

# URBP 201: Planning Problems: Community Assessment

A graduate-level urban planning course  
in the Department of Urban and Regional Planning at San José State University  
*Course Syllabus, Fall Semester 2008*

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## Course Number and Meeting Time.

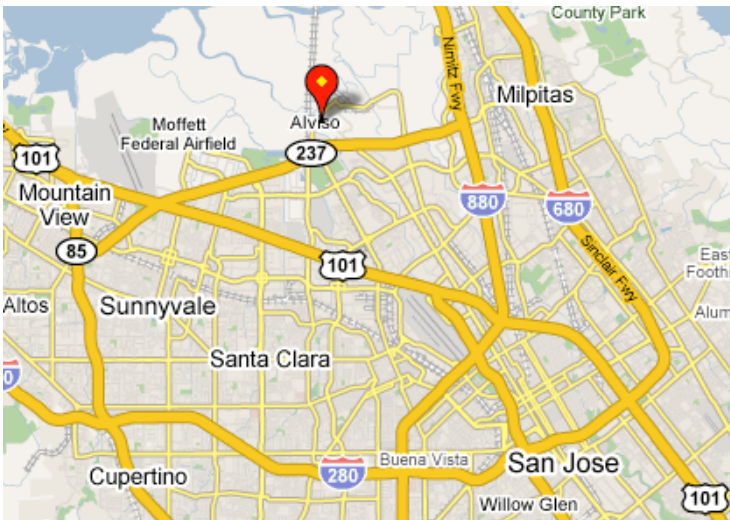
- ◆ URBP 201, Course Code 49291, Section 2
- ◆ Class is held on Fridays, 9:00 am to 3:00 pm in WSQ 208 (some class sessions will be held in IS 240, San Jose City Hall or in the Alviso community - students will be provided with advanced notice)
- ◆ This is a studio course during which we will engage with Alviso residents and property owners to develop a plan for their community. At least two class meetings will take place outside of the classroom on times and dates other than the regularly-scheduled Friday class period. Please be sure to plan well in advance for community meetings in Alviso on Saturday, November 8 and Saturday, December 6 since your attendance at both meetings is required.

## Instructor Information.

- ◆ Instructor: Rick Kos, AICP
- ◆ Office Hours: Tuesday, 3:00 pm - 7:00 pm in WSQ 216G, or by appointment
- ◆ Email (*preferred method of communication*): [rickenkos@mindspring.com](mailto:rickenkos@mindspring.com)
- ◆ Department Phone: (408) 924-5882 Fax: (408) 924-5872
- ◆ Course web site: <http://urbp201.pbwiki.com>

## Course Overview.

Professional planners are engaged in meaningful work that helps to create a comprehensive vision for a community. Good planning helps create communities that offer better choices for where and how people live. Planning helps community members envision the direction their community will grow and helps determine the right balance of new development and essential services, protection of the environment, and innovative change (American Planning Association, 2008, [www.planning.org/careers](http://www.planning.org/careers) 2008).



The basic element of a planner's work is the creation of a plan which arises from a goal-setting process and which integrates data analysis, the input of community members, professional judgement and personal experience. At best, a well-constructed plan is used frequently by community leaders and residents to guide growth and change in a manner that represents the collective intentions of the community. At worst, a plan is finished with good intentions but is poorly designed, never used, and relegated to a shelf to gather dust.

In this course and in the Spring semester (URBP 203 - an elective) we will endeavor to create a well-constructed, useable and responsive *Community Vision Plan for Alviso*, an historic and remarkably unique, small community in northernmost San José (see map above, source: Google Maps, 2008). In so doing, students will have an exciting

opportunity to craft a real-world planning document through guided exercises, extensive research and documentation and active community engagement. We will utilize the processes and tools employed by today's professional planners and work closely with the community and multiple regulatory agencies. The resulting Plan, to be completed in December, will encapsulate existing conditions in Alviso and include concept plans for the preservation and economic development of Alviso's historic center. Building upon this foundation, students in the Spring semester (URBP 203) will design and execute a community charette (a focused, participatory urban design process with community members) for key properties in historic Alviso.

### **Course Catalog Description.**

Through fieldwork and laboratory assignments, the student applies theories and techniques of analysis to identify the assets, problems and opportunities of an urban community.

