Course Catalog Description
Through fieldwork and laboratory assignments, the student applies theories and techniques of analysis to identify the assets, problems, and opportunities of an urban community.

Community Assessment and Project 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.\(^1\) Fundamentally, urban planners help to 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.

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

In this course you will be an integral part of one of two service learning teams of Masters degree candidates in the Urban & Regional Planning Department who will collaborate closely with our client, the City of San Jose Planning Department. We will develop a Community Assessment for the East Santa Clara Street corridor (shown as “Area 1” in the image below) as part of the city’s urban village planning process.

The Envision San Jose 2040 General Plan identifies the East Santa Clara Street and Alum Rock corridors as “primary growth corridors.” A Bus Rapid Transit line, currently under development along this corridor, will provide service from east San Jose, through Downtown San Jose, to the Diridon Caltrain/Amtrak Station, and ultimately northward to Palo Alto along the El Camino Real. In addition, two BART stations are planned in the area as part of the Santa Clara County BART extension, one shown by the black star (between US-101 and 28th Street), and one in downtown between Market and Second. The densities and intensities of existing development are currently not supportive of these transit investments. In addition, the population density within the proposal area does not support neighborhood-serving retail shops and services, including grocery stores, within walkable distances for community residents. Furthermore, the present zoning framework along the area is not supportive of high-density residential and mixed-use development, and encourages suburban auto-oriented development by requiring large building setbacks from the street.²

With a median income of $45,089, which is 74 percent of the statewide median household income of $60,883, the communities along the East Santa Clara and Alum Rock Corridor qualify as an

² Adapted from “Proposal Summary Statement” prepared by the City of San Jose Planning Department for the Sustainable Communities Planning Grant, July, 2013.
economically disadvantaged community. Development of an urban village will leverage the City and the community’s 10-year Strong Neighborhoods Initiative planning and implementation efforts along this corridor, with the primary focus on shaping private development and public investment in a manner that is consistent with the community’s and the Envision San Jose 2040’s vision.

In addition, fostering the development of an urban village will support the goals of AB32 and further the implementation of SB375 by facilitating the creation of complete communities where many of the jobs and daily service needs of residents and employees are within walking or biking distance, thereby reducing vehicle miles traveled (VMT) and auto-related greenhouse gas (GHG) emissions. A mixed-use urban village will also increase transit use and reduce VMT and GHG by improving accessibility to jobs and housing through the integration of employment, residential and community-serving uses within complete communities adjacent to transit.

Furthermore, an urban village in this location is consistent with the Metropolitan Transportation Commission’s and the Association of Bay Area Government’s FOCUS regional blueprint plan which aims, in part: “…to promote compact and equitable development that protects and enhances quality of life, and preserves open space and agricultural resources. FOCUS seeks to strengthen existing city centers, locate more housing near existing and future rail stations and quality bus lines, encourage more compact and walkable suburbs, and protect regional open space.”

Your Work This Semester

San Jose seeks to transform this relatively low-density major transportation corridor from an economically disadvantaged community into a vibrant, mixed-use, walkable, and urban great place. The project that two teams of graduate students will undertake this semester will create a solid foundation for the development of an Urban Village Master Plan that will address: 1) the location, intensity/density, integration and urban form of new development; 2) pedestrian, bicycle and automobile circulation; 3) parking; 4) streetscape design; 5) affordable housing; 6) public facilities and services, including parks and open spaces; 7) improved access to healthy food; and 8) implementation next steps, to achieve the community vision for the corridor.

In addition to the core community assessment tasks listed above, student teams will take part in collaborations with neighborhood residents and merchants via walking tours, surveys, and a video documentation project.

Looking ahead, a team of URBP-201 students in the Spring 2015 semester will help to develop a zoning code framework and urban village concept designs for East Santa Clara Street and Alum Rock Avenue between Coyote Creek and King Road (Area II in the above map.) The zoning framework for Area II will be developed to implement the Urban Village Plans presently being developed with the Five Wounds Brookwood Terrace community for this area.

