

Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/15/18 2:20 pm

Viewing: **RPTS 402-C : Park Planning and Design**

Last edit: 07/13/18 3:28 pm

Changes proposed by: susan-g-scott

In Workflow

1. RPTS Department Head
2. AG College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 06/15/18 1:20 pm
Corliss Outley (coutley):
Approved for RPTS
Department Head
2. 06/15/18 1:37 pm
Dawn Kerstetter
(dkerstetter): Rollback
to Initiator
3. 06/15/18 2:23 pm
Corliss Outley (coutley):
Approved for RPTS
Department Head
4. 06/15/18 2:40 pm
Dawn Kerstetter
(dkerstetter): Approved
for AG College Dean UG
5. 08/10/18 1:08 pm
Donna Pantel (dpantel):
Approved for W & C
Preparer
6. 08/10/18 1:18 pm
Donna Pantel (dpantel):
Approved for W & C
Advisory Committee
Chair

Contact(s)

Name	E-mail	Phone
Susan G Scott	sgscott@tamu.edu	979-845-5350

Course Prefix RPTS Course Number 402

Academic Level UG

Complete Course Title Park Planning and Design

Abbreviated Course Title PARK PLANNING & DESIGN

Crosslisted With

Semester Credit Hour(s) 3

Proposal for:
Communication Designation

Communication Designation

Number of Sections per Academic Year 2 Enrollment per Section (Avg.) 15-18

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? Yes

Who will evaluate them?
One graduate teaching assistant and one instructor will grade all assignments.

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.

The primary instructor and graduate teaching assistant (TA) will review all assignments and grading procedures before assignments are made. The TA will be present when assignments are made by the primary instructor so that they are aware of the expectations. On written assignments the instructor and TA will review a sample of each submission together to help with reliability a portion of which is completed by TA. For presentation work both the TA and the faculty member will evaluate the work independently during presentations and then confer to determine feedback and final grade.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

Writing/Speaking Assignment	Word count	Length of Speaking Assignment	% of final grade	Collaborative?
Reaction Paper 1	700	0	10	No
Reaction Paper 2	700	0	10	No
Design Review Board Exercise	600	0	5	No
Evaluating Community Gateways	0	3	5	Yes
Identifying Biophilic and Restorative values	0	2	5	Yes
Final Project	0	3	15	Yes
Choose or Lose	0	3	10	No

Add word count of each graded writing assignment 2000 and put total word count here.

Add length of each graded speaking assignment and put total presentation time here. 11

Add the percentage of final grade based on writing/speaking and put the total percentage here. 60 %
Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

Gateways, Restorative Values and Final Project presentations are collaborative. Instructions will detail the necessity of shared time in the presentations. Each will be timed and scored on this criterion by both the TA and Instructor. For the Gateways and Restorative Values assignments peers will score teams on "how well did this team share the presentation." Peer scores on this and other evaluation items will be shared with each group anonymously.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

Reaction Papers - Peer review workshops will be used for each reaction paper. This will allow input prior to each paper.

Slides for the Gateway exercise will be critiqued by instructor and/or TA and returned once prior to final due date and presentation.

Slides, other visual support materials and a draft "script" of the final project presentation will be critiqued by instructor and TA prior to presentations made to clients.

Describe how you provide writing and speaking instruction.

For writing assignments the rubric will be reviewed during class. Past examples of writing on the same assignment will be available for students to examine.

For presentations students will view video examples of good and bad habits of presenters. We will discuss these in class prior to the first presentation assignment on Gateways and revisit them prior to choose or lose and final project presentations.

Additional Comments Length of speaking assignment above is the length of speaking PER PERSON, not total amount of presentation time. (e.g., Evaluating Community Gateways - 3 minutes/person).

