Instructor: Eduardo C. Serafin, PE, AICP (Lecture/Discussion)  
Prof. Asha W. Agrawal, PhD (Engagement Unit)  
Office location: Washington Square 216A  
Telephone: 510-375-3997  
Email: eduardo.serafin@yahoo.com  
Office hours: Wednesday, 6:00PM – 7:00PM  
Class days/time: Wednesday, 7:30PM – 10:00PM  
Classroom: Clark Hall CL 308  
Class website: https://sjsu.instructure.com/  
Prerequisites: URBP 256: None  
URBP 156 / ENVS 156: Upper division standing or instructor consent.  
Units: URBP 256: 4 units  
URBP 156 / ENVS 156: 4 units  

Course Catalog Description  
URBP 256: Transportation Planning: Local Issues  
Examination of transportation planning issues addressed at the neighborhood and municipal level. Not to substitute for transportation engineering. Course may be repeated for credit when topic changes.  
URBP 156 / ENVS 156: Introduction to Local Transportation Planning  
Examination of transportation planning issues addressed at the neighborhood and municipal level such as bicycle and pedestrian planning, traffic calming, and parking policy. Prerequisites: Upper division standing or instructor consent.
Course Description and Course Learning Objectives

This course introduces students to key transportation planning issues dealt with at the municipal level, including comprehensive planning at the local level, residential street design, street design for major thoroughfares, coordination of land-use and transportation planning, fundamental traffic flow principles, transportation impact analysis, transit-oriented development planning, approaches to addressing traffic congestion, and parking management, among others. As students learn about these different transportation planning topics, the course will also teach a number of key skills critical to any transportation planner, including multi-modal approach to infrastructure planning and addressing the needs of all users of the roadway infrastructure, including pedestrians, bicyclists, people with ADA issues, and vulnerable populations, among others.

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

1. Explain the connections between travel behavior and urban form, particularly in the context of Urban and Regional Planning practices addressing transportation-land use interaction and promoting multi-modal transportation systems

2. Evaluate the strengths and weaknesses of local transportation planning tools, practices, and policies by considering the following operational issues:
   - Ensuring the accessibility for all modes (e.g., private vehicles, transit vehicles, emergency vehicles, pedestrians, and bicyclists), wherever possible
   - Improving accessibility for all population groups, including those with ADA issues and vulnerable populations
   - Balancing local neighborhood quality of life against providing accessibility and mobility benefits
   - Reducing impacts of the transportation system on the natural environment
   - Distributing equitably the costs and/or benefits of the transportation system

3. Explain how travel behavior data can be used to improve planning, as well as how data collection methods influence data quality

4. For graduate students, assess the different opportunities that local agencies may have to shape transportation infrastructure and local travel behavior in more or less environmentally sustainable ways

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1d, 1e, 2b, 2c, 3c, 3d, and 3e.

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html
Required Course Texts to Purchase

Several of the course readings are available in the SJSU King Library electronic course reserves (see below):

http://catalog.sjlibrary.org/search/ (Choose Course Reserves, then enter Course Name as URBP 256, then hit Search button.)

The rest of the course readings and other course materials will be available at the Canvas folder for the class:

https://sjsu.instructure.com/

Students will be given permission to the class folder after the first class meeting. Students need to legibly print their e-mail address in the Student Information Sheet distributed during the first class meeting. Pls contact me if you cannot access the Canvas folder.

Course Assignments and Grading Policy

Attached to this syllabus is a Course Summary document that provides additional detailed information on the assignments and graded activities, readings, and course requirements listed in the tables below. This Course Summary document will be updated regularly to reflect the development and conduct of the course in real time and will be posted on the Canvas folder for the course.

