

# Mapping a Great Speech

Arts & Sciences 1137, Freshman Seminar  
1 Semester-hour Credit  
Wednesday anytime between 12-3 Room  
Or Friday anytime between 12-3pm  
Unavailable M, T, Th

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Office Hours: 12:45 pm – 1:45 pm  
Knowlton Hall 223

## Course Description

City planners must be ready to competently address mayors, present useful information to elected officials and appointed boards, and properly and professionally inform and engage citizens. City planners create and use maps and diagrams nearly every day to assess issues related the future of cities. In this course you will learn how to become a great public speaker by using the public speaking tools of the city planner. Mapping and diagramming speeches is an easy science that anyone can master. You will map the speeches of revered preachers and politicians, innovative social changers, celebrated musicians and pop culture superstars, beloved painters and sculptors, leading actors and orators, business icons, and important architects and city planners. By visualizing recent history’s great speeches (as well as sketching, and diagramming) you can develop yourself professionally and personally as a public speaker—no matter what you choose as a major.

## Effective Public Speaking is Essential for the Birth of Your Ideas

Perhaps you are contemplating a major in a creative field where the ideas you conceptualize can be appreciated or even celebrated if they are known and clearly understood. Maybe you realize that being confident in your ability to effectively present your inspirations will make a positive, measurable difference in your tenure at Ohio State and anywhere you hope to become an influencer in the future. If you are a person who has ideas—perhaps ideas that become global concepts that could change the world—or local ideas that can change one person’s life—then it is your responsibility to learn how to communicate persuasively, professionally, and inspirationally. Your freshman year is an opportune time for you to learn to do this.

## (I have a secret.)

For much of my life, my biggest fear was public speaking. I clearly remember my first five minute speech in a college public speaking course where only 45 seconds in I found myself suffering a sweaty, cotton-mouthed panic. I ran out of the room in near tears, straight to the registrar’s office where I promptly dropped the course in disgrace! (I now delight in the irony of teaching a public speaking course at a Big 10, Research One university!) I recognize that public speaking is among the most common human fear. Perhaps you are not bothered by the idea of

speaking in public, but if you are, I want you to know that you don't have to feel intimidated if you decide to take this course during your first term in college.

### Giving back to my college self

I designed this course as the class I wish I was offered when I was starting out in college. I will treat each of you as “my college self” who needed guidance and inspiration to be the most successful person possible. It is a pleasure to have you this semester.

### **Upon Completion of this Course, You Will:**

- Understand the public speaking method that has been used in OSU's City and Regional Planning major (the BSCR).
- Understand that public speaking is a means to an end.
- Learn the science and art of “killing it.”
- Be more confident in your public speaking skills in professional settings.
- Learn how to be detailed in your work, including self-critique.
- Ease into being critiqued and know what to do with the information you receive.
- Learn how to provide constructive criticism and proper encouragement.
- Feel good about having taken this course.

### **Final Course Deliverable:**

The most important deliverable of this course is to help you craft and present an effective short speech. By designing and delivering an excellent short speech you will be equipped to continue to craft and present speeches of any length. Throughout the term, you will assess many famous (parts of) speeches to help hone a masterpiece of your own. I have designed this course to include friendly, constructive criticism within small groups throughout the term and for the course material to be offered in a fast, yet appropriately comfortable pace. Homework is important and I have made sure that your work is doable within a one-hour course framework to steer you in the right direction.

### **Texts**

I have no use for textbooks in any of my courses, especially this one.

### **Course Policies**

Attendance is essential to your understanding and progress over the term.

## CRITERIA FOR EVALUATION OR GRADING

Letter grades are assigned based on a standard scheme:

A	93-100 (The best work possible!)
A-	90-92.9 (Extraordinary)
B+	87-89.9 (Very good work)
B	83-86.9 (Above average work)
B-	80-82.9 (Good work)
C+	77-79.9 (Slightly above average work)
C	73-76.9 (Average work)
C-	70-72.9 (Slightly below average work)
D+	67-69.9 (Poor work)
D	60-66.9 (Very poor work)
E	<60 (Did not meet course expectations)

A more detailed breakdown of how you will be graded follows below:

### 1. Attendance and Participation (52 points):

A one-hour course in public speaking cannot work without students in a classroom. Showing up is (by far) the most important indicator of success in this course (and in life). Attendance and participation are inextricably tied to the format of activities proposed for the term. Your presence in thirteen courses (beginning with the second class) count 4-points each. Attendance will be taken with a hard copy form every week. You must stay for the entire class period to get credit for your attendance. Please decide to commit to this class if you decide to enroll.