In assignments that include collaboration, and the sharing of presentation time, each student will be required to meet the minimum stated presentation time. Each will be timed by an instructor, recorded and that information will be provided as a part of the feedback. Failure to meet the minimum time will result in a failing grade for that student on that assignment.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [RPTS 402 Syllabus.pdf](#)

Reviewer Comments **Dawn Kerstetter (dkerstetter) (06/15/18 1:37 pm):** Rollback: Syllabus corrections (see Course Submission checklist): Needs ADA Policy Statement, please change Course Objectives to Learning Outcomes, change Spring 2018 to 2019, needs A-F grading scale, course schedule does not match 2019 calendar
Donna Pantel (dpantel) (08/10/18 1:07 pm): REPORT ON RECERTIFICATION OF C COURSE: RPTS 402 We recommend that RPTS 402 Park Planning and Design be certified as a Communication (C) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: 1. Percentage of final grade based on writing quality: 60 2. Course content appropriate to the major 3. Total number of words: 2000 4. Total minutes of oral performance: 11 5. Instructor to student ratio for one section: 1:9 Since original certification, the course has not changed significantly. A graduate assistant helps with the course, which requires that students write two reaction papers and a design review assignment and give on individual presentation of three minutes (Choose or Lose) as well as

contribute for a minimum of three minutes each to two other collaborative presentations (Gateways and Final Project) and two minutes to another collaborative presentation (Biophilic and Restorative Values). Each reaction paper is peer reviewed and the slides, support material, and a script is reviewed for the final project presentation. Writing instruction includes rubrics and examples, and presentation instruction includes viewing example videos of presentations for discussion.

Department of Recreation, Park and Tourism Sciences
Park Planning and Design, RPTS 402
Spring 2019

Instructors: **Jae Ho Lee**, AGLS Bldg 419H

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Office Hrs. Mon 9:00 - 10:00 a.m., Wed 3:00 – 4:00 p.m.,
or appointments can be made for most days and times

Lecture: Room 116 AGLS Bldg, MW 8:00 to 8:50

Lab: Room 127 AGLS Bldg

sec 501 – W @ 9:10 – 11:10

sec 502 – W @ 12:40 – 2:40

Course Description

Classification of areas according to primary function, location and clientele served; basic park planning principles involving scale, circulation, function and spatial relationships; methodology for establishing planning goals, objectives and planning strategies.

Prerequisites: Junior or senior classification.

Purpose of Course

This course is about relationships between people and places. It is about parks and other places where people spend leisure time and those that otherwise influence the public realm. The course reviews the importance of an environmental and social ethic in planning and design, processes and products, and how planning and design of such places can influence people. You should complete the course having gained knowledge that will help you to contribute to a planning or design process and be able to critically examine various types of plans and designs. The course should provide you with a better understanding of the role that park, recreation and tourism places play in sustaining physical and social environments. RPTS 402 is designated as a C (communication) course and, as such, another part of the purpose is to develop communication skills in writing, verbal presentations and other methods.

Learning Outcomes

Upon successful completion of this course, you will be able to:

- 1) Describe and employ an environmental ethic in planning and design;
- 2) describe concepts that relate to the planning and design of places;
- 3) evaluate sustainable planning and design practices;
- 4) produce planning and design outcomes through the use of graphic tools;
- 5) analyze different characteristics of park or other public spaces and how those influence user's perceptions;
- 6) Demonstrate communication skills involving graphics, writing assignments, and oral presentations;
- 7) Apply knowledge gained to develop a conceptual solution that addresses the needs of a "real world" client.

Readings

Book

Kaplan, R., Kaplan, S. & Ryan, L. (1998). *With People in Mind: Design and Management of Everyday Nature*. Island Press: Washington D.C.

Readings for each week will be available on eCampus.

Assignments and Grading

Grades will be based on work in five areas. RPTS 402 is a university designated C (communication) course. To pass this course you must pass the C component. Many of the requirements described below are designed to help students become more confident and effective in their communication skills.