For graduate students, your final grade for the course will be based on the following assignments and graded activities:

<table>
<thead>
<tr>
<th>Assignments &amp; Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation: Engagement in class discussion on a weekly basis on the various topics covered in class</td>
<td>4%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Quizzes (2): Short essays in the form of brief memos describing student’s analysis and recommendations for the given Planning scenario; conducted in class</td>
<td>8%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Midterm Exam: Essay using student’s choice of city to describe student’s analysis and recommendations for the given Planning scenario; conducted online during scheduled class session; not meeting in person in the classroom; student must work independently</td>
<td>18%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Final Exam: Choice of essay by student to describe student’s analysis and recommendations for the given Planning scenario; conducted online during scheduled exam period; not meeting in person in the classroom; student must work independently</td>
<td>18%</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>
### Assignments & Graded Activities

<table>
<thead>
<tr>
<th>Assignments &amp; Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Unit (EU) Project: Includes two preparatory homework assignments, conducting and transcribing two interviews with transit planners, and a final team project for which students produce a handout and presentation</td>
<td>25%</td>
<td>3</td>
</tr>
<tr>
<td>Individual Paper: Independent research and analysis by student comparing two cities of student’s choice with respect to sustainability of local transportation planning practices and policies</td>
<td>23%</td>
<td>4</td>
</tr>
<tr>
<td>Paper Presentation: Brief oral presentation in class to highlight key results of student’s individual paper</td>
<td>4%</td>
<td>4</td>
</tr>
</tbody>
</table>

For undergraduate students, your final grade for the course will be based on the following assignments and graded activities:

<table>
<thead>
<tr>
<th>Assignments &amp; Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation: Engagement in class discussion on a weekly basis on the various topics covered in class</td>
<td>5%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Quizzes (2): Short essays in the form of brief memos describing student’s analysis and recommendations for the given Planning scenario; conducted in class</td>
<td>20%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Midterm Exam: Essay using student’s choice of city to describe student’s analysis and recommendations for the given Planning scenario; conducted online during scheduled class session; not meeting in person in the classroom; student must work independently</td>
<td>25%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Final Exam: Choice of essay by student to describe student’s analysis and recommendations for the given Planning scenario; conducted online during scheduled exam period; not meeting in person in the classroom; student must work independently</td>
<td>25%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Engagement Unit (EU) Project: Includes two preparatory homework assignments, conducting and transcribing two interviews with transit planners, and a final team project for which students produce a handout and presentation</td>
<td>25%</td>
<td>3</td>
</tr>
</tbody>
</table>
Calculation of Final Course Letter Grade

All assignments and graded activities will be given a score using a 10-point scale. Final grades will be assigned using a composite 10-point score system based on the following scale and using the weight percentages described in the previous section:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9.70 - above</td>
</tr>
<tr>
<td>A</td>
<td>9.40 – 9.69</td>
</tr>
<tr>
<td>A-</td>
<td>9.00 – 9.39</td>
</tr>
<tr>
<td>B+</td>
<td>8.70 – 8.99</td>
</tr>
<tr>
<td>B</td>
<td>8.40 – 8.69</td>
</tr>
<tr>
<td>B-</td>
<td>8.00 – 8.39</td>
</tr>
<tr>
<td>C+</td>
<td>7.70 – 7.99</td>
</tr>
<tr>
<td>C</td>
<td>7.40 – 7.69</td>
</tr>
<tr>
<td>C-</td>
<td>7.00 – 7.39</td>
</tr>
<tr>
<td>D+</td>
<td>6.70 – 6.99</td>
</tr>
<tr>
<td>D</td>
<td>6.40 – 6.69</td>
</tr>
<tr>
<td>D-</td>
<td>6.00 – 6.39</td>
</tr>
<tr>
<td>F</td>
<td>Below 6.00</td>
</tr>
</tbody>
</table>

Below is a sample calculation of the final grade for an undergraduate student and a graduate student.

