



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

### Instructor

Himanshu Grover (AICP)

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Instructor Office Hours: Email for Zoom Appointment

### Location and Times

TTh 2:30 pm-4:20 pm.

Zoom Sessions (Recorded) | Accessible via Canvas

[https://canvas.uw.edu/courses/1451056/external\\_tools/95443](https://canvas.uw.edu/courses/1451056/external_tools/95443)

### Teaching Assistants

Sunho Choi | [sunhoch@uw.edu](mailto:sunhoch@uw.edu)

Office Hours: Thus 4:30-5:30pm

See Canvas for Zoom Meeting Link

Or email for appointment

Yuqi Li | [yqli@uw.edu](mailto:yqli@uw.edu)

Office Hours: Tues 4:30-5:30pm

See Canvas for Zoom Meeting Link

Or email for appointment

## Course Description and Objectives

This course is intended to help students understand what urban planning activity is, who does it and to offer insight into why and how it is done in the United States<sup>1</sup>. The primary objective of the planning profession is to improve the welfare of people and their communities by creating more convenient, equitable, healthful, efficient, and attractive places for present and future generations<sup>2</sup>.

The goal of this course is to provide you the basic background of planning and introduce you to the various aspects of urban planning. By the end of this course, students are expected to become:

1. Familiar with the planning profession
2. Aware of the various approaches to planning analysis and practice
3. Familiar with the various challenges faced by planners in promoting sustainable development

The coursework is designed to help students develop skills in critical inquiry and writing. The course draws on the required textbook, articles from peer-reviewed journals, videos, films, and site visits to introduce students to the eclectic field of urban planning. The field of planning spans multiple aspects of urban living and quality of life considerations. It is impossible to delve into each of these aspects with much detail in an introductory course. Therefore, students interested in pursuing a profession in the field of urban planning are encouraged to explore more specialized courses offered by the department of urban design and planning and other departments on campus.

## Course Requirements

Regular **attendance** (weekly attendance of online zoom sessions during class time or review of recorded sessions) is **desirable** and **active participation** (responding to weekly discussion threads) are integral parts of this course; much of the key material will be introduced and discussed in class. Good note-taking skills are important, since the instructor often discusses material and provides examples that may not be directly quoted on the slides.

This course will be conducted online with online lectures posted prior to class and live in-class discussions during the class time via zoom. These sessions will be recorded and will be available for review on canvas course website. If you cannot attend the live lecture discussions, please review the recording before responding to the discussion thread.

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<sup>1</sup> Planning practice is well established in most countries across the world. However, due to the variations in the systems of government, and variations in local laws, it is impossible to cover this wide range of the subject. Therefore, this course restricts the coverage primarily to the U.S context.

<sup>2</sup> [www.planning.org](http://www.planning.org)



## INTRODUCTION TO URBAN PLANNING

**I will be starting to post my lectures as online videos starting week 2. All students are expected to review the weekly lecture videos prior to the day of the class. Class times will be reserved for discussions on the topics presented and responding to questions/issues related to the weekly topics.**

Assigned **readings** are identified for each class and should be completed as preparation **before** coming to class. Students are expected to keep track of the schedule and assignment due dates. Teaching Assistants will use *Canvas* to communicate important information updates (such as new articles being added to **Electronic Readings on the Course Website @Canvas**), posting of test grades, etc. Students are advised to check this source (**Canvas**) regularly.

### Required Text and Materials

We will use one text for the course, which has been ordered for you at the University Bookstore. This is a required text and will be read in its entirety. You may purchase/rent the ebook directly from Routledge too - <https://www.routledge.com/Contemporary-Urban-Planning-11th-Edition/Levy/p/book/9781138666382>

**Levy, John M. *Contemporary urban planning (11<sup>th</sup> edition)*. Routledge, 2015. (referred to as Levy in this syllabus)**

Other reading material not in the required text has been placed in the **Course Documents** folder of the course website (*Canvas*). More articles of interest may be added to *Class Readings* during the semester. These will be announced in class and via *Canvas*. Students are advised to keep up with the assigned readings, as they are the primary source for examination questions.

### Grading and Evaluation

#### Grade Distribution

The grade distribution for this course is as follows:

- Weekly Discussion Threads- (8): 25%
  - Discussion Posts – 15%
  - Peer-reviews – 10%
- Written Essays (4): 35%
- Mid-Term Examination: 20%
- Final Examination: 20%

#### 8 Weekly Discussion Posts (25%)

Each week you are asked to reflect and respond to Discussion Board questions and post your responses (approximately 300-500 words). Your responses should be clear, accurate and complete sentences. When offering an opinion, please support it with specific references and evidence, when possible. Evidence is supporting information from course readings, an outside resource, research (book, website,) or specific real-life application from your work experience or prior coursework.

