need by creating a “solutions video.” You may need access/transportation to the physical site for examples of an issue you have learned about (if it is site-specific), and video editing software.

#### Video content instructions:

Shoot a three-minute video that considers the following aspects of your service learning in City and Regional Planning experience:

1. How are the concepts and skills that you have learned in City and Regional Planning in this academic setting connected to your community-based work?
2. Demonstrate your understanding of the planning-related issues, resources, assets, and cultures pertaining to the communities in which you worked.

3. Evaluate the impacts of the service-learning activity that inspired you the most. Use concrete examples.
4. Explain how, if you were to major in City and Regional Planning, what types of jobs you would like to explore further when working in the communities.

Video Grading breakdown:

The major question I will ask when reviewing your video is, “Does your video clearly answer all four questions? Is your message is clear enough for viewers to understand the issues clearly and perhaps be called on even take action? Is the sound perfectly audible? Is the picture clear? Are you using appropriate “B-roll” for the examples you discuss? Are you refraining from using font that is in poor taste? (We’ll talk about this during class.) Finally, while your video quality is important, the most important aspect of this assignment is that your content is clearly understandable.

**\*\*Students who have objections to using YouTube or Vimeo may turn in their videos offline or in Carmen formats if they so desire. Please see me as soon as possible if you do not want to use the Internet. (But please understand that you may set your privacy settings for both YouTube and Vimeo.)**

Deadlines and instructions will be announced in class including due dates for topic approval (by me) and posting/release.

**Team Peer Evaluations** (Praise (a potential grade bump) or punishment (a potential penalty deduction of any number of points at my discretion, depending on the circumstance.)

Throughout the history of this class, 99% of students have been serious, hard working, and conscientious.

**\*\*Students who have objections to using YouTube or Vimeo may turn in their videos offline or in Carmen formats if they so desire. Please see me as soon as possible if you do not want to use the Internet. (But please understand that you may set your privacy settings for both YouTube and Vimeo.)**

This is why I want to be clear that I do not intend to punish anyone in this class; however, in the rare circumstances when team members do not pull their own weight effectively, this behavior punishes everyone else on their team. It is critical for you to understand the importance of working together, so please bond with every member of your team and offer equal levels of work. Professional planners work in teams so it is very important for you to learn how to collaborate. In this fast-paced course you must keep up with the assignments or else negatively impact your fellow team members’ progress. Therefore, around midterm and at the end of the quarter, you will be required to fill out a **peer evaluation** that will allow comments about the work of every member of your team. (I get evaluated as a professor by my peers, I have continuously been evaluated by my planning peers, and when

I make presentations I am formally evaluated by the audience. It's a part of life. In addition, City and Regional Planning studios (and other CRP courses) have numerous peer evaluations. This is something you should get accustomed to now while in 2110 H .) I expect everyone to treat your teammates as you would want to be treated and provide an honest evaluation while being as fair as possible. I do not expect "slackers" during this or during any semester, but in the event that a peer evaluation is negative (and depending on how negative the situation) I reserve the right to deduct up to 50 percentage points off of a student's final grade. In other words, I reserve the right to fail a student who does not perform effectively and equitably in his or her team.

On the other hand, if you receive a fantastic peer evaluation and happen to decide to become a City and Regional Planning major, there are numerous advantages to being a hard worker, doing great work, and pulling your weight.

**Assigned scholarly readings** will be announced in class.

### **PROPOSED CLASS SCHEDULE**

The following schedule is proposed. The schedule could be changed for any number of reasons (special opportunities, unanticipated class cancellations, etc.) Please be alert to any changes mentioned in class or over email.

#### *Content delivery:*

During the first two weeks of every term, students learn how to think like a planner in order to provide credible planning-related recommendations to the community service organizations. At the end of the term, students work on final video products that describe a problem or issue related to service learning and planning and propose solutions to that problem.

#### *Community Service Modules:*

Following the two-week training, the body of the course content consists of Community Service Modules where students receive training for that week's topic through directed lectures.

In order to explain the content in detail I have provided a typical semester's content that includes the initial training and typical community service modules:

#### **Service Learning Training for City and Regional Planners:**

Class 1: Introduction to CRPLAN 2110 H ; establish community service teams and design community service team logos (teambuilding) [Please see the Appendix, Photos 1, 2 #]

(Example) Required readings:

Class 2: Lecture: Interpreting the City and team field work: Interpreting the City through Photography.

(Example) Required readings:

Class 3: Lecture: How to Think Like a Planner: The Basics

*Class 4: General field work: Thinking Like a Planner Exercise 1* (This general field work serves as a combined lecture and field work experience to prepare for the next two fields works, which are less directly supervised by design.) [Please see the Appendix, Photo #]

(Example) Required readings:

Community service modules:

[Note: Community partners will be solidified on every particular semester's S+GE syllabus.]

*Class 5: Field work: Short North Mixed Use Analysis*

Typical/potential community partners: Short North Business Association, Godman Guild, Friend of Goodale Park, Italian Village Commission, Victorian Village Commission.

