

Fall 2007

Communication for Planners
Urban and Regional Planning 213

URBP 213	Communication for Planners
Instructor	Eric D. Shaw, MUP
Class Time	Section 1: Monday 7:15 pm – 10:00 pm CL 231 Section 2: Tuesday 4:00 pm – 6:45 pm CL 229
Office	Washington Square Hall, 216D
Office Hours	Monday 12:00 pm - 1:00 pm Tuesday 12:00 pm – 1:00 pm
Voicemail	(650) 450-4590
Email	eshaw_sjsu@yahoo.com

COURSE DESCRIPTION

Urban and Regional Planning 213, is a hands-on laboratory course teaches the communication skills most used by professional planners. These include techniques of effective public speaking, writing for different audiences and meeting facilitation.

COURSE GOALS AND LEARNING OUTCOMES

Excellent communication skills, both written and spoken, make you more effective and successful in your career. The art of communicating well requires constant practice, experimentation, and feedback. Successful planners work throughout their careers to improve their communications skills. In this class, you will learn advanced techniques to help in the life-long process of improving your ability to communicate ideas in a lucid, persuasive manner that gets results.

The class is taught in a hands-on style, using real-world writing and speaking exercises relevant to planning professionals. Receiving feedback and revising your work are two of the best techniques for improving your writing and speaking skills, so these opportunities are built into each assignment. For each, you'll receive feedback from your peers and/or the instructor. The process of critiquing your peers' work will also help you improve your own skills. You will see what aspects of their work are more successful and which less so, and this teaches you strategies to incorporate into your own work and problems to avoid.

By the end of the semester you will have:

1. Developed your understanding of the qualities that make for excellent, effective communication in a professional U.S. planning context, giving you a clear sense of the standards you will strive to meet throughout your career.

2. Improved your writing and public speaking skills, identified aspects that you want to improve in future, and planned strategies for doing so.
3. Learned effective strategies to elicit useful feedback from colleagues and friends on your writing and public speaking.
4. Learned how to help other people to improve their communications skills by giving them feedback

COURSE ORGANIZATION

The course is broken down into three learning areas: Communication Basics, Communication in Collaboration and Creating a Community Plan.

In Communication Basics you will learn the core skills to structure and prepare written briefs on planning issues. You will also learn the tools to give presentations to your peers, policymakers and the public and the use of maps and data enhance those presentations. In addition to learning technical skills, you will learn to understand the underlying values and responsibilities associated with communicating planning issues.

In Communication in Collaboration you will learn methods for how to communicate planning issues concerning the built environment, defined community interests and policy guidelines.

In the final learning area you will build upon your writing, presentation and analytical skills to develop a community plan.

DROPPING AND ADDING THE COURSE

You are responsible for understanding the policies and procedures about adds/drops (including deadlines and penalties), academic renewal, etc. found at http://sa.sjsu.edu/student_conduct. The university policies for adding and dropping classes are described in the schedule of classes.

SJSU POLICY ON ACADEMIC INTEGRITY

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.”

Citing sources and avoiding plagiarism

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 will lead to grade penalties and a record filed with the SJSU Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.
If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science, and it is impossible to list every possible type of plagiarism. However, here are some typical examples of plagiarism that you should pay particular attention 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 plagiarized.

- If you paraphrase somebody else's theory or idea and don't reference the source, you have plagiarized.

- If you use a picture or table from a web page or book and don't reference the source, you have committed plagiarized.

- If your paper incorporates data someone else has collected and you don't reference the source, you have committed plagiarized.

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

- <http://www.indiana.edu/~istd/overview.html>
- <http://www.indiana.edu/~istd/examples.html>
- <http://education.indiana.edu/~frick/plagiarism/item1.html>

On the last page listed, you will find a quiz to test how well you understand proper paraphrasing.

If you still have questions after reading these pages, feel free to talk to me. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

COURSE CITATION STYLE

When you cite another author's work in any assignment for the course, use footnotes and a bibliography formatted according to the following two systems:

- **For print sources**, follow the directions in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed., University of Chicago Press, 1996.
- **For electronic sources**, follow the directions at Maurice Crouse's page "Citing Electronic Information in History Papers" available at <http://history.memphis.edu/mcrouse/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.

Note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. Be sure to use the first system, with footnotes and a bibliography, for all work you turn in during the semester. On Crouse's page, also be sure to follow the guidelines for Turabian-style notes and bibliographies. Campus policy in compliance with the Americans with Disabilities Act

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. SJSU Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the SJSU Disability Resource Center to establish a record of their disability.

You can find information about the services SJSU offers to accommodate disabled students at www.drc.sjsu.edu.

