SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 232 URBAN DESIGN STUDIO
URBP 152/DSIT 152 INTRODUCTION TO URBAN DESIGN STUDIO
FALL 2014

Instructor: Ginette Wessel
Office location: Washington Square Hall, WSQ 218
Telephone: Email communication preferred
Email: gwessel@berkeley.edu
Office hours: Wednesday 3:00-4:00pm or by appointment
Class days/time: Wednesday 4:30-7:00pm
Classroom: Boccardo Business Complex, BBC 203
Computer Lab: Washington Square Hall, WSQ 208
Prerequisites: None.
Units: 4 units

Course Catalog Description
URBP 232: Through fieldwork and laboratory assignments, the student applies urban design theories, methods and principles to a current urban development issue.
URBP 152/DIST 152: Introduction to the analysis of alternative urban design policies to direct urban form development. Course may be repeated for credit when topic changes.

Course Description and Course Learning Objectives
This course is concerned with the public realm of urban environments. The field of urban design involves the integration and design of a variety of urban elements from parks, plazas, markets and streets that contribute to community vitality, to elements of circulation, density, urban form, history, and social demographics that make up and support the functionality of a city. In this course we will explore opportunities to create more humane places using effective principles and techniques of urban design. Concerns of social equity, sustainability and economic development will frame our analysis and provide a lens to engage design thinking about the public realm.

The class will address design problems through studio work, which will act as an outlet for student creativity, critical thinking and knowledge sharing. Students will conduct research, perform field studies, and lead design reviews. These activities will be supplemented with lectures, discussions and media sessions. Working primarily in teams throughout the course, students will have the opportunity to engage with real-world design problems and community members to develop a series of design interventions and implementation strategies at multiple urban scales.

Upon successful completion of the course, students will be able to:
1. Collect, synthesize and communicate data for urban settings through mapping and visual representation.

2. Think critically about the urban environment through the lens of social equity, historical context, economic development, sustainability, ecology, transportation, and the public realm.

3. Apply principles of urban design to real world planning problems with real clients such as community citizens, and professional planners and designers.

4. Familiarize themselves with the significance of case studies and contemporary sustainable solutions to inform current urban development.

5. Work on urban design problems at multiple scales, from small elements like pedestrian improvements, parks, and streetscapes that contribute to the public realm, to larger scale such as neighborhoods and regional networks.

6. Develop ideas and concepts, and translate them into design conventions utilizing a variety of tools and techniques such as sketching, computer aided drawing and 3-D modeling.

7. Work effectively with classmates though hands-on team projects.

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

Course Readings
Required readings will be assigned in class and uploaded electronically to Canvas. You do not need to purchase books for this course. Readings include the following articles and a selection of chapters from the following books:


The following readings are not required, but should be referenced for your studio work. The following texts are available on reserve in the SJSU Library.
### Course Assignments and Grading Policy

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<th>Graded Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
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</thead>
<tbody>
<tr>
<td>Participation &amp; Attendance: Attendance and active participation in class discussions are mandatory (see Classroom Protocol).</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Small Assignments: Individually, students will complete small assignments throughout the course that will be completed using sketching and digital media tools.</td>
<td>10%</td>
<td>1, 6</td>
</tr>
<tr>
<td>Precedent Study: In groups, students will research and analyze assigned polices, area plans, and precedents. Students will also graphically present their analysis in a slide presentation.</td>
<td>10%</td>
<td>1, 2, 4, 5, 7</td>
</tr>
<tr>
<td>Urban Analysis Presentation*: In groups, students will conduct on-site fieldwork, interviews, and analysis related to their assigned urban area. (Engagement unit)</td>
<td>25%</td>
<td>1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Urban Design Best Practices: In groups, students will develop graphic illustrations that express best practices.</td>
<td>10%</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Design Development Mid-Review Pinup*: In teams, students will develop design recommendations and implementation strategies for the area assigned in the Urban Analysis. 80% completion point.</td>
<td>15%</td>
<td>1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Design Development Final Presentations*: In teams, students will develop a final set of design recommendations for their assigned area. Graduate students see requirement below**.</td>
<td>25%</td>
<td>1, 2, 3, 5, 6, 7</td>
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</table>

[Additional details on each assignment will be distributed as class handouts.]

* These assignments will be presented in a series of presentation boards that will be plotted. For the Mid-Review Pinup, the boards will not be plotted at full scale.

