

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP-295: CAPSTONE STUDIO IN COMMUNITY PLANNING**  
**SPRING 2023**

<b>Instructor:</b>	Rick Kos, AICP
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<b>Office location:</b>	Washington Square Hall, Room 218-C
<b>Office hours:</b>	Tuesdays (11:30 a.m.–1:00 p.m.) and Thursdays (2:30–4:00 p.m.) Appointments strongly preferred. Sign up via link on Canvas.
<b>Class days/time:</b>	Tuesdays 1:30 – 7:00 p.m. beginning January 31, 2023
<b>Classroom:</b>	Washington Square Hall, Room 208
<b>Class website:</b>	All course materials will be posted to Canvas.
<b>Prerequisites:</b>	Completion of at least 24 MUP course units and/or instructor consent
<b>Units:</b>	6 units

### **Course Catalog Description**

Through fieldwork and laboratory assignments, the student applies theories and techniques of analysis to identify the assets, problems, and opportunities of an urban community.

### **Course Format**

This is a synchronous class – we meet in person on the day and times listed above.

### **Course Overview**

Professional planners are engaged in meaningful work that helps to create a comprehensive vision for a community. Since the practice of urban planning is inherently future focused, part of our job is to help community members envision what our future human habitat could look like.

The American Planning Association expands on this facet of our work:

The goal of planning is to maximize the health, safety, and economic well-being of all people living in our communities. This involves thinking about how we can move around our community, how we can attract and retain thriving businesses, where we want to live, and opportunities for recreation. Planning helps create communities of lasting value. While architects often focus on a single building, a planner's job is to work with residents and elected officials to guide the layout of an entire community or region. Planners take a broad view and look at how the pieces of a community —

buildings, roads, and parks — fit together like pieces of a puzzle. Planners then make recommendations on how the community should proceed.”<sup>1</sup>

In this intensive project-based, service-learning course you will be exposed to contemporary tools, terms, and methods of professional urban planning analysis through two primary methods: (1) community assessment and (2) visioning. The first – **community assessment** – is a comprehensive documentation of current conditions in a study area including land use, transportation networks, urban form, streetscapes, demographics, and the identification of community stakeholders. A proper community assessment also involves direct engagement with local stakeholders to ascertain their community’s assets, challenges, and aspirations. The second method – **visioning** – will constitute the synthesis portion of the course, where we take what we’ve learned from the community assessment and develop specific recommendations for our project client, the City of San Jose’s Department of Transportation.

## **The Challenge: Planning for a Rapidly Evolving Downtown Core**

By 2040, Downtown San Jose is expected to bring in over 60,000 new residents, 100,000 new workers, 15,000 new students, and many more visitors. Moreover, Downtown is the focal point of regional investment in transportation with fully electrified Caltrain service almost ready, BART extension to Downtown under construction soon, and longer-term California High Speed Rail in the next 20 years.<sup>2</sup>

Accommodating this massive influx of investment, infrastructure, and people requires careful coordination between the city planners and numerous regulatory partners, guided by the Downtown Transportation Plan and other adopted city policies. Our job this semester is to help with a critical aspect of implementing the plan: **Building Complete Street Networks**. The Downtown Plan envisions an intricately connected network of streets that:<sup>3</sup>

- enable reliable transit
- support vibrant street life
- create communal gathering spaces
- create bike thoroughfares
- simplify the street grid, and
- take a proactive approach to traffic calming

## **Our Response: Community Assessment and Visioning for Complete Streets**

The Downtown Core of San Jose is quite large, so we will focus on one of its primary thoroughfares: East Santa Clara Street. San Jose’s *Downtown Transportation Plan* (adopted in October 2022) will guide the evolution of this and other vital roadways.

The Plan calls for a strong focus on upgrading major city corridors to “complete streets.” This is an approach to planning, designing, building, operating, and maintaining streets that enables safe

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<sup>1</sup> American Planning Association, “What is Planning?” <https://www.planning.org/aboutplanning/> (accessed January 7, 2023)

<sup>2</sup> City of San Jose, 2022. *Downtown Transportation Plan, October 2022*, pg. 2

<sup>3</sup> Ibid, pg. 138.

access for all people who need to use them, including pedestrians, bicyclists, motorists and transit riders of all ages and abilities.<sup>4</sup>

Our community assessment and visioning work this semester will assist city staff and elected officials with developing approaches and recommendations for a dramatically improved East Santa Clara Street. You'll talk with City of San Jose staff from multiple departments, hear from planning experts from around the Bay Area, get outdoors on the corridor to collect your own original data, and coordinate with students in the MUP Sustainable Transportation Planning course (URBP-156/256). They will develop a Complete Streets Plan for East Santa Clara Street, focusing tightly on the area inside the right-of-way. Our class will take a more comprehensive view and study the corridor through the lens of its regulatory, social, and land use context. We'll supplement our findings by engaging with local stakeholders who have a strong interest in the future of East Santa Clara Street.