ASSIGNMENTS AND EXPECTATIONS

Writing Assignments

There will be a writing assignment assigned every class. All writing assignments should be typed, double spaced and have one inch margins at the top/ bottom and 1.25 margins left/ right. The topic and format (e.g. memo, letter, outline, PowerPoint) for the assignment will be submitted at the end of each class.

In- Class Presentations

You will be required make a presentation of a written assignment three times during the semester. You will be notified if you will be making a presentation the day of class.

Assignment due dates

In an effort to ensure that I have time to review your work and provide comments before class, writing assignments will be due by 5 pm the Saturday after class for the Monday Section and by 2 pm the Sunday after class for the Tuesday section. I will notify you when the class WebCT account is set up where you will submit your assignments. Until then you

will email them to me. If you do not have access to email on the weekends please talk to me about alternative arrangements.

Participation

Participation is critical to the success of this class. Class activities will be interactive; engaging the material and your peers is critical. Every student is expected to participate in all classrooms activities which will include in-class exercises, discussions, and critiquing of presentations.

Tolerance

At no time will I tolerate the causing of deliberate discomfort to a particular student or minority group in the class through topic selection or class comments. The presentation and evaluation of differing viewpoints is part of this course. Students must agree to disagree. It is up to all of the participants to create and maintain a safe laboratory environment for the development of effective oral communication skills. *No guests will be permitted without prior arrangement and approval by your instructor.*

Eating

Eating and drinking (except water) are prohibited in the classroom. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University. There will be at least one, short scheduled breaks during the class period during which you may eat or drink in the appropriate locations near the classroom.

Cell Phones & Other Audible Devices

Students will turn their cell phones and other audible devices off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University. There will be at least one, short scheduled breaks during the class period during which you may take calls outside of the classroom.

GRADING

Grading for this course will be on a point system.

Grading for the weekly written assignments and in class presentations will be graded with a $\sqrt{+}$, $\sqrt{}$, or $\sqrt{-}$. I normally assign a $\sqrt{}$, unless the assignment is incomplete or of very low quality ($\sqrt{-}$), or of exceptionally good quality ($\sqrt{+}$). A $\sqrt{+}$ will receive 15 points, a $\sqrt{}$ will receive 10 points and a $\sqrt{-}$ will receive 5 points. Late written assignments will generally not be accepted and will receive a zero. The only time late assignments will be accepted will be in accordance with university policy.

The total points you can receive in the class will be 560 points.

Maximum Points from Weekly Writings	165
Maximum Points from In-Class Presentations	45
Midterm Presentation	100
Communication Analysis	100
Final Assignment	150
Total	560

Grading Scale:

476 – 560 A- to A+
392 – 475 B- to B+
308 – 391 C- to C+
224 – 307 D- to D+
223 or Below F

An incomplete grade will only be assigned for a documented serious non-academic reason in line with university policy.

READINGS AND MATERIALS

Weekly readings

Most readings for the course will be available in a reader that you can purchase by the second week of class at Unique Printing (109 Santa Clara Street, between 3rd and 4th Streets; 408-297-6698). I suggest you call Unique before going there, to make sure that a copy will be available for you. I will provide additional readings in class as needed

Style book

Turabian, Kate. *A Manual for Writers of Term Papers, Theses and Dissertations*, 6th ed. Chicago, University of Chicago Press, 1996.

This book is available for purchase at the campus bookstore, as well as at many bookstores around the Bay Area and on-line. Be sure to buy the correct edition.

Recommended reference books

I encourage you to consider buying the following reference books, if you don't already have them. They are useful for anyone who does much writing and editing.

1. *The Chicago Manual of Style*, 15th edition. Chicago: University of Chicago Press, 2003. This writing and publishing style guide is one of the definitive sources used by publishers and professional offices around the United States. It offers detailed guidance on topics

ranging from how to format a table of contents, to when one should and shouldn't capitalize the word "president," to the proper use of italics. (It is not a grammar book, however.) Note that the Turabian book is based upon the citation formats used in the *Chicago Manual of Style*.

2. A grammar book of your choice.

Word Processing and Presentation Software

You will be required to use a word processing or presentation software to complete all assignments. If you do not have access to this software then I encourage you to use to the university computer labs to complete assignments. If you have a computer, you can download *Open Office* (www.openoffice.org). *Open Office* is free to download and use. It consists of a suite that includes word processing and presentation software. It is compatible with Microsoft products and uses similar toolbars and functions as Word or PowerPoint.

This class will not include tutorials on the use of software programs. However, I have found on line tutorials that can supplement your needs in this area.

Presentation (PowerPoint) Software Tutorial

PowerPoint in the Classroom

<http://www.actden.com/pp2003/>
ACT360° Media Ltd

Microsoft PowerPoint Basics

http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm
Baycon Group, Inc.

