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.

Course Overview

Professional planners are engaged in meaningful work that helps to create a comprehensive vision for a community. Good planning helps create communities that offer better choices for where and how people live. Planning helps community members envision the direction their community will grow, and helps determine the right balance of new development and essential services, protection of the environment, and innovative change.\(^1\) Fundamentally, urban planners help to shape our human habitat.

The basic element of a planner’s work is the creation of a plan — a document which arises from a goal-setting process and which integrates data analysis, fieldwork, the input of community members, professional judgment and personal experience. At best, community leaders and residents use a well-constructed plan frequently as a reference to guide growth and change in a manner that represents the collective intentions of the community. At worst, a plan is finished with good intentions but is poorly designed, lacks useful implementation steps, and becomes quickly forgotten.

The foundation for any meaningful and responsive planning effort is a thorough assessment of the location to be studied. We call this a Community Assessment, and typical components include an

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\(^2\) Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University,
analysis of current conditions such as land use, zoning, transportation, demographics, and community stakeholders. With this solid foundation of facts, planners can then proceed to subsequent stages of the community planning process including stakeholder collaboration, goal formulation, and plan development.

In this course you will be an integral part of a service learning team of Masters degree candidates in the Urban & Regional Planning Department who will collaborate closely with our client, Neighborhood Housing Services of Silicon Valley (NHSSV), San Jose city staff, and community leaders in the Hoffman Via Monte (HVM) neighborhood to develop a Community Assessment for HVM. The resulting document will encapsulate the community’s assets, liabilities, people, and aspirations as well as the numerous city, county, and state regulations which play a role in shaping the community.

You will have an exciting opportunity to craft a professional-grade planning document through guided exercises, extensive research and documentation, and active community engagement. We will utilize the processes and tools employed by today's professional planners and work closely with the community and multiple regulatory agencies. The resulting assessment report, to be completed and presented to project stakeholders in December, will present existing conditions and include your ideas for future community improvements.

The document you will develop over the next 17 weeks will be of great value to the community we assess this semester, to HVM leaders, to the City of San Jose staff, and District 10 Supervisor Johnny Khamis. Also, it will serve as a solid reference for partner organizations, local neighborhood business groups, and other key stakeholders with a strong interest in improving the health and vibrancy of Hoffman Via Monte.

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

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

- **Phase One**: Getting to Know Our Client and the Key Issues in Hoffman Via Monte
- **Phase Two**: Data Collection and Analysis
- **Phase Three**: Report and Map Preparation; Presentation of Assessment Findings

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

**Community Engagement**

In addition to the tasks listed above, student teams will take part in assessment activities that will directly engage you with many of the project stakeholders and a number of visits to our study neighborhood:
• Conduct a neighborhood survey to gauge the feelings of community residents regarding safety, amenities, and other livability factors; this will likely take place on a weekend day with the entire class conducting the surveys via a coordinated, client-guided “neighborhood blitz”

• Conduct extensive field work to assess housing type/conditions, existing land use, and the identification of community stakeholders

• Join walking tours led by Hoffman Via Monte community leaders in order to better understand our project study area

• Design, practice, and execute a facilitated Community Conversation towards the end of the course in order to summarize our assessment findings and share them with community stakeholders and our primary client, NHSSV

• Attend Responsible Landlord Engagement Initiative (RLEI) Steering Committee and Property Owners meetings to keep tabs on important progress with the community improvement efforts. Students are required to attend at least one of these meetings during the course of the semester; please note that these meetings are likely not to fall within our designated class period so you will have to plan accordingly

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

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

2. Creating 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. Evaluating, selecting and developing the best means to disseminate the information synthesized in the plans. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, websites, and videos.

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

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

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

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

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

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

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

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the PAB Knowledge Components listed below. A complete list of the PAB Knowledge Components can be found at www.sjsu.edu/urbanplanning/courses/pabknowledge.html

1.b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.

1.f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

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

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


2.f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3.a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics)

3.b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

3.d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.

Required Course Texts to Purchase

Students are required to purchase the following textbook for this class. This book will provide the framework for many of the lectures and discussions that will be integrated throughout the course focusing on theories of community participation, ethics, and other key topics. The textbook is available through the Spartan Bookstore ($32) plus other book retailers.


In addition, the following readings will be made available for students electronically either through library permalinks or through SJSU’s course management system (Canvas).