(Example) Required readings:

1. Markusen, Ann, & Gadwa, Anne. Arts and Culture in Urban or Regional Planning: A Review and Research Agenda. *Journal of Planning Education and Research*, *Journal of Planning Education and Research*, 29(5), 379-391.
2. Short North Design Guildelines (Download .pdf from the 2110 H course website)

*Class 6: Field work: Downtown redevelopment*

Typical/potential community partners: Columbus Downtown Development Corporation, City of Columbus Parks and Recreation, Capital Crossroads Special Improvement District, Discovery District Special Improvement District, Church Street Residences, others.

(Example) Required readings:

1. Williams, Vanessa Lee and Enriquez, Anita Borja. Factors for Attracting Baby Boomers and Millenials to Downtown Living. *Journal of International Business Research*, Volume 9, Special Issue 2, 2010, 68-81

2. Downtown Columbus Design Guidelines (2013 Update). Short North Design Guidelines (Download .pdf from the 2110 H course website)

MODULE: NEIGHBORHOOD BUILDING AND PLACEMAKING

*Class 7: Planning and Zoning Basics / Site plan review lecture/training*

(Example) Required readings:

(Example) Required readings:

1. JM Pogodzinski, TR Sass. The economic theory of zoning: a critical review. Land Economics, 2008. 294-314
2. City of Columbus zoning definitions and related map. (Link provided on the 2110 H course website)

*Class 8: Field work: Brownfield Re-Design Charrette*

(Typical/potential community partners: Milo Grogan Area Commission, Franklinton Area Commission, Hilltop Area Commission, Franklinton Development Corporation, Homes on the Hill Community Development Corporation, others.

1. Buchanan, Saryiah S. Why Marginalized Communities Should Use Community Benefit Agreements as a Tool for Environmental Justice: Urban Renewal and Brownfield Redevelopment in Philadelphia, Pennsylvania. Journal and Science and Technology & Environment, p 31-41 (2010)
2. State of Ohio Brownfield website. (Link provided on the 2110 H website)

*Class 9: Field work: Greenfield Design Charrette*

(City of Dublin, Ohio, City of Hilliard Ohio, other suburban municipalities including townships, Greenfield-oriented community development corporations, more.)

(Example) Required readings:

1. De Sousa, Christopher. Brownfield Redevelopment versus Greenfield Development: A Private Sector Perspective on the Costs and Risks Associated with Brownfield Redevelopment in the Greater Toronto Area. Journal of Environmental Planning and Management, Volume 43, Issue 6, 2000. 145-156.

*Class 10: Field work: Grand Park design Charrette*

(Typical/potential community partners: City of Columbus Parks and Recreation, Any number of suburban municipality parks departments, Columbus Metro Parks, Friends of Goodale Park, Friends of the Olentangy River Greenway Trail, others)

#### MODULE: PLANNING FOR THE PEDESTRIAN

Class 11: Lecture/training: Planning for the pedestrian experience.

(Example) Required readings:

1. Schneider, Robert J; Ryznar Rhonda M; Khattak, Asad J. An accident waiting to happen: a spatial approach to proactive pedestrian planning. *Accident Analysis & Prevention*, Volume 36, Issue 2, March 2004, 293–211.
2. City of Columbus Pedestrian Plan. (Link provided on the 2110 H website)

Class 12: Field work: Planning for the Pedestrian- Crosswalks

(Typical/potential community partners: The Ohio State University Facilities Operation and Development, City of Columbus Department of Mobility)

#### MODULE: PLANNING FOR MOBILITY

Class 13: Lecture/Training: Evaluating transit in American (and Columbus)

(Example) Required readings:

1. Munoz-Raskin, Ramon. Walking accessibility to bus rapid transit: Does it affect property values? The case of Bogotá, Colombia. *Transport Policy*, Volume 17, Issue 2, March 2010, 72 – 84.
2. Central Ohio Transit Authority Route Map (Link provided on 2110 H website)

Class 14: Field work: Transit Audit

(Usual community partner: Central Ohio Transit Authority)

#### MODULE: PLANNING GREAT STREETS

Class 15: Lecture/Training: Appraising “Complete Streets” (City of Columbus Division of Planning)

(Example) Required readings:

1. McCann, Barbara and Rynne, Suzanne. Complete Streets. A Planning Advisory Service report from the American Planning Association. Link provided on 2110 H website.
2. City of Columbus website on complete streets (Link to be provided on 2110 H website)

Class 16: Example field work topic: Redesigning Lane Avenue

(Typical/potential community partners: City of Columbus Division of Mobility, Neighborhood Design Center, The Ohio State University Facilities Operation and Development University District Commission, others)

Required readings:

1. Imrie R. Auto-Disabilities: The Case of Shared Space Environments. Journal of Environment and Planning. 44(9) 2260 – 2277.
2. Examples of street designs from around the world. (Links on 2110 H website)

#### MODULE: PRESERVING HISTORY

Class 17: Lecture/Training: Planning for History

(Typical/potential community partners: City of Columbus Division of Mobility, Neighborhood Design Center, The Ohio State University Facilities Operation and Development University District Commission, others)

(Example) Required readings:

1. Mason, R. Economics and historic preservation. Report from The Brookings Institution, 2005.
2. Columbus Landmarks Foundation website content review.

