Instructors: Julie Moloney, AICP, and Carol Anne Painter  
Office location: WSQ 216G  
Telephone: (408) 310-1534 (Julie) and (408) 921-0202 (Carol Anne)  
Email: julie.moloney@sjsu.edu (Julie) and smokian@aol.com (Carol Anne)  
Office hours: (Julie and Carol Anne) Wednesdays, after class  
Other times with prior arrangement  
Class days/time: Wednesdays, 7:30 to 10:00 pm  
Classroom: DMH 165  
Class website: None  
Prerequisites: Instructor consent  
Units: 4 units  
Course fees: None

Course Catalog Description:  
The role, objectives and policies of the urban community development process; the social, economic, political and physical implications underlying community development programs; and relationships of these programs to comprehensive urban planning.

Course Description and Course Learning Objectives:  
The course provides an overview of urban community development, specifically the role of the planner in a government agency setting, working with the community, decision makers and project proponents to reach an end result, whether it is a project, program or other outcome. Through lecture, discussion, issue analysis, and participation, students will examine the concept of social and physical change, studying problems and solutions in planning. The course presents community organizing as a proactive approach or strategic response to specific community issues and community development as an effort to bring institutional change to society.

Learning Objectives  
Upon successful completion of the course, students will be able to:  
1. Analyze problems in society and how they impact both social and physical development;  
2. Describe the relationships between the public, planner, decision maker and developer;
3. Express problems and possible solutions to different audiences in a concise manner; and

4. Explain the complex variables involved in community development programs and processes.

The course also includes engagement activities that comprise at least 25% of the points toward the grade. These activities provide first-hand experience in community development and are discussed further in the “Course Assignments and Grading Policy” section. Engagement activities will:

1. Give students direct experience and insights in the limits and possibilities of the community development process; and

2. Increase student understanding of the application of planning theory and practice through exposure to concepts, methodologies, field techniques and applications used in community development.

Planning Accreditation Board (PAB) Knowledge Components:

This course partially covers the following PAB Knowledge Components:

1. General planning knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.

   a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

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

   c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.

   d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.

   e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.

   a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

   b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

c) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

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

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:

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).

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

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

PAB Knowledge Components are at www.sjsu.edu/urbanplanning/courses/pabknowledge.htm.

**Required Course Readings:**

Reading materials are available through the San Jose State Bookstore. Additional materials will be distributed in class. The full reading list (including recommended readings) is listed below:


Course Assignments and Grading Policy:

Your grade for the course will be based on the following assignments and other activities:

<table>
<thead>
<tr>
<th>Assignments/Course Elements</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1 (Includes Case Study Analysis)</td>
<td>100</td>
</tr>
<tr>
<td>Quiz #2 (Includes Case Study Analysis)</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Written Analysis (Engagement Activity)</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Oral Presentation (Engagement Activity)</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam Written Analysis</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam Oral Presentation</td>
<td>150</td>
</tr>
<tr>
<td>Draft Interview Questions (Engagement Activity)</td>
<td>50</td>
</tr>
<tr>
<td>Planner Interviews (Engagement Activity)</td>
<td>100</td>
</tr>
<tr>
<td>Public Meeting Attendance (Engagement Activity)</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total (Excludes Extra Credit Points)</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grade Point Equivalents

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 - 1000</td>
</tr>
<tr>
<td>B</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C</td>
<td>700 - 799</td>
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<tr>
<td>D</td>
<td>600 - 699</td>
</tr>
<tr>
<td>F</td>
<td>0 - 599</td>
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</tbody>
</table>

Summary of Assignments

Quiz 1 & Quiz 2:
- Each member of the class is required to complete two quizzes, comprised of multiple choice and true/false questions, in order to demonstrate knowledge on the information presented during the weeks prior to the quiz. Students will additionally be required to complete a written analysis of a case study provided in conjunction with the quiz.

Public Meeting Attendance & Write-Up
- Students are required to attend at least one public meeting related to a planning project and provide a one-page summary of the topic and the results of the meeting.

Mid-Term Written Analysis (Engagement Activity)
- Students are required to select, and take a position on, a current event topic which has potential consequences for the built environment. The written analysis must include an explanation of the issue, its cause and effect, opinions solicited from community stakeholders, and the basis for the student's recommendations as to its optimum resolution.

