

Adjunct Instructor

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Office Hours: Tuesdays from 5:00pm – 6:30pm at TBH Room 227

**URBAN PLANNING 347
JUNIOR PLANNING WORKSHOP**

Tuesdays 3:30-4:50 - Temple Hoyne Buell Hall (TBH) Room 227

Thursdays 3:30-4:50 – Literatures, Cultures & Linguistics Building – Room G-23

The Junior Planning Workshop is designed for juniors in the Urban and Regional Planning degree program who are ready to start building their technical skills as it relates to an urban planning development scenario in the community. This is “non-client” based scenario but one that closely resembles what a practicing planner would work on if they were a practicing planning in Champaign (like me!). As the name indicates, the class is designed to be “working” in that skills are taught in class and most of the work is performed in class and in the labs. There are very few lectures. The class is intended to allow students to equip themselves with some of the technical tools that will be expected of them in their professional career. Your skills will build on those introduced to you in UP312. The class is also intended to build a better foundation for a Senior Planning Workshop (such as UP447 taught by Eric Van Buskirk) which allows students to take these skills to a greater depth if desired.

The course is structured to teach different technical tools by completing an “Exercise” and then further apply that tool toward an overall project (called “Project Assignment”). That Project Assignment will be presenting redevelopment scenarios for a block in the City of Champaign’s In-Town neighborhood. The tools taught in this class include the following:

1. **Zoning Districts and Zoning Ordinances.** While a Zoning Ordinance is not necessarily a technical graphics tool in the planner toolbox, it will be necessary for this class to understand how zoning works and how to apply zoning regulations for a proposed development. The zoning standards of Champaign’s In-Town Zoning District will be highlighted.
2. **ArcGIS Pro.** Students will get an understanding of the capabilities of ArcGIS Pro and have the chance to perform some basic data analysis as well as export map bases for further refinement in Adobe Illustrator.
3. **Adobe Illustrator.** Adobe Illustrator was introduced to students in UP312. As such, it is expected that there is a base-level of knowledge. In UP347 students will have the opportunity to use Illustrator more and take their knowledge to the next level. This will include formatting basic maps as well as producing annotated maps and graphics that better “tell a story.”
4. **SketchUp.** Students will have an opportunity to learn the basics of SketchUp, a 3D modeling software, and apply that knowledge to proposing various development scenarios on a site in Champaign’s In-Town neighborhood. SketchUp will be used to create site level

blocking renderings used to understand site development rather than fully detailed architectural renderings intended to highlight building details. Students will learn how to bring existing conditions from ArcGIS Pro into SketchUp and how to take a SketchUp file and export it into Adobe Illustrator.

5. **ArcGIS StoryMaps.** ArcGIS StoryMaps will be used to present your graphics and data analysis and tell the story of your anticipated redevelopment. We are using StoryMaps instead for this assignment rather than creating a static report document.
6. **Adobe Premiere Pro.** Students will get a chance to use Adobe Premiere Pro to record a presentation of their final project. Premiere Pro is a video production software that is part of the Adobe Creative Cloud package.

COURSE EXPECTATIONS

It is understood that the experience and skill range for each student coming into this class will be different. For some students, these tools are new and unfamiliar. Others will have much more experience. It just depends on what other classes students have taken. Of course, I can't teach the class to everyone's own personal skill level, so I have to find a medium. However, for those that have a deeper base level of skill, this class can be used to further deepen that skill level and produce even higher-level graphics and mapping techniques than perhaps expected in the course.

My goal with this class is to give you a chance to use many of the tools you will be expected to know when you apply for that job as a planner. You won't have to be an expert, but you will be much more confident saying in an interview you have some experience based on this project you worked on that gave you those skills. I structure this class to provide you with an opportunity to create a portfolio piece. How high of quality you want that piece to be is up to you.

My expectation of you is that you attend, participate, engage, learn and help others. While this class does not have a group project, there is a power in students help each other in learning the technical tools in a lab setting.

CLASS FORMAT

The class meets twice a week on Tuesday and Thursday afternoons from 3:30pm to 4:50pm. On Tuesdays our class will be in Room 227 of TBH. There will be certain days where I lecture and other days where I demonstrate software techniques and you follow along on your laptop. The class will meet on Thursday afternoons in Literatures, Cultures & Linguistics Building, Room G-23 which is a computer lab. This lab has workstations that will be used to teach techniques and to allow you to work on your exercises/assignments. There will be days I give instruction from that location too. Finally, there will be some days you get to work on your own.