There are five situations which constitute an excused absence:

1. Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.
2. Death of a member of the student's immediate family: Students who have missed class due to a death in the family must provide documentation of the death (death certificate, obituary, etc.).
3. Military or government duty: Please notify the instructor at least three weeks prior to service.
4. University or College sanctioned events: Students who will be participating in University or College sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.
5. Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the semester.

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## **2. Homework Deliverables (20 points):**

Ten (10) weekly homework assignments worth 2-points each will be administered throughout the term. The content of these assignments are designed to build your confidence as you construct your style. Homework will also assist in designing your final deliverable, your 3-minute speech. Each homework will be graded PASS/FAIL. Passing homework grades receive 2 points; failing or missing homework grades receive 0 points.

## **3. Your 3-minute Speech (Design/Construction to Final Delivery) (28 points total):**

The goal of this course is to write and deliver a 3-minute speech. The course will help you construct an effective speech framework and find your delivery style and your cohorts will help you practice.

You will be guided through crafting your 3-minute speech and graded at the point of your “better draft” and your “final video speech.”

### **The “Better Draft”: 10 points**

- Written content (5/10 points)
  - Proof of improvement over your “good draft”
- Practice delivery (5/10 points)
  - Consisting of feedback from tiny groups of 2-3 students (including diagrams from your peers)
  - Proof of improvement over your “good draft”

### **The “Final Video Draft”: 18 points**

I designed this final video deliverable as product you can keep and use as long as you want so you can continue improving your speech framework and delivery style.

- You may supply any (easily openable) video file. Please upload the file to Carmen.
- I do not expect you to be a videographer. (Phone use is acceptable.) The video quality will not be graded.

Specific details for the draft, practice/perfecting, and video will be provided in class.

- Content (6/10 points)
- Delivery (8/10 points)
- Diagram (4/10 points)
- A rubric with specific descriptions of grading category requirements will be provided shortly after fall break.

## **Midterm Status**

Your running points score will be provided at the midterm.

## **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/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

## **Students with Disabilities**

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/>.

## **Additional Policies**

My classes rarely have disruptions or behavioral issues. For complete mutual understanding between professor and students, please refer to the following policies. Some are highlighted from the University Code of Academic Misconduct but most are my own rules. Thank you for your understanding.

### **1. Professionalism and Attentiveness**

Prohibited behaviors under this rule include, but are not limited to

- Sleeping;
- Interrupting or disruptive behavior;
- Cellphone use, texting, and computer use during lectures;
- Working on outside Coursework;
- Damaging property;
- Tardiness;
- Voice, video recording, or “snap-chatting” (or any other digital method) of the instruction/lectures;

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- Sexual harassment (see #12 below);
- Discrimination on the basis of gender, sexuality, race, ethnicity or religion; and
- The Instructor(s) reserve the right to warn or remove students from the classroom who do not follow these rules during instructional time. Furthermore, the instructor(s) reserves the right to deduct from the student's grade for violation of these rules. If there is a claim of sexual harassment or discrimination, the claim will be reported and investigated by The Ohio State University and potentially law enforcement in an expedient manner.

## **2. Grading and Tardy Assignments**

The instructor(s) pledges to be reasonably fair and consistent with regard to grading. Typically, but not always, the instructor(s) will give explanation as to why deductions on assignments occur. Students wishing to appeal grading must make the appeal in writing within five (5) calendar days after an assignment grade is posted. Assignments up to twenty-four (24) hours will receive an automatic deduction of ten-percent (10%), or one letter grade. Assignments not posted within twenty-four (24) hours after deadline are marked as missing and receive zero (0) points. Appeals for missing assignments may be submitted in writing within five (5) calendar days after assignment deadline.

