

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP-203: COLLABORATIVE NEIGHBORHOOD PLANNING**  
**SPRING 2012**

<b>Instructor:</b>	Rick Kos, AICP
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<b>Office hours:</b>	Monday 2:00 – 4:00 pm Tuesday 3:00 – 4:00 pm Wednesday 12:00 – 2:00 pm
<b>Class days/time:</b>	Tuesdays 4:00 – 6:45 pm
<b>Classroom:</b>	WSQ-208
<b>Class website:</b>	<a href="http://urbp203spartankeyes.pbworks.com">http://urbp203spartankeyes.pbworks.com</a>
<b>Prerequisites:</b>	URBP 201 or instructor consent
<b>Units:</b>	3 units

### **Course Catalog Description**

Through fieldwork and laboratory assignments, the student applies community-based participatory planning methods to develop recommendations for improving neighborhood quality of life through planning and design.

### **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<sup>1</sup>. Fundamentally, urban planners shape our human habitat.

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.

In this course, you will develop a professional-grade community improvement plan for the Spartan-Keyes neighborhood of San Jose. In so doing, you will build upon the solid work completed in the

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<sup>1</sup> American Planning Association, "What is Planning", <http://www.planning.org/aboutplanning/whatisplanning.htm> [accessed January 4, 2012]

Fall 2011 semester by twenty-two of your peers in the URBP-201 community assessment course. The students conducted a comprehensive assessment of existing conditions in an area delineated roughly by a 1.5-mile radius from the SJSU campus. The assessment focused on documentation of conditions using the most current available data in six key areas: (1) land use and zoning; (2) public health and educational attainment; (3) stakeholder identification; (4) public safety and natural environment; (5) demographic analysis using Census 2010 and American Community Survey data; (6) transportation.

The research culminated in the preparation of two deliverables:

- a professional-grade report that documents findings in a concise narrative accompanied by supporting photos, data tables and graphs, and maps. The intent of the report is to serve as a solid platform of facts upon which successive classes of graduate students can build as they embark on direct engagement with identified community stakeholders.
- a community workshop held on December 15, 2011 at the MLK Library, facilitated by the graduate students and attended by 36 community members.

As a result of the community assessment and culminating workshop, the graduate student team developed a solid list of “headlines” to encapsulate their findings:

1. Central San José is younger than the city and county as a whole.
2. Central San José is racially and ethnically diverse.
3. Economic gains have been unevenly distributed since 1990.
4. Community improvements can be fostered by a wide array of established neighborhood groups.
5. Central San José will offer a wider range of housing and employment choices in key areas.
6. Central San José will become a transit hub for the South Bay.
7. Pedestrian and bike improvements are needed to enhance street safety.
8. Challenges related to physical neighborhood conditions and safety remain a persistent concern.
9. Disparities in educational attainment persist in Central San José.
10. Community services in Central San José are unevenly distributed.

One of the URBP-201 graduate students teams attended fourteen community meetings, covering twelve different groups, over the course of the semester with the objective of developing specific recommendations for CommUniverCity (CUC) to expand beyond its current focus area of Five Wounds Brookwood Terrace. One recommendation they developed was: *“CUC could expand into neighborhoods that already have a strong, organized group of residents who are spearheading projects on their own. Additionally, CUC could enter neighborhoods that have a handful of motivated community members who can get others involved.”* Spartan-Keyes, the focus of our work this semester, was identified as a top candidate for CUC’s expansion efforts, and this is where your work in URBP-203 comes in!

Our mission this semester will be to build upon the foundational assessment work from last semester and collaborate directly with Spartan-Keyes community leaders, city staff members, and CommUniverCity staff to engage in four planning projects in Spartan-Keyes:

- Engage with community members to revisit and update the neighborhood's Top Ten Priority list
- Conduct research on successful alleyway improvement efforts and determine specific implementation strategies for problematic alleys in Spartan-Keyes in collaboration with the city's Department of Transportation and neighborhood leaders
- Develop recommendations related to fostering a unique community identity via public art, and contribute to this effort by taking part in a community art fair in late April
- Develop visions for a stronger physical connection between the main SJSU campus and the South Campus that lies within the Spartan-Keyes community

The Collaborative Neighborhood Planning (CNP) model will guide our work this semester. Contemporary planners who advocate this model believe in the antithesis of government-directed, "top-down" planning techniques and employ the CNP model because it places primary emphasis on the expertise, energy, and enthusiasm available in local communities to shape their own destiny. The role of the graduate student planning team will be to implement the CNP model and facilitate active discussions and goal-directed workshops with Spartan-Keyes community members.