Class 18: / Example field work: Identifying local architectural vernacular and its preservation for an area of the University District

Required readings:

#### MODULE: PUTTING IT ALL TOGETHER

Class 19: Lecture/Training: Putting it all together, a comprehensive review

Class 20: Example field work: Planning for the new Columbus Downtown Zoo on the Scioto Mile and East Franklinton

(Typical/potential community partners: Columbus Downtown Development Corporation)

Required readings:

1. Columbus Downtown Plan 2010 (link provided on 2110 H website)

--End team work--

FINAL/INDIVIDUAL STUDENT VIDEO PRODUCTION AND EDITING MODULE \*

Class 21: Lecture: How to tell a story through video through storyboarding.

Class 22: Lecture: How to produce and edit videos.

Class 23: Draft 1 peer video review.

Class 24: Draft 2 peer video review.

Class 25: Draft 3 peer video review.

Final video adjustments.

Final video presentations.

Link to finals video sent

**Important Additional Notes**

**The importance of attendance:** In courses past, I have been extremely pleased with the levels of student interest. I have found that student interest corresponds directly with attendance levels, and most students have been conscientious and professional. However, if you are one of the very few students who do not plan on giving 100% effort (and therefore decide not to attend class) *you should probably not take 2110 H.*

It is your responsibility to sign the attendance sheet that will be passed around during every class. If your name is not on the attendance sheet, you are considered to be absent. Unexcused absences are never acceptable. *Since this course only meets twice a week, missing two classes is the same as missing an entire week. Missing class not only hurts you; it also hurts your teammates who will be forced to work around your absence. It also directly*



*impacts the quality of your clients' deliverables. Therefore, missing 2 unexcused absences will result in a failing grade.* [Note to reviewers: If this seems harsh, I receive consistently, nearly perfect SEIs for this course using this policy. I have only had to (rightfully) use this policy against a very few, egregiously absent students.] The reason for this rule is simple—it's about fairness. Students who miss class must rely on the benevolence of their teammates to do their work for them that cannot be caught up due to the impossibility of missing specific field work. It is not fair for those students to spend time filling you in when new work continues to demand their time and attention. It's up to you to be professional and take responsibility for your attendance. So, as a rule of thumb, consider that you will be a "borderline case" for a major point deduction if you miss even one class. Just one absence (even a lecture) can directly impact your team's work. If you absolutely must miss class, please bring a military, doctor's, or other official type of excuse. I will remind you about the importance of being present in the first several class periods. *Again, I rarely have any issues with attendance and am very happy with the quality and dedication of the vast majority of my students.*

**Grading:** All grading will be done as fairly and as consistently as is reasonably possible. Students wishing to appeal the grading of an assignment must make the appeal in writing within 5 calendar days after an assignment is returned.

**Plagiarism will not be tolerated in the classroom.** Plagiarism is passing off as one's own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own even if you have the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

**You may not do outside work during class:** This fast-paced class is too busy to become a study hall for other coursework. Please concentrate only on the material from 2110 H during the class period.

**Being late for class:** Most students in 2110 H are eager and ready so do not be late for class. Because we will be working in the field during many class periods, it is possible that you will literally be left behind if you are late.

**Turning in Assignments and Assignment Lateness:** As mentioned previously, blogs will be posted on The Website. Late blog entries up to 24 hours will receive a deduction of TWO letter grades. Blogs not posted within 24 hours after the official deadline will be considered missing. Missing blog entries will receive 0 points. (Except for extreme situations upon approval of the instructor.)

Videos will also be posted on the 2110 H Website. Late videos up to 24 hours will receive a deduction of one letter grade. Missing videos will receive a total grade of 0 points. (Except for extreme situations upon approval of the instructor.)

**Texting:** You are prohibited from texting in class and I have a zero tolerance policy for this. If you are caught texting during class OR during the exercises, you will be immediately called out (and potentially asked to leave).

**Phone use:** You may not answer your phone in class. Please turn your ringers down. If you have an emergency please let me know and you may be able to take the call outside. Otherwise you will be courteous by not talking on your phone.

**In-class computer use:** There is no reason for you to use a computer during class lectures so I do not allow them to be used unless otherwise indicated or announced. You will be asked to close your computers during class if you break this rule. Later in the term, we will employ the use of personal laptops (if you have one) and the web for class; you will be encouraged to bring and use your computers for the last few periods.

**Incomplete grades:** Please assume that you will not be granted an incomplete due to high course load or time constraints. The material in this fast-paced, team-oriented course will impossible to make up later.

#### **Academic misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Professional conduct:** Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

Any forms of sexual harassment or intimidation will not be tolerated. The University’s Code of Student Conduct and Sexual Harassment Policy are available on the OSU web page. Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. When a complaint is received, the situation will be investigated by the academic department and possibly by the police even if the harassment was done

anonymously or possibly as a jest. Being found guilty of harassment, even if it was nominally done in jest, can be professionally damaging.