**Undergraduate Joe**

<table>
<thead>
<tr>
<th>Assignment &amp; Graded Activity</th>
<th>% Weight</th>
<th>10-pt Score</th>
<th>Portion of Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td>9.50</td>
<td>0.48</td>
</tr>
<tr>
<td>Quiz #1</td>
<td>10%</td>
<td>7.50</td>
<td>0.75</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>8.25</td>
<td>2.06</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>10%</td>
<td>7.75</td>
<td>0.78</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>9.25</td>
<td>2.31</td>
</tr>
<tr>
<td>Engagement Unit Project</td>
<td>25%</td>
<td>8.50</td>
<td>2.13</td>
</tr>
</tbody>
</table>

100% Final Score 8.48
Final Grade B

**Graduate Jane**

<table>
<thead>
<tr>
<th>Assignment &amp; Graded Activity</th>
<th>% Weight</th>
<th>10-pt Score</th>
<th>Portion of Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>4%</td>
<td>9.75</td>
<td>0.39</td>
</tr>
<tr>
<td>Quiz #1</td>
<td>4%</td>
<td>8.50</td>
<td>0.34</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>18%</td>
<td>8.75</td>
<td>1.58</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>4%</td>
<td>8.75</td>
<td>0.35</td>
</tr>
<tr>
<td>Final Exam</td>
<td>18%</td>
<td>9.25</td>
<td>1.67</td>
</tr>
<tr>
<td>Engagement Unit Project</td>
<td>25%</td>
<td>9.50</td>
<td>2.38</td>
</tr>
<tr>
<td>Individual Paper</td>
<td>23%</td>
<td>9.50</td>
<td>2.19</td>
</tr>
<tr>
<td>Paper Presentation</td>
<td>4%</td>
<td>9.25</td>
<td>0.37</td>
</tr>
</tbody>
</table>

100% Final Score 9.25
Final Grade A-
Other Grading and Assignment Issues

Students should attend all classes, arrive on time, and participate fully in discussions and class activities, as these are critical to learning the course content. To be given credit for class participation, students should sign in using the attendance sheet to be distributed at each class and contribute to the discussion in a meaningful way.

The Quizzes will be conducted in class during the regular class schedule. The essay length requirements for undergraduate students will be less than those for graduate students. All students may bring their laptop to class to do the Quizzes using word processing software and submit their essays to the Instructor via private email in Canvas by the end of the exam period. Those who don’t have access to laptops may submit their short essays in legible handwriting by the end of the exam period.

For the Midterm and Final Exams, the exam questions in essay format will be released online via Canvas no later than the beginning of the scheduled class session. The essay length requirements for undergraduate students will be about half as long as those for graduate students. Students need to submit their essays to the Instructor via private email in Canvas by the end of the scheduled class session.

Course Workload

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

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as the Engagement Unit (EU) project. Details on how to complete these activities are provided in the Course Summary attached to this syllabus.

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 www.sjsu.edu/senate/docs/S07-2.pdf

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

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

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

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

**Citation style**

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 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 in-text parenthetical references, plus a corresponding reference list.

**Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.
You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

**Consent for Recording of Class 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. **For this class, no recording of any kind shall be allowed.**

**Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

**SJSU Writing Center**

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

**Classroom Protocol**

If you know that you will have to miss all or part of a class, please let me know in advance. Please also follow common rules of courtesy to keep from disrupting the class: e.g., do not arrive late, and turn off cell phones and pagers. Students should not use laptops during class (unless specifically allowed by the Instructor) or do any kind of texting. Also, please do not have any sidebar conversation during the lectures, class discussions, student presentations, or guest speaker lectures.

For any questions on this course, please e-mail me first. If I don’t respond by the end of the following business day, pls feel free to call my cell phone for a follow-up. If I don’t pick up, pls leave me a detailed message, and I will return your call within one business day.