Each Discussion post is worth 100 points.

Your Post Evaluation Criteria	Grading %
Logical reasoning and evidence	75
Spelling and grammar	15
Length of post, approximately 300-500 words	10

In addition to the original discussion response, each week (starting week 3) you are required to reflect and comment on 2 discussion posts from your peers. **After** you post your contribution, read the posts by your classmates (assigned to you for peer review by canvas automatically), and provide comments on the original posts.



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Your peer-review (each) should approximately be 200-250 words. Please follow the following guidelines for posting:

- Expand on or clarify an important point.
- Offer an additional argument to support a position taken in an answer.
- Suggest ways in which an idea could be more clearly expressed.
- Identify passages where you think the writer misunderstood a concept or applied it incorrectly.
- Disagree with a point or position made in an answer.

Remember, if you disagree with the views of another student, please:

- Be constructive and respectful.
- Politely critique a position on an issue, but not the person.
- Avoid sarcasm, swearing, or language that would be considered rude or argumentative.
- State precisely the point you disagree with.
- Offer reasons why you think their view is incorrect and support your position by citing the text or other sources.

Each Peer Review post is worth 50 points (100 points for 2 each weekly review)

Your Peer-Review Post – Criteria	Grading %
New substantiated ideas or thoughtful questions	75
Spelling and grammar	15
Length of post, approximately 250 words	10

### **4 Written Essays (35%)**

You are required to submit four written essays over the duration of this course. You are expected to access the documentary films on which the essays are based through the links provided and view them on your own time (out-of-class). Topics and due dates are provided below:

**Essay 1: Detroit | Due by 9pm April 13 | To be submitted online | Word limit 750-1000 words | Based on documentary *Redefining Dreamland*, available on the canvas website (74 min).**

Question: Detroit was at the heart of the 20th-century's revolution in industry and labor organization. It now faces many complicated struggles that are being seen around the rest of the country. Based on the documentary "Redefining Dreamland" identify the key challenges being faced by the city and summarize what is being done to revive this city. What do you think are the two most important policy actions that are necessary to transform Detroit into a vibrant city?

**Essay 2: Public spaces and cities | Due by 9pm April 26 | To be submitted online | Word limit 750-1000 words | Based on documentary *The Social Life of Small Urban Spaces*, available through the University Library website (60 min)**

Question: Can we design cities without designing buildings and public spaces? How can zoning and other design controls improve our public spaces?

**Essay 3: Pruitt-Igoe housing project | Due by 9pm May 11 | To be submitted online | Word limit 750-1000 words | Based on documentary *The Pruitt-Igoe Myth*, available through the University Library website (83 min).**

Question: Summarize the causes of the failure of Pruitt-Igoe housing project. What are key lessons that can be learned from failure of Pruitt-Igoe with respect to promoting public housing as a viable solution for increasing housing affordability?

**Essay 4: Suburbanization | Due by 9pm Jun 1 | To be submitted online | Word limit 750-1000 words | Based on documentary *Sprawling from Grace*, available on Canvas (82 min)**



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Question: What is the difference between “urbanism” and “suburbanism”, and how do the two differ as “ways of life”? What are social consequences of sprawl? What planning policies can be used to control sprawl?

All online assignments are to be submitted by 9pm (PT) on the due date as a \*.pdf file on the course website @canvas.uw.edu in the appropriate assignments folders.

### Formatting Guidelines for Written Essay

#### *Page layout and formatting*

- Font: 12 pt Times or Times New Roman or equivalent fonts
- One-inch margins on all sides
- Includes page numbers in proper position. Include number on the first page. Do number through to the final page of the bibliography.

#### *Citation formatting*

- Citation style used is Chicago – Important to check that bibliography in the correct format (they are different)
- Publication titles are in italics (book, journal, newspaper title), chapter and article titles are inside quotation marks
- Citations do not include n.p. or n.d. (except for rare cases)
- Do not use all caps, even if it was that way in the publication
- Capitalize properly regardless of the original format

For detailed formatting guidelines, examples and sample pages, consult the Chicago citation guidelines on the library website.