You will have an exciting opportunity to craft a professional-grade planning document through guided exercises, extensive research and documentation, and active community engagement. We will utilize the processes and tools employed by today’s professional planners and work closely with the community and multiple regulatory agencies. The resulting assessment findings, to be completed and presented to project stakeholders on November 12 and 13, 2014, will illustrate existing corridor conditions in a facilitated, “open house” setting that you will design and lead. Afterwards, during the

remaining weeks of the semester, you will develop a comprehensive Community Assessment Report that will be of great value, not only to the communities we assess this semester but also to our colleagues at the City of San Jose Planning Department. Also, the finished report will serve as a solid reference for partner organizations, local neighborhood business groups, and other key stakeholders with a strong interest in improving the health and vibrancy of this important San Jose corridor.

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

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

- **Phase One**: Getting to Know Our Client and the Key Issues on the Study Corridor
- **Phase Two**: Data Collection and Analysis; Preparations for November 12/13 Workshop
- **Phase Three**: Preparation of comprehensive Community Assessment Report

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

**Course Learning Objectives**

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

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

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

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

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

5. Prepare a plan to effectively facilitate a meeting.
6. Describe and explain how theories of community participation and engagement can be used to bring about sound planning outcomes.

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

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

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

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

11. Describe and explain the equity concerns of the community planning process.

Planning Accreditation Board (PAB) Knowledge Components
This course partially covers the PAB Knowledge Components 1B, 1F, 2B, 2C, 2E, 2F, 3A, 3B, 3D, 3E. A complete list of the PAB Knowledge Components can be found at www.sjsu.edu/urbanplanning/courses/pabknowledge.html

Required Course Readings
There are no textbooks to purchase for this course. Instead, all required readings will be available via the class website in downloadable PDF format, as well as e-books from the MLK Library that you can read online and download. Sorry, but due to cost constraints, you may not use department printers to print reading materials – thank you for understanding. From time to time, I may distribute additional short readings during class – all details will be explained clearly when we meet.

Please note: readings preceded by * indicate that they are available as downloadable e-books from the MLK Library website. Readings preceded by ** are available from the class website.


**Recommended Course Readings**

I encourage each student to select a few of the readings below that sound interesting – they will enhance your learning experience in URBP-201. Students working in small project teams during Phases 2 and 3 of the course will be required to complete some of the readings below to assist with their assigned tasks. Details will be explained in assignment handouts.


** Work Materials and Locations**

The computer laboratory in WSQ208 and “mini-lab” (in the Planning Department lounge area in WSQ 218) are available to you to complete class assignments and homework. If you plan to use your personal computer to complete assignments started in class, a USB flash drive with at least 2 GB of capacity and/or a 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 a web browser (e.g. Chrome, Internet Explorer, Firefox), Adobe Acrobat Reader (available for free at www.adobe.com), Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

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

** Fundamentals for Success in this Course**

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; higher grades correlate with student efforts that exceed expectations.

Here are some tips to help you succeed this semester:

**Enjoyment of Learning:** A strong motivation to learn, explore and have fun while learning is essential. This course will require a significant amount of independent work and relies heavily on student initiative. The course is intended to be a culminating experience in which you apply all of your knowledge from previous coursework, professional practice, and your own life experiences to create a planning document for a real-world community. As in the planning profession itself, a great deal of self-initiative is required. A sense of humor always helps, too!

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

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

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

**More Success Tips**

Students that typically do well in studio courses:
- pull their weight by sharing the workload equally with team members and attend all team meetings and discussions
- consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
- consistently demonstrate full support for their team
- proactively raise concerns with team members and, if necessary, the instructors, and attempt to address them in a respectful and positive manner
- devise strategies for carrying out the team's short- and long-term tasks and goals
- are organized, respectful and professional in their conversations with community members and agency officials
- embrace the flexibility and inherent creativity of a studio course to actively pursue career interests and the acquisition of new skills
- quickly adapt to changes in project goals and schedule changes (though these will be minimized to the extent practicable)
- have confidence in their abilities and recognize that their contributions are valuable and important
- know when to ask for help, then ask for it
- are organized and diligent note-takers
- are respectful of everyone in the class and handle disagreements professionally and assertively, focusing on the issues at hand and not the person
- share ideas with others and offer constructive suggestions to improve work processes and project goals