Word Processing (Word) Software Tutorial

Microsoft Word Basics

<http://www.baycongroup.com/wlesson0.htm>
Baycon Group, Inc.

The Comm Studies Lab is open to you for drop in assistance if you feel the need for additional assistance. The Lab is located in Clark Hall 240. For more information on the services the Comm Studies Lab please go to its web page
<http://www.sjsu.edu/depts/commstudies/lab/index.html>.

COURSE SCHEDULE

SESSION	TOPIC	READINGS
1	Communication Basics <ul style="list-style-type: none"> • Outlining • Using other peoples ideas 	Ross-Larson, Bruce Excerpts. In <i>Effective Writing</i> , New York: W.W. Norton, 1999 (pp. 218 - 228, 232 - 236) Makay, John “Chapter Eight: Organizing and Outlining Your Ideas” From <i>Practicing and Planning Public Speaking: Theory into Practice</i> , 1995 (pp 183 – 195, pp 197 – 202 ‘Planning Outline’) International County Management Association, Excerpts In “Chapter Fifteen: Information for Planning” From <i>The Practice of Local Government Planning</i> , 1988, Washington, DC (pp. 472 – 482) Purdue University On line Writing Lab <i>Developing an Outline</i> , 2001 www.owl.english.purdue.edu (August 15, 2007), Planetizen Website: www.planetizen.com
2	Understanding and Writing Memos <ul style="list-style-type: none"> • Developing your ideas 	Kliment, Stephen A. “Chapter Six: Project Writing” From <i>Writing for Design Professionals</i> , 2 nd Edition. New York: W.W. Norton, 2006 Munter, Mary Excerpts. In “Chapter Three: Writing: Macro Issues” From <i>Guide to Managerial Communication: Effective Business Writing an Speaking</i> , 6 th Edition. Upper Saddle River, NJ: Prentice Hall, 2003 SJSU Plagiarism Tutorial http://tutorials.sjlibrary.org/tutorial/plagiarism/
3	Effective Presentations	Munter, Mary Excerpts. In “Chapter Four: Speaking with Visual Aids” From <i>Guide to Managerial Communication: Effective Business Writing an Speaking</i> , 6 th Edition. Upper Saddle River, NJ: Prentice Hall, 2003

SESSION	TOPIC	READINGS
		<p>Bertaud, Alain. Powerpoint and Transcript “The Use and Value of Urban Planning” <i>Planning Course for Chinese Urban Planners (English Version) Alain-Bertaud.com</i> June 2003, http://alain-bertaud.com/AB_Files/AB_China_course_part1_PPT_%20.ppt. http://alain-bertaud.com/AB_Files/AB_Transcript_1_use_urban_planning.pdf (July 31, 2007)</p>
4	Using Visuals <ul style="list-style-type: none"> • Maps and Graphs 	<p>Kelly, Eric Damian and Becker, Barbara Excerpts. In “Chapter One: Introduction to Planning” From <i>Community Planning</i>, Washington, DC: Island Press, 2000 (pp. 29 – 37)</p> <p>Tufte, Edward R. “Chapter Two: Graphical Integrity” From <i>The Visual Display of Quantitative Information</i>, 2nd Edition. Cheshire, CT: Graphics Press, 2001</p> <p>Zelanzny, Gene Excerpts. In “Section One: Choosing Charts” From <i>Say it with Charts: The Executive’s Guide to Visual Communication</i>, 4th Edition. New York: McGraw – Hill, 2001</p>
5	MIDTERM PRESENTATIONS:	
6	Communicating Urbanity <ul style="list-style-type: none"> • Urban Design Guidelines • Articulating the Physical Environment 	International County Management Association, Excerpts In “Chapter Seven: Urban Design” From <i>The Practice of Local Government Planning</i> , 1988, Washington, DC (pp. 175-191)
7	Working the Counter	
8	Communication in Collaboration	

<u>SESSION</u>	<u>TOPIC</u>	<u>READINGS</u>
9	Public Communication of Planning Projects	
10	COMMUNICATIONS PLAN	
11	CASE STUDY: INDUSTRIAL CITY SAN JOSE	International County Management Association, “Chapter Four: District Planning“ From <i>The Practice of Local Government Planning</i> , 1988, Washington, DC
12	Working Sessions on Plan Development	

Non structured sessions will be held as make-ups for the Labor Day and Veterans Day holiday. We will discuss in class the date/time/location of these sessions.

FINAL EXAM SCHEDULE:

- Monday Class:
- Monday December 17th, 7:45 pm to 10:00 pm
- Tuesday Class
- Tuesday December 18th, 5:15 pm to 7:30 pm