### **Course Learning Objectives.**

Students completing this course will be able to:

- ◆ Employ a systematic urban planning process to synthesize the issues inherent in complex, real world situations so that the problems and their solutions are meaningful to a client community.
- ◆ Apply a collaborative, community-based planning process to develop a plan in partnership with diverse community stakeholders.
- ◆ Select, manage and apply appropriate research strategies for assessing the assets, problems and opportunities of a community.
- ◆ Select, manage and apply appropriate outreach strategies for engaging diverse community stakeholders.
- ◆ Communicate effectively in writing, oral, and visual form, reasoning with ability and logic.
- ◆ Work effectively as members and leaders of diverse planning teams, and apply an understanding of interpersonal group dynamics to assure effective group action.

### **Required Reader and Materials.**

No textbook is required for this course, however a reader containing articles is required and available from San José Copy, located at 124 East Santa Clara Street (between 3rd and 4th Streets). Their fall semester hours are weekdays between 8:00 a.m. and 7:00 p.m. but they are open until 9:00 p.m. during the first two weeks of the semester. On Saturdays, the store is open between 9:00 a.m. and 5:00 p.m. It is recommended that you call ahead (408.297.6698) to find out if they are open and to be sure that readers are available (ask for Sami when you call). The reader will cost approximately \$18.00. Also, you will be required to purchase some materials over the course of the semester such as items needed for community presentations. The costs for these materials are not likely to exceed \$30.00 per student.

### **Recommended Hardware and Software.**

The computer laboratory in WSQ208 and "mini-lab" (in the Planning Department lounge area) are available to you to complete in-class assignments and homework. If you plan to use your personal computer to complete assignments started in class, a USB Flash Drive with at least 2 GB of capacity and/or a rewriteable CD-ROM or DVD is strongly recommended for saving your in-class work and transferring it to your personal computer. Each student should have access to a computer with an Internet connection and have access to the following software: Microsoft Internet Explorer (or Firefox), Adobe Acrobat Reader (from [www.adobe.com](http://www.adobe.com)), and Microsoft Word, Excel, and Powerpoint.

## **Instructor and Student Roles in a Studio-Based Course.**

This course is intended to be a culminating experience in which you apply all of your knowledge from previous coursework and your own life experiences to the creation of a planning document for a real-world community. As in the planning profession itself, a great deal of self-initiative is required.

The role of the instructor in a studio course is to teach, guide, mentor and encourage the project teams. The role of the student is to take full advantage of the freedom and flexibility offered by a studio course to collaborate with fellow students, to complete assigned tasks in a manner that exceeds expectations wherever possible, to serve a community, and produce a professional-grade document and presentation for the student's portfolio.

As in any studio-based course, the structure will not feature a regular series of lectures and clearly-delineated assignments; rather, you should expect to be given general direction and clear goals from your instructor who will work with you to determine the appropriate strategies for execute the project.

Students that typically do well in studio courses:

- ◆ pull their weight by sharing the workload equally with team members
- ◆ consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
- ◆ consistently demonstrate full support for their team
- ◆ devise strategies for carrying out the team's short- and long-term tasks and goals
- ◆ are organized, respectful and professional in their conversations with community members and agency officials
- ◆ embrace the flexibility and inherent creativity of a studio course to actively pursue career interests and the acquisition of new skills
- ◆ quickly adapt to changes in project goals and schedule changes (though these will be minimized to the extent practicable)
- ◆ have confidence in their abilities and recognize that their contributions are valuable and important
- ◆ know when to ask for help, then ask for it
- ◆ are organized and diligent note-takers
- ◆ are respectful of everyone in the class and who handle disagreements professionally and assertively, focusing on the issues at hand and not the person

Students that typically do not do well in studio courses:

- ◆ expect the course to be "an easy A"
- ◆ rely on their team members to perform the bulk of the work
- ◆ do not take initiative at key moments to move their team and the project forward
- ◆ focus on setbacks and negativity rather than finding proactive solutions
- ◆ are consistently late to class and to group meetings
- ◆ focus on the bare minimum of effort rather than quality work that reflects the best of their abilities
- ◆ fail to ask for assistance when it is needed

It is important to remember that the instructor's primary role in a planning studio course is to help you succeed and grow as a planner. You should **always feel welcome to ask for help** either during the class period, privately during office hours, or via e-mail. **Asking for assistance will never be perceived as a liability** and will not impact your grade negatively. Also, I recognize that I have as much to learn from you as you do from me, and I look forward to a creatively exciting semester with each of you so that I, too, can grow as an urban planner and as an

instructor. Finally, I encourage you to consider taking URBP 203 in the spring so that you can participate in bringing the Alviso project to its full conclusion next May. Feel free to talk with me at any time about next semester's anticipated work and the role you might play. A minimum of eight students is needed for URBP 203 to be held.

