I. 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.

(Sections X. and XII. – XIV. of this syllabus were adapted from Rick Kos and Hillary Nixon’s URBP Community Assessment syllabus, San José State University, Department of Urban and Regional Planning, 2013.)

II. Course Description and Course Learning Objectives

Professional planners engage in developing comprehensive visions for the future of communities. They help community members understand how they may balance growth with essential services, protect the natural environment and bring innovation to urban infrastructure systems.

The foundation of a meaningful and responsive planning effort is the development of a plan that is ultimately responsive to the needs and voices of local community residents. This factor is essential for the success of a community assessment project.

The Site: The Washington Neighborhood in San Jose

This semester you will be charged with developing a community assessment for the Washington neighborhood in San Jose; a historic urban community with a rich immigrant history. Our client for the class will be comprised by a collection of Washington’s residents, stakeholder organizations, primary institutions and neighborhood groups.
The typical components of a community assessment include the analysis of existing conditions such as land use, zoning, transportation and demographics. Typically, through the iterative collection of these data, planners proceed into the subsequent stages of the community planning process, including stakeholder collaboration, goal formulation, and plan development. Our class will follow this approach by including local community members at the start and continue by engaging their voices, concerns and goals to address workflow and deliverables.

To accomplish this task our class will function as an open studio/collaboratory. We will deploy a variety of qualitative and quantitative means to gather information and engage the Washington community in a conversation about its strengths, challenges and the creation of a common vision for the neighborhood.

To maintain a strong, ongoing presence in the neighborhood and facilitate a fluid interaction with community members, our class will regularly meet at the Washington Youth Center. Our class will be located at the premises of the Biblioteca Latinoamericana Branch Library. Local community members will be invited to drop in, participate in the production of deliverables, attend reviews and pin-ups and provide constant feedback on the scope of the class.

**Deliverables: From Fieldwork to Presentation Boards**

The classes held at the Washington Youth Center will be at crossroads of our fieldwork experience. You will be charged with walking the community to gather concrete empirical evidences. You will carry out archival research, synthesize complex information and develop research questions that will ultimately be displayed in presentation boards for discussion in front of the community at large.

The set of graphic boards will not only function as stand-alone presentation pieces based on themes derived from your fieldwork experience and community mapping exercises, they will also illustrate a compelling narrative about the community from the perspective of its residents. You will serve your primary client, the community, by helping it visualize assets, opportunities and constraints, in a compelling and meaningful way.

**“Learning by Doing” to become a Listener and Facilitator**

URBP-201 is a “learning by doing” course. You will be applying the exercises with real-world planning situations. For example you will be expected to verbally and graphically communicate with Washington’s public on an impromptu basis. You will be expected to turn complex observations and fieldwork notes into productive questions and scopes through analytical diagrams, data visualizations, and maps. You will be expected to think critically to identify themes, unrecognized histories and innovative planning scopes.

Most importantly you will be expected to become a caring listener and adept facilitator at managing the diverging and multiple voices of community residents.

Be prepared to contribute substantially each week, both individually and as members of small teams. This is NOT a passive-learning class and the majority of your grade will be based upon how effectively you contribute to different projects and how you deal with the complexity of the field.

You can think of your role this semester as a member in a specialized research team with Fernando Burga serving as your project leader and research partner/colleague. URBP-201 can be a lot of fun and the work will be very rewarding and useful to your career development and your evolution as a leader and facilitator.

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In addition to this “learning by doing” we will integrate lectures and discussions that address topics related to immigrant life in planning, as well as equity concerns associated with race, citizenship and difference in the planning process.

**Partnerships: Santa Clara University.**

The community assessment class will work with a “partner” institution during the Fall 2013 semester: Santa Clara University. This partnership offers a great opportunity to synthesize research through guided exercises, archival and documentation research, and active community engagement.

**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 and resident interviews, 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 derived from the field. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, and websites.

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 key ethical issues related to working with immigrant and minority communities.

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

8. Describe and explain concerns dealing with equity and difference contingent to the community planning process.

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

This course partially covers the following PAB Knowledge Components: 1b, 1f, 2b, 2c, 2e, 2f, 3a, 3b, 3d, 3eA. A complete list of the PAB Knowledge Components can be found at [http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html](http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html).
IV. Readings

Bollens, S. (2002). Ethnicity and the multicultural city: Living with diversity (pp. 1-26).