Our work this semester will take place in two phases:

**Phase One: Existing Conditions Assessment and Community Engagement.** This phase will help you get familiar with our study area and project objectives. We will join two walking tours of East Santa Clara Street led by the city's transportation planners, discuss targeted and relevant readings, meet a few guest speakers, conduct demographic mapping of the study area, and undertake lot of structured field work to document existing conditions.

Along the way we will engage with neighborhood leaders, transportation planners, local developers, and other people who are deeply invested in the success of Downtown's evolution. As we go, you will develop highly marketable skills in community engagement, community conditions assessment, data collection and visualization, and professional project management techniques. At the end of Phase One in April we'll present our interim findings to the project partners.

**Phase Two: Visioning, Report Production, and Final Presentation.** In the final weeks of the course our job will be to do what urban planners do best – synthesizing quantitative and qualitative information into a visioning document. We'll ask: what have we learned from Phase One that can inform and foster the Complete Streets objectives of the Downtown Transportation Plan? This phase will be carefully coordinated with the URBP 156/256 class, resulting in a joint final presentation to our project partners on May 17.

Through our work this semester, let's "think big": how can we as urban planners help prepare for East Santa Clara Street to become a true 'complete street' that accommodates massive projects such as Google's Downtown West campus, the BART extension, and other developments?

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<sup>4</sup> Smart Growth America. "What are Complete Streets" [smartgrowthamerica.org/what-are-complete-streets/](https://smartgrowthamerica.org/what-are-complete-streets/) (accessed Jan. 4, 2022)

## Course Learning Objectives

This course implements one of the Urban & Regional Planning Department's Program Learning Objectives: teaching students how to “...develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and to do so in a manner that deliberately incorporates multicultural and historical perspectives.”

URBP-295 is a “learning by doing” course, a culminating experience where you apply what you've learned academically and professionally to a real-world planning study. Be prepared to contribute substantially each week, both individually and as a team member. Put another way, this is NOT a passive-learning, lecture-based class. A significant part of your grade will be earned by how effectively you contribute to the project. You can think of your role this semester as taking part in a 16-week internship, or working in a small consulting firm with your instructor as the project manager.

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

1. Use a systematic urban planning process to identify, analyze, communicate, and develop solutions to complex real-world situations. The planning processes that students will learn to conduct include, at a minimum, the following components:
  - A. Selecting, managing and applying appropriate research strategies for identifying the assets, problems and opportunities present in a community.
  - B. Selecting, managing and applying appropriate outreach strategies for engaging diverse community stakeholders in the planning process. Community engagement strategies include, among others, stakeholder interviews, focus groups, door-to-door canvassing, community workshops and charrettes.
  - C. Applying a collaborative, community-based process to develop a plan in partnership with a client community.
2. Create graphics (including base maps, analytical and conceptual diagrams, and illustrative plans), written materials and oral presentations to clearly communicate to a client community the results of the community assessment and plan development processes.
3. Evaluate, select, and develop the best means to disseminate the information synthesized in the plans. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, websites, and videos.
4. Work effectively as members and leaders of diverse planning teams and apply an understanding of interpersonal group dynamics to assure effective group action.
5. Prepare a plan to effectively facilitate a meeting.
6. Describe and explain how theories of community participation and engagement can be used to bring about sound planning outcomes.
7. Compare and contrast community participation in planning in different countries.
8. Describe and explain key ethical issues related to working with clients.
9. Describe and explain the role of officials, stakeholders, and community members in the planning process.
10. Describe and explain the social and cultural factors that influence urban growth and change.

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

## Planning Accreditation Board (PAB) Knowledge Components

This course partially covers PAB Knowledge Components 1b, 1d, 1e, 1f, 2a, 2b, 2d, 2e, 2f, 3a-3e.

