

# Course Syllabus

**URBDP 507 Studio--Spring Quarter 2024**

**Port of Port Townsend– Short's Farm Visioning Facilitation**

**Studio Location: Gould Hall - GLD 312 C**

**Meeting Time:** Mon, Wed 1:30 – 5:20PM

Instructor                      Katie Cote, AICP

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Office                              Zoom

Office Hours (Zoom)          By appt.

## Course Description

The intent of the URDP 507, the first planning studio, is to introduce the plan-making process, or elements thereof, building upon the work completed in URBDP 506, Planning Studio Prep. The prep course provided time for skill building, background research, issue identification, community involvement, and preliminary analysis. Some of this was geared as an academic exercise for class, and some was for the community partner.

During Spring Quarter, URBDP 507 will build on that work, focusing on the development and evaluation of plan/design alternatives and recommendations based on project/community partner needs and best practices, taking into account local conditions and community involvement, as possible.

Studio is an intensive learning experience that seeks to meaningfully cover a complex subject in a relatively brief period of time. The project for this section of 507 this year will be to work with the **Port of Port Townsend and an appointed Farm Steering Committee to facilitate a visioning process to create a Farm Plan for the use of the Short's Farm property.**

You will have the opportunity in this studio to:

- Work with the Port of Port Townsend, the Farm Steering Committee, community members, and possibly elected and appointed officials

- Refine background research and materials to provide information to the public
- Plan and facilitate a community visioning event
- Plan and/or present at 3 Farm Steering Committee meetings
- Develop alternatives to present to a community open house for feedback
- Prepare a final document presenting the preferred alternative use for Short Farm

This course is highly participatory **and will require travel to the Port Townsend Area** for in-person participation in outreach events. **The timing and scope are ambitious and will require diligent work.** *Its success will rest on your participation and involvement in teams and individually. Work early, work often!*

## Objectives of Course

The class will develop skills in the following:

- Research/outreach methods
- Issue identification and clarification
- Idea/alternative development
- Professional protocol
- Public participation/community engagement
- Report or document preparation

## Participation, Assignments, and Grading

Each participant is expected to work in teams and individually to complete assignments in a competent and timely manner. Professional quality work is expected, as much as possible.

You are expected to:

1. Attend and actively participate in scheduled classes and events.
2. Contribute to the effectiveness of your teams.
3. *Prepare and submit high-quality assignments in a timely manner.*

Grades will be based on:

1. How regularly and actively you participate in class discussions and activities.
2. Your ability to listen and support your colleagues in discussion.
3. Your effectiveness as a team member.
4. Completion and quality of assigned tasks.

Grades are *approximately* distributed by:

Class Participation and Contribution (leadership?)	30%	Throughout Quarter
Problem Identification, Workplans, and Scoping	20%	Weeks 1-3
Activity Development and Delivery/Alternative Drafting, and Presentations	20%	Weeks 3-8
Final Documents and Presentations	30%	Weeks 9-10

Differently-abled students are always welcome in my class. If you have a disability that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, please contact Disability Resources for Students within the first week of the quarter. DRS is available by telephone at 543-8924, or online at: <http://depts.washington.edu/uwdrs/> and they will be able to provide you with information and review arrangements for reasonable accommodation.

Finally, I expect students to uphold university policies on academic integrity. Failure to uphold academic integrity will be dealt with in accordance with university procedures. The UW's policy on academic integrity and plagiarism is located at: <http://depts.washington.edu/grading/issue1/honesty.htm>. Any issues that arise will be elevated to the dean's office as per CBE policy.

**Preliminary Weekly Schedule (this may change as we go but will give you a sense of timing)**

<p><b>Week 1:</b> March 25 &amp; 27</p> <p><b>Deliverables:</b> Sub-group teams; get going on work planning. Confirm logistics for remaining meetings (locations, times, etc.)</p>	<p><b>Topics:</b> Welcome; norms; debrief Winter Quarter; getting settled into studio; new sub-team selection?; scoping, task generation.</p> <p><b>Questions for this week:</b> What did we learn at the Steering Committee Meeting? What do we not know? What are good ideas we've heard about? What else do we need to learn?</p>
<p><b>Week 2:</b> April 1 and 3</p> <p><b>Deliverables:</b> Draft work plan(s) including roles and responsibilities,</p>	<p><b>Topics:</b> Refining workplans, project management, gathering resources; planning for Visioning. Wrap-up final edits to ICR.</p>