V. Work Materials and Locations

As previously described, the Washington Youth Center will be the main center of operations for the community assessment class. Back in the premises of SJSU, the computer laboratory in WSQ208 and “mini-lab” (in the Planning Department lounge area in WSQ 218) will also be available to you to complete class assignments. We will be switching back and forth between both locations in order to provide feedback to the community.

If you plan to use your personal computer to complete assignments started in class, a USB Flash Drive with at least 2 GB of capacity and/or a rewriteable CD-ROM or DVD is strongly recommended for saving your in-class work and transferring it to your personal computer. To take full advantage of the course resources, each student should have access to a computer with an Internet connection and have access to the following software: a web browser (e.g. Microsoft Internet Explorer, Firefox, Google Chrome) Adobe Acrobat Reader (available for free at www.adobe.com), Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

This course will be require you to produce a large volume of graphic oupts. Students must download adobe suite into their computer – Adobe Photoshop, Illustrator, and Indesign- to carry out the work. You can follow this link to access the software free of charge as a SJSU students:
http://itsstage.sjsu.edu/services/adobe/

It is strongly recommended, that each student purchase a basic sketch book (approx. $10), an engineer’s scale (approx. $8) and a 12” roll of tracing paper (approx. $5) in order to maintain an ongoing record of analysis and techniques introduced in class, particularly field work sketches, diagrams and other graphical exercises. This course will place a heavy emphasis on visual thinking and representation. Please be Prepared.

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VI. Course Assignments and Grading Policy

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

<table>
<thead>
<tr>
<th>Assignments and Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1 - Policy Precedents Presentation:</strong> Power Point Presentation of existing planning documents. Due September 11.</td>
<td>15%</td>
<td>1-8</td>
</tr>
<tr>
<td><strong>Phase 2 - Community Mapping:</strong> Community Mapping Session 1, Community Mapping Session 2, Memo 1, Memo 2, due October 23.</td>
<td>35%</td>
<td>1-8</td>
</tr>
<tr>
<td><strong>Phase 3 - Project Scope Development:</strong> Presentation outline, data graphics. Due October 30. Development of 3 - 36 x 48 Boards and a 3000 word report. Due December 4. Note: Final Presentation December 11th</td>
<td>50%</td>
<td>1-8</td>
</tr>
</tbody>
</table>

**Phase 1 - Policy Precedents Presentation.** Students will analyze and prepare a number of comprehensive power point presentations based on previous planning efforts in the Washington neighborhood. These activities will include:

- Two site visits within the neighborhood residents and city staff to observe the results of previous planning projects.
- Archival research of relevant planning documents, maps, newspaper articles and policies.
- Interviews with planning staff and residents knowledgeable of previous planning efforts.
- Development of timelines, maps, symbols and tables explaining previous planning efforts.
- Development of a comprehensive PowerPoint outlining policy highlights.
- Description of main “takeaway” from each report or policy initiative.

**Phase 2 - Community Mapping Exercise:** Following an understanding of previous planning efforts in the neighborhood, students will carry out a two community mapping exercises where they will develop the main categories that will inform their project scopes during the remainder of the semester. These activities will include:

- Interviews with community members.
- Development of GIS data based on designated themes and primary demographic information
- Record of cognitive mappings from interactions with community members.
- Record of conversations with community members.
- Record of quotes from conversations with community members.
• Setting up relationships with key informants
• Discussion regarding themes that will define the development of a project scope.
• Development of relevant questions and frames of analysis from conversations with community members

Phase 3 - Project Scope Development: Students will be divided according to teams based on the major themes arising from the community mapping exercise. For the remainder of the semester they will develop a package of deliverables for a final exhibit/presentation. The deliverables will include the following:

• Qualitative Data Visualization: Historical Timelines, category clusters and mappings, infographics.
• Quantitative Data Visualization: Charts, GIS mappings (refined), Lists, diagrams, infographics.
• Identify and illustrate linkages with Santa Clara University.
• Branding for project scopes
• Implementation ideas and proposals
• Each individual/team will develop a set of five 36 x 48 poster boards specifying and expanding upon a thesis statement.

