### Prerequisites

Prerequisites for all students:

1. Competence with the Windows operating system, including the storing, copying and management of multiple data types; managing multiple windows and applications; and discipline to save work frequently.

2. Familiarity with data entry, sorting, editing and filtering using Microsoft Excel.

3. A strong motivation to learn, explore and have fun with computer applications is essential. This course will require a significant amount of independent work and relies heavily on student initiative.

4. An e-mail account that you plan to check frequently. You will be asked to provide your email address on the first day of class in order to facilitate communications with the instructor.
Course Catalog Description

**ENVS/URBP-179A**: Exploration of Geographic Information Systems (GIS) area analysis techniques for spatial information management in local government: planning support systems, needs analysis, envisioning neighborhoods utilizing multiple maps, charts, photos and the Internet.

**URBP-278**: Examination of geographic information systems (GIS) applications to urban and regional planning topics. Course may be repeated for credit when topic changes.

Course Description

Geographic Information Systems, GIS, is a rapidly evolving technology involving the study of the spatial (geographic) location of features on the Earth’s surface and the relationships between them. Because the work of urban planners fundamentally involves the study of location and spatial relationships, today’s employers increasingly expect graduates of urban planning programs to possess a working knowledge of GIS. Environmental Systems Research Institute’s (Esri) suite of GIS software – ArcGIS 10 in particular – has become the industry standard and is used by a majority of government agencies and private firms engaged in GIS activities. Specifically, employers are seeking professionals armed with a grasp of geospatial data types (vector, aerial imagery, satellite imagery, geodatabases, etc.), spatial analysis techniques and GIS project management skills in order to effectively study a host of multi-faceted urban planning topics.

My primary goal is to ensure that by completing the course you will possess the fundamental GIS skills valued by today’s employers. Quite a number of “alumni” from this course have secured internships and full-time jobs at agencies including the San Francisco Municipal Transportation Agency, the Valley Transportation Authority and numerous municipal planning departments specifically because they demonstrated GIS expertise in their portfolios and during job interviews.

San José State University’s Urban and Regional Planning Department offers three courses specifically devoted to GIS: the course you are taking now, a follow-up Advanced GIS course, and a one credit core course, GIS Overview: Urban Planning Applications. All three courses aim to build sought-after GIS skills through a comprehensive, real world-focused course of study in GIS. The introductory and advanced GIS classes are taught mainly as a combined lecture and computer laboratory course using Esri’s ArcGIS 10.2 software and a variety of hands-on exercises.

The majority of students interested in taking either elective course typically do not intend to pursue careers dedicated exclusively to the use of GIS; rather, they wish to learn just enough about the technology so it can be one of many tools available to them during their urban planning careers. As such, the GIS courses offered by the Urban and Regional Planning Department are as practical in nature as possible, favoring case studies and the hands-on use of ArcGIS software over theory and abstraction, and with a particular focus on the acquisition and analysis of real-world geospatial data typically used by urban planners.

The course strives to provide a balance between the "how-to" of using ArcGIS 10.2 and the "why" of GIS by explaining the roles GIS technology plays in analyzing local and regional (even global) problems. During the first part of the course, you will learn the specific steps necessary to navigate ArcMap and ArcCatalog, acquire and manage geographic data sets, develop effective cartographic techniques, and query the data to answer typical planning-related questions. For some exercises, you will use real GIS data from Bay Area cities, “warts and all”, in order to learn how to overcome typical problems encountered by GIS practitioners. The last part of the course will focus on the development, execution and presentation of a final GIS project.
Since the visual communication of quantitative data is a vital skill for urban planners, this final project will help you further develop your GIS skills by framing an urban planning issue, developing a set of high-quality GIS maps to illustrate the issue, and presenting your maps to the class. A key objective of the final project is to provide you with a portfolio piece to present to current and future employers as evidence of your GIS abilities. I am continually impressed by the work that beginning GIS learners produce for their final projects!