Although my office hours on campus are rather limited, please feel free to contact me at anytime (per the protocol above), and I will do my best to provide you feedback on any issue or concern you may have. My goal is to be very accessible to all my students.
The tentative course schedule below is subject to change with fair notice. I will announce any changes in class and/or via e-mail. Any changes to the course schedule will be discussed in class with as much notice as possible. The *Course Summary* document, which describes in detail all the class activities, readings, and assignments, will be updated as needed throughout the semester to reflect the latest details of upcoming classes and activities. Students are advised to check the Canvas class folder regularly to stay informed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 29</td>
<td>Self-Introductions Course Overview &amp; Requirements Introductory Concepts</td>
<td>Complete Registration Student Information Sheet</td>
</tr>
<tr>
<td>2</td>
<td>Feb 5</td>
<td>ECS Lecture 1 Guest Lecture A</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb 12</td>
<td>EU Class Session 1 ECS Lecture 2</td>
<td>EU Class Reading 1 EU Homework 1</td>
</tr>
<tr>
<td>4</td>
<td>Feb 19</td>
<td>ECS Lecture 3 Quiz 1/Discussion</td>
<td>Paper: Choice for City Comparison</td>
</tr>
<tr>
<td>5</td>
<td>Feb 26</td>
<td>EU Class Session 2 Guest Lecture B</td>
<td>EU Class Reading 2 EU Homework 2</td>
</tr>
<tr>
<td>6</td>
<td>Mar 5</td>
<td>Guest Lecture C ECS Lecture 4</td>
<td>Paper: Detailed Outline &amp; Reference List</td>
</tr>
<tr>
<td>7</td>
<td>Mar 12</td>
<td>ECS Lecture 5 Guest Lecture D</td>
<td>EU Interview Transcripts</td>
</tr>
<tr>
<td>8</td>
<td>Mar 19</td>
<td>Midterm Exam</td>
<td>Taken online (No Class Meeting)</td>
</tr>
<tr>
<td>9</td>
<td>Mar 26</td>
<td>Spring Break: No Class</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>Apr 2</td>
<td>ECS Lecture 6 Guest Lecture E</td>
<td>Paper: Comprehensive Comparison Table</td>
</tr>
<tr>
<td>11</td>
<td>Apr 9</td>
<td>ECS Lecture 7 Guest Lecture F</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr 16</td>
<td>EU Student Group Presentations ECS Lecture 8</td>
<td>EU Final Handout and Presentation</td>
</tr>
<tr>
<td>13</td>
<td>Apr 23</td>
<td>Guest Lecture G Quiz 2/Discussion</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 30</td>
<td>ECS Lecture 9 Guest Lecture H</td>
<td>Paper: Final Report</td>
</tr>
<tr>
<td>15</td>
<td>May 7</td>
<td>Student Paper Presentations</td>
<td>SOTE (online)</td>
</tr>
<tr>
<td>Finals</td>
<td>May 21</td>
<td>Final Exam (time to be announced)</td>
<td>Taken online (No Class Meeting)</td>
</tr>
</tbody>
</table>
Acknowledgement

The course offering for URBP 256/URBP 156/ENVS 156 for this semester is based in part on the previous course conducted in Spring 2009 by Prof. Asha W. Agrawal, who has generously shared her course materials with us (http://www.sjsu.edu/faculty/weinstein.agrawal/urbp256.htm). This revised course has also been developed with her cooperation. Thanks, Asha!

