Instructor: Rick Kos, AICP
Office location: WSQ-218C
Telephone: (408) 924-5854 (office phone, please try first to reach me via email)
Email: Richard.Kos@sjsu.edu
Office hours: Wednesdays (2:00-4:00 p.m.), Thursdays (11:00-1:00 p.m.). Please contact me via email for an online appointment sign-up sheet.
Class days/time: Thursdays 7:30 – 10:00 pm
Classroom: WSQ-208
Class website: http://urbp279.pbworks.com
Prerequisites: Successful completion of URBP-179A/278, or instructor consent. Students are expected to have prior experience with ArcGIS, including the ability to perform attribute and spatial queries, geocode, georeference, basic geoprocessing, and the ability to design a cartographically complete map.
Units: 4 units

Course Catalog Description
URBP-279: Further examination of advanced geographic information systems (GIS) applications to urban and regional planning topics. URBP-179B: Continued study of how geographic information systems (GIS) can be applied to urban and regional planning topics.

Course Description and Course Learning Objectives

The class is taught mainly as a combined lecture and computer laboratory course using Esri’s ArcGIS 10.2.2 software in a variety of hands-on exercises. The course will consist of three primary components, described below.

1. **Intermediate- to Advanced-Level ArcGIS 10.2 Training (70% of course grade):** we will explore seven aspects of ArcGIS software, as well as Google Fusion tables, with direct applicability to urban planning analysis:

   - **Spatial Joins:** we will utilize tools and techniques to integrate geospatial data from multiple map layers. Conceptualizing – and then properly executing – spatial joins is excellent practice in adopting a “puzzle-solving”, linear thinking, and pre-planned approach that is essential for successfully using the advanced tools we will cover later in this course.

   - **ArcGIS Network Analyst:** this extension to ArcGIS opens the door to numerous applications of GIS for transportation planning including the generation of network-based service areas (e.g. “walk-sheds” to/from transit stations), closest facility analysis (useful for
emergency planning applications), shortest path analysis, and the generation of origin-destination cost matrices (tabular summaries of distances between multiple locations). After learning Network Analyst basics, you will have an opportunity to craft an independent mini-project where you’ll put this highly practical ArcGIS extension to the test.

**ArcGIS Spatial Analyst:** this ArcGIS extension is designed for powerful raster-based analysis. A common application of Spatial Analyst to urban planning is the design and execution of site suitability studies that incorporate multiple, disparate, standardized raster inputs such as landform, land use, access to transportation, and demographic information.

**The Spatial Statistics Toolbox:** contains statistical tools for analyzing spatial distributions, patterns, processes, and relationships. Unlike traditional non-spatial statistical methods, they incorporate space (proximity, area, connectivity, and/or other spatial relationships) directly into their mathematics.¹ We will take a high-level tour of tools in four toolset groupings: Analyzing Patterns, Mapping Clusters, Measuring Geographic Distributions, and Modelling Spatial Relationships.

**Time-Enabled Geospatial Analysis:** urban planners are concerned with changes to our human habitat over time such as shifting demographic patterns or fluctuating locations of crime in a neighborhood. ArcGIS 10.2 contains a number of tools to facilitate time-enabled (i.e. temporal) analysis. We will explore these tools in the context of crime mapping in Oakland, the expansion of big-box retail in the United States, and the spatial distribution and magnitude of earthquakes in California over the past century.

**Python Scripting:** Python is the programming language that ArcGIS 10.2 is based upon. Python basics are surprisingly easy to learn and the language allows the ArcGIS user to write specialized tools, set up iterative models, and customize geoprocessing tools to fit a particular project objective. After learning the basics of the Python language and use of the Python scripting window, students will have an opportunity to create and modify simple Python scripts to “peek behind the scenes” of ArcMap’s most commonly used geoprocessing tools. Students will also be directed to a few Python self-study resources.