A complete list of the PAB Knowledge Components can be found at <https://www.sjsu.edu/urbanplanning/graduate-programs/masters-in-urban-planning/pab-knowledge.php> (accessed January 17, 2022)

## Field Work Safety Protocols

Student safety during field work is a top priority this semester. You will also be asked to sign a few forms required by the university that are necessary when coursework is conducted off campus. Please let me know if you have any questions as you complete these forms.

## Course Readings

There are no textbooks to purchase for this course. Instead, all readings will be available on Canvas, grouped into five categories shown in the boxed headings below. Students will reflect on the readings in writing and in class discussions. From time to time, I may post additional short readings to Canvas to supplement the list below. \*\* Special thanks to Prof. Asha Agrawal Weinstein for sharing many of the readings in Themes 2, 3 and 4!

### The Downtown Transportation Plan and Focusing on East Santa Clara Street

#### Required:

- 0-1. City of San Jose (2022). Downtown Transportation Plan, October 2022.
- 0-2. Graduate Student Teams, Dept. of Urban & Regional Planning, San Jose State University. (2010) "East Santa Clara Street Corridor: Assessment, Community Engagement, and Improvement Recommendations."
- 0-3. Graduate Student Teams, Dept. of Urban & Regional Planning, San Jose State University. (2014-2015) "Urban Village Planning: East Santa Clara Street Assessment."

#### Recommended:

- SPUR (2021). "Seven Ideas for Downtown San José." <https://www.spur.org/publications/spur-report/2021-02-19/bigger-picture-seven-ideas-downtown-san-jose> (accessed January 28, 2023).

### Theme #1: Community Engagement Considerations

#### Required:

- 1-1. Planetizen (2021). "Why is Community Engagement Important?" YouTube video: <https://www.youtube.com/watch?v=OaLGjOzWc9k> (accessed January 28, 2023)
- 1-2. Federowicz, Martha with Olivia Arena and Kimberly Burrowes. (2020) "Community Engagement during the COVID-19 Pandemic and Beyond: A Guide for Community-Based Organizations." Urban Institute. (available on Canvas)

- 1-3. Myerson, Deborah L. (2004) “Involving the Community in Neighborhood Planning”. ULI Community Catalyst Report Number 1. [http://uli.org/wp-content/uploads/2012/07/Report-1-Involving-the-Community-in-Neighborhood-Planning.aspx\\_.pdf](http://uli.org/wp-content/uploads/2012/07/Report-1-Involving-the-Community-in-Neighborhood-Planning.aspx_.pdf) (accessed January 28, 2023).
- 1-4. Biggs, David, et al. (2018). “100 great community engagement ideas: tips, tricks, and best practices to help guide planners to better results!”, Metroquest. (available on Canvas)

**Recommended: (focus on homelessness-related topics)**

- Waldron, J. (2019). “Homelessness and the Issue of Freedom.” *Journal of Constitutional Law*, 2019(1), 27-50. <https://constcourt.ge/files/2/Journal2019.1/Jeremy-Waldron-2019.1eng.pdf> (accessed January 28, 2023)
- Huttenhoff, M. (2021). “Coexistence in Public Space; Engagement tools for creating shared spaces in places with homelessness”. SPUR. <https://www.spur.org/publications/spur-report/2021-01-25/coexistence-public-space> (accessed January 28, 2023)
- Loftus-Farren, Z. (2011). “Tent Cities: An Interim Solution to Homelessness and Affordable Housing Shortages in the United States.” *California Law Review* 99(4): 1037-81.
- Bonakdar, A., & Gaetz, S. (2021). "Push the Optimism Forward: Destigmatizing Homelessness and What We Can Do About it". Homeless Hub. <https://www.homelesshub.ca/blog/push-optimism-forward-destigmatizing-homelessness-and-what-we-can-do-about-it> (accessed January 28, 2023).
- Santa Clara County Homeless Census and Survey Reports. (n.d.). *County of Santa Clara Office of Supportive Housing*. <https://osh.sccgov.org/continuum-care/reports-and-publications/santa-clara-county-homeless-census-and-survey-reports> (accessed January 28, 2023)
- Santa Clara County Community Plan to End Homelessness 2020-2025. (n.d.). “County of Santa Clara; The Housing Ready Community’s Toolkit”. <https://housingtoolkit.sccgov.org/take-action/santa-clara-county-community-plan-end-homelessness-2020-2025> (accessed January 28, 2023)
- Bonakdar, A. (2022). Pathways into Youth Homelessness. *Homeless Hub*. <https://www.homelesshub.ca/blog/pathways-youth-homelessness> (accessed January 28, 2023)
- Somerville, P. (2013). Understanding Homelessness. *Housing, Theory and Society*, 30(4), 384–415. <https://doi.org/10.1080/14036096.2012.756096> (accessed January 28, 2023)
- Zerger, S., Strehlow, A. J., & Gundlapalli, A. V. (2008). Homeless Young Adults and Behavioral Health: An Overview. *American Behavioral Scientist*, 51(6), 824–841. <https://doi.org/10.1177/0002764207311990> (accessed January 28, 2023)
- Davis M. (1992) “Fortress Los Angeles: The militarization of urban space” in Sorkin M (ed.) *Variations on a Theme Park: The New American City and the End of Public Space*. New York: Hill and Wang, pp. 154–180.