Students that typically do not do well in studio courses:

- expect the course to be “an easy A”
- rely on their team members to perform the bulk of the work
- do not take initiative at key moments to move their team and the project forward
- focus on setbacks and negativity rather than finding proactive solutions
- are consistently late to class and to group meetings
- focus on the bare minimum of effort rather than quality work that reflects the best of their abilities
- fail to ask for assistance when it is needed

It is important to remember that my 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 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, I recognize that I have as much to learn from you as you do from me, so I look forward to a creatively exciting semester with each of you so that I, too, can grow as the department’s Practitioner-in-Residence and as an instructor. 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 wish for 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:

<table>
<thead>
<tr>
<th>Assignments and Other Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 (due Sept. 3 &amp; 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections on Readings about Effective Teamwork and Community Assessment Starting Points</td>
<td>5%</td>
<td>1, 4</td>
</tr>
<tr>
<td>Assignment 2 (due Sept. 10 &amp; 11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections on Readings about CommUniverCity, and Assessment of Physical and Qualitative Community Assets and Liabilities</td>
<td>5%</td>
<td>1, 6</td>
</tr>
</tbody>
</table>
Assignment 3 (due Sept. 24 & 25)  
Cognitive Map of Study Corridor  
5%  2

Assignment 4 (due Oct. 1 & 2)  
Demographic Analysis Maps using Esri Community Analyst to Display Decennial/American Community Survey Data  
10%  2

Assignment 5 (various dates)  
Phase 2 Draft and Final Deliverables: tasks include gathering citywide and neighborhood-specific data, reviewing pertinent city and regional regulations, preparation of maps and graphs, conducting interviews with community stakeholders, creation of an assessment findings video, and preparations for November 12/13 community workshop  
- Oct 22 & 23: 50% draft Phase 2 deliverables  
- Oct 29 & 30: 80% draft Phase 2 deliverables  
- Nov 5 & 6: 100% final Phase 2 deliverables  
30%  1 - 5

Assignment 6 (due Nov. 19 & 20)  
Reflections on Course Readings: students will choose any six readings from readings #9-#25 and summarize the main points of each in at least one page of error-free writing, tying reading material directly to the process and outcomes of the course project to the extent practicable). For extra credit, students may summarize up to three additional readings from the “Recommended Readings” section of the syllabus.  
15%  6 - 11

Assignment 7 (various dates)  
Phase 3 Draft and Final Deliverables  
- Dec. 3 & 4: Draft Assessment Report  
- Dec. 10 & 11: Final Assessment Report  
30%  1 - 5

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+ = 4.2, 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).
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 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>
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<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate excellence, workplace-quality professional presentation and obvious dedication to meeting course learning objectives, 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 above average 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 sufficient and acceptable, 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 sub-par on all levels (D’s) or demonstrates the barest of minimal effort (F).</td>
</tr>
</tbody>
</table>
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.

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.

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 studio 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 the final Community Assessment 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

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4 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
typically cast in the form of vague generalities. These generalities prompt the confused reader to ask marginally: "in every case?", "exactly how?", "why?", "according to whom?." Stylistically, the "C" report has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences besides being a bit choppy, tend to follow unclear logic; and the diction is occasionally marred by unconscious repetition, redundancy, and imprecision. The "C" report gets the job done, but it lacks intellectual rigor and hence does not address the topic in an in-depth format. It lacks care in the presentation and integration of graphic material.

"D" Report: Its treatment and development of the subject are rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence is either misrepresented or not used at all, or it is 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 all individual and group presentations given in class. It is not expected that grades of D or F will apply.