**Google Fusion Tables:** with this free, browser-based tool you can “fuse” (join) data tables together and visualize the results in a shareable map. You can easily upload data sets from CSV, KML and spreadsheets, and visualize the data using a variety of tools. Users can merge data from multiple tables and conduct detailed discussions about the data (on rows, columns and even cells). You can easily visualize large data sets on Google Maps and embed visualizations on other web pages.² We will geocode demographic data from the World Bank and display the results on a shareable map in a guided exercise.

**Optional Learning Opportunity:** based on survey results I have decided not to cover ArcGIS 3D Analyst formally this semester. Instead, students may voluntarily conduct an optional exercise to learn 3D Analyst basics. Details will be provided in class.

2. **Client Consultation Project (25% of course grade, designated as Engagement):** our class will provide technical expertise to the staff of the San Francisco Municipal Transportation Agency (SFMTA). You will have a chance to meet representatives of the organization, learn about their mission, and get up to speed on the work that SFMTA would like us to conduct for them. This project will give you a real-world opportunity to apply your ArcGIS skills and to provide a valuable

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² From “Fusion Tables Introduction” at https://sites.google.com/site/fusiontablestalks/home (accessed August 5, 2014)
service to a client. Additionally, this work will yield detailed maps that will be a highly useful component of your portfolio of work at San Jose State University. Each student will be expected to fully “rise to the occasion” and play a proactive role in the conceptualization, design, and execution of the client project. Students will also be expected to work in small teams in a mutually-supportive, fully accountable, and positive manner under the guidance of the project manager (i.e. Rick). Doing so will help students further develop immediately transferable workplace skills and finish our project on time while endeavoring to meet and exceed client expectations.

3. Active and Consistent Participation in Class (5% of course grade): each student will be expected to bring their fullest measure of energy, dedication, engagement and participation in class. This aspect of the course grade will be measured by observations of each student’s consistent, active, well-prepared, and measurable engagement in lectures and reading discussions, small team tasks, and presentations in class. Confidential peer reviews will help me to more completely evaluate student performance.

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

1. Use ArcGIS 10.2 to design a professional-grade, visually-balanced, cartographically-complete map of the sort commonly employed by contemporary urban planners. It is expected that the maps generated in this course will provide students with highly valuable additions to their professional portfolio to demonstrate their ArcGIS capabilities to current and future employers.

2. Define the inputs, outputs, and applications of spatial joins in order to integrate multiple geospatial data sets.

3. Conduct transportation planning analysis using the ArcGIS Network Analyst extension, including network service areas, closest facility analysis, and shortest route analysis.

4. Conduct raster-based site suitability analyses using the ArcGIS Spatial Analyst extension and define the eight primary functional categories of raster analysis using Spatial Analyst.

5. Describe common applications of core tools in the ArcGIS Spatial Statistics toolbox, including at least two tools in each of the four primary toolsets: Analyzing Patterns, Mapping Clusters, Measuring Geographic Distributions, and Modelling Spatial Relationships.

6. Use the time-based tools of ArcGIS 10.2 to model temporal changes in the spatial distributions of earthquake activity, retail store expansion, and neighborhood crime.

7. Define the primary inputs, terminology, and ArcGIS-specific tools needed to utilize the Python scripting language in a manner that allows for the customization of ArcGIS geoprocessing tools.

8. Describe the basic functionality and outputs of Google Fusion Tables and produce two examples of shared map outputs to demonstrate this understanding.

9. Implement effective, efficient and client-responsive GIS project management skills. The student will collaboratively determine an approach to a GIS project from the outset and establish priorities, milestones, goals and subtasks. Students will also anticipate and resolve setbacks and adopt techniques to get it “right” as early in the project as possible.

10. Create a complete geodatabase for course projects by incorporating vector, tabular and raster data into a complete project geodatabase, and import geospatial data from multiple, remote sources into the geodatabase.
GIS in the Urban & Regional Planning Department

Geographic Information Systems, GIS, is a rapidly evolving technology involving the study of 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) ArcGIS software suite has become the industry standard and is used by a majority of government agencies, non-profit organizations, and private firms engaged in GIS analyses. Specifically, employers are seeking professionals armed with a clear 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.