1. Writing assignments (20% of grade)

You are required to write two reaction papers on community meetings. The purpose is to help you better understand how local government or interest group meetings work and how they might influence the planning/design process. To fulfill this requirement **you must attend or view two meetings and write a reaction to each**. You are encouraged to attend a meeting for each paper but you may also elect to watch one meeting remotely. College Station provides video (<http://www.cstx.gov/index.aspx?page=3119>) for City Council and Planning and Zoning Commission meetings. Bryan provides video for meetings at <http://www.bmutv.com/main/> or at <http://www.bryantx.gov/video-archives-city-council-and-planning-and-zoning-meetings/>. Park Board meetings; Bicycle, Pedestrian Greenways Board; Design Review Board and many other meetings are not available on-line. You must attend in person.

Writing Your Paper

Papers should be approximately 700 words in length and follow the required outline (see next page). Each paper is worth 10% of your final grade. The first paper will be due approximately five (5) weeks into the semester and the second paper approximately ten (10) weeks into the semester (check calendar for due dates)

Papers will be evaluated in a two-step process: 1) your paper must be ready for peer review one or two class periods (see calendar) prior to the final due date. Class time will be used to discuss your paper with one or more classmates to identify possible revisions. Your original draft, peer comments and your final draft will be submitted for a grade. The second paper will follow the same format but will be written about a different meeting. You will be expected to adequately address feedback from paper one as you write the second paper. The following outline should be used to develop your paper.

Introduction (20%) (approximately 150 words)

- What meeting did you attend or view, when was it held and where? What is the purpose of this specific type of meeting?
- Who comprises the council, commission or board and where they all present?
- What kinds of people attended the meeting and approximately how many?
- What items were covered? (You may not want to consider all topics but rather focus on only one or two.)

Analysis/Evaluation (30%) (200 – 300 words)

- How might the item(s) covered in the meeting relate to topics we have reviewed in class (community sustainability, sense of place, public participation, access to parks or other public services).
- Were the participants in the meeting well prepared? Were presentations, discussions or arguments effective?

Reactions (30%) (200 – 300 words)

- Did you find this meeting interesting? Why or why not?
- Do you feel that these types of meetings are useful? If so who benefits and why/how?
- Are there any constraints to participation in such meetings?
- Are there changes you would make in this type of meeting? Why or why not?

Clarity of writing, grammar, spelling, etc. (20%)

Writing in a clear and concise manner is important to telling your story. If readers get bogged down in technical mistakes and a scattered message they lose interest. This portion of your grade will reflect how well you structure the paper, construct sentences, spell and take care of related details. Peer reviews and feedback should help you develop a final paper that reads clearly.

Your paper **must be submitted with the coversheet** attached to the front. The coversheet is available at the RPTS 402 eCampus site.

2. Lab/Practicum (Exercises 15% & Final Project 15% of grade)

One credit hour of this course is devoted to practical work that will help you develop skills and knowledge related the park planning and design field. There are individual and group exercises and a larger group project required for this portion of your grade.

Exercises

- Design Review Board (DRB) Case Study (5%)

Work individually in reviewing past DRB cases to better understand rules applied by local governments that are intended to regulate how design influences “sense of place” in the public realm. Develop a brief (150 – 200 word) response to each of four cases (600 words total) included in the packet. The packet is available on eCampus.

- Evaluating Community Gateways (5%)

Working in pairs select two of the community gateways from the map provided and develop a 6 to 8 minute presentation using power point or prezi. The presentation should include photographs and/or video of the sites selected based on evaluation sheets in the packet provided on eCampus. Each team member will be required to share equally in the development of the visual materials and in the verbal presentation (minimum of 3 minutes each for presentation). Guidelines for an effective verbal presentation will be covered in class as a part of the assignment. Feedback will be given by instructors and peers based on guidelines provided. This will be used to build toward the final project presentation.

- Identifying Biophilic and Restorative Values in Local Places (5%)

Working in pairs you will select an “everyday” outdoor space on campus (park, plaza, porch, streetscape, etc.) and develop a 4 minute video using the instructions provided on eCampus. The purpose of the video will be to address for your audience how the space exemplifies characteristics of a restorative and/or biophilic environment. Each team member must take an equal role in narrating the video (minimum 2 minutes each). Guidelines for effective narration and individual appearances “in front of the camera” will be discussed in class prior to the assignment. Videos will be shown and discussed in class. Instructors and peers will evaluate each video and provide written feedback.

