

## SYLLABUS: URBP 201 Planning Problems I: Community Assessment, Sec I & II

### Course Information, Fall 2007

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### Course Description

Planning Problems I - URBP 201: Through fieldwork and laboratory assignments, students apply theories and techniques of analysis to identify assets, problems and opportunities of an urban community.

### Introduction

“Planning Problems” courses (201 + 203) involve dynamic collaboration with public agencies and citizen groups doing real projects in complex contexts. In tandem, these courses offer an exciting experience for expressing social imagination through public communication, creative teamwork, community organization, action research, case study analysis, community asset mapping, and more. With the rise of sustainable planning and new media, the proactive purpose of both courses is positioned to advance powerful approaches for meeting challenges at both ends of their combined scope:

- Outreach that is more inclusive, diversified, and deeply creative for engaging students and citizens in growing community capacity (201):
- Communication of plans and implementation strategies which are more thoroughly responsive, sustainable and beneficial to all involved (203).

Collaborative community planning begins in URBP 201 with outreach and research, with special emphasis on community asset mapping as an evolving medium for **systems thinking** that emphasizes the **resourcefulness** of **citizens as planners**, rather than **users** with **needs** and **consumers** with **demands**. A key aspect of our work with groups is to guide dialogue beyond **competition over special interests** toward **cooperation on common causes**. Learning facilitation will assist this transference.

As a unified set of courses, “Planning Problems” culminates in URBP 203 with design and development strategies that apply **community capacity building** principles and practices ranging from economic innovation to ecosystem restoration. This year, our challenge is to involve more people, in more places, with more media for effective participation. For that end, we will COMMUNICATE local perspectives in written reports, oral stories, visual exhibits, and media messages that express values, visions, wisdom and knowledge of local residents in ways that include, rather than displace, people of all economic levels, age ranges and ethnic origins in the future of their city. This is our ethical imperative.

## Learning Objectives

On successful completion of URBP 201, students will be able to:

1. Select, manage and apply appropriate **research and outreach strategies** for assessing and engaging diverse community members as citizen planners.

Presentations of instructor's projects and readings will lead to facilitated discussions for organizing team activities in field research and case study presentations to be prepared by students as final evidence of educational achievement.

2. Define and apply core concepts of **community planning theories and collaborative learning methods**.

Discussions of instructor's presentations and readings will be integrated in (class) workshops, facilitated through progressive immersion guided by instructor...then practiced and recorded by students using video, audio, photography, group notes, interactive maps and the internet to produce a shared reference for use throughout the term and in future courses as an "institutional memory."

3. **Facilitate creative participation** in small groups, ad hoc teams, innovative organizations, public agencies, and diverse communities.

Instructor's presentation of exemplary projects (and processes used) will lead to facilitated discussions of presentations and readings, integrated in facilitation practice by students with documentation by class members to prepare for guiding collaborative planning with community groups.

4. **Design and produce communication media** for each stage of research, planning, design visualization, and dynamic community development. Prepare and deliver presentations for conveying values, visions, facts, possibilities, priorities, decisions, and reasoned recommendations for successive stages of guided growth. Explore a rich array of media with personalized projects to meet and exceed conventional planning practices and raise the standards for future professionalism. Engage in three kinds of learning through three kinds of productions:

- Introductions to new media to expand graphic abilities
- Continuous reviews and revision of reports to attain professional quality
- Explorations of new media for communicating dynamic planning of living environments more universally and holistically, across cultural divides

In-class demonstrations will be followed by self-selected peer teams doing collaborative learning in the computer lab and on personal computers using self-selected manuals and print-on-demand reference materials.

**Schedule: URBP 210 Sec I & II**

**40 hours of class** time in four categories of instruction at 10 hours each, with assignments in each category accounting for ¼ of the total grade. Each assignment will be discussed in class, and assigned a point/percentage value within its category (from one to four, below):

1. Interpersonal communication: 25% of total
2. Community outreach and research: 25% of total
3. Multimedia communication design and production (NOTE: beginning with report writing, each student will demonstrate mastery in producing a professional level report before moving on to other self-selected media): 25% of total
4. Community participation workshops and charrettes: 25% of total, includes teamwork in advanced preparation for community event