Guest Lectures

The following transportation professionals have been invited to speak at our class on their specific technical specialties and professional interests. The actual schedule of their visits will be announced in class, but the proposed schedule is provided below. Substitution of speakers and scheduled days may be necessary depending on the availability of the guest speakers. The tentative schedule below is subject to change without any advanced notice.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Guest Speaker</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Feb 5</td>
<td>Joshua Pilachowski, DKS</td>
<td>Basic Traffic Flow Theory Principles for Transportation Planners</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td>Associates</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Feb 26</td>
<td>Steve Colman, Kittelson &amp; Associates</td>
<td>Traffic/Transportation Impact Analysis and Multimodal Level of Service Analysis</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mar 5</td>
<td>Robert Swierk, Santa Clara Valley</td>
<td>Congestion Management and Land Use/Transportation Integration at Countywide Level</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td>Transportation Authority (VTA)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Mar 12</td>
<td>Matthew Ridgway, Fehr &amp; Peers</td>
<td>Complete Streets, Livable Streets, Sustainable Streets</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Apr 2</td>
<td>Rafat Raie, City of Walnut Creek</td>
<td>Pedestrian Master Planning, Pedestrian Facility Design, and ADA</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Apr 9</td>
<td>John Ciccarelli, Bicycle Solutions</td>
<td>Bicycle Master Planning &amp; Conceptual Design</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Apr 23</td>
<td>Farid Javandel, City of Berkeley</td>
<td>Neighborhood Traffic Management or Protection from Traffic Impacts</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Apr 30</td>
<td>Jay Primus, San Francisco Municipal</td>
<td>Parking Policy/Management for Local Economic Development – SFpark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transportation Authority (SFMTA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ECS Lectures

Introductory Concepts

- **Tips for Reading Research Articles**
  - Finding Transportation Planning Information summary by Prof AWA
    http://www.sjsu.edu/faculty/weinstein.agrawal/urbp256_TransportationResearchTips.pdf
  - How to Read Technical Research Articles and Reports summary by Prof AWA
    http://www.sjsu.edu/faculty/weinstein.agrawal/URBP256_TipsForReadingResearch.pdf

- **Overview: The Transportation Profession**
- **Looking Back: The History of Transportation**
- **Looking Forward: California High Speed Rail**
  - http://www.hsr.ca.gov/Newsroom/fact_sheets.html
  - http://californiastaterailplan.dot.ca.gov/docs/Final_Copy_2013_CSRP.pdf

ECS Lecture 1

- **Review: Student Learning Objectives**
- **The Transportation Planning/Policy Evaluation Process**
- **General Plans: Improving accessibility for all modes**
  - San Francisco General Plan transportation maps

Recommended Readings


ECS Lecture 2

- **The Street Design Process: San Francisco Better Streets Plan**
  - San Francisco Better Streets Plan, Policies and Guidelines for the Pedestrian Realm, Final Plan Adopted December 2010
    http://www.sf-planning.org/ftp/BetterStreets/docs/FINAL_1_Introduction.pdf
    http://www.sf-planning.org/ftp/BetterStreets/proposals.htm#Final_Plan
  - Guide to the San Francisco Better Streets Plan, Adopted December 2010
Recommended Readings

- Project for Public Spaces (PPS), Placemaking Tools http://www.pps.org/reference/reference-categories/placemaking-tools/

ECS Lecture 3

- Street Layout and Accessibility
  - Great Streets, One-Mile Street Grids from Around the World by A.B Jacobs

Recommended Readings


QUIZ #1 (In class)

Required Readings (in preparation for Quiz #1)

ECS Lecture 4

- Measuring "Level of Service" -- An Introduction
  - Alameda County Congestion Management Agency (ACCMA) Level of Service Standards in the Congestion Management Program 2009, Available at

- Multimodal Level of Service
  - NCHRP 3-70 Study, Presentation by Richard Dowling, Dowling Associates
  - Multimodal Level of Service in the 2010 HCM, Presentation by Kittelson & Associates

ECS Lecture 5

- Traffic Congestion and Reliability: Trends and Advanced Strategies for Congestion Mitigation

- Monitoring Urban Traffic Congestion in the US
  - Urban Mobility Report 2012, Texas Transportation Institute
    http://d2dih5nlpfr0r cloudfront.net/tti.tamu.edu/documents/mobility-report-2012.pdf

- Local Policy Guidelines: Traffic Level of Service (LOS) Criteria For Private Development Review
    http://www.cityofnapa.org/images/publicworks/Traffic/TACpolicies/tac_03.pdf

Recommended Reading

  http://www.ucte.net/access/21/Access%2021%20-%20%20Rethinking%20Traffic%20Congestion.pdf

  https://catalog.sjlibrary.org/record=b2880762~S1

  http://catalog.sjlibrary.org/search~S1?/rURBP+256/rurbp+256/1,1,1,B/frameset~3909226&FF=rurbp+256&1,1,1,1,)
MIDTERM EXAM (Online)

Suggestion: Review course content for Guest Lectures A, B, and C, as well as ECS Lectures 4 & 5.