San José State University’s Urban and Regional Planning Department offers three courses specifically devoted to GIS: the advanced course you are taking now, an introductory GIS course, and a one-credit core course, GIS Overview: Urban Planning Applications. All three courses aim to build sought-after spatial analysis 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.

My primary objective is to ensure that by completing this course you will possess the intermediate-to advanced-level GIS skills valued by today’s employers. A number of “alumni” from this course have secured internships and full-time jobs at firms and agencies across the region, specifically because they were able to demonstrate GIS expertise in their portfolios and at job interviews.

The majority of students interested in taking the elective GIS courses 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 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. Two-thirds of the course will be devoted to helping you learn the specific steps necessary to utilize powerful ArcGIS tools including Spatial Analyst, Network Analyst, and Spatial Statistics. 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 other third of the course will focus on GIS project design, management and execution by engaging in a client/consultant relationship with SFMTA. More details will be provided in class in early September. Since the visual communication of quantitative data is a vital skill for urban planners, our consultancy with SFMTA will help you further develop your GIS skills by framing a transportation planning project of value to the organization, developing a set of high-quality GIS maps to illustrate the issue, and presenting a focused summary report and presentation of our results. One objective of the consultancy, besides providing needed skills to our client, 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 students produce in this course!

I am looking forward to helping you learn the intermediate to advanced capabilities of ArcGIS 10.2 this semester! As we work together over the next few months, you will be encouraged to think about integrating GIS into your other San José State coursework and URBP-298 Planning Report. There are many avenues for assistance and to accelerate your understanding of GIS: in-class
exercises and personal guidance from me, at least four office hours per week, 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 and I am here to help you succeed - and we’ll have some fun, too. Let’s get started!

**Planning Accreditation Board (PAB) Knowledge Components**

This course partially covers the following PAB Knowledge Components: 2a, 2b, 2c, 2f. A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html

**Required Course Readings**

For the first time since teaching this course, I have decided not to require a textbook in an effort to save students some money while also recognizing that ArcGIS software changes faster than tutorial textbooks can be produced! In lieu of a textbook, students will be provided with readings, data, and tutorial instructions via the class website. Details will be explained in class, and see below:


**Recommended Course Readings**


**Required Software, Recommended Materials**

ArcGIS 10.2.2 and Extensions is required of all students. This software is installed on each WSQ208 lab and department lounge computer. Also, each student will receive a free student license of Esri’s ArcGIS 10.2.2 software for use on a personal computer; it will expire one year after installation. Please note that ArcGIS software only runs on the Windows operating system. In order to run ArcGIS in Windows on a Mac, virtualization software is needed such as Apple’s BootCamp, SWSoft’s Parallels, or VMware Fusion. *(I will provide instructions for installing ArcGIS on a Mac.)* You are responsible for installing and maintaining your software on a personal computer and for properly following Esri’s installation instructions. It is HIGHLY recommended that your personal computer have at least 2 GB of RAM installed, since ArcGIS is a very memory-intensive application. Ideally, more than 2 GB of RAM (if your computer supports it) is recommended.

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

**Fundamentals for Success in this Course**

I will make every effort to help you succeed in this course so that you can use GIS 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; higher grades correlate with student efforts that exceed expectations. Here are some tips to help you succeed this semester:

**Prior GIS experience:** Students are expected to have prior experience with ArcGIS 9.3, 10.0 or 10.1, including the ability to perform basic attribute and spatial queries and the ability to produce a cartographically correct map using multiple geospatial data layers. Self-study using the non-required "Getting to Know ArcGIS" textbook or “Mastering ArcGIS” (6th edition) is strongly recommended for students wishing to brush up on the fundamental GIS skills expected for participation in this course. Additional skills expected: geocoding, georeferencing, basic geoprocessing, metadata documentation.