**Each graduate student is required to develop an additional component of the final presentation that includes one of the following topics: funding models and financing plans, long-term management, programming, project phasing, and general plan implementation. This will count for 5% of the last assignment.
Study Area and Assignment Overview

This urban design studio will address the future growth and development of a demographically diverse and established area in downtown San Jose located north of San Jose State University (Area 1). Anchoring the study area, East Santa Clara Street acts as an economic and automotive thoroughfare that separates the Naglee Park neighborhood to the south from the northern Julian/St. James neighborhood. Urban planners at the City of San Jose have designated the street and its surrounding neighborhood as one of many areas within the Envision San Jose 2040 General Plan that will soon experience growth. The plan projects growth for 800 new jobs and 850 housing units in order to meet their 1.3 jobs per resident goal by 2040. To help the community plan for urban changes, city officials have adopted the national planning model of “urban villages,” a comprehensive approach that addresses the area’s density and urban form, automobile, pedestrian, and bicycle circulation, open spaces and parks, food access, public art, and streetscape design. Using these themes, the class will conduct in-depth fieldwork and urban analyses to support design recommendations for the area.

East Santa Clara Street is part of a larger urban network of both city and regional transportation. As the population expands, the area will soon undergo redevelopment with a planned Bus Rapid Transit System (BRT) that will connect with future downtown BART station. The area also has a diverse ethnic composition situated between a variety of amenities such as SJSU, parks, and Coyote Creek. We will investigate the existing context and identify opportunities to maintain and improve its character, pedestrian access, and overall vitality.

The course will begin with precedent research to understand local and state urban policies and projects that are related to similar economically and socially diverse settings. Equipped with this knowledge, students will perform on-site analyses of the area above. Then, using their media skills, students will create a set of urban design best practices directly related to their area of study to help educate the community on design strategies. The semester will conclude with the development of design recommendations for the area in relation to specific identified needs. Additionally, a series of individual assignments will be given periodically throughout the course. Each assignment will be discussed in length during the semester.
Calculation of Final Course Letter Grade

There are no individual exams or papers in this course; students will, however, receive a personal grade following a group presentation. The criteria for evaluation of each assignment include the following and have a point system of 4=excellent, 3=good, 2=marginal, 1=unacceptable. The maximum amount of points to receive is 24 for each assignment.

- Production and Consistency (4pts): Overall working progress. Effort, motivation, and willingness to work at a continuous level of involvement.
- Personal Progress (4pts): Advances in understanding of urban concepts and spatial relationships.
- Personal Challenge (4pts): An evaluation of the “degree of difficulty” in your work.
- Teamwork (4pts): Mandatory presence in class and through team meetings. Accessibility and availability to teammates.
- Participation and Engagement (4pts): Fostering a positive, critical dialog by asking questions, provoking group discussion and engaging in project critiques.
- Assignment Deliverables (4pts): Creating a presentation or document that clearly communicates your ideas in a cohesive manner. Intensity of critical thought and graphic analysis given the theories and techniques learned at that stage of the course.

Each assignment has a maximum of 24 points. The following is a hypothetical set of grades for each assignment to illustrate how the grade is calculated:

a) Calculate the weighted score for each assignment:
   - Participation: 20/24 times 100 times 5% = 4.17
   - Small assignments: 24/24 times 100 times 10% = 10
   - Precedent study: 22/24 times 100 times 10% = 9.17
   - Urban analysis: 19/24 times 100 times 25% = 15.83
   - Best Practices: 23/24 times 100 times 10% = 19.79
   - Mid-review: 20/24 times 100 times 15% = 9.58
   - Final Presentation: 20/24 times 100 times 25% = 20.83

b) Add the weighted score for each assignment to arrive at the final score for the course:
   Final score = 4.17 + 10 + 9.17 + 15.83 + 19.79 + 9.58 + 20.83 = 89.37

c) Grading scheme:
   - A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

d) Use the conversion scheme provided in step “c” to arrive at the letter grade:
   - The score of 86.9 for the student equals a letter grade of “B+.”

Other Grading and Assignment Issues

Late assignments will be accepted at a reduced 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 one of those hours used for lecture) for instruction or class preparation/studying, or course related activities, including but not limited to: internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. Because this is a four-unit class.
you can expect to spend approximately 8 hours per week working outside of class time. For this class, you will have to undertake additional activities outside the class hours such as team meetings, site visits, and creating graphic presentations. Careful time management will help you keep up with assignments and enable you to be successful in all of your courses.