**Course Grade Weighting.**

Your final grade will be determined by your performance in the following two weighted areas:

Component	Percentage of Final Course Grade	Details
Individual Performance	70%	<p>Each student will meet privately with the instructor at the end of September, October and November for a performance appraisal and an estimate of your course grade as it stands at the time. Together, we will evaluate your performance to date, including areas of success and other areas warranting improvement. Specific suggestions that would lead to an improvement in the course grade will be provided at each appraisal session.</p> <p>The goal of this approach is to provide regular, consistent feedback on your progress throughout the course as is done in professional planning practice through scheduled performance appraisals.</p> <p>Prior to each performance appraisal meeting, you will prepare a short, written assessment of <u>your</u> performance in class to date along with the work of your <u>team</u>.</p>
Project Team Performance	30%	<p>All students in a team will receive the same grade based on overall performance during the semester. Team members are encouraged to seek performance appraisals from the instructor, though regularly-scheduled appraisals are <u>not</u> required for teams as they are for individual students.</p>

This scheme will not be followed in an overly strict manner since upward adjustment of the final grade will be made if performance on one activity is an outlier (e.g. exceptionally low) or if the pattern of scores shows a significant improvement. If such adjustments are made, they usually result in about a half-letter grade improvement.

Grades on your work will be assigned as follows:

90% and above	A	69%-62%	C
89% - 87%	A-	61%-60%	C-
86%-83%	B+	59%-55%	D+
82%-78%	B	54%-52%	D
77%-73%	B-	51%-50%	D-
72%-70%	C+	Below 50%	F

## **Grading Criteria - General.**

Students are expected to think and analyze conceptually and practically. The grade in this class will be determined by the ability to express that thinking in written, oral and graphic form. Students should strive to use proper syntax, express ideas clearly, punctuate, spell and, where appropriate, employ symbolic and visual modes of communication. The projects in this class will be analytical and critical in nature. The following criteria will be used when grading individual and team work this semester:

Analytical Thinking: the ability to analyze, present and evaluate concepts. The grade will be determined by the way the student brings to bear his/her thinking in evaluating concepts, compares and contrasts ideas, and utilizes conceptual models.

Conceptual Ability: the ability to abstract, think logically and organize ideas into a conceptual whole. The grade will be determined on the basis of the student's ability to move along a continuum from abstraction to concreteness, to deal systematically with material presented in class, in readings and in field observations.

Communication: the ability to organize and transmit ideas in written, graphic, and, when appropriate, oral form. Visual communication in particular should be of professional quality, and clearly convey a message. Ideas and analyses should be exposed effectively and with as much visual support as needed for clarity. Utilize the mix of communication media best suited to express your ideas: text, maps, photographs, sketches, video, etc. Make sure that your assignments are presented neatly and in a professional manner – for instance, text should be typed (or neatly hand written, if you have training in technical handwriting), and all photographs, graphics and visual material should be referenced and well integrated with the text.

Research: the degree to which the student demonstrates that the subject matter has been adequately investigated. Grades will be determined by the ability to demonstrate in the assignments that material supports knowledge building by using empirical research – such as field observations – theory, and practice.

Format: Since all assignments will be compiled under one single document at the end of the course, you should establish a format (size, style and layout) which can be utilized throughout the semester and that is easy to reproduce and match. I recommended using page sizes that do not to exceed 11"x17". If maps or graphics are larger than the document, fold them before attaching.

## **Grading Criteria - Written Reports and Assignments.**

The narrative below describes the main attributes of A, B, C, D and F reports.

"A" Report: The principal characteristic of the "A" report is its rich content and the seamless integration of high quality supporting illustrations – maps, drawings, photographs, sketches – with the text. The information delivered is such that the reader feels significantly taught by the author; sentence after sentence, paragraph after paragraph. The "A" report is also marked by stylistic finesse: the opening paragraph is engaging; the transitions are artful; the phrasing is light, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the essay. Finally, the "A" report is carefully organized and developed. The author organizes the report so that it addresses the topic thoroughly. The report imparts a feeling of wholeness and clarity – it integrates the course readings, the lectures, the thoughts of the writer, as well as findings and interpretations derived from the systematic observation of the study area. This report leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