<b>Course Schedule</b>	<b>Class Assignments</b>	<b>Community Projects</b>
<p><b>2.5 hrs x 16 wks = 40 hrs</b></p> <p><b>1. Interpersonal communication</b></p> <p><b>Week 1</b> <b>Week 2</b> <b>Week 3</b> <b>Week 4</b> <b>10 hours in class</b></p> <p>Note: Lab Card Contracts</p> <p>Class time will be focused on learning collaborative planning concepts by practicing, after discussing prepared presentations</p> <p>Topics: Wicked Problems, Symmetry of Ignorance, Collective Intelligence, Community Asset Mapping, Cognitive Mapping, Community Collage, GIS, Photography and Video (observation), Digital Storytelling and Environmental Biography (interview), On-the-Spot Site Analysis (observation), Extant Data Analysis (summation), Questionnaire Design (survey), and Interactive</p>	<p><b>During Class + Between Classes *see note below</b></p> <p><b>GOAL:</b> Select, manage and apply appropriate research and outreach strategies for assessing and engaging diverse community members as citizen planners.</p> <p>Explanation of “Class as Workshop” learning model</p> <p>Presentation of Projects with Discussion of Course History and Purpose: Collaborative Planning / Constructivism</p> <p>Explanation / Assignments: Personal Journals; Identity Exhibit 1: Cross Communication Mug Shots + Role Play (mobile mic = “talking stick”)</p> <p>Open Journals assignment</p> <p>Mind Map: Social Contract</p> <p>Community Asset Mapping: the Class as A Community: (SWOT) learning strategy</p> <p>Group Genius Support System (MG Taylor)</p>	<p><b>Schedule Flexes to Fit Contingencies</b></p> <p>Project in Progress: 5 Wounds / Brookwood Terrace</p> <p>Section 1 Component: Rail-to-Trail/Greenway</p> <p>Section 2 Components: E. Santa Clara Blvd.</p> <p>Related topics:</p> <p>Integration of Components into Overall Community Planning Campaign</p> <p>Community Economic Inclusion Strategies, e.g. Business Incubators, Partnerships, NGOs, CDCs</p> <p>Sustainable Development Prototypes, Case Studies</p> <p>Assignment: Background Information Report and Community Outreach in Preparation for Community Workshop</p>

<p>Methods - from Focus Groups to Design Charrettes.</p> <p>Technical (computer) skill building will take place outside of class, following class demos &amp; discussions</p>	<p>Mind Map: Community Outreach, Participation Facilitation, Visual Presentations, Report Writing / Revising, Internet Apps</p> <p>Discussions of instructor's presentations and readings, integrated in (class) workshops facilitated to organize team activities applied in field research and case study presentations prepared by students as final evidence of educational achievement.</p>	
<p><b>2. Community outreach and research</b></p> <p><b>Week 5</b> <b>Week 6</b> <b>Week 7</b> <b>Week 8</b> <b>10 hours in class</b></p> <p>Topics: constructivism, multiple-intelligence, double-loop learning, and cognitive methods such as Six Hats Thinking, Mind Mapping, Cognitive Mapping, Community Asset Mapping, SWOT Analysis, Personality Assessments, Transactional Analysis, Divergent-Convergent Thinking, Motivational Theories, Neuro-Linguistic Programming, Group Genius, Synchronicity, 5th Discipline and emerging topics, such as Cultural Creatives, Ten Faces of Innovation, Morphic Fields, The Eighth Habit and more.</p>	<p><b>GOAL:</b> Define and apply core concepts of community planning theories and collaborative learning methods.</p> <p>Discussions of instructor's presentations and readings, integrated in (class) workshops, facilitated through progressive immersion guided by instructor...then practiced and recorded by students using video, audio, photography, group notes, interactive maps and the internet to produce a shared reference for use throughout the term and in future courses as an "institutional memory."</p> <p>Creative projects for self mastery and social intelligence will be presented and discussed in class, then prepared by students between classes and demonstrated during class, including: Personal Logos, Symbols and Metaphors, Environmental Autobiography, Personal Paradise, Partner's Paradise, Learning Journals, Role Play Games, and related interplay to demonstrate group</p>	<p>Assignment: Preparation for Community Workshops</p> <p><b>Event: Community Workshop (date TBD)</b></p>