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. Since you can't participate if you are not present in class, be sure to attend class sessions regularly. 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

5 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
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 timeframe or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. A maximum of two late assignments that adhere to this policy will be accepted; all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

Since this course focuses on the development of professional skills used by urban planners, the presentation of submitted materials will be considered as a significant part of the assignment’s grade. All assignments must include the student’s name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization do count. As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Printing assignments on the clean sides of already-printed paper is neither professional nor acceptable (though the “green” thought is appreciated, of course). Assignments not meeting these fundamental practices of professional presentation will generally receive a one-half to one-point deduction in the grade.

**Course Workload**

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

Because this is a six-unit class, you can expect to spend a minimum of fifteen hours per week in addition to time spent in class. You should plan to set aside a significant amount of time for out of class activities including, but not limited to, required course readings, data collection and analysis, group meetings, research, preparation of final client materials, etc.

**Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development” (Academic Senate Policy S07-2). The policy on academic integrity can be found at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm).

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

*Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.*
If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

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

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

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](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 978-0226816388). 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 visually-distracting experience for readers 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 AEC (Accessible Education Center) to establish a record of their disability.

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

**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. Seek my verbal approval prior to making any recordings.

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

About the Instructor: Rick Kos, AICP
I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our 3-1/2 months together. We'll have some fun along the way, too. My goal is to teach you a number of fundamental skills used by today’s planners while demonstrating professional project management techniques.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993). In the late 1980s, I worked as an assistant planner in Middlesex County, NJ, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town’s development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e., non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that weren’t particularly receptive at first to deviations from conventional suburban planning.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission as a GIS Planner/Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g., grocery stores, daycare centers, clinics) within the 9-County region, along with existing public transit services. The spatial analyses enabled by this mapping work allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a 45-person planning and design firm in Berkeley. I managed all aspects of the firm’s GIS practice 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.
I recently was a digital cartographer with WorldLink, based in the Presidio of San Francisco. I helped 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 have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department. The book was released in late 2012 by Esri Press.

I also engage in occasional freelance GIS projects. For example, I am now assisting Mobility Planners, LLC in the preparation of bus routing studies in various rural California communities. I am also assisting the Mori Foundation (Japan) with the collection of geospatial data sets for the City of Los Angeles in support of a project that compares the competitiveness of major world cities using a variety of metrics.

This will be my nineteenth semester teaching at San José State and, I must admit, it is my favorite job of the many I’ve listed above.

Welcome, and let’s work hard and have fun! I’m here to help you succeed.
URBP 201: COMMUNITY ASSESSMENT, FALL 2014
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. I will communicate changes via email and verbally in class. Note that the dates listed in the left column accommodate students in the Wednesday section (01) of the course as well as the Thursday section (03).

<table>
<thead>
<tr>
<th>Class Meeting Dates</th>
<th>Our Work as Contemporary Urban Planners: discussions and guest speakers pertaining to community assessment techniques, the tools of our trade, ethical considerations, and other related topics</th>
<th>Required Readings and Assignment Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>PHASE ONE</strong></td>
<td>Getting to Know the Client and Key Issues along the East Santa Clara Street Corridor</td>
<td></td>
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</table>
| **First Steps: Overview and Brainstorming** | **August 27 & 28** | Introductions and course overview  
Assessment “brainstorm” session  
Aerial photo and Google Street View observations of the study corridor  
Videos: tour of the study corridor, “Coming Soon to San Jose: Urban Villages!” | None |
| **Next Steps: Our Client and Study Corridor** | **September 3 & 4** | Discussion: effective teamwork techniques, student character strengths  
Walking tour of study corridor and meeting with our clients in the City of San Jose Planning Department’s Urban Village planning team  
Skills and Interests survey | Assignment 1 Due:  
Reading 1: West, pgs. 3-37 and your teamwork experiences  
Reading 2: City of San Diego, 7-8, 25-63 (skim)  
Reading 3: LeGates, pgs. 65-74, 211-221  
Reading 4: Saunders, pgs. 117-130 |
| **Community Assessment Starting Points** | **September 10 & 11** | Guest Speakers: Dayana Salazar and Imelda Rodriguez from CommUniverCity San Jose  
Lecture/Discussion: Techniques for Initial Community Assessments:  
Adopting an asset-based approach vs. a needs-based mindset  
Jane Jacobs: “Sidewalks”  
Kevin Lynch: “Elements of City Form”  
Mental/Cognitive Mapping  
Video: “Insights into a Lively Downtown”  
Revisit study corridor to apply initial community assessment techniques | Assignment 2 Due:  
Reading 5: Christensen and Jackson, pgs. 42-69.  
Reading 6: LeGates pgs. 105-109  
Reading 7: LeGates pgs. 499-517  
Reading 8: Flint pgs. 130-168 (skim) |
## PHASE TWO
Community Assessment Data Collection and Analysis; Community Workshop Preparations I