**Disability Statement:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Jke, July 30, 2013

## Service-Learning Designation Request Form for CRPLAN 2110 AND CRPLAN 2110 H

Please upload attachments to the appropriate Course Request Form in the Course and Program Entry and Approval System ([curriculum.osu.edu](http://curriculum.osu.edu)).

- |   |            |           |    |
|---|------------|-----------|----|
| 1. Has this class previously received an S-Designation?           | Yes        | <b>No</b> |    |
| 2. Is this class always taught with a service-learning component? | <b>Yes</b> |           | No |

*(If no, please provide details)*

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

### COURSE CONTENT/PLANNING

#### 3. Please describe the planned service activities to be performed by students in this course.

Students will be performing service learning activities that are relative to neighborhood analysis and change. CRPLAN 2110 and CRPLAN 2110 H (Honors) introduces students to the City and Regional Planning profession by offering varied field work involving physical and social research in neighborhoods such as interviewing residents and serving a range of organizations. These organizations are directly tied to the City and Regional Planning Program at Ohio State as we feed their agencies. They all have planning-oriented missions.

#### Content delivery:

During the first two weeks of every term, students learn how to think like a planner in order to provide credible planning-related recommendations to the community service organizations. At the end of the term, students work on final video products that describe what they have learned in planning for service learning.

#### *Training for Service Learning and Community Service Modules:*

Following the two-week introductory training, the body of the course content consists of Community Service Modules where students receive training for that week's topic through directed lectures.

In order to explain the content in detail I have provided a typical semester's content that includes the initial training and typical community service modules:

*Service Learning Training in City and Regional Planning*

Class 1: Introduction to CRPLAN 2110 (and H); establish community service teams and design community service team logos (teambuilding) **[Please see the Appendix, Photos 1, 2 #]**

Class 2: Lecture: Interpreting the City and team field work: Interpreting the City through Photography.

Class 3: Lecture: How to Think Like a Planner: The Basics

Class 4: General field work: Thinking Like a Planner Exercise 1 (This general field work serves as a combined lecture and field work experience to prepare for the next two fields works, which are less directly supervised by design.) **[Please see the Appendix, Photo #]**

*Community service modules:*

Class 5: Field work: Thinking Like a Planner Exercise 2 (Short North Mixed Use).

Typical/potential community partners: Short North Business Association, Goldman Guild, Friend of Goodale Park, Italian Village Commission, Victorian Village Commission.

Class 6: Field work: Thinking like a Planner Exercise 3 (Downtown redevelopment)

Typical/potential community partners: Columbus Downtown Development Corporation, City of Columbus Parks and Recreation, Capital Crossroads Special Improvement District, Discovery District Special Improvement District, Church Street Residences, others.

**MODULE: NEIGHBORHOOD BUILDING AND PLACEMAKING**

Class 7: Planning and Zoning Basics Plus Site plan review lecture/training

Class 8: Field work: Brownfield Re-Design Charrette

(Typical/potential community partners: Milo Grogan Area Commission, Franklinton Area Commission, Hilltop Area Commission, Franklinton Development Corporation, Homes on the Hill Community Development Corporation, others.)

Class 9: Field work: Greenfield Design Charrette

(City of Dublin, Ohio, City of Hilliard Ohio, other suburban municipalities including townships, Greenfield-oriented community development corporations, more.)

Class 10: Field work: Grand Park design Charrette

(Typical/potential community partners: City of Columbus Parks and Recreation, Any number of suburban municipality parks departments, Columbus Metro Parks, Friends of Goodale Park, Friends of the Olentangy River Greenway Trail, others)

### MODULE: PLANNING FOR THE PEDESTRIAN

Class 11: Lecture/training: Planning for the pedestrian experience.

Class 12: Field work: Planning for the Pedestrian- Crosswalks

(Typical/potential community partners: The Ohio State University Facilities Operation and Development, City of Columbus Department of Mobility)

### MODULE: PLANNING FOR MOBILITY

Class 13: Lecture/Training: Evaluating transit in American (and Columbus)

Class 14: Field work: Transit Audit

(Usual community partner: Central Ohio Transit Authority)

### MODULE: PLANNING GREAT STREETS

Class 15: Lecture/Training: Appraising “Complete Streets” (City of Columbus Division of Planning)

Class 16: Example field work topic: Redesigning Lane Avenue

(Typical/potential community partners: City of Columbus Division of Mobility, Neighborhood Design Center, The Ohio State University Facilities Operation and Development University District Commission, others)

### MODULE: PRESERVING HISTORY

Class 17: Lecture/Training: Planning for History

Class 18: / Example field work: Identifying local architectural vernacular and its preservation for an area of the University District

(Typical/potential community partners: City of Columbus Division of Mobility, Neighborhood Design Center, The Ohio State University Facilities Operation and Development University District Commission, others)

### MODULE: PUTTING IT ALL TOGETHER

Class 19: Lecture/Training: Putting it all together, a comprehensive review

Class 20: Example field work: Planning for the new Columbus Downtown Zoo on the Scioto Mile and East Franklinton

(Typical/potential community partners: Columbus Downtown Development Corporation)

--End team work--

FINAL/INDIVIDUAL STUDENT VIDEO PRODUCTION AND EDITING MODULE \*

Class 21: Lecture: How to tell a story through video through storyboarding.