	dynamics ranging from mass hysteria and to social synergy.	
<p><b>3. Multimedia communication design and production</b></p> <p><b>Week 9</b> <b>Week 10</b> <b>Week 11</b> <b><u>Week 12</u></b> <b>10 hours in class</b></p> <p>Topics: cross-cultural communication, collaborative planning, consensus decision making, win-win negotiation, conflict resolution, divergent-convergent thinking, futures visualization, group graphics, mind mapping, interactive collage, rapid visualization, rapid prototyping, scale modeling, and varied uses of computer simulations applied in collaborative planning.</p>	<p><b>GOAL:</b> Facilitate creative participation in small groups, ad hoc teams, innovative organizations, public agencies, and diverse communities.</p> <p>Instructor's presentation of exemplary projects (and processes used) followed by facilitated discussions of presentations and readings, integrated in facilitation practice by students with documentation by class members to prepare for guiding collaborative planning with community groups.</p>	<p>Assignment: Report on Results of Community Workshop</p> <p>Final Assignment: Begin Feasibility Study</p>
<p><b>4. Community participation workshops and charrettes</b></p> <p><b>Week 13</b> <b>Week 14</b> <b>Week 15</b> <b><u>Week 16</u></b> <b>10 hours in class</b></p> <p>Topics: Ethical reasons to advance communication practices, emerging possibilities for applying new media, rational for personalized approaches beyond uniform practices, rules of thumb for constructive feedback in writing circles and visual presentations, hot and cool media theory</p>	<p><b>GOAL:</b> Design and produce communication media for each stage of research, planning, design visualization, and dynamic community development. Prepare and deliver presentations for conveying values, visions, facts, possibilities, priorities, decisions, and reasoned recommendations for successive stages of guided growth.</p> <p>Explore a rich array of media with personalized projects to meet and exceed conventional planning</p>	<p>Final Assignment: Continue and Complete Feasibility Study</p>

<p>applications, relationship between multi-sensory media and creative ideation, and cross cultural communication through freehand sketching, mind mapping, model making, Adobe software, GIS, digital video storytelling, WIKI strategies, computer simulations, podcasts, and interactive games to share facts, values, ideas, problems, solutions and strategies for developing community sustainability.</p>	<p>practices and raise the standards for future professionalism. Engage in three kinds of learning through three kinds of productions:</p> <p>Introductions to new media to expand graphic abilities</p> <p>Continuous reviews and revision of reports to attain professional quality</p> <p>Explorations of new media for communicating dynamic planning of living environments more universally and holistically, across cultural divides</p> <p>In-class demonstrations will be followed by self-selected peer teams doing collaborative learning in the computer lab and on personal computers using self-selected manuals and print-on-demand reference materials</p> <p>Wrap Up Lessons Learned</p>	
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**\*Note 1:** Due to unequal skill levels of students, those who need to learn specific technical skills in visual communication, software applications, and report writing will get reference materials and/or form teams with peers to master technologies involved in producing plans, reports, presentations and internet applications outside of class time.

**Note 2:** Some due dates may be “subject to change with fair notice” to coordinate with community projects’ contingent schedules.

**Note 3:** Interim assignments may be exchanged for planned activities or added as needed to assist students’ progress.

### **NOTE: OUTREACH RECOMMENDATIONS**

Since students have demanding schedules and we need outreach to be effective, it may be smarter to combine proven practices and let people choose tactics that match their personal schedules, rather than have everyone engage in mass phone calls. Examples of proven outreach practices for working with diverse communities include:

1. Serial stories written and illustrated with friendly journalists at local newspapers
2. Desktop publications (newsletters, booklets) done in concert with local leaders

3. Public exhibits in high profile gathering places
4. Meetings in living rooms and kitchens with local leaders
5. Videotaped public planning at Farmer's Markets and County Fairs
6. Videotaped planning workshops with diverse influential leaders
7. Radio interviews on local call in programs
8. Radio program (for community projects) funded by a fast grant to promote and organize educational workshops and community participation projects
9. Guided site tours with local leaders, youth groups, younger children to "contested" sites where competing interests involved many stakeholders
10. Intense involvement at public hearings with groups organized to communicate facts, values and visions extremely effectively by combining visual presentations with verbal narratives linked together to overcome the "2 minute" limits that typically precludes informed consent
11. Backstage dialogue and win-win deal making with key decision makers
12. On-site celebrations and high profile events to focus political will and organize community action

I make friends with local leaders and ask them to help with outreach. Typically, I don't have time to make phone calls or go to many meetings, so I concentrate on using "snowballing" methods (above), tailoring combinations to suit specific contexts based on dialog with local leaders. They "spread the word" through natural networking, similar to "community asset mapping."