Our direct collaboration with community members means that URBP-203 is a "learning by doing" course, a culminating experience where you apply what you've learned academically and professionally to a real-world planning effort. 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's success. You can think of your role this semester as a staff member in a small consulting firm with Rick serving as project manager. URBP-203 is a lot of fun and the work promises to be very rewarding and useful to your career development as a contemporary urban planner.

The work you will accomplish this semester will be of great value to the Spartan-Keyes community and your finished planning report will serve as a solid reference for the city's planners and neighborhood leaders who will carry out future projects in the area. I very much look forward to collaborating with you and the community members with whom we will interact and serve.

## **Student Learning Objectives**

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

- ◆ Employ a systematic urban planning process to synthesize the issues inherent in complex, real world situations so that the problems and their solutions are meaningful to a client community.
- ◆ Understand the urban environment through the study of a particular setting: the definition of its assets, problems and opportunities, and recommending ways of improving its quality through planning and design.
- ◆ Apply a collaborative, community-based planning process involving outreach and the facilitation of public meetings in order to develop a plan in partnership with diverse community stakeholders.
- ◆ Select, manage and apply appropriate research strategies for assessing the assets, problems and opportunities of a community.

- ◆ Develop the ability to communicate ideas, both graphically and verbally, reasoning with ability and logic, and expressing clearly the assumptions and criteria underlying the proposals.
- ◆ Work effectively as members and leaders of diverse planning teams, and apply an understanding of interpersonal group dynamics to assure effective group action.

## Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

4.2.2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories pertaining to:

- 4.2.2. (a) the purpose and meaning of planning and its ethical, visionary, and normative imperatives.
- 4.2.2. (d) methods that anticipate and envision future changes to society and the built environment, such as knowledge of forecasts, risk assessment, futures scenarios and other tools for creating plan alternatives.
- 4.2.2. (e) the creation, use, and knowledge of comprehensive and other types of plans.
- 4.2.2. (f) the adoption, administration and implementation of plans and related policy including knowledge of the relevant regulations (zoning, review processes), incentives, techniques (public finance and capital budgeting) and technologies, and agencies conducting planning or employing planners.
- 4.2.2. (g) knowledge of the ways in which planners and planning practice have succeeded in altering the policies, institutions, and decisions that oppose the needs of disadvantaged persons.

4.2.3. Possess the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning, including:

- 4.2.3. (a) use problem solving skills to select, diagnose and solve relevant aspects of a complex planning problem including attention to the needs and interests of diverse stakeholders and the guidance provided by conceptual and empirical expertise.
- 4.2.3. (b) use research skills to identify, test and evaluate empirical relationships between various aspects of urban settlements, or plans and policy outcomes, and to conduct such research from conception to completion.
- 4.2.3. (c) use written, oral and graphic skills to compose clear, accurate and compelling text, images and maps in documents and oral presentations.
- 4.2.3. (d) use numerical reasoning and computation skills to conduct quantitative analysis of social and geographic information for basic professional planning purposes, problems and projects.
- 4.2.3. (e) collaborate with peers in joint learning activities organized to produce a plan or planning product for a relevant professional clientele, to mediate disagreements, to interpret contested purposes, and to negotiate between diverse and competing interests.

- 4.2.3. (f) use ideas about the creation of plans, programs or projects to prepare an individually crafted product for a specific planning purpose and audience; demonstrating skill and judgment preparing a planning project that meets minimum professional standards.
- 4.2.3. (g) use forecasts and scenarios to anticipate and describe future changes in society and the built environment.
- 4.2.3. (h) use techniques for the adoption and implementation of plans including relevant regulations, incentives, techniques and technologies.
- 4.2.3. (i) work with diverse communities, especially communities consisting of disadvantaged groups and persons and racial and ethnic minorities, or immigrant communities.