I intend to give you plenty of time during classes for you to work on your exercises and assignments so that you can have the time you need to learn and produce. However, I'm sure you will need to complete assignment outside of class as well.

READINGS / VIDEOS

Since the class is a "Workshop", there are no readings and there are no books. However, there will be videos to watch. One will be a Plan Commission and City Council video on a proposed rezoning and the proposed In-Town Zoning regulations. There is no official textbook for the class and all videos will be made available to you.

INSTRUCTIONAL VIDEOS

For each of the exercises and pieces of the project assignment, there will be an “instructional video” provided to you that reinforces what was demonstrated in class. They are provided so if you have difficulty keeping up in class, there is a video that you can review at your own speed and at your convenience. All videos will be uploaded to Canvas.

EQUIPMENT / SOFTWARE REQUIREMENTS

COMPUTER

It is anticipated that every student will have a functional laptop or computer workstation to work with. Much of the work can be done from individual laptops. However, much of the work can also be completed on the various lab computers supplied by the University as well. Our focus will mostly be on the lab at Room G-23 in the Literatures, Cultures & Linguistics Building.

MOUSE. You need to have a mouse. I’m sorry. Trackpads are great but they are very difficult to use for software programs such as Illustrator and SketchUp. So, for this class, **you must have a mouse.** If you have a PC you can get a simple USB mouse for less than \$10. If you have a Macbook you can either get an Apple wireless mouse or get a more affordable one that works with a Bluetooth connection.

SOFTWARE

There are a variety of options for accessing the software you will need for this class. Some of the software is available on the lab machines we will use in the LCLB Lab and also available on the workstations in the DURP Lab in Room 227. This includes ArcGIS Pro, Adobe Creative Cloud (Illustrator and Premiere Pro). You can download Adobe for free from the UIUC Webstore, however, you will need to purchase a subscription to SketchUp (\$55) so you can use it easily on your laptop.

Some software is also accessible to students through the DURP Remote Server at <https://static.ics.illinois.edu/remote-list/>. Software are also available from [AnyWare](#), a virtual desktop environment allowing students to access licensed software whether remote, on campus, or in class.

Below is a summary of the software required:

1. **Adobe Creative Cloud Enterprise Access for UIUC Students Personal Use.** You will need to purchase (for free) and download a version of Adobe Creative Cloud from the UIUC Webstore. This will give you access to Illustrator, InDesign and Premiere Pro. You’re lucky that this is **free** to you until August 1, 2024.
<https://webstore.illinois.edu/shop/category.aspx?zcid=129&shopby=1>
2. **SketchUp Studio.** You will need to purchase a student license for SketchUp Studio (which includes SketchUp Pro) for \$55 per year. It’s from a company called Trimble. You get this in the “Higher Education” offerings in SketchUp. Of course, purchasing the yearly license will allow you to use SketchUp on your laptop and you will have it for a full year, longer than just this class.
https://www.sketchup.com/plans-and-pricing?utm_source=google&utm_medium=paid_search&utm_campaign=SU_Brand_Search_Brand_Broad_NORAM&gad_source=1&gclid=CjwKCAiA-

[vOsBhAAEiwAIWR0TQnh1oQEfx08x9PiETKfHwDHdRI_05j90FMIQfATTFpw-TS9KlsUChoCmo0QAvD_BwE&gclid=aw.ds#for-higher-education](https://www.esri.com/en-us/arcgis/products/arcgis-pro/faq)

3. **ArcGIS Pro.** We will focus our work with ArcGIS Pro on the computers in the labs. ArcGIS Pro requires Windows and it doesn't run on Mac-based operating systems. If you happen to have a PC laptop or computer of your own, you can get ArcGIS Pro from the UIUC Webstore for free. It will require you to create an account with ESRI. It is also possible for you to remote login to UIUC AnyWhere to use it on your Macbook but this may slow down the software a little bit. We will focus our ArcGIS Pro work early in the course and on the lab machines.

EXERCISES AND PROJECT ASSIGNMENTS

For most steps of the course there will be an "Exercise" and then a "Project Assignment". The Exercise is designed to be completed as we walk through the steps of learning the software. We will complete those in our lab sessions. The Project Assignment then uses that software to complete a piece of your final project. There will be five pieces to your final project. There will be points given for both Exercises and Project Assignments as follows:

Exercises

Exercises are designed to teach you the basics and getting you ready to apply them to your final project. Exercises are intended to be taught/learned in lab sessions and completed in-class.