Grading Rubric for Written Assignments (All Essays are worth 100 points)

Criteria	Grade Distribution	Levels of Assessment			
		Inadequate=D (Below Standard)	Adequate=C (Meets Standard)	Above Average=B (Exceeds Standard)	Exemplary=A (Far Exceeds Standard)
Content	45	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in- depth analysis and evidences original thought and support for the topic.
Development	25	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Organization	10	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Grammar & Mechanics	10	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
Style	5	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
Format	5	Fails to follow consistent format and assignment requirements; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

### Examinations (Mid-Term and Final) (20% +20%)

- Both examinations will be online and timed. You will have 4 hrs to complete the exam once initiated. Only 1 attempt is permitted, therefore please plan to undertake the exam accordingly. The exam cannot be paused once started.
- **Together both exams** make 40% of the grade:
  1. **Mid-term Examination (20%):** consisting of multiple choice and short answer questions: *Available April 30- May 3*
  2. **Final Examination (20%):** consisting of multiple choice and short answer questions: *Available Jun 5 – Jun 10*

### Late Assignment Policy

Not submitting the assignments on time is a problem. It raises ethical issues (if I give you more time, do I need to give everyone more time too), and will affect your performance in subsequent assignments and class participation, as each of the assignments is designed to help you with subsequent coursework. **Therefore, all late submission will entail a penalty of -10% for every day of delay.** Please do your best to turn in your assignments on time. However, if you have a compelling and legitimate reason for late



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY *of* WASHINGTON

submission, I will consider extensions on case-by-case basis. But, I need to be contacted **at least 2 days before the assignment due date**. I will not entertain excuses for late submission after the due date.

### Academic Integrity Statement

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW College of Built Environment is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. It is in your best interest to follow all policies laid out here and elsewhere on the university website and familiarize yourself with the university guidelines for academic honesty. This page explains what academic misconduct is, how the UW deals with it, and how you can avoid committing it: <https://www.washington.edu/cssc/facultystaff/academic-misconduct/>

### Academic Accommodations

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (V) or 206-543-8925 (TTY). If you have a letter from Disability Resources for Students indicating you have a disability that requires academic accommodations, please meet with the instructor as soon as possible to discuss the accommodations you need. Disability Resources for Students ([www.disability.uw.edu](http://www.disability.uw.edu)) offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS.



# INTRODUCTION TO URBAN PLANNING

## Detailed Lecture Schedule

Week	Date	Topics and Assignments	Weekly Discussion Post
1	Mar 30	<u>Orientation – Course organization</u> Need for Planning and Concerns of Planning Readings: Levy Chapter 1	<p><b>Post an Introductory Video of yourself- Due Apr 4</b></p> <p>Create a video introduction for yourself. It could be a recorded zoom video, phone video or any other way you want to record the video. Upload it to the week 1 discussion forum. Introduce yourself, building on your student profile to describe yourself. Besides the basic information provided in your profile, include details about yourself such as - highlights of your background that you think is relevant for other students and instructors to know; Who are you? Where are you from? What do you do? What are your interests? Finally, in couple of sentences describe something specific you hope to learn from this course.</p>
	Apr 1	<u>Urbanization and Urban Environments</u> Readings: Levy Chapter 2 <b>Assignment Essay 1: Detroit   Due by April 13   To be submitted online   Word limit 750-1000 words   Based on documentary <i>Redefining Dreamland</i> (74 minutes, link on Canvas).</b> Question: Detroit was at the heart of the 20th-century's revolution in industry and labor organization. It now faces many complicated struggles that are being seen around the rest of the country. Based on the documentary "Redefining Dreamland" identify the key challenges being faced by the city and summarize what is being done to revive this city. What do you think are the two most important policy actions that are necessary to transform Detroit into a vibrant city?	
2	Apr 6	<u>History of Planning in America</u> Readings: Levy – Chapters 3 and 4	<p><b>Post Response- Due Apr 11</b></p> <p>Historically, technology and innovation have influenced urban planning in a big way. What, according to you, are the 2 key technological breakthroughs and innovations that are likely to influence urban planning over the next 50 years? Discuss - why do you think so and what are likely impacts on urban planning?</p>
	Apr 8	<u>Legal Basis for Planning &amp; Comprehensive Plan</u> Readings: Levy – Chapters 5 & 8	
3	Apr 13	<u>Tools of Land Use Planning</u> Readings: Levy – Chapter 9	<p><b>Post Peer-review response for Week 2 – Due Apr 18</b> (Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)</p> <p><b>Post Response- Due Apr 18</b> Think about the features and goals of comprehensive planning; the steps and necessary tools of the comprehensive planning process. In your opinion, what are the 2 most important factors that contribute to the effectiveness of the plan? Explain and Discuss.</p>
	Apr 15	<u>Urban Renewal and Community Development</u> Readings: Levy – Chapter 11 <b>Essay 2: Public spaces and cities   Due by April 26   To be submitted online   Word limit 750-1000 words   Based on documentary <i>The Social Life of Small Urban Spaces</i>, available on the canvas website</b> Question: Can we design cities without designing buildings and public spaces? How can zoning and other design controls improve our public spaces?	
4	Apr 20	<u>Urban Planning – Public Health Concerns</u> Readings: 1. Handy, S.L., Boarnet, M.G., Ewing, R. and Killingsworth, R.E., 2002. How the built environment affects physical	<p><b>Post Peer-review response for Week 3 – Due Apr 25</b></p>