ECS Lecture 6

- Intersection Control Overview
- Traffic Calming: State of the Practice, ITE/FHWA, August 1999
  Available at http://www.ite.org/traffic/tcstate.asp#cgnte

Recommended Readings

- "Introduction to Shared Space (1 of 2)" (Video)
- "Introduction to Shared Space (2 of 2)" (Video)
  http://www.youtube.com/watch?v=wuxMuMrXUJk.

ECS Lecture 7

- Overview of Transit Systems Around the World and the US
- Video and discussion - History of transit: Did GM Kill the Trolley?
  http://www.youtube.com/watch?v=2JQWRAoL0vk

Recommended Readings

- Slater, C. “General Motors and the Demise of Streetcars.” Transportation Quarterly 51, no.3 (Summer 1997): 45-66.

ECS Lecture 8

- Transit-Oriented Development (TOD): Why and How?
  - Why Transit-Oriented Development and Why Now?, Reconnecting America and the Center for Transit-Oriented Development
    http://www.reconnectingamerica.org/assets/Uploads/tod101full.pdf
  - Station Area Planning, How to Make Great Transit-Oriented Places, Reconnecting America and the Center for Transit-Oriented Development
Recommended Reading


QUIZ #2 (In class)

Suggestion: Review course content for ECS Lectures 6, 7, & 8.

ECS Lecture 9

- Transportation Equity
- Road Pricing (Congestion Pricing)

Recommended Readings

  http://www.nhc.org/media/documents/pub_heavy_load_10_06.pdf
  http://escholarship.org/uc/item/7j45s8s0#page-1

FINAL EXAM (Online)

Suggestion: Review course content that has not been covered in the two quizzes and midterm exam.
Individual Paper: General Plan Sustainability Analysis (for Graduate Students Only)

Overview and purpose

For this assignment, you will compare the general plans from two cities to see how the cities do—or do not—integrate into their plans specific policies that promote environmentally sustainable transportation behavior and infrastructure. (For the purposes of this assignment, "environmentally sustainable" refers to the natural environment, not the social environment.)

The assignment is designed to give you an opportunity to think carefully about the different opportunities cities have to shape transportation infrastructure and local travel behavior in more and less environmentally sustainable ways.

Tasks

Task 1: Pick two cities to compare

One of the cities you evaluate could be chosen from the following three, which are all known for their concern for the natural environment: Berkeley, San Francisco, and Seattle. You can find their plans on the web as follows:

- Seattle’s Comprehensive Plan: http://www.seattle.gov/dpd/cityplanning/completeprojectslist/comprehensiveplan/whatchy

You may also select another environmentally sensitive or “green” city for your first city of choice.

For your second city, choose any other city of roughly comparable size whose general plan you would like to review. (These plans are sometimes called by slightly different names, like "master plans" or, as in Seattle’s case, a "comprehensive plan.") You might want to pick another city known to be "green," to see how different progressive cities approach transportation sustainability—and to see how well they both live up to their green reputations. Alternatively, you might want to pick a city not known to be particularly progressive, to see if its policies actually differ that much from the supposedly "green" city. Every student must select a unique pair of cities, so it’s first-come-first-served for reserving your choice of cities.