Exercises:

- I In-Town Zoning Standards Question and Answer (50 pts)
- II GIS Exercise (2022 New Housing Starts; Zoning Map; Neighbor Notice) (50 pts)
- III Adobe Illustrator Exercise (Creating an Infographic) (50 pts)
- IV SketchUP Exercise (Building a House, Lot/Building Calculations) (50 pts)

(200 points total for Exercises)

Project Assignments: In-Town Development Scenarios

Applying each of the foundation pieces above, students will create a project showing the development potential for a four block area within the In-Town Zoning District area of the City of Champaign. The project will demonstrate an understanding of the Zoning District regulations and then will apply each of the software pieces to create a portfolio piece. A Project Prompt will be provided to students for each of the steps below. This is an individual project.

Project Assignments:

- II.A GIS Analysis and Basemap Creation (100 pts)
- III.A Adobe Illustrator Maps and Graphics (100 pts)
- IV.A SketchUP Renderings of Development Types and Final Data (100 pts)
- V.A ArcGIS StoryMap (100 pts)
- VI.A Adobe Premiere Pro Presentation (100 pts)

(500 points total for Project Assignments)

Attendance (50 points total)

*** There are no exams for this course – it's completely assignment/project-based ***

GRADING STANDARDS

There are a total of 750 points for this class. Below are the grading standards for assignments and your final grade. Please note that I *do* use “pluses” and “minuses” as described below.

90% & up	Outstanding performance, <i>exceeds</i> expectations, minor errors do not affect overall product. 90%-92% is an A-. I don't use A+
80-90%	Good performance, <i>meets</i> expectations, minor mistakes may affect some aspects of the product, technically and conceptually correct. 80%-82% is a B-, 88%-89% is a B+
70-80%	Fair performance, does not fully meet all expectations, several technical errors, concept is evident but flawed, solution only minimally satisfies requirements of the problem. 70%-72% is a C-, 78%-79% is a C+.
60-70%	Poor performance, barely meets expectations, reflects lack of understanding for the requirements of the problem, serious conceptual and technical errors. 60%-62% is a D-, 68%-69% is a D+.
<60%	Failure, does not meet expectations, unacceptable performance or no performance. No pluses or minuses with a grade under 60%. A grade of “F” will be given.

LATE ASSIGNMENTS

Late assignments *may* be penalized 5% of the project's point total for each day the assignment is late. If there is a valid reason for a late assignment and you reach out to me to discuss it in advance, I may allow a waiver or reduction of the late penalty. I reserve the right to adjust this policy on a case-by-case basis depending on circumstances. Where I typically do not waive the penalty is after the due date and there was no proactive outreach from the student that the assignment was going to be late.

ATTENDANCE

Attendance totals 50 points of your final grade. I actually take attendance very seriously. Inevitably there are issues that come up that cause you to miss class. For these instances I expect outreach before (if possible) to let me know. For attendance, I excuse two absences – no questions asked – over the course of a semester. When patterns begin to evolve of missing class, points will be deducted accordingly.

OFFICE HOURS

I will be available for office hours at DURP in Room 227 from 5:00pm to 6:30pm on Tuesday evenings. You can also contact me to make an appointment for another time as well. I'm happy to meet by Zoom at another time if that is convenient for you as well.

DAY BY DAY COURSE SCHEDULE

Please see the attached Day-by-Day course schedule. The schedule will no doubt change a little as unforeseen circumstances can require me to adjust things a bit. As the schedule changes, a revised schedule will be provided on Canvas and I will make announcements. I always post an announcement to the entire class at the beginning of each week on Monday reminding everyone what is on the schedule for that week.

STUDENT CONDUCT: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in class in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights.

ACADEMIC INTEGRITY: The UIUC Student Code requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it. Ignorance is not a defense.” The provisions of the Student Code are applicable to this course. In written work, all ideas (as well as data or other information) that are not your own must be cited. Plagiarism is an extremely serious offense and will not be tolerated, as it violates the trust between students and faculty. Violation of any plagiarism guidelines will be taken quite seriously and will result in a failing grade at the very least.

STUDENT RESOURCES: Accommodations: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may call 333- 4603 (V/TDD), or e-mail a message to disability@uiuc.edu.
<https://www.disability.illinois.edu/>.

