Instructor: Rick Kos, AICP and Justin Meek, AICP
Office location: Rick: WSQ-216E (until early October), then WSQ-218C
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Telephone: Rick: (415) 924-5882
Justin: (831) 430-6796
Email: Rick: Richard.Kos@sjsu.edu
Justin: justin.meek@gmail.com
Office hours: Rick: Monday (3-5 p.m.), Tuesday (2:30-4 p.m.), Wednesday (11:30-1 p.m.)
Justin: Wednesday (1-2 p.m.)
Class days/time: Rick’s Section (01): Wednesdays 1:30 – 7:00 p.m.
Justin’s section (02): Wednesdays 4:00 – 9:30 p.m.
Classroom: Rick’s Section (01): WSQ-208
Justin’s section (02): BBC-001
Class website: http://urbp201cuc.pbworks.com
Prerequisites: Instructor consent
Units: 8 units

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 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. Fundamentally, urban planners help to shape our
human habitat.

July 31, 2012)
The basic element of a planner’s work is the creation of a plan — a document which arises from a goal-setting process and which integrates data analysis, fieldwork, the input of community members, professional judgment and personal experience. At best, community leaders and residents use a well-constructed plan frequently as a reference 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, lacks useful implementation steps, and becomes quickly forgotten.

The foundation for any meaningful and responsive planning effort is a thorough assessment of the location to be studied. We call this a Community Assessment, and typical components include an analysis of current conditions such as land use, zoning, transportation, demographics and community stakeholders. With this solid foundation of facts, planners can then proceed to subsequent stages of the community planning process, including stakeholder collaboration, goal formulation, and plan development.

In this course you will be an integral part of a service learning team of Masters degree candidates in the Urban & Regional Planning Department who will collaborate closely with the CommUniverCity staff, Spartan-Keyes neighborhood leaders, and San Jose city staff to develop a Community Assessment. The resulting document will encapsulate Spartan-Keyes’ assets, liabilities, people, aspirations as well as the numerous city, county, and state regulations which play a role in shaping the community.

In so doing, you will have an exciting opportunity to craft a professional-grade 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 assessment report, to be completed in December, will present existing conditions and include your ideas for future community improvements. Building upon this solid foundation, students continuing with this project in the Spring semester (URBP 203) will focus on close collaboration with community members, city officials and others to determine priorities and implementation methods to turn the community’s desires into reality.

**Course Project Objectives**

In this course, we will endeavor to create a well-constructed, professional-grade, accurate, and thorough community assessment for the Spartan-Keyes neighborhood that lies approximately one mile south of the main SJSU campus. The neighborhood is bordered to the south by the SJSU South Campus that includes Spartan Stadium and other university facilities. We will conduct our work in close partnership with community leaders and CommUniverCity San Jose (CUC), an organization, as the name implies, that brings together the skills, knowledge and resources of the community (Spartan-Keyes leaders), the university (in our case, you and your peers in this course), and the City of San Jose staff. CUC’s service-learning projects are based on priorities set by neighborhood residents and typically focus on one or more key areas:

○ **Education:** Enrich and expand educational opportunities for residents and youth, encouraging a "college-going" culture through the community

○ **Community Health:** Support all aspects of the neighborhood that contribute to healthy environments and lifestyles

○ **Neighborhood Environment:** Foster a physically safe and socially connected, empowered community

In light of the recent financial strain faced by the City of San Jose, the city’s Strong Neighborhood Initiative (SNI) program was eliminated as part of the disbanding of the city’s Redevelopment Agency. The SNI program shared many of the same goals as CUC, so there is an effort underway now for CUC to take the lead and expand its work beyond its seven-year engagement with the nearby Five Wounds/Brookwood Terrace neighborhood. As the “University” component of CommUniverCity, you will be an active and important part of this powerful opportunity for positive change in central San Jose.

The document you will develop over the next 17 weeks will be of great value to the community we assess this semester, to CUC, to the City of San Jose staff, and to the city’s elected officials. Also, it will serve as a solid reference for former SNI neighborhood representatives and existing community leaders, neighborhood business groups, and other key stakeholders with a strong interest in improving the health and vibrancy of a community (e.g., by fostering Safe Routes to Schools).