Mid-Term Oral Presentation (Engagement Activity)
- Based on the written analysis, along with feedback from the instructors, students will present their topic and recommendations for its resolution as well as respond to class questions and challenges.
Final Exam Written Analysis
- Students are to compare the public review process for either two similar development projects in two different jurisdictions or two different development projects within the same jurisdiction.

Final Exam Oral Presentation
- Based on the written analysis, along with feedback from the instructors, students will present their findings on the effects of the public review process on the development projects and will respond to class questions and challenges on these findings.

Planner Interviews (Engagement Activity)
- Based on draft questions discussed with and approved by the instructors, students are required to provide a written summary and lead a class discussion of their interviews with at least two professional planners regarding the benefits and challenges of community involvement in the planning process.

Class Participation
- Class participation is an important component of your grade. Students are expected to actively engage in class discussions. If you are unable to attend class, you should notify one of the instructors prior to the start of class. Late assignments will not be accepted under normal circumstances. In the event of an emergency, please contact one of the instructors as soon as possible to discuss alternative arrangements.

Extra Credit
- Extra credit assignments will be offered throughout the course to enable students to add to their overall total points in order to improve their grade.

Other Grading and Assignment Issues:

Students are expected to think and analyze conceptually and practically. Grades in this class will be based on the ability to demonstrate these skills in written, oral and graphic form. Students should strive to use proper syntax, express ideas clearly, punctuate, spell and employ appropriate symbolic and visual modes of communication. The following standards will be used to assess assignments:

1. Analytical Thinking: The student demonstrates the ability to analyze and present concepts in evaluating issues, comparing and contrasting ideas, and utilizing models and examples.
2. Conceptual Ability: The student demonstrates the ability to think logically and organize ideas along a continuum from the abstract to the concrete, to systematically incorporate class material, reading and field observations.
3. Communication: Students should demonstrate the ability to organize and transmit ideas in written, graphic, and oral form professionally. Ideas and analyses should be effectively exposed, integrating visual support, such as maps, photographs, sketches, etc., for clarity.
4. Research: Students should demonstrate that the subject matter has been adequately investigated.
5. Format: Assignments should use a consistent format (size, style and layout). Maps and/or graphics should not exceed 11”x17” folded to 8 ½”x11” to attach to the assignment text.
The instructors understand that grades are important to students on both a personal and professional level. They are a measure of achievement and progress toward meeting course learning objectives. To help student meet these objectives, this syllabus clearly defines the criteria for grading. In addition, the instructors will strive to be thoughtful and fair in determining individual grades. Students are encouraged to review graded assignments with the instructors at any time to discuss comments and suggestions for improvement. Students may ask for help during the class, privately during office hours or remotely through email. Asking for assistance will not be perceived as a liability and will not negatively impact grades.

Grades reflect the instructor’s estimation of a student’s effort. The criteria listed below will be used to determine the grade for each assignment based on the points awarded as a percentage of the total available points for that assignment.

1. A-, A and A+ (90% to 100% of possible points): For assignments that clearly demonstrate excellence, professional presentation and an obvious dedication to meeting course learning objectives, students can achieve an A. Students should not expect an A simply by completing assignments as these grades are set aside for students who go beyond the minimum requirements.

2. B-, B and B+ (80% to 89% of possible points): If work is above average in quality, thoroughness and presentation, students can expect a B. These grades represent an effort that is better than good.

3. C-, C and C+ (70% to 79% of possible points): If student work is sufficient and acceptable, the instructors will issue a grade of C. These grades are reserved for work of average quality and are an acknowledgement of an acceptable effort that meets the minimum assignment requirements.

4. D and F (0 to 69% of possible points): While the instructors hope not to give out any such grades, a D will be issued for sub-par assignments and an F will be issued when work demonstrates minimal effort.

5. Zero: Assignments that are not submitted on the due dates listed in this syllabus without prior instructor approval will receive zero points toward the student’s overall 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 a four-unit class, you can expect to spend a minimum of nine 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 planner
interviews and attendance at public meetings. Details on how to complete these activities will be provided on handouts distributed in class later in the semester.