- Mitchell, D. (2020). "Mean Streets: Homelessness, Public Space, and the Limits of Capital". University of Georgia Press.
- Herring, C. (2019). "Complaint-Oriented Policing: Regulating Homelessness in Public Space." *American Sociological Review* 84.5: 769-800.

## Theme #2: Tips for Effective Visual Communication

### Required:

- 2-1. APIAHF (2013). Webinar: Letting Your Data Speak: Tips for Presenting Data Effectively. YouTube video: [https://www.youtube.com/watch?v=451xHF\\_eHdE](https://www.youtube.com/watch?v=451xHF_eHdE) (accessed January 28, 2023)
- 2-2. Sage Publishing (2018). Presenting Data Effectively. YouTube video: <https://www.youtube.com/watch?v=8BGJjYJisyA> (accessed January 28, 2023)
- 2-3. Williams, R. (2015). "The non-designer's design book: Design and typographic principles for the visual novice." Pearson Education. [https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01CAL\\_SJO:01CALS\\_SJO&search\\_scope=MyInst\\_and\\_CI&tab=Everything&docid=cdi\\_askewsholts\\_vlebooks\\_9780132103923](https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01CAL_SJO:01CALS_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_askewsholts_vlebooks_9780132103923) (accessed January 28, 2023) *Students can read this online after logging in with their SJSU library account credentials.*
- 2-4. Davis, M., & Hunt, J. (2017). "Visual communication design: An introduction to design concepts in everyday experience." Bloomsbury Publishing. [https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CAL\\_SJO:01CALS\\_SJO&search\\_scope=MyInst\\_and\\_CI&tab=Everything&docid=alma991013770419602919](https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CAL_SJO:01CALS_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=alma991013770419602919) (accessed January 28, 2023) *Students can read this online after logging in with their SJSU library account credentials.*
- 2-5. Munzner, T. (2014). "Visualization analysis and design". CRC press. <https://www.cs.ubc.ca/~tmm/talks/minicourse14/vad17stat545-4x4.pdf> (accessed January 28, 2023)
- 2-6. Zelazny, Gene. (2001) Excerpts. In *Say It With Charts: The Executive's Guide to Visual Communication*, 4th ed. New York: McGraw-Hill (pp. 9-27).
- 2-7. Munter, Mary. (2003) Excerpts from "Chapter III: Writing: Macro Issues." In *Guide to Managerial Communication: Effective Business Writing and Speaking*, 6th ed. Upper Saddle River, NJ: Prentice Hall (pp. 51-63).

### Recommended:

- Tufte, Edward R. (2001) Chapter 2: Graphical Integrity & Chapter 4: Data-Ink and Graphical Redesign. In *The Visual Display of Quantitative Information*, 2nd ed. Cheshire,

CT: Graphics Press (pp. 53-77, 91-105).