4.2.4 Understand the different values and ethical standards affecting the practice of planning, demonstrating knowledge for:

- 4.2.4. (a) comprehending and discriminating among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, fairness, efficiency, order and beauty.
- 4.2.4. (b) assessing and choosing among different forms of democratic decision making that support and improve the quality of plans and planning related activity including the values of fair representation, equal opportunity and non discrimination by race, ethnicity, gender, age, religion, nationality, sexual orientation or disability.

A complete list of the PAB Knowledge Components can be found at <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm>.

## Required Course Readings

The required textbook may be purchased from the Spartan Bookstore beginning in early February. I will provide additional course readings online; these are listed below. A few more project-specific readings may be assigned as our studio-based project unfolds this semester.

Required Textbook: *The Community Planning Handbook: How People Can Shape Their Cities, Towns and Villages in Any Part of the World (Tools for Community Planning)* by Nick Wates.

Paperback: 232 pages

Publisher: Earthscan Publications Ltd.; illustrated edition (June 1, 2000)

ISBN-10: 1853836540

ISBN-13: 978-1853836541

Additional Required Readings (will be posted to course web site):

1. Salazar, Dayana and Tara Kelly. "Out of the Classroom and Into the Neighborhood: Neighborhood Planning with Students, A Step by Step Guide". San Jose, CA: San Jose State University, 2002.
- 1a. Salazar, Dayana and Peter Wechsler. "Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning". San Jose, CA: San Jose State University, 2002.

2. Salazar, Dayana and Melinda Jackson. "CommUniverCity: Building Community in the Silicon Valley" in *Citizenship, Democracy and the University*, 2011. (in press soon).
3. Christensen, Terry and Melinda Jackson. 2009. *CommUniverCity San José: Building a Partnership for Service and Learning*. In *Civic Service: Service-Learning with State and Local Government Partners*, 42-69. San Francisco, CA: Jossey-Bass.
4. Jones, Bernie. "Democratic Neighborhood Planning" in *Neighborhood Planning: A Guide for Citizens and Planners*", pp 11-38. Chicago: Planners Press, 1990.
5. Jones, Bernie. "The Substance of the Plan" in *Neighborhood Planning: A Guide for Citizens and Planners*", pp 39-100. Chicago: Planners Press, 1990.
6. O'Looney, John. "Design Principles to Guide GIS Use" in *Beyond Maps: GIS and Decision Making in Local Government*, pp 61-84. Redlands, CA: ESRI Press, 2000.
7. O'Looney, John. "Telling Visual Stories: Using Maps to Build Community" in *Beyond Maps: GIS and Decision Making in Local Government*, pp 211-222. Redlands, CA: ESRI Press, 2000.
8. Gindroz, Ray, Donald Carter, Paul Ostergaard, Rob Robinson and Barry Long. *The Urban Design Handbook: Techniques and Working Methods*, pp 60-93. New York: W.W. Norton & Co., 2003
9. Cogan, Elaine. 2000a. *Leadership: The Key to Successful Public Meetings*. In *Successful Public Meetings: A Practical Guide*, 1-10. Chicago: American Planning Association.
10. Cogan, Elaine. 2000b. *Different Types of Meetings*. In *Successful Public Meetings: A Practical Guide*, 11-33. Chicago: American Planning Association.
11. Cogan, Elaine. 2000c. *Creating the Right Environment for Each Meeting*. In *Successful Public Meetings: A Practical Guide*, 43-52. Chicago: American Planning Association.
12. Cogan, Elaine. 2000d. *Step-By-Step Checklist for Meeting Planners*. In *Successful Public Meetings: A Practical Guide*, 69-84. Chicago: American Planning Association.
13. Zelazny, Gene. Excerpts from "Say It with Presentations: How to Design and Deliver Successful Business Presentations", pp 1-23. New York: McGraw-Hill, 2006.
14. Putnam, Robert. 2000. *Safe and Productive Neighborhoods*. *Bowling Alone: the Collapse and Revival of American Community*, 307-18. New York, NY: Simon & Schuster.
15. Jones, Bernie. "After the Planning" in *Neighborhood Planning: A Guide for Citizens and Planners*", pp 11-106. Chicago: Planners Press, 1990.
16. Leach, John. "Seven Steps to Better Writing", *Planning (June)*: 26-7, 1993.