### **Community Asset Mapping**

- Quantity of sites recorded
- Variety of people involved (age, ethnicity, etc.)
- Depth of dialog recorded (issues and insights)
- Connections between locals
- Links to prototypes (solutions from relevant cases)
- Strategies from prototypes (recommendations)

### **Case Studies Analysis**

- Relevance of prototypes identified
- Analysis of transferable factors
- Adaptations to local contexts
- Communication of recommendations

It is anticipated that the community projects will be two components within a larger planning campaign in progress with the Five Wounds / Brookwood Terrace area:

#### **COMPONENT #3: Boulevard (East Santa Clara Street)**

#### **COMPONENT #4: Rail-To-Trail (Greenway)**

### **Student Centered Constructivist Learning**

Constructivist learning involves project based collaboration with students sharing

responsibility for personal growth, direction and evaluation. With guidance by the instructor toward course goals and objectives, students share insights on their personal learning preferences, abilities, problems and peak experiences. In this course, our initial survey will open dialog with the following questions:

**I want to learn...**  
**I learn best by...**  
**I learn least by...**  
**I expect teachers to...**  
**I expect classmates to...**  
**My best contribution could be...**  
**I need most help with...**  
**I need to practice...**

### **Rules of Thumb for Successful Collaboration**

- Have bird's eye view class discussions and decisions made. Leave specific, nitty-gritty things to sub-teams.
- Commit to the success of the workshop – i.e., everyone shows up, has a positive attitude, and helps prepare for the workshop.
- Break into sub-teams/focus teams to help deal with multiple concurrent projects.
- Figure out what types of groups need to work more closely than others.
- Exchange brief, concise emails as needed, with URBP 201 heading and topic title. Avoid mass emails.
- Briefly recap other section's discussions and decisions at the start of each class.
- Have a game plan for each class (i.e., items that need to be accomplished).
- Meet/talk with other section whenever possible (outside class, by phone).
- When coordinating everyone involved in the workshop, have one main point person in charge of logistics - to track all items needed, and delegate subtasks.
- People should present and share their ideas but not force their opinion on others without being open to suggestions. It is important to be open-minded. Everyone doesn't have to agree with each other - but they should respect the power listening.

### **Teams Prepare Working Assets**

Examples:

- Scale Model(s)
- Mobile Exhibit(s)
- Visual Information and Multimedia Presentation(s)
- Advanced Internet Communication(s)
- Written Drafts and Final Reports, Case Studies, related Research Documents
- Public Presentations (personal communication augmented with media)
- Option: Video and other advanced media communications
- Option: Grant Writing

### **Teams Appoint**

- Communications Contact Person to present "Rolling Reviews" in class
- Communication Contact Back Up
- Progress Record Keeper
- Progress Record Back Up

### **Teams Assess Each Other's**

Interpersonal Performance Reviews ("360")

- Personal Initiative
- Production Quality (including how work is handed off to others)
- Interpersonal Relations

### **Individuals Practice Proactive Attitude**

- Help keep an attitude that "we're all in this together"
- Build trusting relationships by being true to your word and respectful of others
- Stay loose, cool and upbeat - even under pressure
- Take ownership of roles and responsibilities entrusted to you
- Raise expectations while remaining realistic
- Encourage others to expand their abilities and never belittle others' efforts
- Analyze and strategize ways to overcome external factors that block progress
- Be sensitive and empathic to diverse people's perspectives
- Help make plans so compelling and well researched that they cannot be ignored or dismissed
- Stimulate imaginative thinking with good humor, wit and wisdom
- Share your core strengths, help others learn, and expand your abilities
- Discuss facts and ideas, exploring pros and cons without judgment
- Add solid facts to help all involved form smart plans and decisions
- Point out specific problems in ways that support sensitive solutions, rather than keeping quiet or generalizing condemnation when you're disappointed
- Share the glory for good work done and avoid boastful comparisons

### **Individuals Practice Preventing Problems**

Examples:

- Avoid arguing with students and/or community members
- Suspend tendencies to be over-bearing or destructively critical of others
- Help raise involvement of local residents and diverse ethnic groups
- Quiet unhelpful responses, like "that will NEVER work" when hearing others
- Learn to let go of perfectionism and get things going with fast, rough drafts
- Keep gestures, contacts, expressions and statements from being arrogant, aggressive, etc.
- Give honest, constructive feedback. Rephrase "SHOULD" statements from "you should have..." to "how could you..." (improve performance, adapt approach, raise results)
- Expand relations beyond small cliques and help others bridge divisions, be heard, and contribute their unique perspectives to the whole
- "Improve Outreach. I don't think the phone calls were sufficient. Perhaps a community-wide mailer should be sent out, advertisement in the San Jose Mercury, postings at key locations in the community, presentations at schools to generate youth interest and involvement (which could draw in parents too). Before the workshop, have teams working more on this. Include volunteers. Form a small team to do door-to-door outreach, especially in the Hispanic community."

### **Individuals Practice Responsive Initiative**

Examples:

- Flexing to help others on the spot

- Noting problems that pop up and suggesting solutions fast
- Being reliable and letting others know if you can't keep a date and/or need help
- Helping coordinate teamwork so everyone can shine and no one gets lost

### Self Assessment Method "SAM"

At each quarter of the way through the term, students will evaluate their own progress and record their reflections with an A,B,C,D (from high to low) to be handed in to the instructor, addressing the following points:

<b>Quality of your work.</b> Factors to consider include thoroughness, accuracy, attractiveness, memorability and timeliness.	
<b>Class participation, attendance, and/or staying in synch when absent</b>	
<b>Initiative and helpfulness in getting good work done</b>	
<b>Commitment to collaboration by adding extra effort if needed</b>	
<b>Enjoyment experienced by others when working with you</b>	
<b>Problem perception and solution generation</b>	
<b>TOTAL GRADE DESERVED AT THIS POINT</b>	
<b>FINAL GRADE DESIRED BY TERM'S END</b>	

Note your top accomplishments so far this term in this course	
Note your own improvement goals and tips for how to help you	

### Grading Criteria

Student grades will reflect quality of work produced plus integrity of participation in class activities and community projects. Ample opportunities for reviews and revisions will be provided through continuous class exercises throughout the term.

The grade scale is: A+ for personal initiative and excellent work throughout; A for 94-100 points; A- for 90-93 points; B+ for 87-90 points; B for 93-96 points; B- for 80-82 points; and so forth. Final grades below B- indicate slow pace and/or low quality work, or missed work within otherwise good performance. Students will be responsible for staying current and keeping track of evaluations throughout the term.

Extra credit options may be negotiated on a case by case basis.  
Penalties for late or missed work will be grade reductions of 5% per day.

Reading materials will be available for downloads and print outs from the instructor's website: [www.greenplanning.org](http://www.greenplanning.org)

Other necessary equipment/materials/fees include: (free) media equipment available on campus (with instructor's approval kept on record at the check out center); LAB CARD CONTRACTS will be handled during initial class meeting(s)

Expected classroom behavior and attendance will meet and exceed university requirements, due to the nature of collaborative planning and community participation. Specific standards will be established in facilitated class discussions to form a "social contract" for the term. You can find "Expectations about classroom behavior" at Academic Senate Policy S90-5 on Student Rights and Responsibilities.

Assistance with time management will be integrated into coursework with personalized flexibility applied by facilitated time mapping to help plan time commitments by coordinating each assignment with student's other courses, family life and work schedules.

### **Office Support**

Ms. Elisa Harvie will be available to assist you with obtaining a university identification number, a card (Tower Card), a mailbox, keys to departmental offices, access to the copy room, instructional and audiovisual materials and other resources available to instructors.