- Turabian, Kate L. (2018) "Chapter 8: Presenting Evidence in Tables and Figures." In A Manual for Writers of Research Papers, Theses, and Dissertations, 9th ed.. Chicago: University of Chicago Press (pp. 86-101).
- Turabian, Kate L. (2018) "Chapter 26: Tables and Figures." In A Manual for Writers of Research Papers, Theses, and Dissertations, 9th ed.. Chicago: University of Chicago Press (pp. 370-392).
- Hairston, Maxine et al. (2002) "Chapter 19: What Is Document Design?" In The Scott, Foresman Handbook for Writers, 6th ed. New York: Longman (pp. 330-345).
- Oliu, Walter E. et al. (2004) "Creating Tables and Illustrations" in Strategies for Business and Technical Writing, 5th ed. New York: Longman (pp. 207-211)

### **Theme #3: Tips for Effective Oral Presentations**

#### **Required:**

- 3-1.** University of New Hampshire (n.d.) "Tips for Conducting an Oral Presentation." [https://www.unh.edu/sites/www.unh.edu/files/departments/undergraduate\\_research\\_conference/pdf/tips\\_oral\\_presentation\\_final.pdf](https://www.unh.edu/sites/www.unh.edu/files/departments/undergraduate_research_conference/pdf/tips_oral_presentation_final.pdf) (accessed January 28, 2023)
- 3-2.** Abrahams, Matt (2015) "Tips and Techniques for More Confident and Compelling Presentations." <https://www.gsb.stanford.edu/insights/matt-abrahams-tips-techniques-more-confident-compelling-presentations> (accessed January 28, 2023)
- 3-3.** Abrahams, Matt (2015) "No Freaking Speaking: 3 Techniques for Managing Speaking Anxiety." YouTube video: <https://www.youtube.com/watch?v=5naThX63pF0&t=230s> (accessed January 28, 2023)
- 3-4.** Columbia College (n.d.) "Giving Presentations." <https://columbiacollege-ca.libguides.com/presentations/planning> (accessed January 28, 2023)
- 3-5.** Ballaro, Beverly. (2004). "Six Ways to Grab Your Audience Right from the Start." In The Results-Driven Manager Presentations that Persuade and Motivate. Boston: Harvard Business School Press. (pp. 82-91)
- 3-6.** Makay, John J. (1995) "Chapter 8: Organizing and Outlining Your Ideas." In Public Speaking: Theory into Practice. 2nd ed. Fort Worth: Harcourt Brace (pp. 183-207).
- 3-7.** DeVito, Joseph A. (1987) "Unit 9: Elements of Organization." In The Elements of Public Speaking. 3rd ed. New York: Harper & Row (pp. 96-112).
- 3-8.** Zelazny, Gene. (2006) Excerpts from Say It with Presentations: How to Design and Deliver Successful Business Presentations. New York: McGraw-Hill (pp. 1-23).

- 3-9. Tierney, Elizabeth. (1996) Practicing and Planning. In How to Make Effective Presentations. Thousand Oaks, CA: Sage Publications (pp. 96-101).
- 3-10. Ten Simple Rules for Making Good Oral Presentations. (n.d.), University of Nebraska-Lincoln; Office of Graduate Studies, Graduate Connections.  
<https://www.unl.edu/gradstudies/connections/ten-simple-rules-making-good-oral-presentations> (accessed January 28, 2023)

**Recommended:**

- Jerz, Dennis G. (2018) "Oral Presentation Tips: How to Deliver a Speech for School or Work." <https://jerz.setonhill.edu/writing/technical-writing/oral-presentations-tips/> (accessed January 28, 2023)
- Barron, Brenda (2020). "Importance of Body Language in Presentations: +How to Use It Effectively." <https://business.tutsplus.com/articles/importance-of-body-language-in-presentations--cms-33171> (accessed January 28, 2023)
- DeVito, Joseph A. (1987) "Unit 15: Elements of Persuasive Speaking." In The Elements of Public Speaking, 3rd ed. New York: Harper & Row (pp. 203-214).
- Handout on "Sketching Your Storyboard" from Gene Zelazny
- Munter, Mary. (2003) "Chapter VI: Speaking: Visual Aids." In Guide to Managerial Communication: Effective Business Writing and Speaking, 6th ed. Upper Saddle River, NJ: Prentice Hall (pp. 108-141).
- Fujishin, Randy. (2006) "Chapter 7: Delivering Your Speech: Being Yourself." In The Natural Speaker, 5th ed. Boston: Pearson (pp. 107-128).
- Daly, John, and Isa Engleberg. (2004) Coping with Stage Fright: How to Turn Terror into Dynamic Speaking. In The Results-Driven Manager: Presentations That Persuade and Motivate. Boston: Harvard Business School Press (pp. 49-58).
- Urech, Elizabeth. (1998) "Control Your Nerves with the 3-B Exercises." In Speaking Globally: Effective Presentations Across International and Cultural Boundaries. Dover, NH: Kogen Page (pp. 75-77).

