Instructor: Rick Kos, AICP  
Office location: WSQ-218C  
Telephone: (408) 924-5854 (office phone)  
Email: Richard.Kos@sjsu.edu  
Office hours: Mondays and Tuesdays 2:00 p.m. – 4:00 p.m.  
(Appointments strongly preferred)  
Instructor may also be able to meet with students at Panera restaurant in San Francisco (4th & King Streets, adjacent to Caltrain station)  
Class days/time: Mondays 4:30 p.m. – 7:00 p.m.  
Classroom: WSQ-208  
Class website: http://urbp203spartankeys.pbworks.com  
Prerequisites: URBP-201 or instructor consent  
Units: 4

Course Catalog Description

Through fieldwork and laboratory assignments, the student applies community-based participatory planning methods to develop recommendations for improving neighborhood quality of life through planning and design.

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 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.

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In this course, you will collaborate in a neighborhood planning process directly with community leaders, local artists, and other residents in the Spartan-Keyes neighborhood. It lies approximately one mile south of the main SJSU campus, bordered to the north by Interstate 280 and to the south by the SJSU South Campus that includes Spartan Stadium and other university facilities.

Your efforts this semester will build upon the solid research completed in the Fall 2012 semester by thirty-four of your peers in the URBP-201 Community Assessment course. They examined such conditions as land use, pedestrian and bicycle infrastructure and amenities, housing age/type/quality, and social capital. The assessment research also included further consideration of the seven community priorities documented by previous graduate student teams:

- Neighborhood use of the SJSU South Campus and opportunities for dedicated community meeting space.
- Aesthetic and usage improvements to Spartan-Keyes alleyways.
- A possible linear mini-park along an abandoned rail line in this very parks-deficient neighborhood.
- Harnessing the talents of the local artist community to help create a distinct community identity.
- Strategies for improved youth services in Spartan-Keyes in collaboration with Neighborhood Action Center staff, Catholic Charities, and SJSU faculty experts.
- Investigate programs, funding sources, and hands-on strategies to promote urban greening, urban agriculture, and other efforts to beautify the neighborhood.
- Conduct a complete streets audit of neighborhood streets to gather pedestrian and bicycle environmental related data and thereby be able to describe and summarize key factors known to affect people’s travel behaviors.

This past work will serve as a solid platform of facts upon which our URBP-203 student teams can engage Spartan-Keyes residents in the collaborative neighborhood planning process. We will conduct our work in close partnership with community leaders as part of CommUniverCity San Jose (CUC), an organization, as the name implies, that brings together the skills, knowledge and resources of the community (Spartan-Keyes leaders), the university (in our case, you and your peers in this course), and the City of San Jose staff. CUC’s service-learning projects are based on priorities set by neighborhood residents and typically focus on one or more key areas:

- **Education**: Enrich and expand educational opportunities for residents and youth, encouraging a "college-going" culture through the community
- **Community Health**: Support all aspects of the neighborhood that contribute to healthy environments and lifestyles
- **Neighborhood Environment**: Foster a physically safe and socially connected, empowered community

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In light of the recent financial strain faced by the City of San Jose, the city’s Strong Neighborhood Initiative (SNI) program was eliminated as part of the disbanding of the city’s Redevelopment Agency. The SNI program shared many of the same goals as CUC, so there is an effort underway now for CUC to take the lead and expand its work beyond its seven-year engagement with the nearby Five Wounds/Brookwood Terrace neighborhood. As the “University” component of CommUniverCity, you will be an active and important part of this powerful opportunity for positive change in central San Jose.

Joining our adventure will be an undergraduate student team from Professor Leslie Speer’s “Design for All” course. Her Industrial Design students will assist us with a neighborhood perception survey and also explore an array of community design solutions by employing the holistic perspective that shapes their discipline – I think you will see quite a number of similarities to the way urban planners and industrial designers address complex, real-world problems and I am excited about this new component of the course.

The Collaborative Neighborhood Planning (CNP) model will guide our work this semester. Contemporary planners who advocate this model believe in the antithesis of government-directed, “top-down” planning techniques and employ the CNP model because it places primary emphasis on the expertise, energy, and enthusiasm available in local communities to shape their own destiny. The role of the graduate student planning team will be to implement the CNP model and facilitate active discussions and goal-directed workshops with Spartan-Keyes community members.

The work you will accomplish this semester will be of great value to the Spartan-Keyes community and your finished planning report will serve as a solid reference for the city’s planners and neighborhood leaders who will carry out future projects in the area. I very much look forward to collaborating with you and the community members with whom we will interact and serve.