## **3. Incomplete Grades**

Incomplete grades are given due to extraordinary circumstances. To request an incomplete grade, the instructor(s) must be notified in writing at least five (5) calendar days before the grades are due for graduating seniors are due to the university.

## **4. Revision of Syllabus**

The instructor(s) at any point in time reserves the right to change the syllabus, as needed, to fit content for the course. With this course in the Autumn Semester, there is a chance that instruction will be canceled for one reason or another. If changes to the syllabus are made, the instructor(s) will notify students in class or in writing.

## **5. Attitude**

I expect you to have a professional attitude. Employers report that attitude is one of the most important qualities when making hiring decisions. Negative attitudes, including troublemaking, inflexibility, "drama," and not following through will simply not be tolerated.

**6: Being Late**

Do not be late. Arriving on-time for class is expected, so make appropriate arrangements. Respecting others, including their time, is critical in a productive work environment.

**7: Being There**

You must attend class and lecture and you may not leave early from either.

**8. Texting and Phone Use / In-Class Computer Use**

You are prohibited from texting and any phone or computer use in class and I have ZERO tolerance for this. You may not answer your phone in class. Please turn your ringers off. If you have an emergency, please let me know and you may be allowed to take the call outside. Otherwise, you will be courteous by not talking on your phone. Computer use during class lectures is expressively prohibitive. It is very distracting when students use their computers to take notes during class lectures since most lectures require (mostly) listening. Do not open your laptops during our in-class sessions unless otherwise given specific permission. Your friends and family can wait. Do not use social media during your class time.

**9. Sexual Harassment**

Any form of sexual harassment or intimidation will not be tolerated. OSU's Sexual Harassment policy, which applies to all faculty, staff, and students, includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." 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. Refer to University's Code of Student Conduct 3335-23-04 (C) for additional information and for procedures on filing a complaint.

**10. Safety**

We (faculty, students, and staff) must respect and watch out for each other. The University escort service provides safe transportation to and from Knowlton Hall 7:30AM-3:00AM. Call 292-3322.

## **Proposed Weekly Schedule:**

(Note: please be advised that special opportunities will likely change this schedule. Changes could be announced and agreed-on by students in any class period.)

### **Week 1 – Welcome**

How does becoming an influencer correspond to having a clear strategy for talking to groups of people? This is an introduction to the course, to the format of course discussion, and to each other.

### **Week 2 – The Science of Public Speaking**

Learn the science of influence in public speaking by creating and assessing maps and diagrams that capture the design of successful speeches/presentations. Then learn how to map, diagram, and critique speeches and presentations.

In-class activities (approximately 50 minutes): Lecture, discussion, using video to sketch diagrams to evaluate the effectiveness of public speeches.

*Homework 1: Analyze and diagram three additional public speeches in their entirety. (Links will be provided over email.) Maps and diagrams and a paragraph explanation are due in hard-copy at the beginning of the next class.*

### **Week 3 – Rise Up! Critiquing Religious Leaders’ Public Speaking Effectiveness**

Deliverable at beginning of class: Homework 1 hard copy of diagrams and paragraphs.

Today’s content (approximately 20 minutes): Charismatic religious leaders of every faith fill thousands of seats and attract millions of viewers. You will carefully analyze the public speaking styles of faith icons.

Split into small groups of 4 or less (appx. 20 minutes).

- Watching, assessing, and diagramming three (short sections of) public speeches, and diagram pin-up / visual analysis and small group discussion.

Introduction to mapping speeches. (Lecture, approximately 20 minutes)

*Homework 2: Analyze, map, and diagram short sections of three additional faith-based speeches in their entirety. (Links will be provided over email.) Maps, diagrams and a paragraph explanation for each speech is due in hard copy at the beginning of next class.*



## **Week 4 – Vote for ME! Critiquing Politicians’ Public Speaking Effectiveness**

Deliverable at beginning of class: Homework 2: Hard copy of maps, diagrams and paragraph explanations.

Today’s content (approximately 20 minutes): Politicians who win elections know they must inspire citizens to action to get people to vote for them. You will dissect the public speaking decisions and methods of famous (and perhaps infamous) politicians over the last century.

In-class activities:

Split into small groups of 4 or less (aprx 20 minutes).

- Watch, assess, map, and diagram three short sections of politicians’ public speeches.