Thank you in advance for your energy, hard work and dedication to the production of a professional-quality planning report. We hope you really enjoy this service-learning course and use it as an opportunity to practice the work of professional planners, develop your skill sets, and serve an important San Jose community.

**Project Approach**

Your work in this course will take place during three phases:

- **Phase One:** Getting to Know Spartan-Keyes
- **Phase Two:** Data Collection and Analysis
- **Phase Three:** Report Design/Layout, Report Writing/Editing, Presentation Preparations

The focus of our work this semester will be divided—and carefully coordinated—between two teams of students:

- The students in Rick Kos’ Section 01 (meeting Wednesdays 1:30 - 7:00 p.m.) will assess:
  - Neighborhood use of the SJSU South Campus and investigate opportunities for dedicated community meeting space
  - Aesthetic and usage improvements to Spartan-Keyes alleyways in partnership with Renee Schrader’s URBP-232 Urban Design Studio
  - A possible linear mini-park in this very parks-deficient neighborhood
  - The local artist community in Spartan-Keyes and how this talent might be harnessed to create a distinct community identity
  - Strategies for improved youth services in Spartan-Keyes in collaboration with Neighborhood Action Center staff, grant providers, and SJSU faculty experts
- Investigate programs, funding sources, and hands-on strategies to promote urban greening, urban agriculture, and other efforts to beautify the neighborhood

- The students in Justin Meek’s Section 02 (meeting Wednesdays 4:00 - 9:30 p.m.) will conduct:
  - A Complete Streets assessment of existing streets throughout Spartan-Keyes, paying particular attention to pedestrian and bicycle modes of transportation (using a qualitative multimodal level of service analysis tool, S.W.O.T. observation technique, or similar audit tool)

- Both student teams will take part in other assessment activities:
  - A demographic analysis of the neighborhood’s socio-economic characteristics (using census and other available data)
  - An analysis of “social capital” data for residents within Spartan-Keyes, using the Delmas Park neighborhood as a control group (we will use survey data collected by students from other classes; there is the possibility that students from our class will take part in administering the social capital survey, too)
  - Collaborate closely during Phase Three to consolidate our findings into a professional-grade report and a high-quality and targeted presentation to community stakeholders. Phase Three will also give students an opportunity to develop recommendations for the project work that can continue in the Spring semester, in elective URBP-203.

Because of the unique structure of this course, the two student teams will be able to meet and collaborate during the three-hour period in which the two course sections overlap: 4:00 - 7:00 p.m. This overlap in our schedules will also allow all URBP-201 students to coordinate their work, share findings, meet with guest speakers and conduct field work.

**Community Engagement**

In addition to the tasks listed above, both student teams will take part in assessment activities that will constitute the “engagement” aspect of the course; that is, work completed outside of the class period and focused on engagement with planning practice:

- Conduct a neighborhood perception survey to gauge the feelings of community residents regarding safety, amenities, and other livability factors
- Conduct extensive field work to assess housing type/conditions, existing land use and the identification of community stakeholders
- Join walking tours led by Spartan-Keyes community leaders in order to better understand our project study area
- Design, practice, and execute a facilitated community conversation towards the end of the course in order to summarize our assessment findings and share them with Spartan-Keyes stakeholders and CommUniverCity staff
- Attend Spartan-Keyes Neighborhood Action Committee (NAC) meetings, typically held on the third Monday of each month
Course Learning Objectives

URBP-201 is a “learning by doing” course, a culminating experience where you apply what you’ve learned academically and professionally to a real-world planning study. Be prepared to contribute substantially each week, both individually and as members of small teams. Put another way, this is NOT a passive-learning class and the majority of your grade will be based upon how effectively you contribute to the project. You can think of your role this semester as a staff member in a small consulting firm with Rick and Justin serving as your project managers. URBP-201 can be a lot of fun and the work will be very rewarding and useful to your career development.