The main urban planning office (Washington Square Hall 216A) will be open this semester on the following days and times:

#### **Monday & Wednesday**

10:00 am - 12:00 pm  
1:00 pm - 7:00 pm

#### **Tuesday & Thursday**

10:00 am - 1:00 pm  
3:30 pm - 7:00 pm

#### **Friday**

8:30 am - 12:00 pm  
12:30 pm - 5:30 pm

### **Academic Calendar for Fall 2007**

([http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/))

Classes start on Thursday, August 23. Important dates and deadlines include:

- August 22: Fall 2007 semester begins
- August 23: First day of instruction
- September 5: Last day to drop courses without entry on permanent record
- September 12: Last day to add courses and register late
- September 3: Labor Day – Campus closed

November 12: Veterans' Day – Campus closed  
 November 21: Classes that start at 5:00 p.m. or later will not meet  
 November 22-23: Thanksgiving Holiday - Campus closed  
 December 10: Last day of instruction  
 December 11: Study/conference Day - no classes or exams  
 December 12-14, 17-18: Final examinations  
 December 19: Final examination make-up day  
 December 21: Grades due from faculty

### **Adding and Dropping Classes**

At the beginning of the semester, students may add and drop classes. Please announce the following drop and add deadlines to your students on the first day of class: the **drop deadline is September 5** and the **add deadline is September 12**.

To enroll in a class during the official add period, each student must get a six-digit permission number from the instructor. We will forward the permission numbers for your courses before the first day of the semester. Please make sure that students also use the corresponding five-digit class number that appears on top of the sheet.

For your information, students who add a course after September 12 ("late adds") count for naught in the university's enrollment statistics: SJSU gets no financial support from the State and the department receives no credit for late enrollments. Therefore it is critical that you urge students to sign up for class before the deadline. **Please tell students that no Late Adds will be approved except for documented error on the part of admissions and records.**

Students may drop classes without the instructor's signature before September 5. After that date, drops will be allowed only for serious and compelling reasons backed by documentary evidence of the need to drop. A student wishing to drop after the deadline will need to fill out a Late Drop Petition (available at the Urban Planning Office) and attach the required documentation. You are not responsible for authorizing the drop; your signature on the Late Drop Petition only signifies that you have been informed about the student's intentions.

### **Final Exams**

The final examination schedule for Spring 2007 is available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-232.html>.

All courses must have final exams at the scheduled final exam time, except courses for which the instructor has obtained written permission from the Dean of the College of Social Sciences for an exemption. For details on this rule, see Academic Senate Policy S06-4 at: <http://www.sjsu.edu/senate/S06-4.htm>.

### **Recommended Citation Style**

When you cite another author's work in any written assignments, use footnotes and a bibliography following the "Turabian" style:

- For print sources, the department suggests that you require students to cite sources in their written work following the style guidelines for footnotes and a bibliography set out in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press, 7th edition, 2007).

We encourage all instructors in the department to use this same citation style so that students do not have to learn multiple citation style systems.

- For electronic sources, follow the directions at Maurice Crouse's page "Citing Electronic Information in History Papers" available at <http://cas.memphis.edu/~mccrouse/elcite.html>. The page begins with a discussion of the theory behind good citation style, and then provides detailed examples of how to cite all sorts of sources. Be sure to follow the guidelines for Turabian-style citations.

Please note that Turabian's book describes two systems for referencing materials: (1) footnotes or endnotes, plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. Be sure to use the footnote and bibliography system for all work you turn in during the semester.

### **Academic Integrity**

Academic integrity statement (from the Office of Student Conduct and Ethical Development): "Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

SJSU's Policy on Academic Integrity states: "Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)."

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

**Plagiarism on either draft or final work handed in to your advisor will lead to grade penalties and a record filed with the SJSU Office of Judicial Affairs. It may also result in your failing the course.**

**If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues *before* you hand in written work.**

**Faculty will from time to time submit student work to Turnitin.com to check for plagiarism.**

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and don't reference the source, you have committed plagiarism.

- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a web page or book and don't reference the source, you have committed plagiarism.
- If your paper incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular:

- <http://www.indiana.edu/~istd/overview.html>
- <http://www.indiana.edu/~istd/examples.html>
- <http://education.indiana.edu/~frick/plagiarism/item1.html>
- [http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

The last two pages listed have quizzes that test how well you understand proper paraphrasing. If you still have questions after reading these pages, feel free to talk to your advisor. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

### **University, College, or Department Policy Information**

**ATTENDANCE:** According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Campus policy in compliance with the Americans with Disabilities Act: "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability."

You (the student) are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy F06-1 requires approval by instructors.

Collaboration is necessary throughout the term on each stage of the planning projects.

Evacuation plan for the classroom will be discussed in initial meeting(s).