**Maintain a fast pace:** This will be a fast-moving and 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. There will be numerous, detailed and sometimes overlapping assignments – please prepare for this from the outset.

**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.

**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 effectively 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 be inclined to address. 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, web sites, Twitter, Facebook and IMs vying for our attention, but lab computers may not be used for getting other work or e-mail done. Out of respect for everyone in a focused learning environment, I will be ruthless in getting everyone to turn computer monitors off when not being
used for course exercises. If you have to "get something else done" during the class period, please do it elsewhere. Cell phones need to be in silent mode, or turned off.

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

Instructor Responsibilities

▪ 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

▪ 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 syllabus requirements
▪ To fully read and understand all aspects of the 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:

<table>
<thead>
<tr>
<th>Assignment Title and Description</th>
<th>Percent of Total Grade</th>
<th>Course Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning ArcGIS 10.0 Skills (70% of course grade)</td>
<td>10%</td>
<td>1, 10</td>
</tr>
<tr>
<td>1 – Stanislaus County Mapping (due 9/11)</td>
<td>10%</td>
<td>1, 10</td>
</tr>
<tr>
<td>2 – Spatial Joins (due 9/11)</td>
<td>5%</td>
<td>1, 2</td>
</tr>
<tr>
<td>3 – ArcGIS Network Analyst (due 9/25)</td>
<td>15%</td>
<td>1, 3</td>
</tr>
<tr>
<td>4 – ArcGIS Spatial Analyst (due 10/16)</td>
<td>15%</td>
<td>4</td>
</tr>
<tr>
<td>5 – Spatial Statistics (due 10/30)</td>
<td>7.5%</td>
<td>5</td>
</tr>
<tr>
<td>6 – Time-Enabled Data in ArcGIS (due 11/13)</td>
<td>7.5%</td>
<td>6</td>
</tr>
<tr>
<td>7 – Python Scripting (due 11/20)</td>
<td>5%</td>
<td>7</td>
</tr>
<tr>
<td>8 – Google Fusion Tables (due 12/4)</td>
<td>5%</td>
<td>8</td>
</tr>
</tbody>
</table>

Engagement Activities (25% of course grade)
Detailed steps for completing assignments will be posted to the course website at the appropriate time. In general, the assignments will cover the following:

**Assignment 1:** This assignment is designed to allow students to “refresh” fundamental GIS skills before proceeding to intermediate- to advanced-level work in future assignments. Students will acquire geospatial data from a public website, organize the data in ArcCatalog, conduct attribute and spatial queries using the data, and finish a cartographically complete map.

**Assignment 2:** Students will complete collaborative exercises to explore tools and techniques to integrate geospatial data from multiple map layers. Conceptualizing and executing spatial joins is excellent practice in adopting a “puzzle-solving”, linear thinking, and pre-planned approach that is essential for successfully using the advanced tools we will cover later in this course.

**Assignment 3:** Students will complete tutorials in the basic functionality and inputs of the ArcGIS Network Analyst extension, then complete an independent mini-project to explore Network Analyst capabilities using data collected by the student.

**Assignment 4:** Students will complete training material to learn fundamental raster analysis basics and then use Spatial Analyst to undertake guided site suitability analyses that may include retail siting, elementary school siting, and the location of a new hiking trail.

**Assignment 5:** Students will be guided in an overview of core tools in the four Spatial Statistics toolsets then, through short exercises and presentations, will demonstrate the relevance of the tools to urban planning scenarios.

**Assignment 6:** Students will utilize the time-enabled capabilities of ArcGIS 10 to model fluctuating crime locations in Oakland, CA; explore the spread of “big-box” retail in the United States; and the distribution of California earthquake activity over the past century.

**Assignment 7:** A basic tutorial in Python scripting will be provided along with exercises to practice scripting in a manner that illustrates the capabilities of Python to design, edit, and execute geoprocessing functions.