Work Materials and Locations

The computer laboratory in WSQ208 and “mini-lab” (in the Planning Department lounge area in WSQ 218) are available to you to complete class assignments and homework. If you plan to use your personal computer to complete assignments started in class, a USB flash drive with at least 2 GB of capacity and/or a rewritable CD-ROM or DVD is strongly recommended for saving your in-class work and transferring it to your personal computer. To take full advantage of the course resources, each student should have access to a computer with an Internet connection and have access to a web browser (e.g. Chrome, Internet Explorer, Firefox), Adobe Acrobat Reader (available for free at www.adobe.com), Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

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

Fundamentals for Success in this Course

I will make every effort to help you succeed in this course so that you can apply what you’ve learned to your personal and professional growth. Naturally, it is your responsibility to complete all assignments and to take advantage of the many learning opportunities this semester. Your final grade will reflect your overall commitment to learning; higher grades correlate with student efforts that exceed expectations.

Here are some tips to help you succeed this semester:

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

**Understanding Roles:** The role of the instructor in a studio course is to teach, guide, mentor and encourage the project teams. The role of the student is to take full advantage of the freedom and flexibility offered by a studio course to collaborate with fellow students, to complete assigned tasks in a manner that exceeds expectations wherever possible, to serve a community, and to produce a professional-grade document and presentation for the student’s portfolio. The course will be conducted in a manner that mirrors professional practice in order to help you develop valuable workplace skills.

**Focus and Respect:** I fully understand the temptations and distractions we all face today with email, web sites, Twitter, Facebook and IMs vying for our attention, but lab computers may not be used for getting other work or e-mail done. Out of respect for everyone in a focused learning environment, I will be ruthless in getting everyone to turn computer monitors off when not being used for course exercises. If you have to "get something else done" during the class period, please do it elsewhere. Cell phones need to be in silent mode, or turned off.
Professional Conduct: I will conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace skills. We all need to be in agreement that the following standards will apply, as listed in the two sections below.

Instructor responsibilities include:

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

Student responsibilities include:

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

More Success Tips

Students that typically do well in studio courses:

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

Students that typically do not do well in studio courses:

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

It is important to remember that the instructor’s primary role in a planning studio course is to help you succeed and grow as a professional planner. Therefore, you should always feel welcome to ask for help either during the class period, privately during office hours, or remotely via e-mail. Asking for assistance will never be perceived as a liability and will never impact your grade negatively.

Also, the instructors recognize that they have as much to learn from you as you do from us, and we look forward to a creatively exciting semester with each of you so that we, too, can grow as urban planners and as instructors. You are encouraged to offer your views of the course at any time during the semester; you do not need to wait for the formal end-of-semester course evaluation. The instructors very much wish for this course to be useful, interesting and exciting for you, so please let us know how you feel the course is progressing. Compliments and constructive criticisms are both welcome!

Course Assignments and Grading Policy

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

<table>
<thead>
<tr>
<th>Assignments and Other Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 (due Aug. 29)</td>
<td>5%</td>
<td>1, 3</td>
</tr>
<tr>
<td>Phase 1: Reflections on Readings about our Client (Neighborhood Housing Services of Silicon Valley) and our Study Community (Hoffman Via Monte)</td>
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</tbody>
</table>
### Assignment 2 (due Sept. 5)
**Phase 1: Reflections on Readings related to Crime Prevention Through Environmental Design (CPTED)**

| 10% | 1, 3 |

### Assignment 3 (due Oct. 10)
**Phase 2 Draft Deliverables**

- **Map/Data Team:** Database and Assessment Maps
- **Stakeholders Team:** Profile and Interactions Report
- **Policy/Design Team:** Summary Report/Lit. Review

| 15% | 1 - 4 |

### Assignment 4 (due Oct. 24)
**Phase 2 Final Deliverables**

- **Map/Data Team:** Database and Assessment Maps
- **Stakeholders Team:** Profile and Interactions Report
- **Policy/Design Team:** Summary Report/Lit. Review

| 15% | 1 - 4 |

### Assignment 5 (due Nov. 21)
**Phase 3 Draft Deliverables**

- **Map/Graphics Team:** Maps, Images, Tables Production
- **Report Layout Team:** Draft Text/Graphics/Layout
- **Presentation Team:** Community Conversation Dry Run

| 15% | 1 - 5 |

### Assignment 6 (due Dec. 5 & 12)
**Phase 3 Final Deliverables**

- **Map/Graphics Team:** Maps, Images, Tables Finished
- **Report Layout Team:** Text/Graphics/Layout Finished
- **Presentation Team:** Facilitate Community Conversation

| 20% | 1 - 5 |

### Reflections on Course Readings
Students will prepare short reflective responses to course readings, based primarily on assigned chapters in Forester’s *The Deliberative Practitioner*

| 20% | 6 - 11 |

The assignments listed above are described below in a bit more detail. Additional details on each assignment will be discussed in class and distributed as class handouts.

