

## **SYLLABUS: URBP 203. Planning Problems II: Collaborative Neighborhood Planning**

### **Course Information, Spring 2008**

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### **Course Description**

Through fieldwork and laboratory assignments, students apply community-based participatory planning principles and practices to develop recommendations for improving neighborhood quality of life through planning and design.

### **Learning Objectives: URBP 203 involves three parallel types of learning:**

**PROCESS – How to facilitate and collaborate with diverse partners creatively**

**PRODUCTS – How to design and produce communication with emerging media**

**PROJECTS - How to plan and manage team projects with urban groups and agencies**

### **Students will develop abilities to:**

- 1. Evaluate and select the appropriate participatory community planning model for a given project area**
- 2. Design, implement and document a collaborative community planning process in partnership with diverse communities**
- 3. Design, implement and document participatory planning methods such as stakeholder interviews, focus groups, charrettes, and community workshops**
- 4. Apply facilitation and consensus-building techniques**
- 5. Collaborate effectively as members of a planning team with other planning professionals, the community, and city staff**
- 6. Develop a plan that responds to community-identified needs and local conditions**
- 7. Prepare an urban planning document that can be easily understood and used by members of the community, planning professionals, city staff and elected officials to effectively guide future investment in the study areas**
- 8. Create effective visual communication materials that are clearly understood by all project participants**

### **Introduction**

“Planning Problems” courses (201 + 203) involve dynamic collaboration with public agencies and citizen groups doing real projects in complex contexts. These courses offer an exciting experience for expressing ethical ideals and social imagination through public communication, creative teamwork, community organization, action research, case study analysis, community asset mapping, and more. With the rise of sustainable planning, green design, grassroots politics and new media, the proactive purpose of both courses is designed to advance powerful new approaches for:

- Outreach that is more inclusive, diversified, and deeply creative for engaging students, citizens, professionals, public agencies and political leaders in growing community capacity (201):
- Communication of plans, designs and strategies that are more thoroughly responsive, site sensitive, well researched, sustainable and beneficial to all involved in diverse cultural contexts (203).

Classes are organized as workshops for learning key concepts and practicing essential skills in creative collaboration. We learn by doing exercises together in class that can be flexed to fit community projects in urban environments.

- 1. Get to know the context from multiple perspectives**
- 2. Define highest unifying aims to focus diverse interests**
- 3. Exchange samples of related projects, trends, leaps**
- 4. Generate diverse prototype ideas with multimedia**
- 5. Compare, combine, upgrade, and optimize win-win plans**
- 6. Organize for quick results and sustained successions**

Class work is supported by a (free download-able) READER linked with the instructor's website, divided into chapters that guide class and community activities. In addition, student BLOGS will be linked with the website, as well as on-going podcasts. Instructional methods include seven overlapping strategies:

#### **1. Blended Learning with Multimedia Linked with Class Communications**

- Website Development with Continuous Upgrades Related to Class Work
- Illustrative Examples from Case Studies To Show Successive Stages
- Dramatic Discussions of Interpersonal Relationship Challenges
- Stimulating Explorations of Alternative Future Scenarios Related to Our Class Mission

#### **2. Class Facilitated as a Community-of-Learners Workshop**

- Continuous Personal Journals to Deepen Reflection and Preparation
- Periodic Collaborative Journals (on-line) to Share Lessons Learned-By-Doing
- Class Discussions In An Open Forum to Upgrade Activities
- Integration of New Ideas, Strategies and Methods using Double Loop Reviews

#### **3. Fast Paced Visual Thinking with Mind Maps, Charts, Graphic Examples**

- Teacher as Facilitator Modeling Effective "Group Graphics"
- Students Serving as Scribes and Facilitators to Master Collaborative Skills
- Students as Team Members and Situational Leaders to Experience Essential Lessons
- Students as Innovators To Enrich "Social Capital" with Local High School Teens

#### **4. Encouragement of Initiative, Creative Experimentation and Cooperation**

- Warm Up Activities To Sanctify Relations and Communicate An Upbeat Attitude
- 360 CREDOS and Inspirational Mottos To Instill A Sense of Purpose, Honor, Urgency
- SAM – Self Assessment Method To Support Self Awareness
- Small Teams Authorized and Responsible for Self Selected Assignments (Honeybees)