**Assignment 8:** A basic tutorial in Google Fusion Tables will be provided along with exercises to create shareable, browser-based geospatial maps.

**Assignment 9 (Engagement Unit):** The details of this assignment will unfold during our consultancy with the San Francisco Metropolitan Transportation Authority, but students can expect to undertake a variety of tasks in small teams, including data collection and organization, metadata generation, field work, report writing, presentation of findings to the client, and the production of analytical, cartographically complete maps.

**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).

**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 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 <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</td>
</tr>
</tbody>
</table>
C or C+ as a terrible grade; it is an acknowledgment of average and acceptable effort, but that you could have done better.

D and F I certainly hope not to issue any such grades this semester, but will do so for student work that is sub-par on all levels (D’s) or demonstrates the barest of minimal effort (F).

Zero For assignments that are not submitted on the due dates listed in this syllabus and/or assignments which do not adhere to the late-submission policy described herein.

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.

Extra credit is available on some of the assignments. 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.

3 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
and conclusions derived from field observations, although perhaps not as thoroughly as the A report. The distinction of the "B" report is typically much more than concise and precise than that found in the "C" report. Occasionally, it even shows distinctiveness –i.e., finesse and memorability. On the whole, the "B" report makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

"C" Report: This report is generally competent. It meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and unsubstantiated by the literature. One reason for that impression is that the ideas are typically cast in the form of vague generalities. These generalities prompt the confused reader to ask marginally: "in every case?", "exactly how?", "why?", "according to whom?." Stylistically, the "C" report has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences besides being a bit choppy, tend to follow unclear logic; and the diction is occasionally marred by unconscious repetition, redundancy, and imprecision. The "C" report gets the job done, but it lacks intellectual rigor and hence does not address the topic in an in-depth format. It lacks care in the presentation and integration of graphic material.

"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

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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
are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Completing Assignments on Time and Professionally

Assignments are due at the date and time specified in the course syllabus. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “C”.

I realize that life happens. If a student expects not to be able to complete an assignment on time, it is important for the student to contact me at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). The student must also provide a date and time by which the late assignment will be submitted. If a student does not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the 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 quality of submitted materials will be considered as part of the assignment’s grade. All assignments must include the student’s name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization do count. As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. Printing assignments on the clean sides of already-printed paper is neither professional nor acceptable (though the thought is appreciated, of course). Assignments not meeting these fundamental practices of professional presentation will generally receive a one-half to one-point grade deduction.

Course Workload

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

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as completion of tasks for our consultancy with the San Francisco Municipal Transportation Agency. Details on how to complete these activities will be provided in handouts to be distributed in class.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

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

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

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

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

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

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

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

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to 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.

Consent for Recording of Class; 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 intermediate- to advanced-level ArcGIS 10.2 skills clearly, with minimal jargon and maximum time using the software to help you remain competitive in the 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.

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 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, at first, 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 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 GIS at San José State and, I must admit, it is my favorite job of the many I’ve listed above.