Upon successful completion of the course, students will be able to:

1. Use a systematic urban planning process to identify, analyze, communicate, and develop solutions to complex real world situations. The planning processes that students will learn to conduct include, at a minimum, the following components:
   a. Selecting, managing and applying appropriate research strategies for identifying the assets, problems and opportunities present in a community.
   b. Selecting, managing and applying appropriate outreach strategies for engaging diverse community stakeholders in the planning process. Community engagement strategies include, among others, stakeholder interviews, focus groups, door-to-door canvassing, community workshops and charrettes.
   c. Applying a collaborative, community-based process to develop a plan in partnership with a client community.

2. Creating graphics (including base maps, analytical and conceptual diagrams, and illustrative plans), written materials and oral presentations to clearly communicate to a client community the results of the community assessment and plan development processes.

3. Evaluating, selecting and developing the best means to disseminate the information synthesized in the plans. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, websites, and videos.

4. Work effectively as members and leaders of diverse planning teams, and apply an understanding of interpersonal group dynamics to assure effective group action.

5. Prepare a plan to effectively facilitate a meeting.

6. Describe and explain how theories of community participation and engagement can be used to bring about sound planning outcomes.

7. Compare and contrast community participation in planning in different countries.

8. Describe and explain key ethical issues related to working with clients.

9. Describe and explain the role of officials, stakeholders, and community members in the planning process.

10. Describe and explain the social and cultural factors that influence urban growth and change.

11. Describe and explain the equity concerns of the community planning process.
Planning Accreditation Board (PAB) Knowledge Components
This course partially covers the PAB Knowledge Components listed below. A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html

“1.b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.

1.f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

2.b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

2.c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.


2.f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3.a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics)

3.b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

3.d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.

3.e) Social Justice: appreciation of equity concerns in planning.”

Required Course Readings
Readings will be provided as individual downloadable PDF files; the instructors will provide details. The tentative course schedule at the end of this syllabus includes the date for the following assigned (and recommended) readings. Additional readings will be distributed during the semester.


### Work Materials and Locations

The computer laboratory in WSQ208 and “mini-lab” (in the Planning Department lounge area in WSQ 218) are available to you to complete 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 rewritable CD-ROM or DVD is strongly recommended for saving your in-class work and transferring it to your personal computer. To take full advantage of the course resources, 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 (available for free at www.adobe.com), Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

It is strongly recommended, though not required, that each student purchase a basic sketch book (approx. $10) and engineer’s scale (approx. $8) in order to maintain an ongoing record of analysis and techniques introduced in class, particularly digital cartography, urban design analysis, field work sketches and other graphical exercises. Above all, it is hoped that your sketchbook will be a valuable resource to you during the semester and in your future urban planning career. As for the scale, every planner should have this simple and useful tool at the ready!

### Fundamentals for Success in this Course

We will make every effort to help you succeed in this course so that you can apply what you’ve learned to your personal and professional growth. Naturally, it is your responsibility to complete all assignments and to take advantage of the many learning opportunities this semester. Your final grade will reflect your overall commitment to learning; higher grades correlate with student efforts that exceed expectations.
Here are some tips to help you succeed this semester:

**Enjoyment of Learning:** A strong motivation to learn, explore and have fun while learning is essential. This course will require a significant amount of independent work and relies heavily on student initiative. This course is intended to be a culminating experience in which you apply all of your knowledge from previous coursework (especially URBP-203, if you took it last semester), professional practice 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.

**Understanding Roles:** 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 to produce a professional-grade document and presentation for the student’s portfolio. The course will be conducted in a manner that mirrors professional practice in order to help you develop valuable workplace skills.

**Focus and Respect:** We fully understand the temptations and distractions we all face today with email, web sites, Twitter, Facebook and IMs vying for our attention, but lab computers may not be used for getting other work or e-mail done. Out of respect for everyone in a focused learning environment, Rick and Justin will be ruthless in getting everyone to turn computer monitors off when not being used for course exercises. If you have to "get something else done" during the class period, please do it elsewhere. Cell phones need to be in silent mode, or turned off.

**Professional Conduct:** Rick and Justin will conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace skills. We all need to be in agreement that the following standards will apply, as listed in the two sections below.