STUDENT ASSISTANCE: The Student Assistance Center serves as the first point of contact for students who call, email, or walk in to the Office of the Dean of Students. The Assistant Deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit the Student Assistance Center regarding a broad range of issues which may be impacting their academic performance including those related to health/mental health, course attendance issues, questions about where to go on campus to seek different services, options for withdrawing from the university, or because they need help and just aren’t sure where to go. The Student Assistance Center helps students find their way! <https://odos.illinois.edu/community-of-care/student-assistance-center/>

SEXUAL MISCONDUCT ARE REPORTING: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University’s Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

EMERGENCY RESPONSE: Emergency response recommendations can be found at the following website: <https://police.illinois.edu/em/emergency-response-guide/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class.
<http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>

WELLNESS: This site <https://wellness.web.illinois.edu/> will help you decide what kind of assistance you might need and how to get connected to services for mental health, wellness, access, and accommodation. The resources on this website reflect many different approaches, ranging from personal counseling to forming groups to address issues in your school or work environment. Mental health refers to services that help you address issues that you would like to feel better about psychologically, including being in crisis. Wellness refers to services that help you with habits related to maintaining your well-being. Access and accommodation refer to services that facilitate equal opportunity if you are a person with disabilities. Services can be confidential or non-confidential. A confidential service means that any information you share is protected by health care laws and cannot be shared without your permission outside of the resource except in specific cases. For example, counseling and medical care are typically considered confidential, whereas participating in a wellness workshop is not but your participation would be protected by education laws. Access and accommodation services are also confidential.

UP347 Detailed Schedule

Updated on January 16, 2024

Part One: Introduction and Zoning

January 16 – January 25

Description:

Part One focuses on introducing students to the class, getting set-up with the proper software access and learning about Zoning regulations and the In-Town Zoning District in Champaign. The In-Town Zoning District will be the subject of the overall Workshop Project.

Classes:

Day / Date	Topic	Location
Tuesday, January 16	Introductions and Course Overview	TBH Room 227
Thursday, January 18	Lecture on Zoning and Zoning Regulations	LCLB – RM G-23
Tuesday, January 23	Lecture on In-Town Zoning in Champaign	TBH Room 227
Thursday, January 25	Understanding the Class Project Assignment	LCLB – RM G-23

Videos / Readings:

City Council meeting on Rezoning of 609 S State Street (video)

Plan Commission Meeting on In-Town Zoning Regulations (video)

In-Town Zoning Regulations – old and new (reading)

Instructional Video on In-Town Zoning Regulations and the Exercise (video)

Part One Due Dates:

Exercise I – In-Town Zoning Regulations and Site Analysis (50 pts)

Tuesday, January 30th / 3:30pm

Part Two: ArcGIS Pro

January 31 – February 14

Description:

Part Two focuses on learning the basics of ArcGIS Pro. After an overview of the software, a few basic exercises will be completed and maps for the Project Assignment will be exported to Adobe Illustrator (Part Three). This portion of the class will be taught by Eric VanBuskirk. Eric is an Associate Planner for the City of Champaign and teaches UP447, Senior Planning Workshop in the Fall Semester.

Classes:

Day / Date	Topic	Location
Tuesday, January 30	Understanding ArcGIS Pro (Basic Functions)	TBH Room 227
Thursday, February 1	Working with ArcGIS Pro - (Exercises)	LCLB – RM G-23
Tuesday, February 6	Working with ArcGIS Pro - (Finish Exercises / Begin Project Assignment)	LCLB – RM G-23
Thursday, February 8	Wrapping Up ArcGIS Pro - (Project Assignment)	LCLB – RM G-23

Videos:

Instructional Video on ArcGIS Pro basics

Instructional Video on the ArcGIS Pro Exercise

Instructional Video on the ArcGIS Pro Project Assignment

Part Two Due Dates:

Exercise II – ArcGIS Pro Exercise (50 pts)

Tuesday, February 13th / 3:30pm

Assignment II.A – ArcGIS Pro Project Assignment (100 pts)

Tuesday, February 13th / 3:30pm

Part Three: Adobe Illustrator

February 13 – February 27

Description:

Part Three focuses on using Adobe Illustrator for graphics and mapping. A basic exercise will be given to learn the essentials of Illustrator and several maps will be produced for the In-Town Project Assignment. Part One builds-off of learning ArcGIS Pro and sets students up for producing renderings in SketchUp (Part Four)

Classes:

Day / Date	Topic	Location
Tuesday, February 13	Understanding Adobe Illustrator (Basic Functions)	TBH Room 227
Thursday, February 15	Working with Adobe Illustrator (Exercise)	LCLB – RM G-23
Tuesday, February 20	Understanding the Project Assignment in Adobe Illustrator	TBH Room 227
Thursday, February 22	Wrapping Up Adobe Illustrator - (Project Assignment)	LCLB – RM G-23
Tuesday, February 27	Catch Up Day – Finish all GIS and Illustrator Work	TBH Room 227

Videos:

Instructional Video on Adobe Illustrator Basics
Instructional Video for Completing the Adobe Illustrator Exercise
Instructional Video for Completing the Adobe Illustrator Project Assignment