<b>Theme #4: Tips for Effective Written Communication in Planning Reports</b>
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**Required:**

- 4-1. Rothfeder, R., & Ewing, R. (2020). "Technical Writing. In Basic Quantitative Research Methods for Urban Planners" (pp. 18-45). Routledge.

- 4-2. Fowler, H. Ramsey, Jane E. Aaron, and Kay Limburg, eds. (1992) Excerpts from "Chapter 3: Composing Paragraphs." In *The Little, Brown Handbook*, 5th ed. New York: HarperCollins Publishers (pp. 70-81).
- 4-3. University of North Carolina at Chapel Hill, Writing Center. "Revising." August 28, 2002. Available at: <http://www.unc.edu/depts/wcweb/handouts/revision.html>.
- 4-4. Hairston, Maxine et al. (2002) "Chapter 5: How Do You Revise, Edit, and Proofread?" and "Chapter 15: How Do You Manage Transitions?" In *The Scott, Foresman Handbook for Writers*, 6th ed. New York: Longman (pp. 60-82, 220-228).
- 4-5. Orwell, George. (1984) *The Politics of the English Language*. In *The Orwell Reader: Fiction, Essays, and Reportage*. San Diego: Harcourt Brace & Company (pp. 355-66).
- 4-6. Limerick, Patricia. (2000) "Limerick's Rules of Verbal Etiquette." In *Something in the Soil: Legacies and Reckonings in the New West*. New York: W.W. Norton (pp. 342-43).
- 4-7. Elbow, Peter. (2001) "Freewriting." In *Visions across the Americas: Short Essays for Composition*, edited by JS Warner and Judith Hilliard. Fort Worth: Harcourt (pp. 13-16).
- 4-8. Lipson, Charles. (2004) "Chapter 3: Plagiarism and Academic Honesty." In *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago: University of Chicago Press (pp. 32-48).

### **Recommended:**

- Kousoulas, C. (2019). "Writing for Planners: A Handbook for Students and Professionals in Writing, Editing, and Document Production". Routledge.
- Turabian, Kate L. (2018) "Chapter 11: Revising Sentences." In *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press (pp. 113-123).
- (for fun): Remnick, David. "Postscript: Miss Gould." *New Yorker* (February 28, 2005): 34-35.
- Iacone, Salvatore J. (2003) *Email: To Send or Not to Send? In Write to the Point: How to Communicate in Business with Style and Purpose*. Franklin Lakes, NJ: Career Press, (pp. 123-136).

## **Fundamentals for Success in this Course**

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

Here are some tips to help you succeed this semester:

**Enjoy Learning:** A strong motivation to learn, explore, and have fun while learning is essential. Since this course will require a significant amount of independent work and relies heavily on

student initiative. The course is a culminating experience in which you apply all of your knowledge from previous coursework, professional practice, and your own life experiences to create a planning document for a real-world community. As in the planning profession itself, a great deal of self-motivation is required. A sense of humor always helps, too!

**Understand Roles:** URBP-295 will mirror professional planning practice in order to help you develop valuable workplace skills. The role of the instructor in a studio course is to guide, mentor and encourage the project teams. The role of the student is to take full advantage of the academic 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 San Jose communities, and to produce a professional-grade document and presentation.

**Focus and Respect:** I fully understand the temptations and distractions we all face today with smartphones vying for our attention. Please turn off or mute your phone during class, and note that lab computers may only be used for class exercises during the class period. If you have to "get something else done" during the class period, please step outside and do it elsewhere.

**Professional Conduct:** Since this course is designed to mirror professional practice, let's be in agreement that the standards in the following two sections will apply:

My responsibilities to you as an instructor include:

- Create a physically and intellectually safe and stimulating environment for learning
- Assist students as much as possible with their individual and collective learning goals
- 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
- Treat students with respect and kindness, using encouragement and humor to foster learning
- Arrive prepared and organized, with clear learning objectives and a schedule for the day
- Evaluate/grade student work fairly and accurately while providing constructive feedback

Your responsibilities as a graduate student earning a professional degree include:

- Attend each class session and arrive punctually, bringing all needed materials
- Treat other students and the instructor with respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
- Complete all assignments on time and to professional standards listed in each assignment
- Read this syllabus to understand the trajectory of the course and expectations of students
- Actively and consistently participate in class discussions and team meetings
- Demonstrate self-reliance and self-direction in setting and completing learning objectives
- 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 attending all team meetings and discussions
- Consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
- Consistently demonstrate full support of their teammates

- 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 – you are a representative of the planning profession and our university
- 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
- 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” – it’s most definitely not
- Rely on their team members to perform an inequitable amount of 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
- Fail to ask for assistance when it is needed

You should always feel welcome to ask for help or constructive feedback this semester. Asking for assistance will never be perceived as a liability and will never impact your grade negatively.