**"B" Report:** This report is significantly more than competent. Besides being almost free of mechanical errors, the "B" report delivers information that is substantial in both quantity and interest-value. Its specific points address the topic in question and are logically organized. It is well developed, and unified around a clear principle that is stated early in the essay. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between sections/paragraphs are for the most part smooth; the sentence structures are varied and pleasing. Illustrations – maps, drawings, photographs, sketches – are abundant, carefully prepared, and clearly expand on the concepts presented in the text. This report also integrates the citations, course readings, the lectures, as well as the thoughts of the writer and conclusions derived from field observations, although perhaps not as thoroughly as the A report. The distinction of the "B" report is typically much more than concise and precise than that found in the "C" report. Occasionally, it even shows distinctiveness –i.e., finesse and memorability. On the whole, the "B" report makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

**"C" Report:** This report is generally competent. It meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and unsubstantiated by the literature. One reason for that impression is that the ideas are typically cast in the form of vague generalities. These generalities prompt the confused reader to ask marginally: "in every case?," "exactly how?," "why?," "according to whom?." Stylistically, the "C" report has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences besides being a bit choppy, tend to follow unclear logic; and the diction is occasionally marred by unconscious repetition, redundancy, and imprecision. The "C" report gets the job done, but it lacks intellectual rigor and hence does not address the topic in an in-depth format. It lacks care in the presentation and integration of graphic material.

**"D" Report:** Its treatment and development of the subject are rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence is either misrepresented or not used at all, or it is scanty (showing little study of the readings, course readings, lectures or field observation). The whole report gives the impression of having been produced carelessly. Illustrations lack care and precision, and detract from the overall integrity of the report.

**"F" Report:** Its treatment of the subject is superficial, its theme lacks discernible organization. Stylistically, it is wanting. There is no evidence of reading, reflection, or of integration of the materials of the class and the field observations. The ideas, the organization, and style fall far below what is acceptable graduate level writing. It is often seriously incomplete and shows no evidence of familiarity with either the course material, the assignment instructions, or the study area.

*(The preceding two sections of this syllabus were adapted in part from Dr. Julia Rodriguez-Curry's handout on "Grading Criteria," San José State University, Mexican-American Studies Department, 2003)*

### **Grading Criteria - Oral Presentations.**

The criteria below describe the main attributes of A, B and C presentations. It is not anticipated that grades of D or F will be given.

A: Cohesive, avoids jargon, accurate, professionally presented, entertaining, demonstrates exceptional organization

B: Cohesive, some jargon, accurate, reasonably professional presentation, demonstrates reasonable organization

C: Not cohesive, jargon in speech, accuracy questionable, boring, disorganized

## **Course Outline.**

Due to the fluid nature of a community-based studio course, the course outline which begins on the next page is subject to change with reasonable notice. Please visit the Syllabus page on the course web site regularly for updates and new information.

In the most general terms, the course is designed to model a professional planning study and incorporates the following six sections:

Part One: Introductions and Team-Building (1 week)

Part Two: Community Assessment (4 weeks)

Part Three: Community Visioning (3 weeks)

Part Four: Community Engagement (3 weeks)

Part Five: Synthesis and Plan Preparation (3 weeks)

Part Six: Plan Presentation (2 weeks)

I look forward to a fun and rewarding semester with each of you!