**Instructor responsibilities** include:

- To create a physically and intellectually safe and stimulating environment for learning
- To assist students as much as possible with their individual and collective learning goals
- To help resolve conflicts that hinder learning by answering student questions clearly and promptly, or to research answers and reply to the student as soon as possible
- To treat students with respect and kindness, using encouragement and humor to foster learning
- To arrive prepared and organized, with clear learning objectives and a schedule for each class period
- To evaluate and grade student work fairly and accurately while providing constructive feedback

**Student responsibilities** include:

- To attend each class session and to arrive punctually, bringing all needed materials
- To treat other students and the instructor with absolute respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
- To complete all assignments on time and professionally according to requirements listed in this syllabus
- To fully read and understand all aspects of this syllabus and to carry out the requirements herein
- To actively and consistently participate in class discussions and question-and-answer sessions
- To demonstrate self-reliance and self-direction in setting and completing learning objectives
- To accept responsibility for working collaboratively in the learning process

More Success Tips

Students that typically do well in studio courses:
- pull their weight by sharing the workload equally with team members and attend all team meetings and discussions
- consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
- consistently demonstrate full support for their team
- proactively raise concerns with team members and, if necessary, the instructors, and attempt to address them in a respectful and positive manner
- 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 handle disagreements professionally and assertively, focusing on the issues at hand and not the person
- share ideas with others and offer constructive suggestions to improve work processes and project goals

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 professional planner. Therefore, you should always feel welcome to ask for help either during the class period, privately during office hours, or remotely via e-mail. Asking for assistance will never be perceived as a liability and will never impact your grade negatively.
Also, the instructors recognize that they have as much to learn from you as you do from us, and we look forward to a creatively exciting semester with each of you so that we, too, can grow as urban planners and as instructors. You are encouraged to offer your views of the course at any time during the semester; you do not need to wait for the formal end-of-semester course evaluation. The instructors very much wish for this course to be useful, interesting and exciting for you, so please let us know how you feel the course is progressing. Compliments and constructive criticisms are both welcome!

**Course Assignments and Grading Policy**

Your final grade for the course will be determined by your performance in the assignments and other criteria listed below. Additionally, a brief description of each assignment is provided. All assignments will be posted to the course web site and explained in class prior to the due date.

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Percent of Total Grade</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Reading Reflection I</td>
<td>5%</td>
<td>Written reflections on readings pertaining to the URBP-201/203 course structure and objectives, and CommUniverCity San Jose’s formation, mission and accomplishments</td>
</tr>
<tr>
<td>2 – Reading Reflection II</td>
<td>5%</td>
<td>Readings from Putnam’s “Bowling Alone” and Klinenberg’s “Going Solo”; develop a shared understanding of social capital in preparation for evaluating Spartan-Keyes social capital surveys</td>
</tr>
<tr>
<td>3 – Draft Thematic Photo Montage of Spartan-Keyes</td>
<td>5%</td>
<td>Students will conduct field work and collect photos that reflect existing Spartan-Keyes conditions and organize them thematically</td>
</tr>
<tr>
<td>4 – Final Thematic Photo Montage of Spartan-Keyes</td>
<td>5%</td>
<td>Finalization, poster printing, and presentation of thematic photo montages</td>
</tr>
<tr>
<td>5 – Literature Review</td>
<td>10%</td>
<td>Review of literature related to student team projects, completion of a literature review that synthesizes the reviewed material</td>
</tr>
<tr>
<td>6 – Evaluation of Social Capital Survey Results</td>
<td>10%</td>
<td>Presentation of summary statistics, tables, graphs to effectively summarize survey findings</td>
</tr>
<tr>
<td>7 – Existing Conditions Field Survey</td>
<td>10%</td>
<td>Data collection, summarization and presentation of results of existing conditions survey focused on housing condition/type, land use, property conditions and other variables</td>
</tr>
<tr>
<td>8 – Neighborhood Perception Survey</td>
<td>10%</td>
<td>Preparation and testing of survey instrument, execution of door-to-door survey, summarization and presentation of survey data</td>
</tr>
<tr>
<td>9 – Draft Phase II Report</td>
<td>5%</td>
<td>Completion of summary report that synthesizes Phase II community assessment findings</td>
</tr>
<tr>
<td>10 – Final Phase II Report</td>
<td>10%</td>
<td>Finalization of draft report; presentation of Phase II results to community stakeholders</td>
</tr>
</tbody>
</table>
### 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 demonstrates his/her thinking in evaluating concepts, compares/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. We recommended using page sizes that do not to exceed 11”x17”. If maps or graphics are larger than the document, fold them before attaching.