Class 22: Lecture: How to produce and edit videos.

Class 23: Draft 1 peer video review.

Class 24: Draft 2 peer video review.

Class 25: Draft 3 peer video review.

Final video adjustments.

Final video presentations.

Link to finals video sent

\*In hopeful anticipation of being granted the S+GE for CRPLAN 2110, the syllabus provided will be changed to include the required rubric for the S+GE as it pertains to the final student video.

**4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).**

Since the course has been offered over the last five years, community partners (The City of Columbus Department of Development, for instance) appreciate the fresh perspectives and enthusiastic feedback from college students. They take their advice seriously because it is relative to a specific issue that they want answers to quickly. These are the kinds of issues that wouldn't require an entire semester term, such as a planning studio. The partners are seeking opinions and recommendations that a large class of students can provide. A good example of this would be the City of Columbus Division of Mobility asking a simple question: "Does this series of crosswalks along High Street work for pedestrians?" or the Downtown Columbus Development Corporation asking "What can be done to improve the design of the new Scioto Mile greenway?" Students, most of whom are not City and Regional Planning majors, learn how to answer these important questions through research (such as best practices from other cities around the world) and experience in the field. They walk the sites. They experience and "feel" the issues.

- This course format will surely be different from other service-learning courses that will likely offer longer-term relationships between themselves and the students. This should be looked upon as positive! As the recipient of a Service Learning Teaching Award back in 2010, I fully understand long-term, more in-depth client-student relationships, however, a wider variety of shorter-term client-student relationships are also beneficial as, collectively, they introduce students to a range of options for community service and instill a curiosity to explore other

options to serve. This course trains freshmen and sophomores to become service learning enthusiasts.

- The uniqueness of this course's wide variety of topics and community partners is a sort of "bootcamp" that trains students to deliver excellent products to clients and how to think smartly, collaborate deeply, and provide deliverables efficiently. Each of our partners' stated goals and needs change every term, but they all require the student teams to reflect deeply as they enthusiastically gather fresh ideas and offer original solutions whenever possible. Our community partners also appreciate the youthful ideas that challenge status quo thinking.

It is important to understand that this is the first required course in the City and Regional Planning curriculum. As such, the primary goal of the student experience is to learn to "think like a planner." Because neighborhood problems vary by city and by neighborhood, students are discouraged from expecting formulas and forced outcomes, and, instead, are encouraged to work together in teams to find collaborative solutions to complex issues that exist in the city. They are trained to offer fresh, useful ideas and recommendations to client organizations. Our community partners appreciate this tremendously.

**5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.**

**Please describe goals/expectations/responsibilities for:**

**a) Faculty:**

Goals:

1. To provide fresh and professional answers to short research questions for client organizations.
2. To effectively train students to think like city and regional planners and therefore be able to provide professional recommendations and ideas to our community partners.
3. To receive high Student Evaluation of Instruction (This course has consistently received a 4.7-4.9 SEI every time it has been taught since 2008.)

Expectations:

1. Faculty who teach CRP 2110 are expected to demand that students, while novices, consider themselves professional planners as they engage in community partner research.



2. Faculty who teach CRPLAN 2110 are expected to ensure the BSCRIP program's excellent reputation in the Columbus community and keep each existing and future community partners as "friends" during the expected long-term sustainability of service learning in CRPLAN 2110.
3. That faculty who teach CRPLAN 2110 (and 2110 H) are expected to be passionate about the content in order to transfer that passion to students.

Responsibilities:

1. Faculty will ensure that students are thinking comprehensively by teaching them how to thoroughly research city planning problems and issues.
2. Faculty must uphold the integrity of CRPLAN 2110's fast-paced, research-heavy format.
3. Faculty must maintain the CRPLAN 2110's (and H's) cutting-edge website—including the participatory blog.

**b) Students**

Goals:

1. To understand how to think like a city and regional planner.
2. To become an open-minded, out-of-the-box thinker while providing on-the-ground solutions to real problems in neighborhoods.
3. To understand how important the profession of City and Regional Planning is to the quality of life for greater humankind and to the sustainability of Earth, as a result of working together in individual cities and their neighborhoods.

Expectations:

1. As representatives of the BSCRIP program and The Ohio State University to outside partners, students are expected to maintain the highest levels of professionalism at all times.
2. All students in CRPLAN 2110 (and 2110 H) are expected to learn how to use, and then employ, the latest technology in their fieldwork, research, and deliverables. This may include basic computer graphics, video production and editing and the use of a wide variety of technological applications for planning on mobile phones, desktop computers, tablets and potentially other media. (These skills are not prerequisites to the course as the majority of students will enter the course with this knowledge and/or will be able to quickly gain these skills in the classroom. Software is provided in Knowlton Hall.)
3. Students are expected to attend all class meetings, to participate in fieldwork, to attend meetings with other students outside of class, and to work together with their teammates in providing professional deliverables to community partners.