Date and Topics	Lecture and In-Class Lab Work	Readings and Assignments
<b>PART ONE: INTRODUCTIONS AND TEAM-BUILDING</b>		
<p style="text-align: center;"><b>August 29</b></p> <ul style="list-style-type: none"> <li>• Instructor and Student Introductions</li> <li>• Course and Syllabus Review</li> <li>• Examining the Profession: what exactly is “planning” and why do you want to become an urban planner?</li> <li>• Introduction to Alviso</li> </ul>	<p><u>Discussion:</u> What is urban planning? Why are you pursuing a career in planning? What qualities, strengths and viewpoints will you add to the profession?</p> <p>Introduction to Alviso via aerial photograph interpretation and related web sites.</p>	<p><u>Assignment 1 distributed:</u> Individual reflection paper #1. Self-assessment; personal and career motivators. Due 9:00 a.m., September 5.</p> <p><u>Assignment 2 distributed:</u> Critical evaluation of planning documents. Due 9:00 a.m., September 12.</p>
<b>PART TWO: COMMUNITY ASSESSMENT</b>		
<p style="text-align: center;"><b>September 5</b></p> <ul style="list-style-type: none"> <li>• Overview: the Alviso Planning Process</li> <li>• <i>Community Assessment I:</i> Alviso’s physical setting</li> <li>• Field Study Techniques and Preparation</li> </ul>	<p><u>Lecture:</u> overview of the Alviso planning process and discussion; information design using maps</p> <p><u>Study Topic Team Assignments:</u></p> <ul style="list-style-type: none"> <li>- Demographics and Housing</li> <li>- Land Use, Circulation, Infrastructure</li> <li>- Environmental Context</li> <li>- Community History and Visual/Aesthetic Qualities</li> <li>- Community Organizations, Task Forces, Public Safety</li> </ul> <p><u>“Big Picture” Team Assignments:</u></p> <ul style="list-style-type: none"> <li>- <i>Team A:</i> Alviso Base Maps</li> <li>- <i>Team B:</i> Report Layout and Presentation Materials</li> <li>- <i>Team C:</i> Outreach Strategies and Community Meeting Planning</li> </ul> <p><u>Studio:</u> Begin preparing a detailed base map of Alviso and surrounding areas - draft due next week; Team A initiate base mapping; preparations for next week’s field visit to Alviso.</p>	<p><u>Assignment 1 Due, 9:00 a.m.</u></p> <p><u>Readings Due:</u></p> <ul style="list-style-type: none"> <li>- City of San Jose, Department of Planning, Building and Code Enforcement, December 1998. <i>Alviso Master Plan: A Specific Plan for the Alviso Community</i> (skim the plan)</li> <li>- J. Douglas Allen-Taylor, <i>Watchin’ the Tidelands Roll Away</i>, Metro magazine, August 20-26, 1998 issue. (pp. 1-26)</li> <li>- Eric D. Kelly and Barbara Becker, <i>Community Planning: An Introduction to the Comprehensive Plan</i> (Washington: Island Press, 2000). Read: “Maps as Planning Tools” (pp. 29-37)</li> <li>- John O’Looney, <i>Beyond Maps: GIS and Decision Making in Local Government</i> (Redlands, California: ESRI Press, 2000) Read: “Telling Visual Stories: Using Maps to Build Community” (pp. 211-222) and “Design Principles to Guide GIS Use” (pp. 61-84)</li> </ul>

Date and Topics	Lecture and In-Class Lab Work	Readings and Assignments
<p align="center"><b>September 12</b></p> <ul style="list-style-type: none"> <li>• <i>Community Assessment II:</i> Alviso field visit</li> </ul>	<p><u>Field visit</u> to Alviso. Documentation of Alviso’s visual qualities, opportunities and constraints. Meet in WSQ208 at 8:30 a.m. <b>sharp</b>. We will take public transportation to and from Alviso. Bring \$1.75 for each direction of the trip, exact change.</p> <p>Lunch will be at a local Alviso restaurant, Rosita’s. Vegetarian options are available. Please bring cash to cover the cost of your lunch, or feel free to pack your own lunch.</p>	<p><u>Team A: <b>draft</b> base map due, 8:30 a.m.</u></p> <p><u>Assignment 2 Due. 9:00 a.m.</u></p> <p><u>Reading Due:</u>  - Kelly, Eric D. and Barbara Becker. “Where Are We? Analysis of Existing Conditions in the Community”. In <i>Community Planning: An Introduction to the Comprehensive Plan</i>, 29-37. Washington, DC: Island Press, 2000.</p>
<p align="center"><b>September 19</b></p> <ul style="list-style-type: none"> <li>• <i>Community Assessment III:</i> Alviso’s regulatory setting - environmental</li> <li>• Discuss field work and observations</li> </ul>	<p><u>Guest speakers:</u>  - Kirsten Struve and Matt Krupp, City of San Jose Dept. of Env. Svs.  - (invited) Rosemary Komei, Chair, Santa Clara Valley Water District  - Lynne Trulio and Heather White  1:00 - 2:30, SJSU Environmental Studies Department</p> <p><u>Studio:</u>  - Team A: Alviso base map work  - Field/document research</p>	<p><u>Readings Due:</u>  - Web readings on General Plans and Zoning in California, Santa Clara Valley Water District policies, and City of San Jose General Plan 2040 Update process (to be distributed in class)</p> <p><u>Assignment 3 distributed:</u> Census Data Analysis. Due 9:00 a.m., September 26.</p>
<p align="center"><b>September 26</b></p> <ul style="list-style-type: none"> <li>• <i>Community Assessment IV:</i> Alviso’s regulatory setting - land use and historic preservation</li> <li>• Census data analysis using GIS</li> </ul>	<p><u>Guest speakers:</u></p> <ul style="list-style-type: none"> <li>• Michael Brilliot, Senior Planner, City of San Jose Planning Department</li> <li>• Sally Zarnowitz, Historic Preservation Officer, San Jose Planning Department</li> </ul> <p><u>Workshop:</u>  Census Analysis using GIS</p> <p><u>Studio:</u>  - Team B: initiate work on report format and presentation materials  - Field/document research  - Team C: initiate work on outreach strategies and meeting planning</p>	<p><u>Team A: <b>final</b> base map due, 9:00 a.m,</u></p> <p><u>Assignment 3 Due. 9:00 a.m.</u></p> <p><u>Self/Team Assessment I Due. 9:00 a.m.</u></p> <p><u>Readings Due:</u>  - Dowell Myers and Lee Meniffee, “Population Analysis”, in <i>The Practice of Local Government Planning</i>, ed. Charles Hoch (Washington: ICMA, 2000) pp. 61-86.</p> <p>- Web readings at the U.S. Census Bureau (to be distributed in class)</p>