Classroom Protocol

Attendance is mandatory. In the unfortunate case of an absence, the instructor must be notified prior to class time. Since the class is designed around group work, it depends on attendance of each other to be successful. There will be times when students need to meet as a team outside of class time. Students are expected to be set up for studio by the time class begins. If the class is a presentation day, punctuality is especially required, as a courtesy to fellow students. When possible you are to participate as an audience for you peers' presentations. Cell phones are not permitted in class.

Studio Culture

The studio environment is an outlet for your creativity and thoughts and is taught through both group discussions and desk crits. Each of you can expect desk crits and group pin-ups several times through out the semester. Critical input is meant to stimulate you in a challenging way so that you move ahead in a positive and thoughtful direction with a growing intensity. Significant progress on each project is expected between class meetings.

Course Materials

Recommended Tools: Roll of trace paper (12” or 18” wide), Drafting tape (or painters tape) and push pins, Sketchbook, Felt-tip markers, Camera, Laptop computer, USB flash drive.

Course Computer Applications

Adobe Creative Suite Master Collection:

- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign

(Free download for your personal computer through the university at this link: http://its.sjsu.edu/services/adobe/students/index.html)

- SketchUP (Available in computer lab: WSQ 208)
- Microsoft Powerpoint (Available in computer lab: WSQ 208 or for purchase at: http://its.sjsu.edu/services/software/index.html)

Academic Integrity Statement, Plagiarism, & Citing Sources Properly

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

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

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

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

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

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

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN: 978-0226816388. Copies are available in the SJSU King Library. 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 (1) “notes” (footnotes or endnotes), plus a corresponding bibliography.

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 & 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.
**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.

**URBP 232 URBAN DESIGN STUDIO**
**URBP 152/DSIT 152 INTRODUCTION TO URBAN DESIGN STUDIO**
**FALL 2014 COURSE SCHEDULE**
Subject to change with notice in class or by email. *Pinups* include developing materials (i.e. sketches, diagrams, photographs, artifacts) to be displayed on the wall during class time for instructor review.

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<th>Assignments Due</th>
<th>In-Class Subjects</th>
<th>Assignments explained in class</th>
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<td>Course Introduction</td>
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<td>Sketching Exercise</td>
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<td>Student Questionnaire</td>
<td>Precedent Study Assign</td>
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<td>Lecture: Urban Design Overview &amp; Sketching</td>
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<td>9/3</td>
<td>Sketching Assign</td>
<td><em>Pin-Up: PowerPoint</em></td>
<td>Lecture: Best Practices</td>
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<td>9/10</td>
<td><strong>Precedent Study Presentation</strong></td>
<td>Presentations</td>
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<td>Lecture: Field Work &amp; Site Analysis</td>
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<td>9/17</td>
<td><em>Initial Site Research Pin-Up &amp; Site Visits 1 Work Plans</em></td>
<td>Guest Lecture: Urban Design Principles Studio: Existing Conditions</td>
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<td>9/24</td>
<td>Site Visits 2 <em>Pin-Up</em></td>
<td>Studio: Existing Conditions Media Session 1: Photoshop, Illustrator</td>
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<td>10/1</td>
<td>Media Assign <em>Pin-Up</em></td>
<td>Studio: Analysis &amp; Thesis Development Media Session 2: SketchUp</td>
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<td>10/8</td>
<td>Media Assign</td>
<td>Guest Lecture: Urban Design Professional Practice Media Session 3: InDesign</td>
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<td>10/15</td>
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<td>Studio: Opportunity Analysis</td>
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<td>10/22</td>
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<td>10/27</td>
<td>Individual Project Proposal</td>
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<td>10/29</td>
<td>Work Plans</td>
<td>Studio: Work Session, Best Practices, Guideline Development</td>
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<td>11/5</td>
<td>Pin-Up</td>
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<td>11/12</td>
<td>Urban Design Best Practices</td>
<td>Community Workshop</td>
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<td>11/19</td>
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<td>Studio: Proposal Dev</td>
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<td>11/26</td>
<td>THANKSGIVING</td>
<td>HOLIDAY NO CLASS</td>
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<td>12/3</td>
<td>Mid-Review Pinup</td>
<td>Mid-Review: 80% completion</td>
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<td>12/10</td>
<td>Work Plans Pin-Up</td>
<td>Studio: Final improvements of boards</td>
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<tr>
<td>12/17</td>
<td>Final Presentations</td>
<td>Final exam period, 5:15 – 7:30pm</td>
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