**Assignment 1:** Students will review materials to better understand our client (Neighborhood Housing Services of Silicon Valley) and our study community (Hoffman Via Monte). The community will be introduced by reviewing objectives and outcomes from 2002 and 2009 Neighborhood Improvement Plans for Hoffman Via Monte. The assignment asks for a concise written summary of the student’s findings. (due Aug. 29)

**Assignment 2:** Students will complete readings related to Crime Prevention Through Environmental Design to learn about how the physical design of a community can have bearing on social, cultural, and safety conditions. The assignment asks for a concise written summary of the student’s findings. (due Sept. 5)

**Assignment 3:** Students will be assigned to one of three teams (Map/Data Team, Stakeholders Team, and Policy/Design Team) and submit draft deliverables as follows:
- **Map Team**: Gather citywide and neighborhood-specific geospatial data, including field-collected data from the Policy/Design team; prepare draft data dictionary/geodatabase and draft assessment maps of current community conditions. (due Oct. 10)

- **Stakeholders Team**: Complete IRB application; conduct informational interviews with key stakeholders; ascertain interactions among the stakeholders and gauge relative degrees of their power and influence; prepare draft summary report. (due Oct. 10)

- **Policy/Design Analysis Team**: Conduct CPTED-related literature review; conduct field work to collect photos and design-related factors of influence in Hoffman Via Monte; review local land use and design regulations with a bearing on the neighborhood; prepare draft summary report and draft thematic photo montage. (due Oct. 10)

**Assignment 4**: Students in the three teams listed above will refine draft deliverables based on instructor comments and guidance, then submit final deliverables for later inclusion in Phase 3 deliverables. (due Oct. 24)

**Assignment 5**: Students will be assigned to one of three teams (Maps/Graphics Team, Report Preparation Team, and Presentation Preparation) and submit draft deliverables as follows:

- **Map/Graphics Team**: Prepare draft maps, photos, quantitative data summaries for inclusion in the final Community Assessment Report; ensure careful coordination with report preparation and presentation teams. (due Nov. 21)

- **Report Preparation Team**: “one-voice” all existing text from Assignment 4 deliverables, prepare layout of Community Assessment report using InDesign or Word (90% complete), write and refine introductory, conclusion, executive summary and other text elements to unify all sections of the report. (Due Nov. 21)

- **Presentation Preparation Team**: coordinate all presentation site logistics with our client, visit site to prepare a staging diagram, prepare and deliver dry run of presentation, coordinate with client to conduct outreach and invitations to Dec. 5 Community Conversation. (due Nov. 21)

**Assignment 6**: Students in the three teams listed above will refine draft deliverables based on instructor comments and guidance, then submit final deliverables for the finished Community Assessment Report and Dec. 5 Community Conversation.

- **Map/Graphics Team**: Finalize maps, photos, and quantitative data summaries for inclusion in the final Community Assessment Report. (due Dec. 5 & 12)

- **Report Preparation Team**: Submit final report including final presentation photos and client remarks (due Dec. 5 & 12).

- **Presentation Preparation Team**: Presentation of community assessment findings, emcee the Dec. 5 Community Conversation, document primary outcomes for delivery to Report Team, photograph event. (due Dec. 5 & 12)
Calculation of Final Course Letter Grade

I will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A+ = 4.2, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

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

I understand that grades are important to students on both a personal and professional level. They are a measure of your achievements in class and your progress towards meeting the course learning objectives. I also understand that there tends to be a great deal of “grade anxiety” in a university setting. The best way that I can help students with these matters is to be as clear as possible about grading criteria and weightings in this syllabus, so that you can plan accordingly. Please understand that I am a very thoughtful, careful, thorough and fair grader of student assignments and it is a responsibility that I do not take lightly. You are encouraged to review your graded assignments with me at any time to discuss my comments and suggestions for improvement.

I’ve been called a “tough grader”, and it’s true! High grades must be earned and all grades reflect my comprehensive estimation of a student’s effort - just as our efforts in a professional work environment are judged accordingly and considered by supervisors for promotions and pay raises. For example, I reserve a grade of “A” only for exceptional work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional” - not “average” or even “above average”.

The guidelines in this section should help explain general grading criteria but, as your instructor, I reserve the right to use my professional discretion at all times, taking into account a student’s entire approach to the course: participation and alertness in class, consistent timely submissions of assignments, demonstrated and repeated willingness to assist other students with in-class assignments, and other factors. If you have any questions about this approach, you are more than welcome to talk with me privately. Below are the grading criteria for this course.