Other grading/assignment issues

The instructors understand that grades are important to students on both a personal and professional level. They are a measure of your achievements in class and your progress towards meeting the course learning objectives. We also understand that there tends to be a great deal of “grade anxiety” in a university setting. The best way that we can help students with these matters is to be as clear as possible about grading criteria and weightings in this syllabus, so that you can plan accordingly. Please understand that we are very thoughtful, careful, thorough and fair graders of student assignments and it is a responsibility that we do not take lightly. You are encouraged to review your graded assignments with us at any time to discuss our comments and suggestions for improvement.

High grades must be earned and all grades reflect our estimation of a student’s effort—just as our efforts in a professional work environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, we reserve a grade of “A” only for exceptional work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional” - not “average” or even “above average”.

The guidelines in this section should help explain general grading criteria but, as your instructors, we reserve the right to use our professional discretion at all times, taking into account a student’s entire approach to the course: participation and alertness in class, consistent timely submissions of assignments, demonstrated and repeated willingness to assist other students with in-class assignments, and other factors. If you have any questions about this approach, you are more than welcome to talk with your instructor(s) privately. Below are the grading criteria for this course.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
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<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate excellence, workplace-quality professional presentation and obvious dedication to meeting course learning objectives, we reserve grades of A- and A. We very rarely issue an A+ grade unless student work exceeds our expectations on any and all levels. Put another way, you should not expect to receive an “automatic A” simply by completing assignments; these grades are set aside for students who go the extra mile. If you receive a grade in the A’s, it is our way of indicating that we are aware and proud of your extra effort. In instances where the work product is not of exceptional quality but the student has clearly demonstrated commitment in terms of extra time spent and/or seeking help with the assignment, earning a grade of A- is a strong possibility.</td>
</tr>
<tr>
<td>B-, B and B+</td>
<td>If work is above average in quality, thoroughness and presentation, the instructors tend to issue a grade of B-, B or B+. We interpret these grades to mean “much better than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality and that we are pleased with your progress.</td>
</tr>
</tbody>
</table>
C-, C and C+  If student work is **sufficient and acceptable**, the instructors will issue a grade of C or C+ because these grades are reserved for work of average quality. The instructors do not view a C or C+ as a terrible grade; it is an acknowledgment of average and acceptable effort, but that you could have done better.

D and F  The instructors certainly hope not to issue any such grades this semester, but will do so for student work that is sub-par on all levels (D’s) or demonstrates the barest of minimal effort (F).

Zero  For assignments that are not submitted on the due dates listed in this syllabus and/or assignments which do not adhere to the late-submission policy described herein.

Grades on student work will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td>90-93</td>
</tr>
<tr>
<td>A-</td>
<td>88-89</td>
<td>85-87</td>
</tr>
<tr>
<td>B+</td>
<td>84-87</td>
<td>80-83</td>
</tr>
<tr>
<td>B</td>
<td>80-83</td>
<td>78-79</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
<td>74-77</td>
</tr>
<tr>
<td>C+</td>
<td>74-77</td>
<td>70-73</td>
</tr>
<tr>
<td>C</td>
<td>70-73</td>
<td>68-69</td>
</tr>
<tr>
<td>C-</td>
<td>68-69</td>
<td>64-67</td>
</tr>
<tr>
<td>D+</td>
<td>66-67</td>
<td>60-63</td>
</tr>
<tr>
<td>D</td>
<td>60-63</td>
<td>below 60</td>
</tr>
</tbody>
</table>

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**Grading Criteria - Individual Written Reports and Assignments**

The narrative below describes the main attributes of A, B, C, D and F work. The general sentiment of these criteria will be applied to all student work this semester.