Community Engagement

In addition to the tasks listed above, students will take part in activities that will constitute the one credit “engagement” aspect of the course; that is, work focused on direct engagement with planning practice. Students will maintain a log sheet to document their engagement work that will total to approximately 36 hours over the course of the semester.

The exact nature of our engagement tasks will evolve during the semester as we work directly with community leaders, an approach that is appropriate for the Collaborative Neighborhood Planning process and a studio course like this one. Some possible tasks are likely to include:

- Conduct a neighborhood perception survey to gauge the feelings of community residents regarding safety, amenities, and other livability factors
- Conduct extensive field work to assess housing type/conditions, existing land use and the identification of community stakeholders
- Join walking tours led by Spartan-Keyes community leaders in order to better understand our project study area
- Design, practice, and execute facilitated community conversations throughout the semester in order to formulate a neighborhood improvement plan
- Attend Spartan-Keyes Neighborhood Action Committee (NAC) meetings, typically held on the third Monday of each month
- Take part in two collaborative community events, possibly the Martha Gardens Art Fair in April and a culminating Community Conversation event in mid-May
Student Learning Objectives

Our direct collaboration with community members means that URBP-203 is a "learning by doing" course, a culminating experience where you apply what you've learned academically and professionally to a real-world planning effort. 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’s success. You can think of your role this semester as a staff member in a small consulting firm with me serving as project manager.

URBP-203 is a lot of fun and the work promises to be very rewarding and useful to your career development as a contemporary urban planner. Upon successful completion of the course, you will be able to:

- Employ a systematic urban planning process to synthesize the issues inherent in complex, real-world situations so that the problems and their solutions are meaningful to a client community.
- Conduct an analysis of an urban environment through the study of a particular setting: the definition of its assets, problems and opportunities, and recommending ways of improving its quality through planning and design.
- Apply a collaborative, community-based planning process involving outreach and the facilitation of public meetings in order to develop a plan in partnership with diverse community stakeholders.
- Select, manage and apply appropriate research strategies for assessing the assets, problems and opportunities of a community.
- Develop the ability to communicate ideas, both graphically and verbally, reasoning with ability and logic, and expressing clearly the assumptions and criteria underlying the proposals.
- Work effectively as members and leaders of diverse planning teams, and apply an understanding of interpersonal group dynamics to assure effective group action.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

1A) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

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

2A) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

2B) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
2C) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

2D) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.


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

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


A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm.

Required Readings
No textbook or hard-copy course reader is required for this course in the interest of reducing costs for students. Instead, required readings will be drawn from a variety of online peer-reviewed journal articles, local agency web sites, and past reports produced by previous MUP graduate research teams. The materials will be posted to the class web site and/or available via permalink at the campus library. Occasionally, I may distribute a few required readings in class in hard-copy format.

The required readings for this semester are:

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; highest 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 (especially URBP-201, if you took it last semester), 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.

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 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 instructor, 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, 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. I very much want this course to be useful, interesting, and exciting for you, so please let me know how you feel the course is progressing. Compliments and constructive criticisms are both welcome!

**Course Assignments and Grading Policy**

Your final grade for the course will be determined based on your performance in the assignment and other activities listed below. Additionally, a brief description of each assignment is provided. All assignments will be posted to the course web site and explained in class prior to the due date.