I am looking forward to helping you learn ArcGIS 10.2.2 this semester. As we work together over the next few weeks, you will be encouraged to think about integrating GIS into your other San José State coursework and master's project. There are many avenues for assistance and to accelerate your understanding of GIS: in-class exercises and personal guidance from me, at least three office hours per week, assistance from my excellent teaching assistant Stephen Granger-Bevan, and the ability to reach me via e-mail (I typically reply to clearly-worded messages very quickly). There is a lot of work to complete in this course, but I’m here to help you succeed – and we’ll have some fun, too. Again, my primary goal is to ensure that by completing the course you will possess the fundamental GIS skills valued by today’s employers.

Course Learning Objectives

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

1. Describe how urban planners typically use GIS as a tool for analysis and the display of quantitative data to solve urban planning problems
2. Utilize the core components and functionality of ArcGIS 10.2.2
3. Describe a variety of geospatial data types, data sources and metadata management techniques
4. Create, manipulate and query geospatial data
5. Symbolize and classify geospatial data, understanding available choices and the implications of each technique
6. Constructively critique cartographic styles and implement effective cartographic and display techniques

Planning Accreditation Board (PAB) Knowledge, Skills, and Values (KSV) Components

This course partially covers the following PAB KSVs:

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

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

A complete list of the PAB Knowledge Components can be found at [http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html](http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html).
Required Course Text

In keeping with the joint focus of this course on (1) developing ArcGIS skills and (2) the development of effective cartographic techniques, *The GIS 20 Essential Skills, Second Edition* is required and will serve as a reference throughout the course; it provides detailed, step-by-step instructions in the use of ArcGIS 10.2 software.


The required textbook may be purchased at the Spartan Bookstore, online (at sites such as Amazon.com) or directly from the publisher. Note that if you purchase a used textbook online, you are responsible for obtaining the book from the seller in a timely manner.

Required Readings

Links to these readings are provided on the course website or in relevant assignment handouts.


ArcGIS Help topics (specific topics to be assigned); information can be accessed via http://resources.arcgis.com/en/help/main/10.2/


Required Software

ArcGIS 10.2.2 and Extensions will be used in this course. Each student will receive a free Education Edition of Esri’s ArcGIS 10.2.2 software for use on a personal computer; it is a fully-functioning version and will expire one year after installation. Please note that ArcGIS software only runs on the Windows operating system (e.g., XP, Windows 7, Windows 8). In order to run ArcGIS in Windows on an Intel-based Mac, virtualization software is needed such as Apple's BootCamp, SWSoft's Parallels, or VMware Fusion.

Students are not required to install ArcGIS on their personal computer since the laboratory in WSQ208 and “mini-lab” (in the Planning Department lounge area) are available to all students to complete class assignments and homework. If you choose to install the software on your own computer, you are responsible for installing and maintaining it by properly following Esri’s installation instructions, which I will provide. It is HIGHLY recommended that your personal computer have at least 4 GB of RAM installed, since ArcGIS is a very memory-intensive application. Ideally, more than 4 GB of RAM is best if your computer supports it.

If you do plan to use your personal computer to complete assignments started in class, a USB flash drive with at least 2 GB of capacity is strongly recommended for saving your in-class work and transferring it to your personal computer.
**Recommended Readings**

*Designing Better Maps: A Guide for GIS Users*, is optional but strongly recommended since it provides a great number of useful and effective design techniques and considerations that you can use to produce professional-quality maps.


Another recommended reading is:


**Fundamentals for Success in this Course**

I will make every effort to help you succeed in this course so that you can use ArcGIS 10.2.2 confidently and successfully in your future career endeavors. 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:

**Maintain a fast pace:** This will be a fast-moving and somewhat technologically advanced course, but concepts and instructions will be explained as clearly as possible. If you wish to evaluate your readiness for this course at the outset, please see me as soon as possible.