Date and Topics	Lecture and In-Class Lab Work	Readings and Assignments
<b>PART THREE: COMMUNITY VISIONING</b>		
<p style="text-align: center;"><b>October 3</b></p> <p>• <i>Visioning I: Principles of Community Visioning</i></p>	<p><u>Lecture:</u> Visual preference surveys, charettes and other visioning techniques</p> <p><u>Studio:</u></p> <ul style="list-style-type: none"> <li>- practice with visual preference surveys using Alviso photographs</li> <li>- Field/document research</li> <li>- Teams B and C tasks. Draft and final materials due over next 2 weeks</li> </ul>	<p><u>Reading Due:</u></p> <ul style="list-style-type: none"> <li>- Dayana Salazar and Peter Weschler, "Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning", 2002.</li> </ul>
<p style="text-align: center;"><b>October 10</b></p> <p>• <i>Visioning II: Applying the Community Visioning Process to Alviso</i></p>	<p><u>Studio:</u></p> <ul style="list-style-type: none"> <li>- group discussions on structuring the November 8 community meeting for maximum involvement and input.</li> <li>- Team C: design, preparation and distribution of community meeting notices for November 8 and December 6 meetings.</li> <li>- Field/document research</li> </ul>	<p><u>Team B <b>draft</b> recommendations for report and presentation materials, due 9:00 a.m.</u></p> <p><u>Team C: <b>draft</b> logistical planning report, due 9:00 a.m.</u></p> <p><u>Web Readings Due:</u></p> <ul style="list-style-type: none"> <li>- Gary Green, Anna Haines, Stephen Halebsky, Building our Future: A Guide to Community Visioning (University of Wisconsin - Madison). Skim the document.</li> <li>- National Civic League Press, "The Community Visioning and Strategic Planning Handbook" (Denver, Colorado: National Civic League Press, 2000) pp. 1-18.</li> </ul>
<p style="text-align: center;"><b>October 17</b></p> <p><i>Visioning III: Urban Design and Rendering</i></p>	<p><u>Lecture and Guest Speaker:</u> Urban Design</p> <p><u>Studio:</u></p> <ul style="list-style-type: none"> <li>- Field/document research</li> </ul>	<p><u>Team B <b>final</b> recommendations for report and presentation materials, due 9:00 a.m.</u></p> <p><u>Team C: <b>final</b> logistical planning report</u></p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> <li>- Ray Gindroz, Donald Carter, Paul Ostergaard, Rob Robinson and Barry Long; <i>The Urban Design Handbook: Techniques and Working Methods</i> (New York: W.W. Norton &amp; Co., 2003) pp. 60-93.</li> <li>- Bill Lennertz and Aarin Lutzenhiser, "Charrettes 101"; Fannie Mae Foundation</li> </ul>