Responsibilities:

1. Students must take responsibility for their own work as well as the work of their teammates.
2. Students must take responsibility for meeting the expectations and needs of community partners.
3. Students must take responsibility for establishing a work ethic that will foster a positive reputation and strong relationships between OSU and community organizations.

**c) The community partner(s)**

**Goals:**

1. To benefit from the research conducted in CRPLAN 2110 and 2110 H.
2. To gain a strong relationship with the BSCRCP program, the Knowlton School of Architecture, and the University.
3. Community partners continue the relationship over the many years and decades of a sustainable CRPLAN 2110 (and H).

**Expectations:**

1. Community partners are expected to work with faculty in advance of the course and provide a Scope of Services Agreement for each research activity.
2. Community partners are expected to provide students will real-world, meaningful research needs.
3. Community partners are expected to be communicative and helpful to faculty and students.

**Responsibilities:**

1. Community partners must make at least one (and preferably more than one) point person available to students and faculty for questions and guidance during the research module.
2. Community partners must provide feedback on student deliverables to faculty as quickly as possible so that faculty may relay the information to students in a timely manner. (Please note that faculty are solely responsible for grading deliverables.)
3. Community partners must provide feedback on the quality of the service learning experience to faculty as soon as possible and before the term is complete.

**6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.**

CRPLAN 2110 is the primary recruiting course for the BSCRCP program; the course will be offered every Autumn and Spring of every school year. The City and Regional Planning

Program has offered this course twice a year during the regular academic year since 2008, including for Autumn 2012 and Spring 2013 during the first year of implementing semesters. If the course is designated S+GE, it may also be offered during every Summer term as well. Departmental support is strong, and there is every reason to expect that the course shall be sustained for the life of the BSCR program.

## COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The objectives below were culled from the CRPLAN 2110 (and H) syllabus and expanded on for this section:

Academic objectives: CRPLAN 2110 (and H) students will learn how to **think like a professional city and/or regional planner.**

Service connection: CRPLAN 2110 (and H) students' ability to effectively think like a planner will be enhanced through directed service-learning fieldwork for a variety of community organizations.

Academic: CRPLAN 2110 (and H) students will understand the basics of **planning and urban design.**

Service connection: Opportunities for specific (basic) planning and urban design recommendations for local organizations and non-profit agencies will be provided to CRPLAN 2110 (and H) students.

Academic: **Discover a potentially hidden passion** in the field of planning.

Service connection: CRPLAN 2110 / 2110 H students will discover how to implement that passion into service learning through hands-on experiences working for local organizations.

Academic: CRPLAN 2110 /H students will better **understand key issues** city and regional planners deal with to build sustainable communities.

Service connection: CRPLAN 2110 / H students will learning the nuances of community work by actually working in communities.

Academic: CRPLAN 2110 students will be able to **think critically and effectively analyze** planning problems.

Service connection: CRPLAN 2110 / H students will learn how to professionally recommend ideas and solutions to community clients.

Academic: CRPLAN 2110 / H students will be able to work in and therefore effectively communicate in a **collaborative work team**.

Service connection: CRPLAN 2110 / H students will acquire excellent teamwork skills—a hallmark of a service-based education.

Academic: CRPLAN 2110 / H students will effectively **provide useful, professional deliverables** to community organizations.

Service connection: CRPLAN 2110 / H students will learn to please community-based clients by providing more than they expect.

Academic: CRPLAN 2110 / H students will **use the latest technology** to communicate their research on planning issues.

Service connection: Community partners, especially those that do not have access to the latest applications and technology, will appreciate their higher-tech deliverables.

Academic: Students will **improve their research, writing, oral and graphic skills**.

Service connection: Clients will receive more professional deliverables.

### **Service-Learning GE-specific questions**

*Courses proposed for the Service-Learning component of the General Education (GE) should be designed with the following goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.*

#### **Goals:**

Students gain and apply academic knowledge through civic engagement with communities.

#### **Expected Learning Outcomes:**

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

**Please include the following documents:**

1. The appropriate Course Request Form via the Course and Program Entry and Approval System ([curriculum.osu.edu](http://curriculum.osu.edu))
2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 12-13 of the [ASC Curriculum and Assessment Operations Manual](#))
3. A GE rationale that answers specifically the following questions:
  - a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

Students perform service learning activities that are relative to the study of neighborhood analysis and change through the tools of City and Regional Planning. CRPLAN 2110 (and 2110 H) introduces the most important concepts of the City and Regional Planning profession through skills training and by providing community-client-based fieldwork. This fieldwork involves a variety of physical, social, and cultural research in neighborhood with one goal: how can specific aspects of these neighborhoods be improved for the greater good of society? Students will research specific planning topics, talk to neighbors for input, and serve a range of organizations during the body of the term. All of these organizations are directly-tied to the City and Regional Planning Program at Ohio State and willing participants (as we feed many of their agencies with employers). They all have planning-oriented missions. This relationship provides a win-win for students, the partners, and the BSCRFP faculty.

- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

Following a two-week training period that introduces, explains, and trains students to prepare for service-learning through the lens of city and regional planning, the body of the course content consists of Community Service Modules where students receive training for that week's topic through directed lectures. Each topic addresses a wide variety of issues, resources, assets and cultures for each community they work in. For instance, the Planning for the Pedestrian module takes poverty and mobility into account, infrastructure for physically handicapped individuals, undertakes an infrastructure asset audit, and provides a demographic analysis to investigate the cultures and backgrounds of

the people who use the infrastructure, among other issues. Client partners also help students understand the issues associated with the community where the students work.

- c) How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

Each service-learning module involves a different community partner. Reflection and evaluation come through research deliverables for each module which are then delivered to each community partner client. Evaluation is two-fold: from the instructor and from the client. (Partner clients often enjoy choosing the “top three” deliverables or ideas.)

In addition, individual student videos provide the opportunity for a more introspective evaluation of their service-learning experience.

#### 4. A GE Assessment Plan

As a direct measure of assessing how effectively students are meeting the Service-Learning ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. This assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (See Appendix below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

Please explain the end-of course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel in collaboration with the Service-Learning Initiative, is included below.

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor’s explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*), and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically (keep copies for your own and your department’s records).

## RESPONSE:

Students will be working in teams until approximately the third week before the term is over. Each student will then be assigned an **Individual Service Learning Evaluation Video** (20 / 100 points). (The assignment name will be changed to be more appealing and related points may be changed over time depending on testing in the classroom.) Easily inserted into the syllabus and course delivery, the video assignment and provided rubric, even after five years of teaching this course, will not be disruptive. I believe that it is likely to provide a more systematic framework for the students to follow and provide helpful feedback to the instructor. Also, improvements will be made every time the course is taught and kept in a folder that all future instructors will be required to review and update.

### Video technical instructions:

For this final assignment, students will need:

- An account on vimeo.com or YouTube.com \*\*
- Access to video camera (students can use their phone if the quality is high enough or they can check out cameras, readily available, from OSU Classroom Services)

The goal of this exercise is for students to use what you have learned in the class to address a planning need by creating a “solutions video.” You may need access/transportation to the physical site for examples of an issue you have learned about (if it is site-specific), and video editing software.

### Video content instructions and grade breakdown:

Shoot a three-minute video that considers the following aspects of your service learning in City and Regional Planning experience:

1. How are the concepts and skills that you have learned in City and Regional Planning in this academic setting connected to your community-based work?
2. Demonstrate your understanding of the planning-related issues, resources, assets, and cultures pertaining to the communities in which you worked.

3. Evaluate the impacts of the service-learning activity that inspired you the most. Use concrete examples.
4. Explain how, if you were to major in City and Regional Planning, what types of jobs you would like to explore further when working in the communities.

Grading breakdown:

The major question I will ask when reviewing your video is, “Does your video clearly answer all four questions? Is your message is clear enough for viewers to understand the issues clearly and perhaps be called on even take action? Is the sound perfectly audible? Is the picture clear? Are you using appropriate “B-roll” for the examples you discuss? Are you refraining from using font that is in poor taste? (We’ll talk about this during class.) Finally, while your video quality is important, the most important aspect of this assignment is that your content is clearly understandable.

\*\*Students who have objections to using YouTube or Vimeo may turn in their videos offline or in Carmen formats if they so desire. Please see me as soon as possible if you do not want to use the Internet. (But please understand that you may set your privacy settings for both YouTube and Vimeo.)

#### **Further details about end-of-course assignment:**

All instructors of GE Service-Learning courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Service-Learning courses is to help university committees evaluate the effectiveness of the GE Service-Learning Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Service-Learning ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Service-Learning experience:

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?



	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
--	-----------------	------------------	------------------	------------------

2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.
3. Evaluate the impacts of the service-learning activity. Use concrete examples.

*Scoring Rubric:*

Assessment of Service Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

<p><b>(ELO1)</b></p> <p><b>Students make connections between concepts and skills learned in an academic setting and community-based work</b></p>				
<p><b>(ELO2)</b></p> <p><b>Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.</b></p>				
<p><b>(ELO3)</b></p> <p><b>Students evaluate the impacts of the service learning activity.</b></p>				

## ***SUBMITTER’S APPENDIX: PHOTOS***

CRPLAN 2110 students establishing community service teams and design community service team logos:



January 15: Lecture: How to Think Like a Planner: The Basics



Field work: Brownfield Re-Design Charrette (Franklinton Development Corporation (non-profit organization))



Field work: Grand Park design Charrette (City of Columbus Parks and Recreation)



Field work: Planning for the Pedestrian- Crosswalks (The Ohio State University Facilities Operation and Development)



Field work: Transit Audit (Central Ohio Transit Authority)



Field work: Redesigning Lane Avenue (University District Commission)