VII. Grading Criteria - General
The projects in this class will be analytical and critical in nature. The grades in this class will be determined by the ability to express that thinking in written, oral and graphic form. Students should strive to use proper syntax, express ideas clearly, punctuate, spell and, constantly employ symbolic and visual modes of communication. The following criteria will be used when grading individual and team work this semester:

• Analytical Thinking: the ability to analyze, present and evaluate concepts, orally, graphically and in written form. The grade will be determined by the way the student demonstrates his/her thinking in evaluating concepts, compares/contrasts ideas, and utilizes conceptual models to explain ideas in a concise and clear manner.
• Conceptual Ability: the ability to abstract, think logically and organize ideas into a conceptual whole. The grade will be determined by the student’s ability to transform abstract thoughts and notions into concrete practices and statements such as diagrams, graphics, and written arguments. The students will be expected to deal with material presented in class, in readings and in field observations in a systematic manner.
• Communication: the ability to organize and transmit ideas in written, graphic, and oral form. Visual communication in particular should be of professional quality, and clearly convey a message. Ideas and analyses should be exposed effectively. Utilize the mix of communication media best suited to express your ideas: text, maps, photographs, sketches, video, etc. Make sure that your assignments are presented neatly and in a professional manner—for instance, text should be typed (or neatly hand written, if you have training in
technical handwriting), and all photographs, graphics and visual material should be referenced and well integrated with the text.

- **Research**: Grades will be determined by student’s ability to collect data, identify primary sources, synthesize valuable information and discard unnecessary information. The capacity to link qualitative, quantitative and graphic data in order to inform questions and analytical frames will also be considered for the grade.

**VIII. Other grading/assignment issues**

The instructor understands that grades are important to students on both a personal and professional level. You are encouraged to review your graded assignments at any time to discuss our comments and suggestions for improvement.

A grade of “A” is earned 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, 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 your instructor privately. Below are the grading criteria for this course.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate excellence, workplace-quality professional presentation and obvious dedication to meeting course learning objectives, we reserve grades of A- and A. An A+ grade is very rarely issued, unless student work exceeds expectations on any and all levels. 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. 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, the instructors issue a grade of B-, B or B+. These grades are interpreted 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.</td>
</tr>
<tr>
<td>C-, C and C+</td>
<td>If student work is sufficient and acceptable, a grade of C or C+ will be issued because these grades are reserved for work of average quality. The instructor views a C or C+ as an acknowledgment of average and acceptable effort.</td>
</tr>
</tbody>
</table>
D and F  
Student work that is sub-par on all levels will receive a D’ or demonstrates the barest of minimal effort will receive an F.

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

Grades on student work will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>64-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

IX. Grading Criteria - Individual Written Reports and Assignments

The narrative below describes the main attributes of A, B, C, D and F work. The general sentiment of these criteria will be applied to all student work this semester.

"A" Report: The principal characteristic of the "A" report is its rich content and the seamless integration of high quality supporting illustrations—maps, drawings, photographs, sketches—with the text. The information delivered is such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" report is also marked by stylistic finesse: the opening paragraph is engaging; the transitions are artful; the phrasing is light, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the essay. Finally, the "A" report is carefully organized and developed. The author organizes the report so that it addresses the topic thoroughly. The report imparts a feeling of wholeness and clarity—it integrates the course readings, the lectures, the thoughts of the writer, as well as findings and interpretations derived from the systematic observation of the study area. This report leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

"B" Report: This report is significantly more than competent. Besides being almost free of mechanical errors, the "B" report delivers information that is substantial in both quantity and interest-value. Its specific points address the topic in question and are logically organized. It is well developed, and unified around a clear principle that is stated early in the essay. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between sections/paragraphs are for the most part smooth; the sentence structures are varied and pleasing. Illustrations—maps, drawings, photographs, sketches—are abundant, carefully prepared, and clearly expand on the concepts presented in the text. This report also integrates the citations, course readings, the lectures, as well as the thoughts of the writer and conclusions derived from field observations, although perhaps not as thoroughly as the A report. The distinction of the "B" report is typically much more than concise and precise than that found in the "C" report. Occasionally, it even shows distinctiveness—i.e., finesse and memorability. On the whole, the "B" report makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

"C" Report: This report is generally competent. It meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and unsubstantiated by the literature. One reason for that impression is that the ideas are typically cast in the form of vague generalities. These generalities prompt the confused reader to ask marginally: "in every case?,” "exactly how?,” "why?,” "according to whom?.” Stylistically, the "C"
The 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.