**Computer competencies:** Competence with the Windows operating system is expected, including the storing, copying and management of multiple data types; managing multiple windows and applications; and techniques for saving work frequently. Familiarity with data entry, sorting, editing and report generation using Microsoft Excel is also expected.

**Enjoyment of Learning:** A strong motivation to learn, explore and have fun with computer applications is essential. This course will require a significant amount of independent work and relies heavily on student initiative. A sense of humor with computer “headaches” is helpful, too!

**Seek Help Effectively:** Since GIS practitioners and urban planners are problem-solvers at their core, it is important that you adopt a problem-solving mindset in this course. Asking for assistance this semester is encouraged and signals to me that you are engaged in your work, motivated by excellence, and positively challenged by the assignments. Asking for help will never be perceived as a liability in my class. However, when seeking assistance, it is important for you to (1) clearly communicate the problem and (2) demonstrate that you have attempted to solve the problem on your own and are ready to clearly articulate your attempts.

Also, I am very happy to help you with your work outside of the classroom during office hours or via email. If we work together via email, it is vital that you send me as much information as possible to help diagnose the problem. It is not sufficient to write to me and vaguely state, “I can’t get this to work” and expect useful assistance without also including relevant screen captures and a description of the solution steps you’ve tried. In general, I will be very responsive to queries that meet these criteria and much less so for “lazy queries”, which I probably will not have the inclination to address quickly. This approach mirrors professional practice since supervisors expect valued employees to be proactive in solving problems.
Focus and Respect: I fully understand the temptations and distractions we all face today with email, websites, 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. Mobile 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

- 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 at the start of each class session fully prepared and organized, with clear learning objectives and a schedule for the day’s tasks ready to go
- To evaluate and grade student work fairly and accurately while providing constructive feedback

Student Responsibilities

- 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 the 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

Course Assignments and Grading Policy

Your grade for the course will be based on the following assignments and other components. All relevant materials and assignment details will be posted to the course website.
<table>
<thead>
<tr>
<th>Assignment (assignment descriptions follow this table)</th>
<th>Percent of Total Grade (URBP-179, ENVS-179)</th>
<th>Percent of Total Grade (URBP-278)</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – GIS Data &amp; ArcGIS Desktop Basics</td>
<td>10%</td>
<td>10%</td>
<td>1 – 5</td>
</tr>
<tr>
<td>B – Geocoding</td>
<td>15%</td>
<td>15%</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>C – Georeferencing</td>
<td>10%</td>
<td>10%</td>
<td>2, 4</td>
</tr>
<tr>
<td>D – Editing</td>
<td>15%</td>
<td>15%</td>
<td>2, 4</td>
</tr>
<tr>
<td>E – City of Mountain View Mapping (One-credit professional engagement unit)</td>
<td>25%</td>
<td>25%</td>
<td>1 – 6</td>
</tr>
<tr>
<td>Four Quizzes (each quiz will constitute 5% of final course grade)</td>
<td>20%</td>
<td>20%</td>
<td>1 – 6</td>
</tr>
<tr>
<td>Participation – Consistent, active, well-prepared, and measureable engagement in lectures and reading discussions, small team tasks, and presentations in class</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment A** will introduce students to GIS technology broadly, and ArcGIS software specifically, by completing readings at the Esri.com website and introducing the principles of working with geospatial data in ArcGIS. Students will complete chapters 1, 2, 4, 5, 6 and 9 in the course textbook. Also, students will practice the principles of thematic mapping as well as techniques for designing professional-looking maps. By so doing, they will prepare the type of demographic analysis maps commonly used by urban planners and build valuable workplace-ready skills. Lastly, students will conceptualize and execute tabular joins between multiple data tables, a common technique when working with U.S. Census data.

**Assignment B** covers the important core GIS skill of geocoding. Students will learn fundamental geocoding data input requirements, limitations, and best practices and then geocode business addresses in a specific community.