Task 2: Evaluate the two plans

Prepare a strategy to systematically evaluate the two plans and compare how effectively they promote environmentally sustainable transportation. When examining the plans, you will want to look not only at the transportation elements, but also at all other elements that might be relevant (i.e., land use).
For the final report, you are welcome to discuss any aspects of the plans that strike you as relevant to the assignment, but you **must** evaluate and analyze the following four issues:

1. The extent to which the plans discuss the interaction between transportation and the environment. For example, do they explicitly discuss this relationship? If so, how prominent are such explanations in the plans? Do the plans describe policies like transit and pedestrian improvements in terms of environmental benefits?
2. The extent to which the plans include policies that promote environmentally sustainable travel.
3. The extent to which the plans include policies likely to encourage environmentally unsustainable travel.
4. Your assessment of the overall strengths and weaknesses of each plan in terms of how well it promotes environmentally sustainable travel. Which plan do you think is more effective at doing so, and why?

You will want to design a **system** to evaluate the plans. For example, you may want to put together a comparison checklist of items you look for as you review each plan. You **will** want to document your evaluation system in a detailed outline and reference list to be submitted before the midterm exam.

Whatever system you use, be sure to describe your method of analysis in the essay. Whether you end up using a very long and detailed comparison check-list or a simpler one, you will want to include it as an appendix to the essay, which you can add in addition to the maximum page limit for the assignment. Regardless of the complexity for your comparison check-list, plan on submitting the completed comparison checklist after the midterm. Both the detailed outline and completed comparison checklist will **not** be graded specifically, but they will help me determine if you are on the right track for your final paper. Any fatal flaws in your approach would and should be identified in these interim states of your paper research.

**Task 3: Write up your evaluation**

Write an essay presenting your evaluation of the two plans. It must discuss the four issues listed above, but you are free to discuss other points that strikes you as relevant, too. Make sure that your paper does not merely **describe** the content of the plans. Instead, focus on writing a paper that **evaluates** and **compares** the two plans.

As you write, do not assume that your reader understands anything about the connection between travel behavior or transportation infrastructure and the natural environment. Include **brief** explanations in the paper, as needed, to explain these connections. For example, if you want to discuss that a city encourages the use of permeable pavement in parking lots, you would need to explain why such pavement is environmental preferable to impermeable pavement types.

The assignment should be 2,800 – 3,000 words in length, excluding footnotes and the bibliography. Please add the total word count at the bottom/end of the main section of the document.

Cite your sources using footnotes for any items other than the two plans. When citing specific elements of the two plans, you only need to indicate the relevant page number and section in...
parentheses. For example, if you are citing page 3 of the Transportation Element of Seattle’s plan, you could use something like the following format: (Seattle, T-3).

The paper must include a bibliography listing the plans you reviewed, plus any other items you cite.

Grading

The essays will be graded on:

(1) the quality of the comparative analysis
(2) the clarity and correctness of the writing
(3) whether or not the essay covers the topics specified

Special Notes


Current General Plan Information

According to their website, the Governor’s Office of Planning and Research (OPR) has begun its 2013 update of the *General Plan Guidelines*. The OPR website will include the latest information on the update, including documents and meeting notifications.

To see the overview of the update, go to:


A General Plan is the local government’s long-term blueprint for development. OPR is responsible for updating the General Plan Guidelines – the “how to” resource for drafting a General Plan. OPR also monitors General Plan implementation with annual progress reports from cities and counties, and grants general plan extensions for qualified cities and counties.


The 2003 General Plan Guidelines provides guidance to cities and counties in the preparation of their local general plans. In addition to the 2003 Guidelines, two subsequent supplements were also developed, including:

Update to the General Plan Guidelines: Complete Streets and the Circulation: Element:

This December 2010 update to the 2003 General Plan Guidelines provides guidance on how cities and counties can modify the circulation element to plan for a balanced, multimodal transportation network that meets the needs of all users of the streets, roads, and highways for safe and convenient travel in a manner that is suitable to the rural, suburban, or urban context of the general plan.