All-class collaboration, analysis, and understanding (+/- 15 minutes): Diagram pin-up session visual analysis discussion with entire class.

*Homework 3: Analyze, map, and diagram short sections of minutes of three additional political speeches in their entirety. (Links will be provided over email.) Maps, diagrams and a paragraph explanation for each speech is due in hard copy at the beginning of next class.*

## **Week 5 – Change the Game! Critiquing Social Activists’ Public Speaking Effectiveness**

Deliverable at beginning of class: Homework 3: Hard copy of maps, diagrams and paragraph explanations.

Today’s content (approximately 20 minutes): People can influence the world but doing so requires their bold messages to connect to broad audiences. You will identify specific public speaking methods of well-known game changers used to find their way into hearts and minds by diagramming excerpts of speeches.

Split into small groups of 4 or less (+/- 15 minutes).

- Watch, assess, and diagram three short sections of public speeches by social activists and map/diagram pin-up / visual analysis and small group discussion.

All-class collaboration, analysis, and understanding (+/- 15 minutes): Map/diagram pin-up session visual analysis discussion with entire class.

Last 5 minutes of class: First instructions on crafting your 3-minute minute speech (your major course deliverable). Choosing a topic, drafting an outline, and honing the opening. Expectations for the next meeting will be clear. Handouts will be provided.

*Homework 4: Take the next week to choose a topic for your 3-minute speech that is important to you. Draft an outline, then write a one minute opening for your short speech (see the instructions handed out during class). Practice delivering your draft one minute opening aloud. Be ready to deliver it in the next class meeting.*

### **Week 6 –Group Exercise: Getting Warmed Up**

Deliverable at beginning of class: Homework 4 hard copy of your draft 3-minute speech outline and draft one-minute opening.

Today’s activities (approximately 50 minutes): Using what has been learned so far, you will share your one-minute opening of your short speech in a very casual, non-threatening setting.

Split in to tiny groups of 2-3.

- Share your one minute opening with your tiny group.
- Map/diagram others’ one minute opening.
- Share constructive ways to improve openings.

Split again in to (new) tiny groups of 2-3.

- Share your one minute opening with your tiny group.
- Map/diagram others’ one minute opening.
- Share constructive ways to improve openings.

Split again in to (new-2) tiny groups of 2-3.

- Share your one minute opening with your tiny group.
- Map/diagram others’ one minute opening.
- Share constructive ways to improve openings.

All class discussion: What have you learned today? List ways you can improve your openings.

Last 5 minutes of class: Additional instructions on how to continue crafting your 3-minute speech including: how to improve your speech outline; how to continue honing your opening; and how to add the main content middle. (And how to think about the end, too.) Expectations for the next meeting will be clear. Handouts will be provided.

Homework 5:

1. *Provide a second draft of your outline for your 3-minute speech. Bring a hard copy to next class.*
2. *Continue to hone your one-minute opening of your future short 3-minute speech.*
3. *Write your main content middle part of your speech. Practice it aloud.*
4. *Conceptualize the ending (but keep it a draft!).*

## **Week 7 – Check Out My Creation! Critiquing Visual/Performing Artists’ Public Speaking Effectiveness**

Deliverable at beginning of class: Homework 5 hard copy of your second draft 3-minute speech, and update on your one-minute opening, and a draft of your main content middle section.

Today’s content (approximately 20 minutes) Only a few artists have soared to prominence. Many got there by talking to lots of people. You will evaluate the public speaking of prominent leaders and influencers in the world of visual and performing arts with diagrams and discussion.

Today’s tiny group activities (approximately 35 minutes): Share and critique your 3-minute speech outlines, draft 3-minute speech opening and middle in tiny, non-threatening groups.

### Homework 6:

1. *Using the comments gathered in class today, refine your outline, opening, and middle content.*
2. *Bring two new draft outlines to class (if there are any changes) in a hard copy. (One to turn in, one for class participation.)*
3. *Provide an old draft of your outline (that you handed in today) and staple it under your new draft. Turn these stapled pages.*
4. *Practice your draft 3-minute speech aloud.*

## **Week 8 – Topic – “HEY! Buy This.” Business Icons’ Public Speaking Effectiveness**

Deliverable at beginning of class: Homework 6: your new draft outline and old draft from Homework 5 stapled together.