"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 scantly (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.

Grading Criteria - Oral Presentations

The criteria below describe the main attributes of A, B and C presentations and will be applied to your individual presentation for your final project (in May). 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

(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.)

Participation in Class and Attendance

Student participation in an active, project-focused, studio-based course is a vital component of each student’s grade. A student's final course grade will take this consideration into account; in addition to the grading criteria listed in the table on pages 10 and 11, the instructor will consider a student’s overall level of participation and engagement in class when calculating the final grade.

Students can demonstrate participation and engagement by regularly joining class discussions, asking questions related to the course material, assisting fellow students with research, paying full attention
during class meetings, being punctual to class, minimizing absences, minimizing distractions during class, and minimizing late assignment submissions.

For students that demonstrate exemplary participation and engagement during the semester, the instructor will typically raise the final grade by up to a half point. For students that demonstrate inadequate participation and engagement, the final grade may be lowered by up to a half point.

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.”

**Completing Assignments on Time and Professionally**

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”.

The instructors realize that “life happens”. If you expect not to be able to complete an assignment on time, it is important for you to contact your instructor at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). You must also provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. A maximum of two late assignments that adhere to this policy will be accepted; all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit 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 a significant 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. Printing assignments on the clean sides of already-printed paper is neither professional nor acceptable (though the “green” thought is appreciated, of course). Assignments not meeting these fundamental practices of professional presentation will generally receive a one-half to one-point deduction in the grade.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is an eight-unit class, you can expect to spend a minimum of eighteen hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments
may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as conducting photographic surveys, conducting neighborhood perception surveys, attending and facilitating community meetings, processing data from baseline social capital surveys, and joining neighborhood walking tours to help assess Spartan-Keyes as comprehensively as possible. Details on how to complete these activities will be provided in handouts distributed in class throughout the semester.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose 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” (Academic Senate Policy S07-2). The policy on academic integrity can be found at http://www.sjsu.edu/senate/S07-2.htm.

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 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. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

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

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.
Citation style

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.

Please 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. The instructors very much prefer the “notes” style.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make 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 the DRC (Disability Resource Center) to establish a record of their disability.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's verbal permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-928-2096.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

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 to teach you a number of fundamental skills used by today’s planners while demonstrating professional project management techniques.
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 an assistant planner in Middlesex County, NJ, 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 weren’t particularly receptive at first to deviations from conventional suburban planning.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission as a GIS Planner/Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC 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. Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging geobrowser application called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I am also a part-time GIS instructor with the GIS Education Center affiliated with City College of San Francisco. Additionally, I am co-authoring a book titled GIS for Economic Development with Professor Mike Pogodzinski of the SJSU Economics Department. The book will be released in the summer of 2012 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.

**About the Instructor: Justin Meek, AICP**

I am a recently certified (AICP) urban planner with over ten years of planning experience in both the private and public sectors throughout California. From 2000 to 2008 I worked for a planning and engineering firm, RBF Consulting, as an environmental planner and project manager. In that time, I helped complete over 25 Environmental Impact Reports and numerous Initial Studies for a wide variety of projects, such as residential subdivision, commercial development, sport field complex, water desalination facilities, and landfill expansion. In 2008 I returned to school fulltime to pursue a masters of urban and regional planning at SJSU, which I completed in 2010. From 2010 to 2012, I provided contract planning services to the City of Pacific Grove. Last year I co-taught URBP 201 for the first time. Currently, I am working as a Senior Planner for the City of Marina,
and I have recently submitted a grant application to the Silicon Valley Community Foundation to fund a research project on parking utilization at residential TODs.