## Course Assignments and Grading Policy

Each course assignment is designed to produce written and/or graphical material that can be integrated into the final course report and presentation due on May 17. Our work needs to be well researched, clearly written, authoritative, and with easily understood graphics to support our client’s needs. I will set high standards and provide frequent feedback to achieve this.

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

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
<b>Written Reflections on Course Readings</b>		
<b>Reading Reflections.</b> Students will individually prepare four separate reports based on the themed sets of readings listed in the “Course Readings” section above. The reports will be shared in Canvas Discussions and will inform our class conversations. Each posting will be evaluated for substance, insight, and clarity of writing. (2.5% of final course grade per reflection)	10%	6-11

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
<b>PHASE ONE: Existing Conditions Assessment and Community Engagement</b>		
<p><b>Assignment 1 – San Jose Downtown Transportation Plan, East Santa Clara Street reports, and ‘complete street’ concepts.</b> This assignment, completed individually, will help students understand the context of our course project. First, students will summarize key principles related to planning for ‘complete streets.’ Second, students will review San Jose’s Downtown Transportation Plan and write on its complete street objectives and related topics. Third, students will review two reports completed by their predecessors in this course to learn about past research on East Santa Clara Street.</p>	10%	1, 3, 4, 9, 10, 11
<p><b>Assignment 2 – Demographic Mapping with Esri’s Community Analyst WebApp.</b> Students will work individually on demographic mapping of our study area using Esri’s Community Analyst webapp. The maps and related tables will reveal a number of demographic and tapestry segmentation characteristics at the census block group level. Related infographics and written reflections will give students opportunities to explore patterns in the mapped data.</p>	10%	2
<p><b>Assignment 3 – Urban Montage Presentation.</b> Students will work in small teams to prepare display boards featuring a variety of found objects, maps, sketches, and other items to depict their observations of the study area.</p>	10%	2
<p><b>Assignment 4 – StoryMap Production.</b> Students will work individually to produce an ArcGIS StoryMap based on their explorations of the study area.</p>	10%	2
<p><b>Assignment 5 – Draft Phase One Deliverables; Preparations for Mid-Semester Findings Presentation.</b> Students will work in small teams to summarize their draft community assessment findings in graphical, written, and oral formats. A practice session will ready students to present to project partners as a component of Assignment 6.</p>	10%	1, 2, 3, 4, 5
<b>PHASE TWO: Visioning, Report Production, and Final Presentation</b>		
<p><b>Assignment 6 – Final Phase One Deliverables; Presentation to Project Partners.</b> Students will work in small teams to present their final Phase One findings in graphical, written, and oral formats as a transition to Phase Two. A portion of the Assignment 6 grade will be based on the quality of <i>team</i> performance. Another portion of the Assignment 6 grade will be customized for <i>each student</i>, based on instructor observations of student performance and informed by confidential peer reviews completed at the end of Phase One.</p>	15%	1, 2, 3, 4, 5, 6, 9, 10, 11
<p><b>Assignment 7 – Draft Phase Two Deliverables; Preparations for Final Presentation.</b> Students will work in small teams to summarize their Phase Two visioning outcomes and recommendations in graphical, written, and oral formats. A practice session will prepare students to present to project partners as part of Assignment 8. Coordination of findings and presentation objectives</p>	10%	1, 2, 3, 4, 5, 6, 8, 9, 10, 11

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
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with students in the Sustainable Transportation Planning course will be an important component of this assignment.

**Assignment 8 – Final Phase Two Deliverables; Final Presentation to Project**

**Partners.** Students will work in small teams to jointly present their Phase Two findings in graphical, written, and oral formats with students in the Sustainable Transportation Planning course.