- **Final Project (15%)**

The final project provides an opportunity for the class to engage in a planning/design process. Groups of four students work to meet a request made that relates to the planning and/or design of a park, playground, trail or related place. The product will be a 12 to 15 minute verbal presentation made to potential users and your instructors. The presentation will make use of visual aids (maps, photographs and other graphics). Each group member will be expected to participate in the development of materials and the verbal presentation equally (minimum 3 minutes of presentation each). Detailed information about specific projects will be available on eCampus when the assignment is made.

3. Exams (30% of grade)

There will be two exams during lecture periods. The second exam will be comprehensive. Exams will generally include objective items, such as true/false and multiple-choice questions, combined with short answer responses. Exams have been scheduled as indicated in the course calendar. A review sheet will be provided and time will be allocated to review material covered prior to the exam.

4. Choose or Lose (10% of grade)

Choose or lose gives you a greater element of choice in what you do for a portion of your grade. Toward the end of the semester you (individually) will select a topic area we have covered related to recreation, park and/or tourism planning/design and develop a product of some type to submit for a grade. The product can be anything from a drawing to a poem, an interview to a critique of a park or a review of how vegetation is used in landscape design. These will be graded primarily on quality and sincerity of effort. You will make a 3 to 4 minute presentation with visual and verbal components. Feedback from presentations made in lab should be used as you develop this presentation. See the Choose or Lose assignment sheet on eCampus for details.

5. Participation (quizzes 5%, attendance 5%)

Please be on time for class. A late arrival is often disruptive to classmates.

Attending lecture and lab, participation in discussion and the completion of exercises and/or unannounced quizzes make up this portion of your grade. Quizzes are not normally made-up; however, you will be allowed to drop one. (see <http://student-rules.tamu.edu/rule07>)

Grading Scale:

A	90-100%	900-1000 points
B	80-89%	800-899.9 points
C	70-79%	700-799.9 points
D	60-69%	600-699.9
F	Below 60%	599.0 or fewer

Policy

Handing in Assignments

Assignments will be due at the beginning of the class period. Those handed in after they are collected in class will be penalized based on the following scale. There is a loss, before grading, of 10% of total possible points for every day after the original time due down to 0 points after 10 days (includes weekend days). For example, a student turns in a paper worth 100 points on Monday that was due the previous Thursday. This paper would be considered 4 days late and the student would lose 40% and start with a 60/100 prior to grading. A documented University Excused Absence can be used to mitigate this penalty. (see <http://student-rules.tamu.edu/rule07> for specifics related to excused absences)

Exams and Participation

If an exam is not taken with the class on the assigned date a student must have a University Excused Absence, as stated in the University Rules and Regulations, in order to make it up. The student should contact the instructor as soon as possible to arrange a make-up date and time. If at all possible this should be within one week of the original exam date.

You will have several unannounced quizzes during the semester; make-ups are typically not provided but one quiz grade will be dropped. These quizzes and your attendance make up your participation grade.

Use of Cell Phones, Tablets and Computers in Class

Please do not use cell phones for personal/private communication during class. You may have cause to use your phone, tablet or laptop to fact check and contribute to a class conversation but please do not use any of these for personal communication or other non-class related tasks. As movie theaters often point out "it can wait."

Communication

A key to helping the course run smoothly is communication between you and the instructors. If you have a question or concern talk with us and we will do our best to work with you in unusual circumstances.

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services,

currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Honor Code

“An Aggie does not lie, cheat or steal, or tolerate those who do”

According to the University Rules and Regulations, scholastic honesty is violated when a student cheats on an exam, fabricates or falsifies information, submits substantial amounts of the same work for credit more than once without approval, plagiarizes or assists others in these acts. Regulations prohibit students from giving or receiving assistance on class projects unless the instructor authorizes it. This does not prevent you from using tutors, participating in study groups or working on group projects.