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<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
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<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate excellence, workplace-quality professional presentation and obvious dedication to meeting course learning objectives, I reserve grades of A- and A. I very rarely issue an A+ grade unless student work exceeds my expectations on any and all levels. Put another way, you should not expect to receive an “automatic A” simply by completing assignments; these grades are set aside for students who go the extra mile. If you receive a grade in the A’s, it is my way of indicating that I am aware and proud of your extra effort. In instances where the work product is not of exceptional quality but the student has clearly demonstrated commitment in terms of extra time spent and/or seeking help with the assignment, earning a grade of A- is a strong possibility.</td>
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</table>
| B-, B and B+ | If work is above average in quality, thoroughness and presentation, I tend to issue a grade of B-, B or B+. I interpret these grades to mean “much better
than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality and that I am pleased with your progress.

C-, C and C+ If student work is sufficient and acceptable, I issue a grade of C or C+ because these grades are reserved for work of average quality. I do not view a C or C+ as a terrible grade; it is an acknowledgment of average and acceptable effort, but that you could have done better.

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, particularly the textbook-based assignments, by answering additional questions above and beyond the required minimum. Opportunities for extra credit will be explained in individual assignment handouts that students can download from the course web site.

Grading Criteria - Individual Written Reports and Assignments

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

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

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2 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
derived from the systematic observation of the study area. This report leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

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

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

"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 team-based presentations. It is not anticipated that grades of D or F will be given.

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

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

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

Participation in Class and Attendance

Student participation in class discussions is a vital component of this course and students should make every attempt to attend all classes and actively participate in discussions. Since you can’t participate if you are not present in case, be sure to attend class sessions regularly. According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Completing Assignments on Time and Professionally

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

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

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

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3 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
fundamental practices of professional presentation will generally receive a one-half to one-point deduction in the grade.

**Course Workload**

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

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

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

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

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

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

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

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

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.

- Paraphrasing somebody else's theory or idea without referencing the source.

- Using a picture or table from a webpage or book without reference the source.

- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:
• Overview of plagiarism at www.indiana.edu/~istd/overview.html
• 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 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list.

In this class, students should use the “notes” style since I feel that it creates a less distracting experience for your reader than the parenthetical-reference style.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 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.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Seek my verbal approval prior to making any recordings.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-928-2096.