*Source Reference:* The Governor’s Office of Planning and Research
[http://opr.ca.gov/s_generalplanguidelines.php](http://opr.ca.gov/s_generalplanguidelines.php)

San José State University

Urban and Regional Planning Department
Engagement Unit (EU) Project

In re-envisioning the MUP graduate program, SJSU DURP faculty asked this question: *what do we want MUP graduates to know and be able to do after they have successfully completed their program of study?* The faculty identified four primary student-centric objectives:

- Provide opportunities for students to directly engage with diverse planning constituencies through community-based research and learning experiences.
- Adopt curricular innovations in response to the rapidly evolving nature of the profession, and familiarize students with state-of-the-art planning concepts, skills and applications.
- Provide opportunities for students to develop a depth of knowledge and confidence in a particular field of planning from which to grow and with which to enter the professional field with marketable skills.
- Provide a broad-based understanding of planning theory and practice through exposure to concepts, methodologies, field techniques and applications concerned with the functioning of urban areas and the planning process.

We have re-designed the previous three-unit class to integrate one additional unit of engagement into the curriculum. Please take note of the following guidelines from the faculty for a four-unit class that incorporates an engagement unit:

- Four-unit classes will meet 150 minutes per week.
- Activities related to the engagement unit must take place outside the regular class meeting time.
- Engagement-unit activities should typically require approximately 3 hours of work per each week of the semester (for a total of 45 hours). The hours can be either spread evenly throughout the semester, or clustered.
- Students must be required to submit one or more graded assignments related to the engagement unit. Altogether these assignments should count for 25% of the total grade of the class. (“Assignments” can include written work, presentations, graded participation in discussion groups, or any other activity for which students are assessed and receive a grade.)
- Learning activities related to the engagement unit must be designed to integrate the specific content and learning objectives for the class.
- Engagement activities must make up at least 25% of the course, but that is only a minimum. Instructors may choose to have additional assignments or activities of this type.

All students must participate in an engagement project to reflect the work required for the engagement unit (EU) of the total four-unit course. All students will participate in the study below conducted by Prof Asha W. Agrawal.

**Specific learning objectives for the engagement unit**

- Describe the strengths and weakness of data collected from on-board transit passenger surveys
- Explain how data on travel behavior can improve planning, as well as how the limitations/inaccuracies of the data may create planning challenges
• Explain the equity implications of how data is collected and used
• Conduct a structured interview
• Explain how different levels of government influence and are involved in local transit agency making planning and decision-making

In the engagement unit, students will work on a project investigating how public transit planners design and use the results of on-board transit passenger surveys. The core of the assignments will be for students to each interview 2 planners and transcribe the recorded conversations, and then for students working in teams to prepare a handout and presentation summarizing their analysis of the full set of interview transcripts prepared by the class. The final transcripts and analysis will be used in a research project being led by Professors Hilary Nixon and Asha W. Agrawal, “Comparing Modes of On-Board Transit Passenger Surveys: Assessing Trade-Offs between Data Quality and Cost.” An overview of the project is available online at:

http://transweb.sjsu.edu/MTIportal/research/projects/rpd/rpd1206.html

Summary of graded engagement unit activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of course grade</th>
</tr>
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<tbody>
<tr>
<td>Bus ride &amp; survey homework: ride a bus for at least 30 minutes, complete an on-board transit survey, and write a short reflective memo</td>
<td>2%</td>
</tr>
<tr>
<td>Sample interview and transcription homework: Conduct &amp; transcribe a 10-minute sample interview</td>
<td>2%</td>
</tr>
<tr>
<td>Conduct &amp; transcribe 2 interviews with transit planners</td>
<td>10%</td>
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<tr>
<td>Final project (in teams): Analyze the complete set of transcripts prepared by the class, analyze the transcripts to identify key findings for 1-2 themes, and prepare a 2-page handout and accompanying 5-minute presentation.</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>25%</strong></td>
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