## **Project-Related Costs**

Early in the semester, \$50.00 will be collected from each student in order to cover course-related costs such as meeting refreshments, paper and ink for the large-format plotter, professional printing of our finished document in May, and other costs. We should all endeavor to be as judicious as possible with these funds and, if extra funds remain at the conclusion of the semester, they will be divided equally amongst all students and returned. Rick will seek a volunteer to be course banker.

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!

## **Work Materials and Locations**

The computer laboratory in WSQ208 and "mini-lab" (in the Planning Department lounge area) 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 rewriteable 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](http://www.adobe.com)), Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

## **Fundamentals for Success in this Course**

I 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; highest 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-201, 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:** I 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, I 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:** I 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
- 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, 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. I very much want this course to be useful, interesting and exciting for you, so please let me know how you feel the course is progressing. Compliments and constructive criticisms are both welcome!

### Course Assignments and Grading Policy:

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

Assignment Title	Percent of Total Grade
1 – URBP-201 Project Background; Reading Reflection	5%
2 – Mental Mapping Exercise	5%
3 – Draft Spartan-Keyes Assessment Report ( <a href="#">Community Meeting #1</a> )	15%
4 – Final Spartan-Keyes Assessment Report	10%
5 – Attend a Collaborative Planning Meeting	5%
6 – Social Capital Reading Reflection	5%
7 – Spartan-Keyes Priority Setting ( <a href="#">Community Meeting #2</a> )	15%
8 – Preliminary Findings from Phases 1 & 2 ( <a href="#">Community Meeting #3</a> )	15%
9 – Final Findings from Phases 1 – 3 ( <a href="#">Community Meeting #4</a> )	10%
Written Reflections of Five Readings (apart from Assignments 1 & 6)	5%
Peer Reviews Upon Completion of each Project Phase	10%

## 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 teamwork 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 most of the semester's work will be compiled under one single document at the end of the course, you should establish a format (size, style and layout) which can be utilized throughout the semester and that is easy to reproduce and match. I recommend 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

I 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. I also understand that there tends to be a great deal of "grade anxiety" in a university setting. The best way that I 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 I am a very thoughtful, careful, thorough and fair grader of student assignments and it is a responsibility that I do not take lightly. You are encouraged to review your graded assignments with me at any time to discuss my comments and suggestions for improvement.

I've been called a "tough grader", and it's true! High grades must be earned and all grades reflect my comprehensive estimation of a student's effort - just as our efforts in a professional urban planning

environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, I 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 instructor, I reserve the right to use my 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 me privately. Below are the grading criteria for this course.

Grades	Criteria and Interpretation
A-, A and A+	For assignments that clearly demonstrate <b>excellence</b> , workplace-quality professional presentation and obvious dedication to meeting course learning objectives, I reserve grades of A- and A. I very rarely issue an A+ grade unless student work exceeds my 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 my way of indicating that I am 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.
B-, B and B+	If work is <b>above average</b> in quality, thoroughness and presentation, I tend to issue a grade of B-, B or B+. I 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 I am pleased with your progress.
C-, C and C+	If student work is <b>sufficient and acceptable</b> , I issue a grade of C or C+ because these grades are reserved for work of average quality. I 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	I certainly hope not to issue any such grades this semester, but will do so for student work that is <b>sub-par on all levels</b> (D’s) or demonstrates the <b>barest of minimal effort</b> (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:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-100	94-97	90-93	88-89	84-87	80-83	78-79	74-77	70-73	68-69	64-67	60-63	below 60

## Grading Criteria - Individual Written Reports and Assignments<sup>2</sup>

The narrative below describes the main attributes of A, B, C, D and F work. These are general criteria for written student work and I will make necessary adjustments considering that GIS work typically takes the form of maps and other graphics. Still, the general sentiment of these criteria will be applied to all student work this semester, especially to your final project report.