Date and Topics	Lecture and In-Class Lab Work	Readings and Assignments
<b>PART FOUR: COMMUNITY ENGAGEMENT</b>		
<p><b>October 24</b></p> <p>•Community Engagement I:  - Needs Assessments  - Active Listening Techniques  - Environmental Justice</p>	<p><u>Lecture and Discussion:</u>  Environmental justice case studies in the Bay Area; conducting needs assessments.</p> <p><u>Studio:</u> preparations for November 8 community meeting.</p>	<p><u>Reading Due:</u></p> <p>- Web readings on community participation and environmental justice case studies</p>
<p><b>October 31</b></p> <p>•Community Engagement II:  - Preparations for November 8 Visioning Workshop</p>	<p><u>Studio:</u> preparations for November 8 community meeting.</p>	<p><u>Self/Team Assessment 2 Due. 9:00 a.m.</u></p> <p><u>Reading Due:</u></p> <p>- Cogan, Elaine. "Making Effective Presentations." In <i>Successful Public Meetings: A Practical Guide</i>, pp 53 - 67. Chicago: American Planning Association, 2000.</p>
<p><b>November 7 (optional Friday class session, if needed)</b></p> <p><b>November 8 (Saturday community meeting in Alviso)</b></p> <p>• Community Engagement III:  - Alviso Visioning Workshop</p>	<p>(optional) pre-meeting breakfast</p> <p>Alviso Community Visioning Workshop Part I:  Saturday, November 8, 2008  11:00 a.m. - 3:00 p.m.</p> <p>All students to meet at workshop site by 10:00 a.m. sharp. Attendance by all students is required.</p>	<p><u>Assignment 4 distributed:</u> Individual reflection paper #2: Assessment of visioning workshop. Due 9:00 a.m., November 14.</p> <p><u>Reading Due:</u> none</p>
<b>PART FIVE: SYNTHESIS AND PLAN PREPARATION</b>		
<p><b>November 14</b></p> <p><i>Synthesis &amp; Plan Preparation I:</i>  - Post-Workshop Evaluation  - Alternatives Preparation</p>	<p><u>Discussion:</u> what worked well at last week's workshop? Where could we have improved? Summarize outcomes and lessons learned.</p> <p><u>Studio:</u> preparations for December 6 community meeting.</p>	<p><u>Assignment 4 Due at 9:00 a.m.</u></p> <p><u>Reading Due:</u> none</p>

Date and Topics	Lecture and In-Class Lab Work	Readings and Assignments
<p><b>November 21</b></p> <p><i>Synthesis &amp; Plan Preparation II:</i>            - Preliminary Design and Concept Plan Preparation            - Preparations for Dec. 6 Community Workshop</p>	<p><u>Studio</u>: preparations for December 6 community meeting.</p>	<p><u>Self/Team Assessment 3 Due. 9:00 a.m.</u></p> <p><u>Reading Due</u>: none</p>
<p><b>November 28</b></p> <p>No Class (Thanksgiving)</p>	<p>No Class (Thanksgiving)</p>	<p>No Class (Thanksgiving)</p>
<p><b>PART SIX: PLAN PRESENTATION</b></p>		
<p><b>December 5 (optional Friday class session, if needed)</b></p> <p><b>December 6 (Saturday community meeting in Alviso, 11:00 am - 3:00 pm)</b></p> <p><i>Plan Presentation I:</i>            - Present Findings and Preliminary Concept Plan to Alviso Community            - Post-Workshop Evaluation            - Incorporate Community Feedback into Final Plan</p>	<p><i>(optional)</i> pre-meeting breakfast</p> <p>Alviso Community Visioning Workshop Part II:            Saturday, December 6, 2008            11:00 a.m. - 3:00 p.m.</p> <p>All students to meet at meeting site by 10:00 a.m. sharp. Attendance by all students is required.</p>	<p><u>Assignment 5 distributed</u>: Individual reflection paper #3. Assessment of performance in class and lessons learned; applicability to planning career. Due 5:00 p.m., <u>Wednesday, December 9</u> via email to Rick (<i>note non-Friday due date</i>)</p> <p><u>Reading Due</u>: none</p>
<p><b>December 12</b></p> <p><i>Plan Presentation II:</i>            - Present Findings and Final Plan to City Staff            - Post-Presentation Evaluation            - Course Evaluation            - Personal Reflections</p>	<p><u>Morning Presentation</u>:            Plan summary and discussion with San Jose Planning Department staff; discussion of ideas for next steps in Spring semester (URBP 203).</p> <p>Attendance by all students is required for this presentation.</p>	<p>None..Happy holidays!</p>

## **Participation in Class and Attendance.**

Student participation in class discussions is a vital component of this course. There is no formal course credit for participation, however, students should make every attempt to attend all classes and actively participate in discussions. In rare cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade. 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 ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## **Assignments.**

Assignments are due at the date and time specified in the course syllabus.

In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of "B" but is submitted one day late, it will receive a final grade of "C".