**Assignment C** introduces students to raster georeferencing and map projections. To practice the former skill, students will systematically examine and georeference two images of central Sacramento to a detailed base map as well as an 1880s map of San Francisco’s Chinatown neighborhood. Students will also explore concepts related to coordinate systems and map projections that undergird all geographic analysis. Students will complete material in Chapters 3 and 17 of the course textbook.

**Assignment D** covers the process for editing data in ArcGIS Desktop. Students will complete Chapter 11 in the textbook and then undertake a series of editing tasks.

**Assignment E** allows the students to apply the core GIS skills covered in previous lessons. To do so, students will be given a mapping project using data from the City of Mountain View, CA and will be asked to prepare three detailed community maps that mirror the instructor’s professional practice.
in this community. Completion of Assignment E will fulfill the “engagement” component of the department’s four-credit course structure and is intended to cover the following learning objectives:

- Explain how practitioners utilize GIS to analyze local growth management policies, store and maintain geospatial data, and prepare professional-grade maps for internal and public uses
- Contextualize the vital role of visual communication in the planning profession, specifically in terms of how digital maps can convey a great deal of information efficiently and effectively to various audiences including members of the public, elected officials, and peers
- Apply lessons learned from the assignment to prepare a presentation for fellow students that conveys a clear awareness of GIS applications to the field of urban planning

**Extra Credit Assignment** (due June 22) is designed to show students how to create summary reports, share their work, and publish maps using ArcGIS Desktop. Chapters 18, 19 and 20 in the textbook are covered. Students completing this assignment with a grade of B or higher will be entitled to a half-step increase for a previous grade (e.g. if a grade of B-minus was earned on a previous assignment the grade on that assignment will be raised to a B.)

**Calculation of Final Course Letter Grade**
I will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A+ = 4.33, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.41 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

**Other Grading and 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 work 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
an 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.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate <strong>excellence</strong>, 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.</td>
</tr>
<tr>
<td>B-, B and B+</td>
<td>If work is <strong>above average</strong> 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.</td>
</tr>
<tr>
<td>C-, C and C+</td>
<td>If student work is <strong>sufficient and acceptable</strong>, 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.</td>
</tr>
<tr>
<td>D and F</td>
<td>I certainly hope not to issue any such grades this semester, but will do so for student work that is <strong>sub-par on all levels</strong> (D’s) or demonstrates the <strong>barest of minimal effort</strong> (F).</td>
</tr>
<tr>
<td>Zero</td>
<td>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.</td>
</tr>
</tbody>
</table>

I will grade undergraduate level work (i.e. submitted by students in ENVS/URBP-179A) more leniently than for the work submitted by graduate level (i.e. URBP-278) students. Typically, this will generally result in a half-grade difference; for example, an undergraduate student who earns a grade of B on an assignment will correlate with a grade of B- for a graduate student completing the same assignment with similar quality.

This grading scheme will not always be followed strictly since upward adjustment of the final course grade will be made if performance on one activity is an outlier (e.g. exceptionally low) or if the pattern of scores shows a significant improvement. If such adjustments are made, they usually result in about a half-letter grade improvement. Students are encouraged to meet privately with me early in the semester to discuss expectations.
Opportunities for extra credit will be explained in individual assignment handouts that students can download from the course website.

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

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

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1 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
the job done, but it lacks intellectual rigor and hence does not address the topic in an in-depth format. It lacks care in the presentation and integration of graphic material.

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

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

Grading Criteria - Oral Presentations

The criteria below describe the main attributes of A, B and C presentations and will be applied to your individual presentation for your final project. It is not anticipated that grades of D or F will be given.

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

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

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

Course 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 three hours per unit per week with one 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, students can expect to spend a minimum of ten to fifteen hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments will 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.

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

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2 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
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 on each assignment handout. 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 you expect not to be able to complete an assignment on time, it is important for you 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). You must also provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. **A maximum of two late assignments that adhere to this policy will be accepted**; all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

Since this course focuses on the development of professional skills used by urban planners, the presentation of submitted materials will be considered as 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 resource conservation intent 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**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

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](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*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/ace to establish a record of their disability.