Please note that due to the collaborative, fluid nature of a real-world studio project we all should anticipate occasional modifications to the focus and timing of some of the assignments listed below. Such is the case in professional planning practice as well and learning to adapt to “curve-balls” is good practice.
<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Percent of Total Grade</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Reading Reflection I</td>
<td>5%</td>
<td>Written reflections on readings pertaining to CommUniverCity San Jose and the Collaborative Neighborhood Planning process.</td>
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<tr>
<td>2 – Reading Reflection II</td>
<td>5%</td>
<td>Written reflections on readings pertaining to the Democratic Neighborhood Planning process as well as its application in the City of Seattle, WA.</td>
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<tr>
<td>3 – Reading Reflection III</td>
<td>5%</td>
<td>Written reflections on readings pertaining to the community assessment process as well as its application in the City of Oakland, CA.</td>
</tr>
<tr>
<td>4 – Mental Mapping</td>
<td>5%</td>
<td>As a time-tested. “low-tech” community assessment technique, students will prepare mental maps that capture their initial observations of the Spartan-Keyes community.</td>
</tr>
<tr>
<td>5 – Demographic Analysis Findings</td>
<td>10%</td>
<td>Students will utilize Esri’s Community Analyst browser-based mapping tool to produce summary demographic information pertaining to Spartan-Keyes.</td>
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<tr>
<td>6 – Neighborhood Perception Survey Preparations (Engagement Unit Activity)</td>
<td>10%</td>
<td>Students will present a draft survey instrument of the kind typically employed by professional planners for community assessment, then test it in class and with community leaders prior to administering it door to door in Spartan-Keyes.</td>
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<tr>
<td>7 – Observations of a Facilitated Community Meeting</td>
<td>5%</td>
<td>Students will attend a public, facilitated, local community planning meeting to observe the proceedings and prepare a summary report that incorporates required reading material.</td>
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<tr>
<td>8 – Neighborhood Perception Survey Final Summary Report and Presentation (Engagement Unit Activity)</td>
<td>15%</td>
<td>The final results of the neighborhood perception survey will be compiled into a concise report with summary statistics, narrative and graphics on par with a professional-grade product. Student teams will also present their findings in class and to community members.</td>
</tr>
<tr>
<td>9 – Draft Project Summary Report</td>
<td>15%</td>
<td>Design, layout, and preparation of draft project summary report that encapsulates all project findings and methodology; dry run of final, facilitated project presentation.</td>
</tr>
<tr>
<td>10 – Final Project Summary Report</td>
<td>15%</td>
<td>Finalization of project summary report; presentation and discussion of findings to project partners at community conversation.</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Consistent, active, prepared, and measurable engagement in lectures and discussions, small team tasks, field and survey work, and draft/final presentations in class and to community stakeholders.</td>
</tr>
</tbody>
</table>
Calculation of Final Course Letter Grade

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

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

Other Grading and Assignment Issues

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

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

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

<table>
<thead>
<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
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<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate 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>
</tr>
</tbody>
</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.

There may be occasional opportunities for extra credit and these 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 GIS work typically takes the form of maps and other graphics. Still, the general sentiment of these criteria will be applied to all student work this semester, especially to your final project report.

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

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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
"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. It is not anticipated that grades of D or F will be given.

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

4 Adapted in part from Dr. Julia Rodriguez-Curry’s handout on “Grading Criteria,” San José State University, Mexican-American Studies Department, 2003
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 of the class meeting times such as those described in the “Community Engagement” section above. Details on how to complete these activities will be provided in class and available for download via the course website.

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. In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade. 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 on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “C”.

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

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

Odds and Ends

- **Add/Drops:** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at www2.sjsu.edu/senate/S04-12.pdf

- **Incomplete Grade:** An incomplete grade will only be assigned for a documented, serious, non-academic reason.

- **Students Adding the Class after the First Day of Class:** Students who add the class after the first day of class are responsible for completing all work in the course on the same schedule as students who were registered from the first day of the semester.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

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

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

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

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

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:
• Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
• Paraphrasing somebody else's theory or idea without referencing the source.
• Using a picture or table from a webpage or book without reference the source.
• Using data some other person or organization has collected without referencing the source.

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

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

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

**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*, 7th edition (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). 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](http://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. To seek permission, please see the instructor at the beginning of each class session for which you would like to record.
In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

**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](http://www.sjsu.edu/writingcenter). A number of our department’s students have found the Writing Center tutors quite helpful. Students can sign up for one-on-one appointments with the tutors.

**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 co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department. It was released in December, 2012 by Esri Press.