Part Three Due Dates:

Exercise III – Adobe Illustrator Exercise (50 pts)
Tuesday, February 27th / 11:59pm

Assignment III.A – Adobe Illustrator Assignment (100 pts)
Tuesday, February 27th / 11:59pm

Part Four: SketchUp

February 29 – March 26

Description:

Part Four teaches the basics of SketchUp. Students will first complete and exercise of “building a house” and determining dimensions. This is for learning the basic tools withing the software. For the Project Assignment, students will create models of development scenarios for the In-Town blocks showing existing conditions and development potential with the two different sets of In-Town Zoning regulations.

Classes:

Day / Date	Topic	Location
Thursday, Feb 29	Working with SketchUp (Basic Functions /Exercise)	LCLB – RM G-23
Tuesday, March 5	Understanding the Project Assignment in SketchUp	TBH Room 227
Thursday, March 7	Working with SketchUp - (Finish Exercise / Begin Project Assignment)	LCLB – RM G-23
Tuesday, March 19	Working with SketchUp - (Project Assignment)	TBH Room 227
Thursday, March 21	Finishing SketchUp - (Project Assignment)	LCLB – RM G-23
Tuesday, March 26	Finalizing Your Project Data	TBH Room 227

Videos:

YouTube Videos for SketchUp Basics – SketchUp Essentials (“Whaaaaat’s Up…… Justin)
Instructional Video for Completing the SketchUp Exercise
Instructional Video for Exporting from ArcGIS to SketchUp
Instructional Video for Completing the SketchUp Project Assignment

Due Dates:

Exercise IV – SketchUp Exercise (50pts)
Thursday, March 7th / 11:59pm

Assignment IV.A – SketchUp Assignment (100 pts)
Tuesday, March 26th / 11:59pm

Part Five: ArcGIS StoryMaps

March 28 – April 4

Description:

Part Five allows students to produce a StoryMap of their final project displaying all graphics, models and relevant information. There is no Exercise for this part of the Assignment. Instead students will focus their efforts on the Final Project Assignment.

Classes:

Day / Date	Topic	Location
Thursday, March 28	Working with ArcGIS StoryMaps	LCLB – RM G-23
Tuesday, April 2	Working with ArcGIS StoryMaps – (Begin Project Assignment)	TBH Room 227
Thursday, April 4	Finishing ArcGIS StoryMaps (Project Assignment)	LCLB – RM G-23

Videos / Readings:

YouTube Video for Using ArcGIS StoryMaps

Instructional Video for Completing ArcGIS StoryMaps Project Assignment

Due Date:

Assignment V.A – ArcGIS StoryMaps Project Assignment (100 pts)

Tuesday, April 9th / 3:30pm

Part Six: Adobe Premiere Pro

April 9 – April 18

Description:

Part Six focuses on making a video presentation on the Project Assignment using Adobe Premiere Pro. Students will first learn basics of the software and complete the Project Assignment making a video presentation of their findings. There is no Exercise for this part.

Classes:

Day / Date	Topic	Location
Tuesday, April 9	Good Videos / Working with Adobe Premiere Pro (Basic Functions)	TBH Room 227
Thursday, April 11	Working with Premiere Pro – (Begin Project Assignment)	LCLB – RM G-23
Tuesday, April 16	No Class	

Thursday, April 18	Finishing Premiere Pro – (Project Assignment)	LCLB – RM G-23
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Videos:

YouTube Video on Adobe Premiere Pro Basics
Instructional Video for Completing the Project Assignment – Premiere Pro

Due Date:

Assignment VI.A – Premiere Pro - Project Assignment
Tuesday, April 23rd / 3:30pm

Wrapping Up UP347

April 23 – April 30

Description:

With all the work complete for the In-Town Zoning development analysis, students will produce a poster of their graphics and hang them for display in the TBH Atrium. We will celebrate the finish of class (pizza) and students will be able to see their work of their classmates. Faculty, other students and professional planners will be invited to come see your work!

Classes:

Day / Date	Topic	Location
Tuesday, April 23	Expectations for April 30 th Showcase	TBH Room 227
Thursday, April 25	Workday for Students	
Tuesday, April 30	Celebration / Showcase in Atrium	TBH Atrium

Due Date:

Presentation Poster - Showcase
Tuesday, April 30th / 3:30pm

All Exercises / Assignments from Class not previously uploaded must be done and uploaded by due to be uploaded by **Wednesday, May 1st at 11:59pm** for credit.

There is no Final Exam for UP347.