Welcome, and let’s have some fun with GIS! I’m here to help you succeed.
URBP-179B/279: ADVANCED GIS FOR URBAN PLANNING  
FALL 2014 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>ArcGIS 10.2 Skills (70% of Final Course Grade)</th>
<th>Professional Engagement: SFMTA Project (25% of Final Course Grade)</th>
</tr>
</thead>
</table>
| August 28     | ▪ Student and instructor introductions; course and syllabus overview  
               ▪ ArcGIS 10 “Refresher” session  
               ▪ Assignment 1 Distributed: Stanislaus Co. GIS data acquisition; General Plan land use maps | Assignment 9 Distributed and Discussed: SFMTA Project |
| September 4   | ▪ Readings Due (see class website for links)  
               ▪ Lecture and Team Lab Work: Spatial Joins  
               ▪ Assignment 2 Distributed: Spatial Joins | |
| September 11  | ▪ Assignment 1 (Stanislaus County GIS) Due  
               ▪ Assignment 2 (Spatial Joins) Due  
               ▪ Discussion: Assignment 1 and 2 Results  
               ▪ Lecture: Network Analyst I  
               ▪ Assignment 3 Distributed: Network Analyst | Assignment 9 (Part 1) Due: RFP/Agency Review  
Client to provide data for us to review and evaluate for project |
| September 18  | ▪ Lecture: ArcGIS Network Analyst II  
               ▪ Assignment 3 open work session | |
| September 25  | ▪ Assignment 3 (Network Analyst) Due  
               ▪ Discussion: Assignment 3 Results  
               ▪ Lecture: ArcGIS Spatial Analyst I  
               ▪ Guest Speaker: Swapna Deshpande (using Spatial Analyst: “The Effect of Exurban Development on Coast Redwood Forest Edges”)  
               ▪ Assignment 4 Distributed: Spatial Analyst | Assignment 9 (Part 1) Due: RFP/Agency Review  
Client to provide data for us to review and evaluate for project |
| October 2     | ▪ Lecture: ArcGIS Spatial Analyst II  
               ▪ Guest Speaker: Sean Mullin (using Spatial Analyst: “Trail Access to Mount Umunhum”)  
               ▪ Assignment 4 open work session | Continue reviewing project data |
| October 9     | ▪ Lecture: ArcGIS Spatial Analyst III  
               ▪ Assignment 4 open work session | Continue reviewing project data |
| October 16 | - **Assignment 4 (Spatial Analyst) Due**  
- Lecture: Spatial Statistics I  
- **Assignment 5 Distributed:** Spatial Statistics | **Assignment 9 (Part 2) Due:**  
Data Review Report and Exploratory Concept Maps |
|-------------|-----------------------------------------------|-----------------------------------------------|
| October 23  | - Lecture: Spatial Statistics II  
- Guest Speaker: Prof. Mike Pogodzinski  
(applications of Spatial Statistics to urban economic analysis)  
- Assignment 5 open work session | Project work during class time |
| October 30  | - **Assignment 5 (Spatial Statistics) Due**  
- Lecture: Working with time-enabled data  
- **Assignment 6 Distributed:** Time-Enabled Data  
- Assignment 6 open work session  
- (Optional 3D Analyst Assignment Available) | **Assignment 9 (Part 3) Due:**  
Status Report #1 |
| November 6  | - Lecture: Python Basics in ArcGIS  
- Assignment 7 open work session  
- **Assignment 7 Distributed:** Python Scripting | **Assignment 9 (Part 4) Due:**  
Draft Report Outline Due |
| November 13 | - **Assignment 6 (Time-Enabled Data) Due**  
- Lecture: Google Fusion Tables  
- Assignment 7 and 8 open work session  
- **Assignment 8 Distributed:** Google Tools | **Assignment 9 (Part 5) Due:**  
Status Report #2 |
| November 20 | - **Assignment 7 (Python Scripting) Due**  
- Assignment 8 and SFMTA project open work session | Discussion: project progress |
| November 27 | **No Class (Thanksgiving)** |
| December 4  | - **Assignment 8 (Google Tools) Due** | **Assignment 9 (Part 6) Due:**  
Submit Draft Project Deliverables to Client for Review |
| December 11*| - Final Project Finalization and Semester Review  
- End of Semester Celebration | **Assignment 9 (Part 7) Due:**  
Deliver Final Project Materials to Client |

* The events of this class session will constitute the culminating experience for the course (in effect, our “final exam”). December 11 is not the university-scheduled date for the official URBP-179B/279 exam, but it reflects the regular class meeting date that we will all have become accustomed to by this point in the course. I will take a poll of students early in the semester to determine if all enrolled students can attend class on this date. If there is not unanimity, we will hold our final exam on another agreed-upon date. Student attendance for the final exam date is mandatory.