**"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.

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<sup>2</sup> Adapted in part from Dr. Julia Rodriguez-Curry's handout on "Grading Criteria," San José State University, Mexican-American Studies Department, 2003

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

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

### **Grading Criteria - Oral Presentations<sup>3</sup>**

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

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

Student participation in class discussions is a vital component of this course and students should make every attempt to attend all classes and actively participate in discussions. In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade. According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

### **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".

I realize that life happens. If a student expects not to be able to complete an assignment on time, it is important for the student to contact me **at least 24 hours prior to the due date** and, if appropriate, the other students in a group (for group project work). The student must also provide a date and time by which the late assignment will be submitted. If a student does not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the

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<sup>3</sup> Adapted in part from Dr. Julia Rodriguez-Curry's handout on "Grading Criteria," San José State University, Mexican-American Studies Department, 2003

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 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 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.

## **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 examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and don't identify the language as a quote by putting the text in quote marks and referencing the source, you have plagiarized.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have plagiarized.
- If you use a picture or table from a webpage or book and don't reference the source, you have plagiarized.
- If your work incorporates data someone else has collected and you don't reference the source, you have plagiarized.

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

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://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. In this class, students should use the "notes" style since I feel that it creates a less distracting experience for your reader than the parenthetical-reference 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.

## About the Instructor: Rick Kos, AICP

I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our 3-1/2 months together. We'll have some fun along the way, too. My goal is teach you a number of fundamental skills used by today's planners while 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 nine 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 is due to be released in late 2012.



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

This will be my sixth semester leading student teams to produce professional-grade planning documents that have directly benefitted local neighborhoods and contributed substantially to student knowledge and portfolio development. I'm thrilled to work with you on this project!

## URBP-203: COLLABORATIVE NEIGHBORHOOD PLANNING SPRING 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 an active project-based studio course. I will communicate changes via email or verbally in class.

January 31	<ul style="list-style-type: none"> <li>▪ Instructor and Student Introductions</li> <li>▪ Syllabus and Project Overview</li> <li>▪ Review of URBP-201 Accomplishments</li> <li>▪ Student Skills and Interests Survey</li> <li>▪ Overview of the Collaborative Neighborhood Planning model</li> <li>▪ <b>Assignment 1 Distributed:</b> <ul style="list-style-type: none"> <li>○ Review of URBP-201 Project</li> <li>○ Readings and Written Reflections on Collaborative Planning</li> </ul> </li> </ul>
<p><b>PHASE 1</b> <b>COLLABORATIVE NEIGHBORHOOD PLANNING MODEL STEP 1:</b> <b>COMMUNITY ASSESSMENT</b></p>	
February 7	<ul style="list-style-type: none"> <li>▪ <b>Assignment 1 Due (Project Background and CNP Model)</b></li> <li>▪ <b>Readings 1, 1A and 2 Due</b></li> <li>▪ Planning Session: Initiating the Spartan-Keyes Community Assessment</li> <li>▪ Meeting Community Leader Gay Gale</li> <li>▪ <b>Assignment 2 Distributed:</b> Spartan-Keyes Mental Mapping</li> <li>▪ <b>Assignment 3 &amp; 4 Distributed:</b> Draft &amp; Final Spartan-Keyes Assessment Report</li> </ul>
February 14	<ul style="list-style-type: none"> <li>▪ <b>Reading 3 Due</b></li> <li>▪ Walking Tour of Spartan-Keyes: led by community leaders and SJDOT staff</li> <li>▪ Follow-up “debriefing” discussion: what did we see and hear?</li> <li>▪ <b>Assignment 5 Distributed:</b> Attend one collaborative-based, planning-focused public workshop; critique collaborative planning techniques and materials employed in the workshops</li> </ul>
February 21	<ul style="list-style-type: none"> <li>▪ <b>Reading 4 Due</b></li> <li>▪ <b>Assignment 2 Due (Mental Mapping Exercise)</b></li> <li>▪ Mental Map Pin-up and Discussion</li> <li>▪ Phase 1 Work Session: Spartan-Keyes Community Assessment</li> </ul>