X. Grading Criteria - Oral Presentations

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

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

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

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

XI. Participation in Class and Attendance

Student participation in an active, project-focused, studio-based course is a vital component of each student’s grade. A student’s final course grade will take this consideration into account; in addition to the grading criteria listed in the table on page 8, the instructors will consider a student’s overall level of participation and engagement in class when calculating the final grade.

Students can demonstrate participation and engagement by regularly joining class discussions, asking questions related to the course material, assisting fellow students with research, paying full attention during class meetings, being punctual to class, minimizing absences, minimizing distractions during class, and minimizing late assignment submissions.

For students that demonstrate exemplary participation and engagement during the semester, the instructor will typically raise the final grade by up to a half point. For example from a 95.0 to a 95.5. For students that demonstrate inadequate participation and engagement, the final grade may be lowered by up to a half point.

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.”

XII. 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”.

The instructor realizes that “life happens.” If you expect not to be able to complete an assignment on time, it is important for you to contact your instructor at least 24 hours prior to the due date and, if appropriate, the other students in a group (for group project work). You must also provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will receive a grade of zero. The grading policies described earlier in the syllabus will still apply. A maximum of two late assignments that adhere to this policy will be accepted; all subsequent late assignments will receive an automatic grade of zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

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

XIII. 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 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 archival research, data collection and management, board layout design and printing, and preparation for final client materials. Details on how to complete these activities will be provided in class later in the semester.
XIV. 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.

XV. Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing.

San José State University
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.

XVI. Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Disability Resource Center website at www.drc.sjsu.edu.

XVII. 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.

XVIII. 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 408-928-2096.

XIX. 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.
## URBP 201: Community Assessment

### Washington Neighborhood

**Fall 2013**

**Tentative Course Schedule**

Note: Any changes will be discussed in class with as much notices as possible.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 21</td>
<td>Introductions; Course and Project Overview; Skills and Interest Survey.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Aug. 28 | **PHASE 1 BEGINS**
Precedent Presentation | *Washington’s Existing Plans and Reports* | Outline of P.P.P.                           |
|         | Neighborhood Visit 1                                                 |                                             |                                  |
| Sept. 4 | Neighborhood Visit 2                                                 | *Washington’s Existing Plans and Reports*   | Preliminary Draft of P.P.P.      |
| Sept. 11| **PHASE 1 ENDS:**
Final Presentation
Planning Documents
Location: Washington Youth Center | N/A                                         | Final P.P.P.                           |
| Sept. 18| **PHASE 2 BEGINS**
Community Mapping
Community Mapping 1
Location: Washington Youth Center | N/A                                         | Observation Memo 1 - Frames            |
<p>| Sept. 25| Community Mapping 2                                                  | N/A                                         | Observation Memo 2 – Quotes       |
|          | Location: Washington Youth Center                                   |                                             |                                  |
| Oct. 2  | Work Session                                                        | N/A                                         | Outline of Project Scope          |
|          | Location: SJSU                                                      |                                             |                                  |
| Oct. 9  | Work Session                                                        | N/A                                         | Deadline 1: Board 1               |
|          | Location: SJSU                                                      |                                             |                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Lecture/Reference</th>
<th>Deadline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 16</td>
<td>Work Session</td>
<td>SJSU</td>
<td>Wirth 1964, David 2001</td>
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<td></td>
<td>Lecture: Immigration from Chicago to LA</td>
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<td>Oct. 23</td>
<td>PHASE 2 ENDS</td>
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<td>Deadline 2:</td>
<td>Boards 1-2 (+) Due</td>
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<td>Community Mapping Final Review</td>
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<td></td>
<td>Lecture: Multiculturalism in Planning</td>
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<td>Nov. 6</td>
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<td>Lecture: Advocacy Planning, Urban Citizenship</td>
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<td>Nov. 13</td>
<td>Mid Review for Project Scope Development</td>
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<td>Lecture: Latino Urbanisms</td>
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<td>Nov. 27</td>
<td>Thanksgiving Week</td>
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<td>Dec. 4</td>
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<td>Dec. 11 - 6-8:00pm</td>
<td>Final Presentation **</td>
<td>Washington Youth Center</td>
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**The instructor will take a poll of students early in the semester to determine if all enrolled students can attend class during the final class time period assuming there are no other conflicts with other final exams.