SJSU Writing Center

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

**About the Instructor: Rick Kos, AICP**

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

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

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

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a 45-person planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice. Currently, I am a digital cartographer with WorldLink, based in the Presidio of San Francisco. I am helping to create an engaging geobrowser application called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I am also a part-time GIS instructor with the GIS Education Center affiliated with City College of San Francisco. Additionally, I 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 with 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 seventeenth semester teaching GIS at San José State and, I must admit, it is my favorite job of the many I’ve listed above. Welcome!
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>The Work of Contemporary Urban Planners: facilitated discussion on theories of community participation, tools of our trade, ethical considerations, and other key topics</th>
<th>Hoffman Via Monte Community Assessment</th>
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<tbody>
<tr>
<td></td>
<td><strong>Phase One</strong></td>
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<tr>
<td></td>
<td>Getting to Know the Client and Key Issues in Hoffman Via Monte</td>
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<tr>
<td>August 22</td>
<td>- Student and instructor introductions</td>
<td>- Aerial photo and Google Street View</td>
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<td></td>
<td>- Course and syllabus overview</td>
<td>observations of Hoffman Via Monte</td>
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<td>- Skills and interests survey</td>
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<tr>
<td>August 29</td>
<td>- Preparations for visit to our client, Neighborhood Housing Services of Silicon Valley (NHSSV)</td>
<td>- Arrive at NHSSV offices at 2:00 p.m.</td>
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<tr>
<td></td>
<td>- <strong>Reading 1 Due:</strong> Neighborhood Improvement Plans, NHSSV Overview</td>
<td>(31 North 2nd Street, downtown San Jose)</td>
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<td>- <strong>Assignment 1 Due:</strong> Reading Reflection</td>
<td>- Stakeholder presentations</td>
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<tr>
<td></td>
<td>- Arrive at NHSSV offices at 2:00 p.m. (31 North 2nd Street, downtown San Jose)</td>
<td>- Workshop: Asset-Based Community Development</td>
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<tr>
<td></td>
<td>- Stakeholder presentations</td>
<td>- Training: Community Surveying</td>
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<tr>
<td></td>
<td>- Workshop: Asset-Based Community Development</td>
<td>- Dinner provided by NHSSV</td>
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<td></td>
<td>- Walking Tour of Hoffman Via Monte</td>
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<td></td>
<td>- Debriefing – what did we see and hear?</td>
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<tr>
<td>September 5</td>
<td>- Carpool to Cornerstone Community Church</td>
<td>- Dinner at local restaurant</td>
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<td>- <strong>Reading 2 Due:</strong> Crowe</td>
<td></td>
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<tr>
<td></td>
<td>- <strong>Assignment 2 Due:</strong> Reading Reflection</td>
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## PHASE TWO
Community Assessment Data Collection and Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Activity</th>
<th>Discussion/Assignment</th>
</tr>
</thead>
</table>
| September 12  | Lecture: Theories of Community Participation/Engagement. Community Participation in Different Countries  
**Readings 3&4 Due: Forester, Putnam** | Discussion: effective teamwork  
Overview of Phase 2 objectives  
Form Phase 2 teams  
Get started on Phase 2 work |
| September 19  | Lecture: Ethical Issues When Working With Clients  
**Reading 5 Due: Forester** | Phase 2 Small Team Studio Work |
| September 21  | **Neighborhood Development Training Conference (sponsored by NHSSV)**  
San Jose State University Campus  
*Students may wish to attend the event as fulfillment of course engagement requirement* |  |
| September 24  | **Hoffman Via Monte Property Owners Meeting**  
(Santa Clara Co. Water District Offices, 5:30 – 8:00 p.m.)  
*Students may wish to attend the event as fulfillment of course engagement requirement* |  |
| September 26  | Lecture: Stakeholder Identification and Analysis. Role of Officials, Stakeholders, and Community Members in the Planning Process  
**Reading 6 Due: Forester** | Phase 2 Small Team Studio Work  
RLEI Steering Committee Meeting (11:00 a.m. – noon, City Hall). *Students may wish to attend the meeting as partial fulfillment of course engagement requirement* |
| October 3     | Lecture: Using ESRI’s Community Analyst Mapping Service; Working with Census and ACS Data  
Lecture: Social & Cultural Factors that Influence Urban Growth and Change  
**Reading 7 Due: Community Analyst** | Phase 2 Small Team Studio Work |
| October 10    | Lecture: Equity Concerns in the Community Planning Process  
**Reading 8 Due: Forester** | Phase 2 Small Team Studio Work  
**Assignment 3 Due: Draft Phase 2 Deliverables** |
| October 17    | Lecture: Setting a Road Map: Development of a Report Outline  
**Readings 9-12 Due: Leach (1993), Munter (2003b), Orwell (1984), Preston** | Phase 2 Small Team Studio Work |
| October 24    | Lecture: Professional Report Design I  
**Readings 13-14 Due: Cogan (2000b), Zelazny (2001)**  
Presentation of Draft Deliverables to Client (NHHSV Offices, 3:30–7:00 pm) | Phase 2 Small Team Studio Work  
**Assignment 4 Due: Final Phase 2 Deliverables** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 31</td>
<td>Lecture: Professional Report Design II</td>
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<td></td>
<td><strong>Reading 15 Due:</strong> Limerick (2000)</td>
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<td></td>
<td>Phase 3 Small Team Studio Work</td>
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<td>RLEI Steering Committee Meeting (11:00 a.m. – noon, City Hall). <em>Students may wish to attend the meeting as fulfillment of course engagement requirement</em></td>
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<tr>
<td>November 7</td>
<td>Lecture: Professional Presentations I</td>
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<td>Phase 3 Small Team Studio Work</td>
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<tr>
<td>November 14</td>
<td>Lecture: Professional Presentations II</td>
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<td>Phase 3 Small Team Studio Work</td>
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<tr>
<td>November 21</td>
<td>Dry Run of Community Conversation (Santa Clara County Water District Offices, 3:00 – 5:00 p.m.)</td>
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<td>Phase 3 Small Team Studio Work</td>
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<td><strong>Assignment 5 Due:</strong> Draft Phase 3 Deliverables</td>
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<tr>
<td>November 28</td>
<td>Happy Thanksgiving! (no class meeting)</td>
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<tr>
<td>December 5</td>
<td>Community Conversation (Santa Clara County Water District Offices, 4:00 – 8:00 p.m.)</td>
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<td></td>
<td>RLEI Steering Committee Meeting (11:00 a.m. – noon, City Hall). <em>Students may wish to attend the meeting as fulfillment of course engagement requirement</em></td>
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<td><strong>Assignment 6 Due:</strong> Final Phase 3 Deliverables</td>
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<tr>
<td>December 12</td>
<td>Class exam period scheduled from 12:15 - 2:30 p.m.</td>
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<td>Wrap-Up Discussion</td>
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<td>Pizza Party!</td>
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