You can find information about the services SJU offers to accommodate students with disabilities at the Accessible Education Center website at [www.sjsu.edu/ace](http://www.sjsu.edu/ace).

**Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent.
from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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 permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. To seek permission, please see me at the beginning of each class session for which you would like to record. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

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 408-808-2096.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current
deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**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 five short weeks together. We'll have some fun along the way, too. My goal is to teach you introductory and intermediate-level GIS skills clearly, with minimal jargon and maximum time using the software to help you remain competitive in today's labor market.

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

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, 1995). In the late 1980s, I worked as a planner in Middlesex County, New Jersey, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly growing North Carolina municipalities in a dual role as town planner and GIS coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina, the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e. non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that were not particularly receptive to deviations from the conventional suburban planning model.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission in Oakland as a GIS Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC was chosen from among thousands of entries for inclusion in Esri’s 2003 *Map Book*. This annual publication showcases innovative uses of Esri’s GIS software to solve real-world problems. The Lifeline Map locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g. grocery stores, daycare centers, clinics) within the 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 planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm’s metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California.

Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging 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. I have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU...
Economics Department, released in late 2012 by Esri Press. I also engage in a number of freelance GIS projects, including transit planning analyses for Mobility Planners, LLC.

This will be my 21st semester teaching at San José State and, I must admit, it is my favorite job of those listed above. Welcome! Let’s work hard and have fun! I’m here to help you succeed with GIS.
ENVS/URBP-179A: FUNDAMENTALS OF GIS FOR URBAN PLANNING
URBP-278: INTRODUCTION TO GIS FOR URBAN PLANNING
SUMMER 2015 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. I will communicate changes via email or verbally in class. The course is generally divided into two parts:

PART 1: (first seven classes) GIS for Urban Planning; Mastering ArcGIS 10.2.2
PART 2: (final three classes) Applying Your Skills: City of Mountain View Mapping Project

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Quizzes</th>
<th>Assignment/Reading Due</th>
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<tbody>
<tr>
<td>Mon. June 1</td>
<td>Student and Instructor Introductions, Course/Syllabus Overview,</td>
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<tr>
<td></td>
<td>What is GIS and ArcGIS? How do today's urban planners use GIS and what spatial literacy skills are employers looking for?</td>
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<td></td>
<td><strong>Skill Set 1: ArcGIS 10.2.2 Basics</strong></td>
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<tr>
<td></td>
<td>Let's go! ArcGIS menus and tools, downloading data, preparing data for mapping, creating geodatabases. Unimaginably fun.</td>
<td>None</td>
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<tr>
<td></td>
<td>In-Class Practice: Designing a basic ArcGIS map</td>
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<tr>
<td>Wed. June 3</td>
<td>Quiz 1: GIS and ArcGIS Overview, applications to urban planning</td>
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<td><strong>Skill Sets 2 and 3: Professional Map Design Techniques; Working with Census Data</strong></td>
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<td>Working with thematic/categorical maps, joining data to maps, attribute tables, using U.S. Census data in ArcGIS.</td>
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<td>In-Class Practice: Textbook chapter 7; working with thematic maps and attribute tables using Mountain View data</td>
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<tr>
<td>Mon. June 8</td>
<td><strong>Skill Set 4: Attribute and Spatial Queries; Spatial Joins</strong></td>
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<td>The real power of a GIS – using tabular and location information to address specific spatial questions.</td>
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<td>In-Class Practice: Textbook chapters 12, 13, 16; executing attribute and spatial queries using municipal geospatial data</td>
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<tr>
<td>Wed. June 10</td>
<td>Quiz 2: Map Design and Attribute/Spatial Queries</td>
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<td></td>
<td><strong>Skill Set 5: Geocoding and GPS Point Mapping</strong></td>
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<td>Turn addresses and latitude/longitude coordinate pairs into points on maps, thus enabling geospatial analysis. Magical and fun!</td>
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<td></td>
<td>In-Class Practice: Textbook chapters 8 and 10</td>
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Reading 1: “GIS Best Practices: GIS for Urban and Regional Planning” (skim)