February 28	<ul style="list-style-type: none"> <li>▪ <b>Reading 5 Due</b></li> <li>▪ Phase 1 Work Session: Spartan-Keyes Community Assessment</li> </ul>
March 6	<ul style="list-style-type: none"> <li>▪ <b>Readings 6 &amp; 7 Due</b></li> <li>▪ Phase 1 Work Session: Spartan-Keyes Community Assessment</li> <li>▪ <b>Assignment 6 Distributed:</b> Readings and written reflections on social capital and community diversity</li> </ul>
March 13	<ul style="list-style-type: none"> <li>▪ <b>Readings 8, 9 &amp; 10 Due</b></li> <li>▪ Phase 1 Work Session: Spartan-Keyes Community Assessment</li> <li>▪ Discussion: Phase One Highlights and Challenges</li> <li>▪ Phase One Peer and Instructor Reviews</li> <li>▪ Preview of Project Phase 2</li> </ul>
<p><b>PHASE 2</b>  <b>COLLABORATIVE NEIGHBORHOOD PLANNING MODEL STEP 2:</b>  <b>COMMUNITY BUILDING</b></p>	
March 20	<ul style="list-style-type: none"> <li>▪ <b>Reading 11 Due</b></li> <li>▪ <b>COMMUNITY MEETING #1 (Assignment 3 - Draft Assessment)</b>  Presentation of draft neighborhood overview (Census data, etc.); discuss ideas for Top Ten priorities; form community Task Force</li> <li>▪ Phase 2 Work Session: Spartan-Keyes Community Building</li> <li>▪ <b>Assignment 7 - 9 Distributed:</b> Spartan-Keyes Community Planning Workshops</li> </ul>
March 27	 <p><b>NO CLASS MEETING – SPRING BREAK!</b></p> 
April 3	<ul style="list-style-type: none"> <li>▪ <b>Readings 12 &amp; 13 Due</b></li> <li>▪ <b>Assignment 4 Due (Final Assessment)</b></li> <li>▪ Phase 2 Work Session: Spartan-Keyes Community Building</li> </ul>

<p><b>April 10</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Reading 14 Due</b></li> <li>▪ <b>Assignment 5 Due (Attendance at a Collaborative Planning Meeting)</b></li> <li>▪ <b>Assignment 6 Due (Social Capital Readings)</b></li> <li>▪ Phase 2 Work Session: Spartan-Keyes Community Building</li> </ul>
<p><b>April 17</b></p>	<ul style="list-style-type: none"> <li>▪ <b>COMMUNITY MEETING #2 (Assignment 7 Due)</b> Move towards finalization of Top Ten priorities with Task Force</li> <li>▪ Phase 2 Work Session: Spartan-Keyes Community Building</li> </ul>
<p><b>April 24</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Readings 15 &amp; 16 Due</b></li> <li>▪ Phase 2 Work Session: Spartan-Keyes Community Building</li> </ul>
<p><b>May 1</b></p>	<ul style="list-style-type: none"> <li>▪ Phase 2 Work Session: Spartan-Keyes Community Building</li> <li>▪ Discussion: Phase 2 Highlights and Challenges</li> <li>▪ Phase 2 Peer and Instructor Reviews</li> <li>▪ Preview of Project Phase 3</li> </ul>
<p><b>PHASE 3</b> <b>COLLABORATIVE NEIGHBORHOOD PLANNING MODEL STEP 3:</b> <b>IMPLEMENTATION BRIDGES</b></p>	
<p><b>May 8</b></p>	<ul style="list-style-type: none"> <li>▪ <b>COMMUNITY MEETING #3 (Assignment 8 Due)</b> Students present draft findings and report to Task Force and wider community audience</li> <li>▪ Phase 3 Work Session: Spartan-Keyes Implementation Bridges</li> </ul>
<p><b>May 15</b></p>	<ul style="list-style-type: none"> <li>▪ Phase 3 Work Session: Spartan-Keyes Implementation Bridges</li> </ul>
<p><b>May 22</b> (Official Final Exam Day)</p>	<ul style="list-style-type: none"> <li>▪ <b>COMMUNITY MEETING #4 (Assignment 9 Due)</b> Students present final findings and implementation bridges report to Task Force</li> <li>▪ Discussion: Phase 3 Highlights and Challenges</li> <li>▪ Phase 3 Peer and Instructor Reviews</li> <li>▪ End of Semester Celebration!</li> </ul>