| September 17 & 18 | **Public Realm & Demographic Assessment**  
|  | - Guest Speaker: Terry Bottomley (urban design fundamentals and case studies)  
|  | - Overview and Hands-On with Esri Community Analyst for Census demographic mapping  
|  | - Overview of Phase Two tasks and teams  
|  |  
|  | **Reading 9:** LeGates pgs. 356-359, 360-365, 530-539  
|  | **Reading 10:** LeGates 143-149  
|  | **Reading 11:** Brenman pgs. 1-14 (skim), pgs. 15-44  
| September 24 & 25 | **Assessment using Field Data Collection**  
|  | - Hands-On with Esri Story Maps  
|  | - Guest Speaker: Rick Gosalvez from Trimble (training on the TerraFlex data collection app)  
|  | - Phase 2 Studio Team Work  
|  |  
|  | **Reading 12:** Graber, pgs. 103-116  
|  | **Assignment 3:**  
|  | Cognitive map of the study corridor  
| October 1 & 2 | **Transportation and Land Use Assessment**  
|  | - Guest Panel: Chris Lepe (Transform); Jody Littlehales (VTA); Ratna Amin (SPUR); Michele Beasley (Greenbelt Alliance)  
|  | - Phase 2 Studio Team Work  
|  |  
|  | **Reading 13:** SPUR report: “Freedom to Move”  
|  | **Assignment 4:**  
|  | Demographic analysis maps  
| October 8 & 9 | **Public Realm Assessment II**  
|  | - Guest Speaker: Terry Bottomley (urban design analysis in professional practice)  
|  | - Phase 2 Studio Team Work  
|  |  
|  | **Reading 14:** Al-Kodmany  
| October 15 & 16 | **Assessment of Social & Cultural Factors**  
|  | - Lecture: Stakeholder Identification and Analysis. Role of Officials, Stakeholders, and Community Members in the Planning Process  
|  | - Exercise: Urban Planning in other countries  
|  | - Guest Speakers: Flo Pucci, MUP (planners as storytellers), Mary Rubin (role of public artists in community engagement)  
|  | - Phase 2 Studio Team Work  
|  |  
|  | **Reading 15:** Pucci  
|  | **Reading 16:** Manzo  
|  | **Reading 17:** Jones  
|  | **Reading 18:** LeGates 134-142  
| October 22 & 23 | **Equity and Ethical Concerns for Planners**  
|  | - Lecture: Equity Concerns in the Planning Process  
|  | **Professional Meeting Facilitation Methods**  
|  | - Guest Speaker: Dr. Shawn Spano (tips and tricks for facilitating great meetings)  
|  | - Phase 2 Studio Team Work  
|  | - Overview of Phase 3 Teams and Tasks  
|  |  
|  | **Reading 19:** Brenman, pgs. 45-61  
|  | **Reading 20:** Nat’l Institutes of Health pgs. xv.-xvii., 3-44 (skim), 45-53  
|  | **Reading 21:** CommunityPlanning.net  
|  | **Reading 22:** LeGates pgs. 238-250  
|  | **Assignment 5 (part 1):**  
|  | 50% draft Phase 2 deliverables due
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignments</th>
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<tr>
<td>October 29 &amp; 30</td>
<td><strong>Professional Presentation Techniques I</strong>&lt;br&gt; Lecture: effective public speaking and PowerPoint presentation techniques</td>
<td><strong>Reading 23:</strong> Collins, pgs. 1185-1192&lt;br&gt; <strong>Reading 24:</strong> Shiller&lt;br&gt; <strong>Reading 25:</strong> Sirianni&lt;br&gt; <strong>Assignment 5 (part 2):</strong> 80% draft Phase 2 deliverables due</td>
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<tr>
<td>November 5 &amp; 6</td>
<td><strong>Professional Presentation Techniques II</strong>&lt;br&gt; Lecture: effective public speaking and PowerPoint presentation techniques</td>