Reading 2: “Making Maps People Want to Look At”

Assignment A
Text Chaps. 1, 2, 4, 5, 6, 9

Reading 3: Peterson Chapters 1-3 (skim)
| Date       | Topic                                                      | Reading       | Assignment       
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Mon. June 15</td>
<td><strong>Skill Sets 6 and 7: Map Projections and Georeferencing</strong></td>
<td><strong>Reading 4:</strong> Peterson Chapters 4 (skim)</td>
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<td></td>
<td>Coordinate systems and map projections underlie all geospatial</td>
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<td><strong>Assignment B</strong></td>
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<td>analysis and thus we need to cover it. Georeferencing involves giving</td>
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<td>(Geocoding)</td>
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<td>“new life to historic maps” – totally cool.</td>
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<td>In-Class Practice: Textbook Chapter 3, 17 and Chinatown mapping</td>
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<tr>
<td>Wed. June 17</td>
<td><strong>Quiz 3: Geocoding, Map Projections, Georeferencing</strong></td>
<td><strong>Reading 5:</strong> Peterson Chapters 5 (skim)</td>
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<td><strong>Skill Set 8: Editing in ArcGIS 10.2.2</strong></td>
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<td><strong>Assignment C</strong></td>
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<td></td>
<td>How do you create new data “from scratch” in ArcGIS? How do you</td>
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<td>(Georeferencing)</td>
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<td>edit tables and map features? Let’s find out.</td>
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<td></td>
<td>In-Class Practice: Chapter 11 and practice with editing</td>
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<tr>
<td>Mon. June 22</td>
<td><strong>Skill Set 9: Geoprocessing</strong></td>
<td><strong>Reading 6:</strong> Peterson Chapters 6-7 (skim)</td>
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<td>Baking bread is a process – you undertake a series of steps to convert</td>
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<td><strong>Assignment D</strong></td>
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<td>raw ingredients to delicious bread. Similarly, geoprocessing</td>
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<td>(Editing)</td>
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<td></td>
<td>implements specific processes to transform GIS data into new</td>
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<td>information. We'll cover Model Builder, too – representing</td>
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<td><strong>Extra Credit:</strong></td>
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<td>geoprocessing using an executable flow chart!</td>
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<td>Textbook Chapters</td>
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<td></td>
<td>In-Class Practice: Chapter 14 and additional geoprocessing queries</td>
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<td>18, 19, 20</td>
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</tbody>
</table>

### Part Two: Applying Your Skills – City of Mountain View Mapping Project

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Wed. June 24</td>
<td><strong>Quiz 4: Editing and Geoprocessing</strong></td>
<td><strong>Reading 7:</strong> &quot;Using Visualization Techniques for Enhancing Public Participation in Planning and Design&quot;</td>
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<td></td>
<td><strong>Introduction to Mountain View Mapping Project</strong></td>
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<td></td>
<td>You’ll replicate three maps that I had to produce as a GIS consultant to the city. By the time you are finished you will feel both undeniably exhausted and incredibly empowered by what you’ve accomplished.</td>
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<td></td>
<td>In-Class Practice: Textbook Chapter 15, Textbook Bonus exercises 2 and 7, and preparing Mt. View data for base map and analysis</td>
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<tr>
<td>Mon. June 29</td>
<td>In-Class Work Session: Mountain View project</td>
<td>None</td>
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<tr>
<td>Wed. July 1</td>
<td>In-Class Work Session: Finalization of Mountain View project</td>
<td><strong>Assignment E</strong> (Mountain View mapping)</td>
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</tbody>
</table>