**Classroom Protocol:**

Participation is a vital component of each student’s grade. The student’s overall level of participation and engagement in class will be taken into consideration by the instructors for the final grade in the course. Students may receive up to 100 points for participation. Participation is demonstrated by regularly joining class discussions, asking questions related to course material, assisting fellow students, paying full attention during class meetings, being punctual to class, minimizing absences, minimizing distractions during class and completing assignments on time. 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 will not be used as a criterion for grading.”

Assignments are due at the date and time specified in the course syllabus. In only rare instances will late assignments be accepted. If you expect not to be able to complete an assignment on time due to an emergency or some condition outside your control, you must contact one of the instructors prior to the due date. At the discretion of the instructor, an alternate submittal date may be approved. If, however, you do not communicate an anticipated late assignment or receive approval for an alternate submittal, you will receive a zero for the assignment. There are no exceptions to these policies in fairness to the majority of students who submit their assignments on time.

Since this course focuses on the development of professional skills, the presentation of submitted materials is an important part of the grade for the assignment. All assignments must include the student’s name, date, course number, assignment title and any other items as directed by the instructor. Neatness, clarity and organization will be considered in the context of awarding points for the assignment. As in a professional setting, typed submissions are required and relevant illustrations are encouraged. Assignments not meeting these fundamental practices of presentation will generally receive fewer points than those incorporating these standards.

**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](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 us 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. Since the book is relatively inexpensive, you may wish to purchase a copy. 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. Either citation style will be accepted, but you must be consistent for each assignment.

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 written permission to make audio or video recordings in this class for the semester. 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 materials.

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: Julie Moloney, AICP
Julie Moloney is currently a Senior Planner with the City of Foster City. She has previously held positions with the cities of Grover Beach and Mountain View, where she was the project manager for multiple residential subdivisions, mixed-use projects and industrial/office redevelopment. She also worked for the consulting firm Metropolitan Planning Group (M-Group), where she served as a staff consultant to the cities of Milpitas, Santa Clara, Burlingame, and Soledad. In addition to current planning projects, she was the project planner for the update of the Midtown Specific Plan in Milpitas, the 2035 General Plan Update in Santa Clara, the 2009 Housing Element in Burlingame, and the Zoning Ordinance Update in the City of Soledad. In Foster City, she is currently responsible for the General Plan Land Use and Circulation Element Update and the development of the Civic Center 15 site (senior housing and retail mixed-use). Julie holds a Bachelor of Science degree in Environmental Studies from UC Santa Barbara and a Masters of City and Regional Planning from Cal Poly San Luis Obispo. She is also a member of the American Institute of Certified Planners (AICP) and is currently working on a Certificate in Leadership and Management from UC Berkeley Extension.