At the discretion of the instructor, instances of scholastic dishonesty will be punished by a failing grade on the assignment or for the class overall. Major infractions will be formally reported to the Aggie Honor System Office. In accordance with regulations, students found guilty of two infractions will be dismissed from the curriculum, regardless of when or in which courses the infractions occurred. Each student is expected to read and understand university rules regarding scholastic honesty. These rules can be found on-line at <http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx>

Course Schedule

This class schedule is tentative. There will be some adjustments based on the pace of the course and the schedule of potential guest speakers. I will communicate with you throughout the semester if there are any changes to be made.

Week 1

Monday, Jan. 14

Lecture: Introduction to Park Planning and Design
Overview of Course

Wednesday, Jan. 16

Lecture: Guiding Principles in Planning and Design
Ecology/Nature, Sense of Place, Equitable Access

Lab: Overview of Lab Exercises and *Design Review Board exercise assigned*

Week 2

Monday, Jan. 21

No class – Martin Luther King, Jr. Holiday

Wednesday, Jan. 23

Lecture: Sense of Place/Place attachment and its implications for planning and design

Lab: No Lab Exercise for this week

Week 3

Monday, Jan. 28

Lecture: Environmental Perception 1

Wednesday, Jan. 30

Lecture: Environmental Perception 1

Lab: *Design Review Board exercise due*

Week 4

Monday, Feb. 4

Lecture: Environmental Perception 2 – Biophilic Design: The Architecture of Life

Wednesday, Feb. 6

Lecture: Environmental Perception 3 – Prospect - Refuge

Lab: *Gateways exercise due, presentations made*

Week 5

Monday, Feb. 11

Lecture: Environmental Perception 4

Wednesday, Feb. 13

Lecture: Restorative Environments

Lab: *Peer review paper 1; Assign restorative/biophilic environments video*

Week 6

Monday, Feb. 18 (Community **Meeting Paper 1 Due** in class)

Lecture: Process and Politics 1

Wednesday, Feb. 20

Lecture: Process and Politics 2 – Participation in the Process

Lab: *Restorative/biophilic environment videos due*

Week 7

Monday, Feb. 25

Lecture: Review exam 1

Wednesday, Feb. 27

Exam 1

Lab: *The Social Life of Small Urban Spaces; Assign behavioral observation exercise*

Week 8

Monday, Mar. 4

Lecture: Green Infrastructure – Definition and Purpose

Wednesday, Mar. 6

Lecture: Trails – How Design Influences Experience

Lab: *Behavioral observation exercise due* & Using maps and spatial information exercise

[Spring Break: March 11-15]

Week 9

Monday, Mar. 18

Lecture: Planning Park Systems: Classification of Parks and Trails

Wednesday, Mar. 20

Lecture: Planning Park Systems - Continued

Lab: Examples in Local Parks – field trip - **Tentative**

Week 10

Monday, Mar. 25

Lecture: Examples of Park Design

Wednesday, Mar. 27

Lecture: Examples of Park Design

Lab: Project Assignment: A look at play and playgrounds – field trip - **Tentative**

Week 11

Monday, Apr. 1

Lecture: Site Design 1 - Process

Wednesday, Apr. 3

Lecture: Site Design 2 – Inventory

Lab: Peer review of paper 2, Project work

Week 12

Monday, Apr. 8 (Community Meeting Paper 2 Due)

Lecture: Site Design 3 - Analysis

Wednesday, Apr. 10

Lecture: Site Design 4

Lab: Project work – Finalize design concept

Week 13

Monday, Apr. 15

Lecture: Site Design Continued & Review for Exam 2

Wednesday, Apr. 17

Lecture: **Exam 2**

Lab: Project Work – Synthesis and Visuals

Week 14

Monday, Apr. 22

Lecture: **Choose or Lose Due** & presentations

Wednesday, Apr. 24

Lecture: Choose or Lose presentations

Lab: *Project Presentations*

Week 15

Monday, May 6

Lecture: Wrap Up and Final Exam Review

Final Exam – see university exam schedule