If you ever wonder why you want to buy something you don’t need, it’s likely because someone convinced you that you needed it! Watch and assess the masters of sales and marketing. You will pick them apart and uncover the secrets of their success.

In-class activities (+/- 35minutes): Watch, assess, and diagram three endings of short speeches, and diagram pin-up / visual analysis and group discussion.

Small group participation (+/- 20 minutes): Discuss how the endings of the assessed speeches can improve your working three-minute speeches.

### Homework 7:

1. *Conceptualize your speech ending.*

2. *Write your draft speech ending. Bring a hard copy of your ending to class. (One to turn in, one for class participation.)*
3. *Practice your speech ending, including your ending.*
4. *Be ready to practice transitions by delivering your draft speech middle (from previous work) and speech ending in class.*

### **Week 9 –Group Exercise: Movie Speech Clips**

Deliverable at beginning of class: Homework 7: your new draft ending. Please bring your speech outline including draft opening, middle, and ending.

Today’s content: Some of the best parts of movies involve passionate speeches. We will analyze three famous speech *endings* today.

In-class activities (+/- 20 minutes): Watch, assess, and diagram three endings of short speeches, and diagram pin-up / visual analysis and group discussion.

Tiny group participation (+/- 35 minutes): Practice delivering your speech ending. (Note:

#### Homework 8:

1. *Provide a written “good draft” hard copy of your 3-minute speech.*
2. *Practice your speech aloud.*
3. *Be ready to continue to deliver your “good draft” in its entirety in a tiny group.*

### **Week 10 – Practice Delivery 1: A Good Draft of Your 3-Minute Speech**

Deliverable at beginning of class: Homework 8: your “good draft” hard copy of your 3-minute speech.

Today’s content (50 minutes): You will present your speech in tiny groups of 2-3 students. Each student will provide suggestions for you to improve your Better Draft next week.

#### Homework 9:

1. *Provide two (2) written “better draft” hard copies of your speech. One to turn in and staple with #2 below and the other copy to be used for class participation.*
2. *Please a copy of your “good draft” under the copy of your “better draft.” Turn both in along with # 3 below.*

3. *Write a paragraph specifically describing your improvements from “better” to “even better.” Staple this paragraph with #1 and #2.*
4. *Practice your speech aloud before class.*
5. *Be ready to continue to deliver and discuss your “better draft” in its entirety in a tiny group.*

### **Week 11 – Practice Delivery 2: A Better Draft of Your 3-Minute Speech**

Deliverable at beginning of class: Homework 9: your “better draft” of your 3-minute speech and your “good draft” stapled in a hard copy.

Today’s content (50 minutes): In the same tiny group as last week, you will present your speech. (Same tiny group members will be able to see and understand progress.) Each student will provide suggestions for you to improve your “even better draft” next week.

#### Homework 10:

1. *Provide two (2) written “even better draft” hard copies of your speech. One to turn in and staple with #2 below and the other copy to be used for class participation.*
2. *Please a copy of your “better draft” from last week under your “even better draft.” Turn both in with #3 below.*
3. *Provide a paragraph specifically describing your improvements from “better” to “even better.” Staple this with #1 and #2.*
4. *Practice your “even better” draft speech aloud.*
5. *Be ready to continue to deliver and discuss your “better draft” in its entirety in a tiny group.*

### **Week 12 – Practice Delivery 2: An Even Better Draft of Your 3-Minute Speech**

Deliverable at beginning of class: Homework 10: your “even better draft” of your 3-minute speech and your “good draft” stapled in a hard copy.

Today’s content (50 minutes): In the same tiny group as last week, you will present your speech. (NEW tiny group members will be able to see and understand progress.) Each student will provide suggestions for you to improve your “even better draft” next week.

