

# Syllabus

## Course Information

### URBDP 507c: Urban Planning Lab - "Supporting EVs in Pacific County"

Dr. Kate Nesse

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Course Meetings: Tuesday & Thursday 1:30 to 5:20, Architecture Hall, studio 060

## About the Course

### Course Overview

This course is an introduction to a professional planning project. The planning problem that is the focus of the course is the efficient development of electric vehicle infrastructure to support tourism in Pacific County.

### Learning Goals

1. Articulate the planning and design issues related to electric vehicle infrastructure.
2. Use professional skills, including clear written and oral communication skills; coherent presentation of data and technical material; and effective time management and project prioritization.
3. Apply research skills to evaluate the specific context of Pacific County and the opportunities and constraints in the county related to electric vehicle infrastructure.
4. Create an original solution to the problem of implementing EV infrastructure in Pacific County

### Required Texts

There will be a lot of terminology around electricity generation and distribution. There is a very helpful YouTube Channel called Electric Minds that explains many of the concepts in simple, non-expert terms: <https://www.youtube.com/@EngineeringMindset>

Weekly readings can be found under the day the reading is due (will be discussed in class) in the Modules. You can also find all reading assignments under the Assignments tab in the Readings group.

## Community Norms

The expectation for this class is that every student will be present during the class time. This is a time for collaboration and work as well as for lectures, presentations and other activities. Please treat other students, guests, clients from Pacific County, faculty and others with respect and in a professional manner.

## Academic Integrity

University of Washington students are expected to practice high standards of academic and professional honesty and integrity. As defined in [Student Governance Policy, Chapter 209 Section 7.C](#), academic misconduct includes:

- Cheating
- Falsification
- Plagiarism
- Unauthorized collaboration
- Engaging in prohibited behavior
- Submitting the same work for separate courses without the permission of the instructor(s)
- Taking deliberate action to destroy or damage another person's academic work
- Recording and/or disseminating instructional content without the permission of the instructor (unless approved as a disability accommodation)

See [Section 7.C](#) for more detailed information and definitions of academic misconduct.

## Grading

Grading is split between individual work (25% of final grade), small group work (which may be individual work in some cases -- 50% of final grade) and entire class work (25% of final grade) according to the chart below. You can see the assignments grouped under each heading in the Assignments tab.

### Individual Work

**Project Role (10%):** Each student will assume two project rolls (so each roll will have 2 people performing it). These roles will be spelled out in the project charter. The roll may be something like, "Chief Communication Specialist" and include tasks like sending emails with the client and turning in group assignments. Although there will be two people doing each roll, each student will be graded independently based on their own performance of the roll.

**Desk Critiques (10%):** Check-ins are done the week prior to mid-term critiques and final critiques. They involve talking through the individual's progress on the work they are responsible for and their plan for completing it.

**Participation (5%):** Participation during the class period accounts for 5 percent of students' overall grade. This is divided between participation in class (70 points - 4 point/day) and participation on the field trip (30 points). It may happen that someone is sick and cannot attend class or is unable to attend the field trip. If that is the case, other arrangements can be made with the professor to make up for it.

### Small Group Work

**Intermediate Products (20%):** Each of the deliverables outlined in the Project Charter will be assigned to one person or a small group. These deliverables will have intermediate products which may be due at the mid-term or at another time during the term. Each student working on the product will receive the same grade.

**Final Products (30%):** Each of the deliverables outlined in the Project Charter will be assigned to one person or a small group. Each student working on the product will receive the same grade.

### Entire Class Work

**Project Charter (10%):** The Project Charter is the key document outlining the expectations of the course. All students must agree to it along with Dr. Nesse and the Pacific County representatives.

**Mid-term Presentation (5%):** This presentation will be made to Pacific County demonstrating the progress the class is making in achieving the deliverables in the Project Charter and asking for feedback to help hone the deliverables.

**Final Presentation (5%):** This presentation will be made to Pacific County summarizing the deliverables and the findings made through the course.

**Final Report (5%):** This is the compilation of all the different parts of the report with an intro that ties them together.

## Course Schedule

See [Modules](#)

## Syllabus Resources

### Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with [Disability Resources for Students \(DRS\)](#), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or

health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS 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. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

## Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

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## Notice to Students - Use of Plagiarism Detection Software

**Notice:** The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.