#### **5. Continuous Class Transcripts Linked with Internet Access**

- Dynamic Assignments for Synchronization with Community and City Agencies
- Communication Loops In Continuous Cycles to Link Divided Sections

- Deeply Relevant Readings Presented in Class and on The Internet
- Media Documentation and Presentations of Student's Advancements-in-Action

#### 6. Co-Creation of a Mobile Kit of Parts

- Hands-On Production of Flexible Models for Community Charrettes
- Personalized Exploration of Powerful Visualization Media
- Rapid Visualization of Emerging Facts and Concepts with Graphics
- Incorporation of Collective Image Bank for Community and Class Access

#### 7. Continuous "Double-Loop" Learning

- Open Forums for 360 Assessment of Process and Progress from Multiple Perspectives
- Meaningful Participation in Co-Creating Successive Strategies
- Continuous Self Assessments and Peer Reviews to Improve Collaborative Relations
- Integration of Spontaneity and Healthy Humor by All Involved

## Schedule: URBP 203 Sec I & II

### Academic Calendar for Spring 2008

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

Classes start on Wednesday, January 23. Important dates and deadlines include:

January 23	First Day of Instruction
February 4	Last Day to Drop Courses Without Entry on Student's Permanent Record
February 11	Last Day to Add Courses & Register Late
February 19	Enrollment Census Date
March 24-28	Spring Recess
March 31	Cesar Chavez Day - Campus Closed
May 13	Last Day of Instruction
May 14	Study/Conference Day (no classes or exams)
May 15-16	Final Examinations
May 19-21	Final Examinations
May 22	Final Examinations Make-Up Day
May 23	Grade Evaluation Day
May 24	Commencement
May 26	Memorial Day - Campus Closed
May 27	Grades Due From Faculty - End of Academic Year

### Adding and Dropping Classes

At the beginning of the semester, students may add and drop classes. The **drop deadline is February 4** and the **add deadline is February 11**.

To enroll in a class during the official add period, each student must get a six-digit permission number from the instructor. Students must also use the corresponding five-digit class number that appears on top of the sheet. No late Adds will be approved except for documented error on the part of admissions and records. Students may drop classes without the instructor's signature before September 5. After that date, drops will be allowed only for serious and compelling reasons backed by documentary evidence of the need to drop. A student wishing to drop after the deadline will need to fill out a Late Drop Petition (available at the Urban Planning Office) and attach the required documentation with instructor's signature on the Late Drop Petition.

Given the short time frame (about 40 hours of class time per term with a 3 to 1 ratio of outside time to in class time); the goal is to maximize mutual learning by having students serve as peer educators, co-producing presentations linked with podcasts and articles. Class activities will consist of interactive exercises to build skills and add understanding of facilitation, community organizing, visioning, designing charrettes, workshops, etc. Each student will produce BLOGs, linked with instructor's website for continuous reviews of activities and projects as an interactive process of continuous improvement. All will end with thoroughly edited, well reasoned reports and presentations, enriched by rotating WRITERS CIRCLES reviews. A matrix for linking BLOGs to instructor's website are at:

<http://www.greenplanning.org/blogs.html>

**2.5 hrs x 16 wks = 40 hrs in class + (3 x 40 = 120 outside class) = 160 hours total**

<b>Class Topics</b>	<b>Class Activities</b>	<b>Community Projects</b>
<p><a href="http://www.greenplanning.org">www.greenplanning.org</a></p> <p><b><u>OUTREACH</u></b> Teen Design Community Cultural Creatives Quiz Green Vision, Plans, Design</p> <p><b><u>EDUCATION</u></b> Design Process Watercourse Way Multiple Intelligence Co-Intelligence</p> <p><b><u>FACILITATION</u></b> Imagining Win-Win Facilitation Guide</p> <p><b><u>PLANNING</u></b> Sustainability Survey Biological Basis Neighborhood Design, CoHousing, Affordability, Traffic Calming, Greenways</p>	<p><b><u>MENU OF ACTIVITIES</u></b> A menu of activities will be used in class to develop mastery of successive stages, skills and attitudes that help creative collaboration flourish</p> <p>Students will choose methods presented by the instructor to practice collaboration in small, rotating (randomized) teams for immediate interplay, ingenious ideation, quick communication and constructive feedback</p> <p>Activities will demonstrate <b>KEY CONCEPTS</b> and core skills, including personal mastery, inclusive empathy, social intelligence, poly-cultural communication, etc.</p>	<p><b><u>CHOICE OF COMMUNITY</u></b> Community Projects for students to choose from will be presented and discussed.</p> <p>Decision Making activities will be applied to choosing projects for teams. Project Management will be facilitated by charting end aims, strategies, timelines, feedback methods, etc.</p> <p>Continuous Support will be integrated into class time to support teamwork. As the term progresses, an increasing portion of class time will be made available for working on projects, in media communication design and production.</p>

**WEB CONTENT for Class Reader, A.D. Green**

[www.greenplanning.org](http://www.greenplanning.org)

**WEB pages**

**Topics: order of use for class**

<b>PLANNING</b>	<b>7</b>	<b>Sustainability Score, Biological Basis of Urban Design</b>
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	<b>8</b>	<b>Neighborhood Design, CoHousing, Traffic Calming (Greenway link)</b>
<b>FACILITATION</b>	<b>5</b>	<b>Imagining, Win-Win Decisions</b>
	<b>6</b>	<b>Facilitation Guide - KEY DOCUMENT</b>
<b>OUTREACH</b>	<b>2</b>	<b>Teen Designers, Emerging Ethos</b>
	<b>1</b>	<b>Cultural Creatives Quiz, Green Vision, Plans and Design</b>
<b>EDUCATION</b>	<b>3</b>	<b>Design Process, Watercourse Way</b>
	<b>4</b>	<b>Multiple Intelligence, Co-Intelligence</b>

### **Student Centered Constructivist Learning**

Constructivist learning involves project based collaboration with students sharing responsibility for personal growth, direction and evaluation. With guidance by the instructor toward course goals and objectives, students share in shaping the most effective approaches for working with their personal learning preferences and growth motives.

### **Grading Criteria**

Student grades will reflect the quality of work produced plus integrity of participation in class activities and community projects. Ample opportunities for upgrades will be provided through continuous “double loop” collaboration reflection cycles throughout the term.

The grade scale is: A+ for personal initiative and excellent work throughout; A for 94-100 points; A- for 90-93 points; B+ for 87-90 points; B for 93-96 points; B- for 80-82 points; and so forth. Final grades below B- indicate slow pace and/or low quality work, or missed work within otherwise good performance.

Students will be responsible for staying current and keeping track of evaluations throughout the term. Extra credit options may be negotiated on a case by case basis. Penalties for late or missed work will be grade reductions of 5% per day.

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

Other necessary equipment/materials/fees include: (free) media equipment available on campus (with

instructor's approval kept on record at the check out center); LAB CARD CONTRACTS will be handled during initial class meeting(s)

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

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

Peer evaluations will be integrated into class work as a continuous process for supporting each person's achievement of excellence in collaborative projects.

### **Recommended Citation Style**

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

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

For electronic sources, follow the directions at Maurice Crouse's page "Citing Electronic Information in History Papers" available at <http://cas.memphis.edu/~mcrouse/elcite.html> (Be sure to follow the guidelines for Turabian-style citations and be sure to use the footnote and bibliography system for all work you turn in during the semester.

### **Academic Integrity**

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

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

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

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

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

Learning when to cite a source and when not to is an art, not a science. Examples of plagiarism that you should be careful to avoid:

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

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

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

The last two pages listed have quizzes that test how well you understand proper paraphrasing. If you still have questions after reading these pages, feel free to talk to your advisor. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense. If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy F06-1 requires approval by instructors.

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

**ATTENDANCE:** According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." Campus policy in compliance with the Americans with Disabilities Act: "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability." You (the student) are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

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