Since 2008, I have been actively involved in the American Planning Association (APA) and currently serve as the APA California-Northern Section Administrative Director. Like Rick, I look forward to facilitating a rewarding, real-world project experience.
# URBP-201: Community Assessment

## Fall 2012

### Tentative Course Schedule

The following course outline describes the general approach we will take this semester, but please bear in mind that specific details are subject to change with reasonable notice, which is common in a studio-based, fluid, course of this nature. The instructors will communicate changes via email or verbally in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (and related P&amp;AB Knowledge Component(s))</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td>Phase One: Getting to Know the Spartan-Keyes Neighborhood</td>
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<tr>
<td>Aug. 22</td>
<td>Introductions and ice-breaker; Lecture 1: Course and Project Overview; Aerial Photo Interpretation Lab</td>
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<tr>
<td>Aug. 29</td>
<td>Lecture 2: Collaborative Neighborhood Planning; The Structure of URBP-201/203; Goals vs. Objectives; Lab: Neighborhood Plan Review, Summary and Evaluation (2b, 2e, 3e)</td>
<td>1 – Salazar &amp; Kelly 2 – Salazar &amp; Jackson</td>
<td>1 – Reading Reflection I</td>
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<td>3 – Viswantahan et al.</td>
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<td>4 – Christensen (recommended)</td>
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<tr>
<td>Sept. 5</td>
<td>Lecture 3: The Context for Neighborhood Planning in the City of San Jose; Klinenberg vs. Putnam Debate (1b, 1f, 3d)</td>
<td>5 – Putnam (2000a-d)</td>
<td>2 – Reading Reflection II</td>
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<td>6 – Klinenberg (2012a, b)</td>
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<td>7 – Stephens (2012)</td>
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<td>Phase Two: Data Collection and Analysis</td>
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<td>Sept. 12</td>
<td>Lecture 4: Components of a Community Assessment and Overview of Phase 2; Complete Streets 101 and Multi-Modal LOS Analysis (1b, 2c)</td>
<td>8 – Kelly &amp; Becker (2000a)</td>
<td>3 – Photo Montage I (Draft)</td>
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<td></td>
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<td>9 – Jones (1990a)</td>
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<tr>
<td>Sept. 19</td>
<td>Lecture 5: Using Esri’s Community Analyst Mapping Service; Working with Census and ACS Data (1b, 2e)</td>
<td>10 – Kelly &amp; Becker (2000b)</td>
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<td></td>
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<td>11 – Jones (1990b)</td>
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<td>13 – Hoch (2000)</td>
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</table>
Oct. 3  | Lecture 7: Setting a Road Map via Collaborative Development of a Report Outline  | 14 – Distributed in class  | 5 – Literature Review
Oct. 10 | Lecture 8: Stakeholder Identification and Analysis (2e, 3a, 3b) | 15 – Distributed in class | 6 – Evaluation of Social Capital Survey Results
Oct. 17 | Phase 2 Small Team Work in Studio | 16 – Distributed in class | 7 – Existing Conditions Field Survey; Figure-Ground Map
Oct. 24 | Lecture 9: Professional Report Design I (approach) (2b) | 17 – Distributed in class | 8 – Neighborhood Perception Survey Results

**Phase Three: Synthesis; Report Production; Presentation Preparations**

Oct. 31 | Lecture 10: Professional Report Design II (tools) (2b) | 18 – Munter (2003a) | 9 – Phase 2 Draft Findings Report
Nov. 7  | Lecture 11: Professional Presentations I (approach) (2b) | 19 – Cogan (2000 a,b) | 10 – Phase 2 Final Findings Report and Presentation
Nov. 21 | Thanksgiving Week (optional class for team meetings) | |
Nov. 28 | Lecture 13: Public Meeting Facilitation I (approach) (2f) | 23 – Jones (1990c) | 11 – Draft Project Summary Report
Dec. 12* | Final Summary Report Finalization; Facilitated Community Conversation; Determine Next Project Steps Course Evaluation; End of Semester Celebration | 12 – Final Project Summary Report and Facilitated Community Conversation

* the events of this class session will constitute the culminating experience for the course (in effect, our “final exam”). December 12 is not the university-scheduled date for the official URBP-201 exam, but it reflects the regular class meeting date that we will all have become accustomed to by this point in the course. The instructors will take a poll of students early in the semester to determine if all enrolled students can attend class on this date in lieu of meeting during the scheduled final exam period.