<td><strong>Assignment 5 (part 3):</strong> 100% final Phase 2 deliverables due</td>
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<tr>
<td>November 12 &amp; 13</td>
<td><strong>Professional Data Synthesis Techniques I</strong>&lt;br&gt; Setting a Road Map: Report Outline Development&lt;br&gt; Professional Report Design and Writing&lt;br&gt; Phase 3 Small Team Studio Work&lt;br&gt; Practice for Workshop</td>
<td><strong>URBAN VILLAGE COMMUNITY PLANNING WORKSHOP (6:00 – 8:30 p.m.):</strong>&lt;br&gt; Wed. Nov. 12: Roosevelt Community Center&lt;br&gt; Thurs. Nov. 13: MLK Library Rooms 225/229</td>
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<tr>
<td>November 19 &amp; 20</td>
<td><strong>Professional Data Synthesis Techniques II</strong>&lt;br&gt; Professional Report Design and Writing&lt;br&gt; Phase 3 Studio Team Work&lt;br&gt; Practice for Workshop</td>
<td><strong>Assignment 6:</strong> Reading Reflections (choose any six from readings 9-25 to summarize)</td>
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<tr>
<td>November 26 &amp; 27</td>
<td><strong>Assignment 7 (Part 1):</strong> Draft Community Assessment Report</td>
<td>Happy Thanksgiving! (no class meeting)</td>
</tr>
<tr>
<td>December 3 &amp; 4</td>
<td><strong>Assignment 7 (Part 1):</strong> Draft Community Assessment Report</td>
<td><strong>Assignment 7 (Part 2):</strong> Final Community Assessment Report</td>
</tr>
<tr>
<td>December 10 (Wed.)</td>
<td><strong>Assignment 7 (Part 1):</strong> Draft Community Assessment Report</td>
<td><strong>Assignment 7 (Part 2):</strong> Final Community Assessment Report</td>
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<tr>
<td>December 11 (Thurs.)*</td>
<td>Final class meeting for Wednesday section</td>
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</tr>
<tr>
<td>December 10 &amp; 11*</td>
<td>Combined Wed./Thurs. class meeting for course “final exam” (12:15 – 2:30 p.m.)&lt;br&gt; All students are required to attend this course culminating experience&lt;br&gt; Reflections on course accomplishments and evaluation of sound planning outcomes as a result of our project work&lt;br&gt; Pizza Party!</td>
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</tr>
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</table>
* December 17 and 18 are the official SJSU-determined dates for the course final exam. However, I have proposed that both class sections meet on Thursday, December 11 for the final exam session. We will mutually agree on class meeting times so that all students can attend the December 11 class (currently proposed time is 12:15 – 2:30 p.m.). Please plan ahead with your employer and/or family so that you may attend the December 11 class meeting – all students are required to attend.

This change to the final exam schedule will allow for one more week of work on the final assessment report, if needed, during the week of December 15 by volunteer student assistants, such as those seeking department-required hours tied to internships and professional work experience.

We will endeavor to deliver the finished *Community Assessment Report* to our client by December 19, 2014 so that City Planning staff can review it and submit comments prior to the start of the Spring 2015 semester when a new team of URBP-201 students will carry the project work forward.