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Week	Date	Topics and Assignments	Weekly Discussion Post
		<p>activity: views from urban planning. American journal of preventive medicine, 23(2), pp.64-73.</p> <p>2. Born, B. and Purcell, M., 2006. Avoiding the local trap scale and food systems in planning research. Journal of Planning Education and Research, 26(2), pp.195-207.</p> <hr/> <p>Apr 22     <u>Planning, Politics and Social Issues</u></p> <p>Readings: Levy - Chapters 6 &amp; 7</p>	<p>(Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)</p> <p><b>Post Response- Due Apr 25</b> Given the recent concerns about COVID-19 virus outbreak, what according to you, are planning/ urban design/ local development policies that may have contributed or helped to limit the spread of the virus. Use examples to support your response.</p>
5	Apr 27	<p>Urban Design – the Challenge of Aesthetics Readings: Levy – Chapter 10</p> <p><b>Essay 3: Pruitt-Igoe housing project   Due by May 11   To be submitted online   Word limit 750-1000 words   Based on documentary <i>The Pruitt-Igoe Myth</i>, available in the library and on Netflix.</b> Question: Summarize the causes of the failure of Pruitt-Igoe housing project? What are key lessons that can be learned from failure of Pruitt-Igoe with respect to promoting public housing as a viable solution for increasing housing affordability.</p> <hr/> <p>Apr 29     <b>Mid-Term Exam Review Session</b> Exam will be available Starting April 30 and needs to be submitted by May 3 midnight. Exams are timed – you will have only 4 hrs. to respond once the exam is accessed and initiated by you. <u>Only 1 attempt is permitted</u></p>	<p><b>Post Peer-review response for Week 4 – Due May 2</b> (Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)</p> <p><b>Post Response- Due May 2</b> Find an urban design case/example that you are interested in. Is this a desirable space/development? Discuss briefly, what key elements according to you, make this an interesting space or are there any key elements missing in this space?</p>
6	May 4	<p>Transportation Planning Readings: Levy – Chapter 12</p> <hr/> <p>May 6     Economic Development Planning Readings: Levy – Chapter 13</p>	<p><b>Post Peer-review response for Week 5 – Due May 16</b> (Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)</p> <p><b>Week 6 Post Response- Due May 16</b> Local Economic Development Planning is a process by which government, business and nongovernmental sectors work collectively to create better conditions for economic growth and employment generation. Briefly discuss, according to you, how the local government in your city of residence can promote local economic growth?</p>





## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Week	Date	Topics and Assignments	Weekly Discussion Post
7	May 11	<p><u>Suburbanization - I</u> Readings (available on Canvas):</p> <ol style="list-style-type: none"> <li>Kotkin, Joel. "Suburbia: homeland of the American future." <i>The next American city</i> 11 (2006): 29.</li> <li>Orfield, Myron. "The New Suburban Typology." <i>American metropolitics: The new suburban reality.</i> Brookings Institution Press, 2011.</li> </ol>	
	May 13	<p><u>Suburbanization - II</u> Readings (available on Canvas):</p> <ol style="list-style-type: none"> <li>Kotkin, Joel. "Suburbia: homeland of the American future." <i>The next American city</i> 11 (2006): 29.</li> <li>Orfield, Myron. "The New Suburban Typology." <i>American metropolitics: The new suburban reality.</i> Brookings Institution Press, 2011.</li> </ol> <p><b>Essay 4: Suburbanization   Due by 9pm Jun 1   To be submitted online   Word limit 750-1000 words   Based on documentary <i>Sprawling from Grace</i>, available on Canvas</b> Question: What is the difference between "urbanism" and suburbanism", and how do the two differ as "ways of life"? What are social consequences of sprawl? What planning policies can be used to control sprawl?</p>	
8	May 18	<p>Growth Management, Smart Growth, Sustainable Development, and Planning for Catastrophe Readings: Levy - Chapter 14 Godschalk, D.R., 2003. Urban hazard mitigation: creating resilient cities. <i>Natural hazards review</i>, 4(3), pp.136-143.</p>	<p><b>Post Peer-review response for Week 6 – Due May 23</b> (Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)</p> <p><b>Post Response Week 8 – Due May 23</b> Washington State has a long history of strong growth management policies. Using online resources, research and discuss, whether in your opinion, growth management policies have been successful in the state, and if any, what have been the negative consequences on local communities.</p>
	May 20	<p>Environmental and Energy Planning Readings: Levy – Chapter 15</p>	
9	May 25	<p>Planning for Metropolitan Regions and National Planning in United States Readings: Levy - Chapters 16 &amp; 17</p>	<p><b>Post Peer-review response for Week 8 – Due May 30</b> (Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)</p> <p><b>Post Response Week 9 - Due May 30</b> A number of environmentalists argue that the imposition of uniform national environmental standards is necessary and more successful. In your opinion, what are the advantages and disadvantages for all</p>
	May 27	<p>Planning in Other Nations Readings: Levy - Chapters 18</p>	