If a student expects not to be able to complete an assignment on time, it is important for the student to contact the instructor at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). The student will also provide a date and time by which the late assignment will be submitted. If a student does not communicate an anticipated late assignment within this time frame or if the late assignment is not received after the time promised, the assignment will receive a grade of zero. The grading policy described on pages 4-6 will still apply. A maximum of two late assignments which adhere to this policy will be accepted; all subsequent late assignments will receive a grade of zero.

No exceptions to these policies will be granted, in fairness to students who commit to submitting their assignments on time.

Since this course focuses on the development of professional skills used by urban planners, the presentation of submitted materials will be considered as part of the assignment's grade. All assignments must include the student's name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization do count. As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Assignments not meeting these policies of professional presentation will generally receive a one-half grade point deduction.

## **University, College or Department Policies**

### **◆ Academic integrity statement (from Office of Judicial Affairs).**

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://www.sjsu.edu/senate/S07-2.htm>

### **◆ Plagiarism and Proper Citation of Sources.**

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 instructor 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 identify the language as a quote by putting the text into quote marks and referencing 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 you found in a web page, book, or report 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.

San José State University has created a website tutorial on how to identify and avoid plagiarism that students are encouraged to visit. The site is available at <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. In addition, the "Academic Dishonesty Procedures" are available in any SJSU Schedule of Classes.

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy (\$11.56 recently listed at amazon.com). 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. Either system is fine, but you need to be consistent with your referencing style.

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

#### ◆ **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 the instructor as soon as possible, or visit during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Students requesting accommodation of disabilities must do so through the DRC at <http://www.drc.sjsu.edu/> or by calling (408) 924-6000. Accommodations will be provided only to those students who are registered with the DRC, and who have requested accommodation pursuant to policies of the DRC.

#### ◆ **Academic Honesty.**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information about other unacceptable procedures in class work and examinations. Students

who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

◆ **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 break 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 break during the class period during which students may take calls outside of the classroom.

◆ **Computer Use.**

Using your laboratory computer during class time for non-course related activities is disrespectful and distracting to the instructor and to your fellow students. In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture.

Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University). Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Odds and Ends**

◆ **Adds/Drops.**

The student is responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

◆ **Incomplete Grade.**

An incomplete grade will only be assigned for a documented, serious, non-academic reason.

◆ **Students Adding the Class after the First Day of Class.**

Students who add the class after the first day of class are responsible for completing all work in the course on the same schedule as students who were registered from the first day of the semester.

◆ **Level of Effort.**

This course requires approximately 6 to 8 hours of work per week outside of the normal class period, including the completion of tutorial assignments, instructor-designed assignments and other tasks as assigned. Students should expect to spend more time per week for long-term projects such as the final course project or preparations for the mid-term exam.

### **About the Instructor: Rick Kos, AICP**

I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our 3-1/2 months together. We'll have some fun along the way, too. My goal is teach you a number of fundamental skills used by today's planners.

While the majority of my recent professional experience has been in GIS, I have never strayed far from my roots in urban and regional planning and this combination of experience is what I am excited to share with you. I take pride in providing personal, one-on-one attention to the needs of my students and strongly encourage you to take advantage of all opportunities to meet with me during class and during office hours.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993).

In the late 1980s I worked as a planner in Middlesex County, New Jersey, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e. non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that were not particularly receptive, at first, to deviations from the conventional suburban planning model.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission as a GIS Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC was chosen from among thousands of entries for inclusion in ESRI's *2003 Map Book*. This annual publication showcases innovative uses of ESRI's GIS software to solve real-world problems. The Lifeline map locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g. grocery stores, daycare centers, clinics) within the 9-County region, along with existing public transit services. The spatial analyses enabled by this mapping work allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a 45-person planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California.

Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging software program called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I am also a part-time instructor with the GIS Education Center affiliated with City College of San Francisco. Additionally, I am co-authoring a book titled *GIS Tutorial in Economic Development* with

Professor Mike Pogodzinski of the SJSU Economics Department. The book will be released in late summer 2009 by ESRI Press.

I also engage in occasional freelance GIS projects. For example, I am now assisting the City of Mountain View, CA with GIS work related to the update of the city's 1992 General Plan. I also assist Raimi & Associates of Berkeley, CA with GIS work related to their mission of fostering healthy cities.

This will be my third semester teaching at San Jose State and, I must admit, it is my favorite job of the many I've listed above.

Welcome! I'm very excited to get to know each of you this semester.

- Rick