preliminary outreach and material development, outreach to stakeholders/client regarding ICR.	<p><b>April 3rd: Guest speaker Rick Sepler to discuss visioning activities and methods.</b></p> <p><b>Questions for this week:</b> What is the trajectory of my workload this quarter? What when will I be busiest and when will I be light?</p>
<p><b>Week 3:</b> April 8 and 10</p> <p><b>Deliverable:</b> Draft meeting materials.</p>	<p><b>Topics:</b> Prepare for Visioning Workshop; explore possible alternatives and prepare document templates.</p>
<p><b>Week 4:</b> April 15 and 17</p> <p><b>Deliverables:</b></p> <p>Community Visioning Meeting 4/17</p> <p>Farm Steering Committee Meeting 4/18</p>	<p><b>Big Week!</b></p> <p><b>Topics:</b> Plan and conduct visioning and follow up meetings.</p> <p><b>Monday:</b> Prep for Visioning Event and FSC Meeting</p> <p><b>Wednesday:</b> Travel to Chimacum for Visioning Event</p> <p><b>Thursday:</b> Steering Committee Meeting - open discussion and idea generation based on visioning.</p>
<p><b>Week 5:</b> April 22 and 24</p> <p><b>Deliverables:</b></p> <p>Meeting summaries for 4/17 and 4/18 events.</p> <p>Farm Plan document template and outline with assigned sections.</p>	<p><b>Topics:</b> Prepare meeting summary from Visioning Workshop and Farm Steering Committee wrap-up meeting (photos, text, graphics).</p> <p>Group discussion on alternatives; and assign next steps for research and alternative development.</p>
<p><b>Week 6:</b> April 29 and May 1</p> <p><b>Deliverables:</b></p> <p>Client status check on alternatives. Refined alternatives list.</p> <p>Self and Group Evaluations</p>	<p><b>Topics:</b> Midpoint check-in with client, develop list of alternatives for Public Meeting; design Public Meeting presentation and activities. Re-organize groups, as needed, for final work products.</p>

<p><b>Week 7:</b> May 6 and 8</p> <p><b>Deliverables:</b> Draft meeting materials.</p>	<p><b>Topics:</b> Prepare alternatives content and presentation materials; plan event; coordinate details/roles. Any other outside outreach needed?</p>
<p><b>Week 8:</b> May 13 and 15</p> <p><b>Deliverables:</b> 5/15 Public Meeting to Present Alternatives</p>	<p><b>Monday:</b> Prep for Public Meeting</p> <p><b>Wednesday:</b> Travel to Chimacum for Public Meeting</p>
<p><b>Week 9:</b> May 20 and 21</p> <p><b>Deliverables:</b></p> <p>Meeting summary.</p> <p>Draft meeting materials for 5/29.</p> <p>Draft Farm Plan with placeholders.</p>	<p><b>Topics:</b> Prepare meeting summary; process info gathered from meeting; identify top alternatives; develop details on top 3 alternatives; keep working on incorporating information into Farm Plan.</p> <p>Prepare for Steering Committee meeting <b>and</b> prepare for Final Event.</p>
<p><b>Week 10:</b> May 27 (No Class) and May 29</p> <p><b>Deliverable:</b></p> <p>Farm Steering Committee</p> <p>Draft meeting materials for 6/5</p>	<p><b>No Class Monday May 29th - Memorial Day</b></p> <p>Wednesday: Travel to Chimacum for FSC Meeting.</p> <p>Incorporate information into Farm Plan.</p>
<p><b>Finals Week</b> June 3rd Final Presentation</p> <p><b>Deliverables:</b></p> <p>Final community event</p> <p>Final document as high resolution PDF, including any relevant mapping layers or graphic files.</p> <p>Self and Group Evaluations</p>	<p><b>Wednesday :</b> Travel to Chimacum for final event.</p> <p>Finalize Farm Plan to reflect all outreach events and final decisions, graphics, photos, etc..</p> <p>Final document due Friday June 5<sup>th</sup>, including meeting final presentation/meeting summary and final outcomes.</p>

### **Typical Class Agenda Monday and Wednesday:**

1:30 - Whole class meeting; provide 'news' updates; report back progress from sub-groups; possible mini-lecture on relevant topic by instructor or outside guest.

2:15ish - Break for group work. Instructor will be available to meet with each group, as needed in class until 3:30.

*15 Minute break (or take breaks as determined by working groups)*

3:35 - 5:20 - Student-led check-back meeting; short debrief or Q&A with whole group, involve instructor, as needed.

### **Studio Description (distilled from several CBE instructors' thinking...) ... suggestions welcome!**

Studio is . . . a class involving lectures, discussion, design work, problem-solving work, independent research, individual and team informal reviews of student work (Desk crits and pin-ups), formal reviews of student work by outside faculty and clients (or client stand-ins), and . . .

- a culture: studio is an intense learning experience with every participant fully committing to the project while working individually or in various team settings. It only works if there is an infectious energy about it – everyone keeps everyone else up at night; it is unavoidably competitive, but it should also be mutually supportive and, above all, a form of PLAY.
- a place: studio is a second home; students will be expected to maintain the work space and arrange it to suit their own working habits; drawing tables, computers, discussion area, etc.
- an iterative, dynamic approach to problem-driven learning; each phase of the work is reviewed and discussed by the group or inside/outside reviewers, and presentations at each pin-up or review should be polished, even as they will be revised according to the reviewers' and instructor's comments. Each assignment and exercise follows from the last, and therefore the exact structure of the course cannot be determined in advance; though the main structure is set in the course schedule.
- an exercise in commitment: studio earns more credit and requires more class time than any other course, and students might expect to give it priority over other classes. Studio differs from most other courses in that it requires more teamwork, interdisciplinary exchange, research, discussion and work on multiple scales and aspects simultaneously.