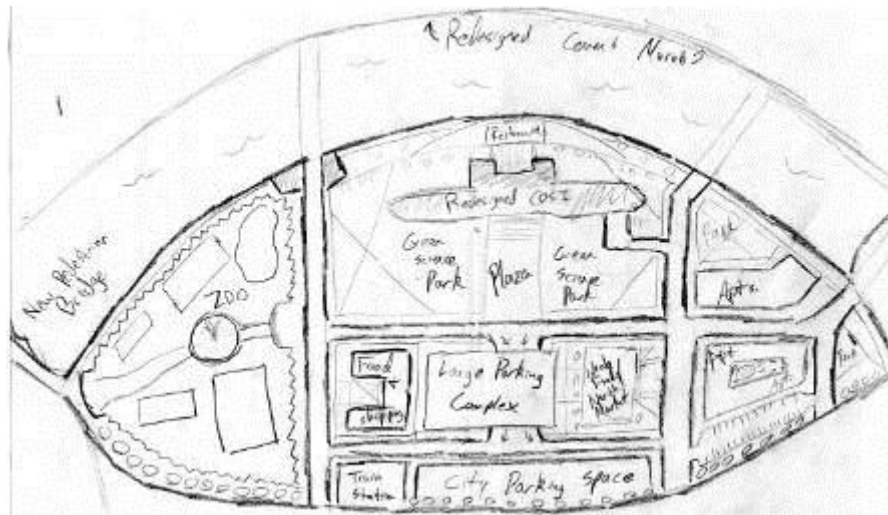


Field work: Identifying local architectural vernacular and its preservation exercise. (German Village Society)

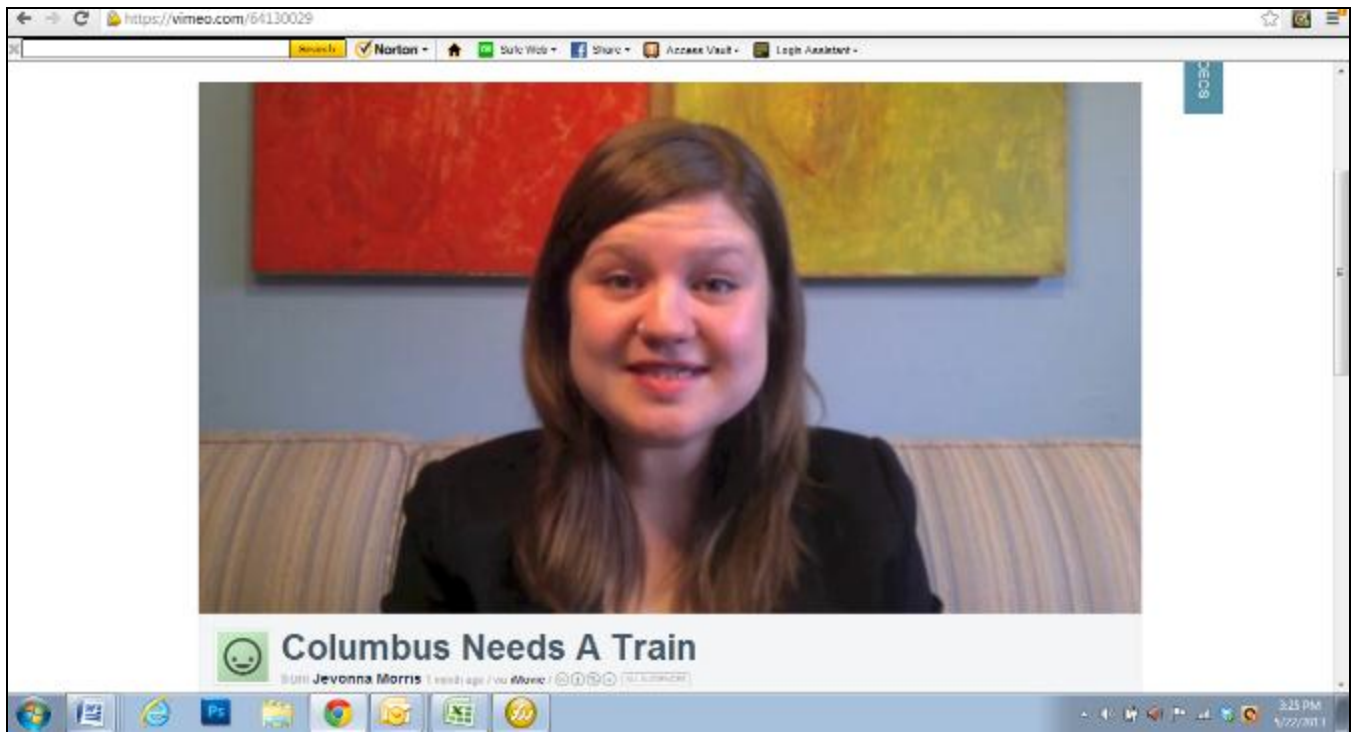




Field Work: Scioto Mile and East Franklinton Comprehensive Planning using everything students have learned so far.



Final video presentation.



###