About the Instructor: Carol Anne Painter
Carol Anne Painter is the President of LEAD Consulting, a San Jose-based firm specializing in planning services for commercial and residential development entitlement, due diligence for property acquisition and project management. LEAD Consulting also offers expert witness and contract planning services. Carol Anne has over 30 years of experience in both the public and private sectors. She was a Principal Planner for the City of San Jose, Planning director for Duc
Housing, Redevelopment Project Manager for the City of Fremont and City Planner for the City of Santa Clara. Major projects include processing entitlements for the Evergreen Specific Plan implementation, campus developments of Cisco Systems and Hewlett-Packard and the Santana Row mix use project in San Jose, project management for Terra Bay in South San Francisco, Eden Shores in Hayward, Sea View Ranch in Watsonville and Main Street Silicon Valley in Santa Clara and San Mateo Counties, construction of the Bay Street Streetscape improvement in Fremont, and the completion of the City of Santa Clara 2010-2035 General Plan. Carol Anne has a Master of Urban and Regional Planning from the University of Southern California.
URBP-228: URBAN COMMUNITY DEVELOPMENT  
FALL 2012 - TENTATIVE COURSE SCHEDULE  
Any changes will be discussed in class with as much notice as possible.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/12</td>
<td>Introduction to course, expectations &amp; syllabus; Discussion of planning history</td>
<td>Personal assessment assignment distributed</td>
</tr>
<tr>
<td>2</td>
<td>8/29/12</td>
<td>Discussion of personal assessments; Discussion of “Getting to Yes”; Group negotiation exercise</td>
<td>Getting to Yes (Entire book) Personal assessment assignment due</td>
</tr>
<tr>
<td>3</td>
<td>9/5/12</td>
<td>Discussion of roles for community members, special interests, planners &amp; decision makers</td>
<td>Brown. Chapters 1-2.</td>
</tr>
<tr>
<td>4</td>
<td>9/12/12</td>
<td>Discussion of meeting facilitation, organization &amp; building consensus; Quiz #1</td>
<td>Brown. Chapters 3, 4, and 8.</td>
</tr>
<tr>
<td>5</td>
<td>9/19/12</td>
<td>Discussion of stake holder identification; Discussion of analytical techniques &amp; organization for staff reports &amp; oral presentations</td>
<td>Brown. Chapters 5-7 and 9. Kaner. Chapters 1-3 [HANDOUTS]</td>
</tr>
<tr>
<td>6</td>
<td>9/26/12</td>
<td>Presentation of legal &amp; quasi-legal public input requirements (Guest Speaker – Alexander Abbe, Santa Clara Assistant City Attorney)</td>
<td>Johnson. Chapter 3.</td>
</tr>
<tr>
<td>7</td>
<td>10/3/12</td>
<td>Presentation of experience with community organizing (Guest Speaker – Michele Beasley, Greenbelt Alliance)</td>
<td>Johnson. Chapter 4.</td>
</tr>
<tr>
<td>8</td>
<td>10/10/12</td>
<td>Discussion of community outreach methods &amp; relative benefits</td>
<td>Brown. Chapters 10-11.</td>
</tr>
<tr>
<td>9</td>
<td>10/17/12</td>
<td>Walmart video &amp; discussion; Quiz #2</td>
<td>Mid-Term Written Analysis due</td>
</tr>
<tr>
<td>10</td>
<td>10/24/12</td>
<td>Presentation of developer challenges with community input (Guest speaker – Dixie Baus, CORE Development)</td>
<td>Mid-Term Written Analysis feedback distributed Kaner. Chapters 17-20. [HANDOUTS]</td>
</tr>
<tr>
<td>11</td>
<td>10/31/12</td>
<td>Mid-Term Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/7/12</td>
<td>Discussion of alternate development projects &amp; effects of public input</td>
<td>Articles from Planning Magazine. [HANDOUTS]</td>
</tr>
<tr>
<td>13</td>
<td>11/14/12</td>
<td>Presentation of role of community input in decision making (Guest speaker – Anu Natarajan, Fremont City Council)</td>
<td>Brown. Chapters 12-13.</td>
</tr>
<tr>
<td>14</td>
<td>11/21/12</td>
<td><strong>No Class</strong> – Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/28/12</td>
<td>Presentations &amp; discussion of interviews with professional planners</td>
<td>Final Written Analysis due</td>
</tr>
<tr>
<td>16</td>
<td>12/5/12</td>
<td>Peer and instructor feedback on presentation style and content</td>
<td>Final Written Analysis feedback distributed</td>
</tr>
<tr>
<td></td>
<td>12/12/12</td>
<td>Final Oral Presentations</td>
<td>(Exam Period: 7:45pm to 10:00pm)</td>
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</tbody>
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Syllabus Attachment
Attributes Used to Grade Assignments
(Adapted from Rick Kos and Justin Meek)

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

Written 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 topic. 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., finesses. 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 requirements, 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: The treatment and development of the subject in the "D" report 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: The treatment of the subject in the "F" report is superficial, and 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 the course material, the assignment instructions, or the study topic.

Oral Presentations

"A" Presentation: This presentation is cohesive, jargon-free, accurate, professionally presented, and entertaining. It demonstrates exceptional organization.

"B" Presentation: A "B" presentation is cohesive, accurate, and reasonably professional. It demonstrates reasonable organization and contains limited jargon.

"C" Presentation: This presentation is not cohesive, contains jargon, and has questionable accuracy. It is boring and disorganized.

"D" or "F" Presentation: No grades of D or F will be given for oral presentations.

(The preceding two sections of this attachment were originally adapted in part by Rick Kos and Justin Meek from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003.)