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Week	Date	Topics and Assignments	Weekly Discussion Post
			states to have the same environmental standards?
<b>10</b>	June 1	Final EXAM Review Session ALL MATERIAL between May 4 - Jun 1	<b>Post Peer-review response for Week 9 – Due June 7</b> (Peer reviews are assigned automatically by Canvas at end of the original deadline for discussion post)
	June 5-10	<b>FINAL EXAMINATION</b> Will be available Starting June 5 and available until June 10 midnight. Exams are timed – you will have only 4 hrs. to respond once the exam is started. <u>Only 1 attempt is permitted.</u>	



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

### Netiquette Ground Rules for Course Discussions, Email, and Internet Postings

**Participate:** Please participate in the shared learning environment. Avoid lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit, everyone is intended to contribute.

**Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please email, or otherwise inform your instructor/ TAs of the issue so that it can be corrected as soon as possible.

**Help Others:** When you have more experience with online discussion forums than your classmate, please give them a hand. Show your fellow classmates a good example, and they appreciate it!

**Be Patient:** Please read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

**Be Brief:** Make the effort to be clear and to articulate your point, without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.

**Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

**Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—give the proper attribution.

**Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :- ) faces and c u l8r's.

**Respect Diversity:** Be sensitive to the ethnically rich and diverse, multi-cultural community in which we are participating. Please avoid any language that is—or that could be construed to be—offensive toward others. Racist, sexist, and heterosexist comments are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

**No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form. It is the equivalent of stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

**No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

**Review** your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

**Polish your Presentation.** Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

**Lastly, Remember: You Can't Un-Ring the Bell.** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.



## INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

### Discussion Board Guidelines

These guidelines will help ensure that you have a good Discussion Board experience and make the best grade possible:

1. You may access my feedback on your discussion grade by clicking on "Grades" and then clicking the assignment.
2. In order to see other students' posts, you must first submit your initial post to each forum. This encourages each student to fully engage with the question and provide original thoughts while prohibiting students from merely rehashing what other students have already posted. Canvas will automatically assign peer review to each student at the end of the original discussion post deadline. If you miss the deadline to post your response to the discussion post, you will not be assigned the peer review and will miss out on that grade too.
3. Copying text without proper citation from any source, including the textbook or Power Point, is plagiarism, an academic felony (see <https://www.washington.edu/cssc/facultystaff/academic-misconduct/> for university policy on academic misconduct including plagiarism). Therefore, please do NOT copy and paste information into the Discussion Board.
4. With that said, using short quotes to support your stance is fine. If you choose to use a short quote in your discussion post, use proper citation formatting to document the quote.
5. Make certain replies to classmates are new thoughts. Saying "good job" and summarizing what a classmate has posted does not meet the discussion board qualifications for replies to classmates.
6. Make certain you do not repeat yourself in your posts.
7. The discussion forums will remain open until 4:00 a.m. after a 11:59 p.m. deadline. This means students will have a four-hour grace period on every discussion assignment. However, after 4:00 a.m., the discussion forums will no longer display or be available for comments.
8. Due to the interactive nature of the discussion board, there is no makeup work for discussion forums. The only exceptions to this rule will be the rare cases such as a documented tornado or flood, internet outage across the whole region, a student who has been in the hospital for the whole school week or has an illness that is severe enough to put the student in bed for the week. Simply having a cold or feeling bad is not a sufficient deterrent for not completing the discussion assignment. If you do fall ill, make certain you contact me early in the week. Waiting until the last day to report an illness often does not result in permission to make up a discussion board because the discussion board is open all week. Therefore, it is advisable to complete the discussion board forum early in the week and not wait until the last hour of the last day to finish, due to the fact that any emergency during the last few hours may result in missing the opportunity to post.

If you have any questions regarding these guidelines, please don't hesitate to contact me or the TAs.