I also engage in occasional freelance GIS projects. For example, I am now assisting the City of Mountain View, CA with GIS work related to the update of the city’s 1992 General Plan. I also assist Raimi + Associates of Berkeley, CA with GIS work related to their mission of fostering healthy cities.
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, which is common in a studio-based, fluid, course of this nature. The instructor will communicate changes via email or verbally in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase One: The Big Picture – Our Project, the CNP Process, and Getting to Know Spartan-Keyes</strong></td>
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<tr>
<td>Jan. 28</td>
<td>Introductions; Course and Project Overview</td>
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<td>Newbies: Neighborhood Aerial Photo Interpretation Exercise; Veterans: Prepare for Next Week's Presentation</td>
<td>1 – “CommUniverCity: Building a Partnership for Service &amp; Learning” (Christensen/Jackson)</td>
<td>1 – The Big Picture; Reading Reflection #1</td>
</tr>
<tr>
<td>Feb. 04</td>
<td>Overview: the Collaborative Neighborhood Planning Model</td>
<td>2 – “Collaborative Neighborhood Planning: Silicon Valley as a Laboratory for Community Service Learning” (Salazar/Weschler)</td>
<td>2 – Reading Reflection #2</td>
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<td>Presentation: Past Spartan-Keyes Research and Engagement</td>
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<td>Spartan-Keyes Neighborhood Improvement Plan Review</td>
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<td><strong>Phase Two: Applying the Collaborative Neighborhood Planning Model (Neighborhood Assessment and Community Engagement)</strong></td>
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<td>Feb. 11</td>
<td>Walking Tour of Spartan-Keyes Highlights led by Project Veterans</td>
<td>3 – “Democratic Neighborhood Planning” (Jones)</td>
<td>2 – Reading Reflection #2</td>
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<td></td>
<td>Getting to Know Spartan-Keyes Community Leaders at Neighborhood Action Committee Meeting</td>
<td>4 – “Neighborhood Planning as Collaborative Democratic Design: The Case of Seattle” (Sirianni)</td>
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<td>Date</td>
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<td>Reading 1</td>
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<td>Feb. 18</td>
<td>Elements of a Community Assessment</td>
<td>5 – “Introduction to Planning” (Kelly &amp; Becker)</td>
<td>3 – Reading Reflection #3</td>
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<td></td>
<td>Spartan-Keyes Assessment: First Impressions using the Mental Mapping Technique</td>
<td>6 – “Where Are We? Analysis of Existing Conditions in the Community” (Kelly &amp; Becker)</td>
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<td>7 – <em>(skim)</em> “Lake Merritt Area Plan: Summary of Community Feedback”</td>
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<td>Feb. 25</td>
<td>Mental Maps: Pin-Up and Discussion</td>
<td>8 – URBP-201 Fall 2012 Community Assessment Report</td>
<td>4 – Mental Mapping</td>
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<td></td>
<td>Spartan-Keyes Assessment: Demographic Analysis using Esri Community Analyst</td>
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<td>Mar. 04</td>
<td>Readings Discussion: Social Capital and the Relationship of Place Attachment to Community Participation</td>
<td>10 – “Thinking about Social Change in America” (Putnam)</td>
<td>5 – Demographic Analysis Findings</td>
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<td>Discussion: Techniques for Effective Teamwork</td>
<td>11 – “Finding Common Ground: The Importance of Place Attachment to Community Participation and Planning” (Frank)</td>
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<td>Spartan-Keyes Assessment: Launching the Neighborhood Perception Survey</td>
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<td>Mar. 11</td>
<td>Preparing for, and Attending, Neighborhood Action Committee Meeting</td>
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<td>6 – Neighborhood Perception Survey Preparations</td>
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<td>Mar. 18</td>
<td>Spartan-Keyes Assessment: The Land Use Regulatory Environment</td>
<td>12 – Online Readings Related to San Jose Planning/Zoning Regulations and General Plan 2040</td>
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<td>Mar. 25</td>
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<td>Apr. 01</td>
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<td>Apr. 08</td>
<td>Studio Work Session 1: Neighborhood Perception Survey and Apr/May Community Engagement Events</td>
<td>13 – “Using Visualization Techniques for Enhancing Public Participation in Planning and Design” (Al-Kodmany)</td>
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<td>7 – Observations of a Facilitated Community Planning Meeting</td>
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<td><strong>Phase Three: Synthesis; Report Production; Presentation Preparations</strong></td>
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<td>Apr. 15</td>
<td>Studio Work Session 2</td>
<td>14 – “The Potential of Youth Participation in Planning” (Frank)</td>
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<td>8 – Neighborhood Perception Survey Final Summary Report and Presentations</td>
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<td>15 – “Preparing for Democracy: How Community-Based Organizations Build Civic Engagement Among Urban Youth” (Shiller)</td>
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<td>Apr. 22</td>
<td>Studio Work Session 3</td>
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<td>Approximate Date of April Community Engagement Event – possibly Martha Gardens Art Fair (details, date, time to be determined)</td>
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<td>Apr. 29</td>
<td>Studio Work Session 4</td>
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<td>May 06</td>
<td>Studio Work Session 5</td>
<td>9 – Draft Project Summary Report</td>
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<td>Course Evaluation (SOTES)</td>
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<td>May 13-16</td>
<td>Culminating Community Engagement Event (details, date, time to be determined)</td>
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<td>May 20</td>
<td>Final Summary Report Finalization</td>
<td>10 – Final Project Summary Report</td>
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<td>End of Semester Celebration</td>
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