#### Homework 10:

1. *Provide two (2) written “even better draft” hard copies of your speech. One to turn in (with #2 below) and the other for class participation.*

2. *Please a copy of your “better draft” from last week under your “EVEN BETTER draft.” Turn both in.*
3. *Provide a paragraph specifically describing your improvements from “better” to “EVEN BETTER.”*
4. *Practice your “EVEN BETTER draft” speech aloud.*
5. *Be ready to continue to deliver and discuss your “EVEN BETTER draft” in its entirety in a tiny group.*

[END OF HOMEWORK ASSIGNMENTS]

### **Week 13 – Instructions for Your Video Production of Your 3-Minute Speech**

Today’s content (50 minutes): Specific instructions for creating your 3-minute speech in video form.

### **Week 14 – Sharing Your Final 3-Minute Speech Video**

Today’s content (35 minutes): CELEBRATION AND SHARING. Bring a device to share your 3-minute speech video to as many people as you can! Discover any last-minute changes you might make if needed.

Final 15 minutes: End of course discussion and recap.

### **Week 15 – Final Exam Period**

No class meeting.

Spend this time perfecting your 3-minute speech.

Turn in file to Carmen by end of regularly-scheduled final exam.

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### **Biographical Statement**

I am Jonathan “Kyle” Ezell, an associate professor of practice in city and regional planning at the Knowlton School of Architecture, since 2005. I also have 22 years of experience as a practicing city planner. My work at the Knowlton School involves students heavily in experiential learning, both in nearby communities in Ohio, and on the international travel programs I manage, but I thrive on my public speaking abilities. I have presented over 50 paid presentations, many with over 100-500 attendees.

My public speaking has contributed to achieving many awards for teaching and city planning practice including: OSU College of Engineering's Distinguished Faculty - Charles McQuigg Award for Outstanding Teaching, 2014; The Ohio Chapter of the American Society of Landscape Architects 2015 Association's Merit Award American Planning Association Ohio's Focused Planning Award 2015; Donald E. Hunter Award for Excellence in Economic Development Planning from the Economic Development Division of the American Planning Association, 2015; Vernon Deines Award for an Outstanding Small Town Special Project Plan from the Small Town and Rural Division of the American Planning Association, 2015; American Planning Association's Technology Division National Award for Innovative Apps for Planners competition from the American Planning Association's Technology Division. (Faculty Advisor to undergraduate students) 2015; Faculty Award for University Community Members Who Have Made a Positive Influence on Ohio State Students, presented by Residence on 10th Hall, 2014; Award for Outstanding Commitment to Student Education, The Ohio State Interfraternity Council and Panhellenic Association, 2012; Ohio State University Faculty Award for Excellence in Community-Based Scholarship, 2010; and the Ohio Planning Conference (OPC) Columbus Division Award for my studio course work, 2009.

Courses Taught, 2006- present:

CRPLAN 2110 Planning Innovative Cities  
 CRPLAN 3300 Planning for/with People  
 CRPLAN 4191 CRP Internship Seminar  
 CRPLAN 4193 CRP Independent Study  
 CRPLAN 4900 Plan Making (Junior Studio)  
 CRPLAN 4950 Realizing the Plan (Senior Studio)  
 CRPLAN 4950 Professional Skills Development  
 CRPLAN 5200 Metropolitan and Regional Planning  
 CRPLAN 5798 Plan Abroad  
 CRPLAN 5890 Planning for Public Art  
 CRPLAN 6010 Planning Innovations  
 CRPLAN 6193 Planning Independent Study  
 CRPLAN 6999 Thesis Research  
 CRPLAN 8200 Planning Teaching Practicum  
 CRPLAN 8300 Planning General Practicum  
 CRP 110 Local Issues in Planning  
 CRP 320 Planning for Housing  
 CRP 610 Planning Communications  
 CRP 628 Planning in Columbus  
 CRP 697 Sustainable Urban Development in International Context  
 CRP 728 Planning Innovations  
 CRP 752 Planning for Housing  
 CRP 794 Downtown Development  
 CRP 815 Research Topics in Housing

CRP 816 Neighborhood Stabilization  
CRP 851 Urban Precinct Planning  
CRP 871 Real Estate Finance  
(Joint with MBA graduate students)

As part of my requirement as a professor of practice, my practice outside of the Knowlton School must influence the profession of City and Regional Planning. I do this as the Founding Principal of Designing Local, Limited. See my practice work at [www.designinglocal.com](http://www.designinglocal.com).

[End of Syllabus]