15%

1, 2, 3, 4, 5,  
6, 8, 9, 10, 11

A portion of the Assignment 8 grade will be based on the quality of *team* performance. Another portion of the Assignment 8 grade will be customized for *each student*, based on instructor observations of student performance and informed by confidential peer reviews completed at the end of Phase Two.

**Calculation of Final Course Letter Grade**

Each assignment will earn a letter grade that corresponds to these values: A+ = 4.33, 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 will calculate your final grade by multiplying the value of each assignment by its weight in the table above. The sum of these new values will be converted to a final course grade using this system: 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.

Please read the “URBP-295 Grading Standards” document on Canvas for more details about how I will evaluate your performance in this course

**Participation in Class and Attendance**

Your participation in class discussions is a vital component of this course and you should make every attempt to attend all classes and actively participate. You can participate in many ways such as helping explain a concept to others, sharing a thoughtful perspective that aligns with the topic covered in section, monitoring yourself so you don’t hold the floor for too long and dominate the discussion, coming to office hours with thoughtful questions, commenting on your peers’ work, asking questions, and responding to questions thoughtfully. Your intellectual contribution to the discussion will be noted each time you participate.

Participation in walking tours, data collection, group studio work, and other class activities is also essential for the learning goals of this course. 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 negatively. According to SJSU 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 and in this syllabus. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-half 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 “B-minus”; after two days late it will receive a grade of “C+”.

I realize that life happens. If you expect not to be able to complete an assignment on time, it is important for you to do two things:

1. Contact me **at least 24 hours prior to the due date** and, if applicable, the other students your team. If you do not communicate an anticipated late assignment within this timeframe, the grade reduction standards above will apply.
2. Provide a date and time by which the late assignment will be submitted. If you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will begin losing points for every day it is late, as described above. If submission of the assignment continues to be delayed, a final grade of 50 is likely.

**A maximum of one late assignment (or parts of assignments) that adhere to this policy will be accepted;** all subsequent late assignments will receive an automatic grade of 50. 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 will influence your grade.

Assignments not meeting these fundamental practices of professional presentation will generally receive a reduction in the grade.

## Final Examination or Evaluation

The many activities that you will undertake as part of Assignment 8 will essentially constitute the final examination for this course, along with an individual end-of-the-semester written reflection on the studio process. Attendance on the last day of the course (May 17) is mandatory.

## Course Workload

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

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

## University Policies

Per [University Policy S16-9](#) relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Plagiarism and Citing Sources Properly

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 SJSU MLK Library provides a short (15 minutes) and informative plagiarism tutorial. The MUP faculty highly encourage all students to complete it. Details are here: <https://libguides.sjsu.edu/c.php?g=853661&p=6111789>

Also, 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 the instructors 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*, 9th edition (University of Chicago Press, 2018). Copies are available in the SJSU King Library or are relatively inexpensive to purchase.

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 plus corresponding bibliography.

## Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu) or 408-808-2034.

## 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 sixteen weeks together. We'll have some fun along the way, too. My goal is to serve as a mentor as we practice a number of fundamental community assessment 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 and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog,

and managing the production of hundreds of maps for General Plans and EIRs throughout California.

Through my consultancy I also engage in occasional freelance GIS projects. For example, I am assisting Mobility Planners, LLC in the preparation of bus routing studies in various rural California communities. I am also assisting the Mori Foundation (Japan) with the collection of geospatial data sets for the City of Los Angeles in support of a project that compares the competitiveness of major world cities using a variety of metrics.

I've been teaching at SJSU since 2007 and, I must admit, it is my favorite job of the many I've listed above. Welcome, and let's work hard and have fun! I'm here to help you succeed.

# URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING

## SPRING 2023 COURSE SCHEDULE

This schedule serves as a general guide to discussion topics and assignments. Details are subject to change, as is sometimes the case with a dynamic, project-based studio course. I will explain changes to this schedule via email, Canvas, and in-class announcements.

Date	Class Activities	Due Dates for Readings and Assignments
<b>PHASE ONE</b> <b>Existing Conditions Assessment and Community Engagement</b>		
<b>Week 1</b> January 31	<ul style="list-style-type: none"> <li>• Introductions and course/project overview</li> <li>• Success tips from recent URBP-295 ‘alumni’</li> <li>• CommUniverCity San Jose’s role in the project</li> <li>• Kick off Phase One and form teams</li> <li>• Aerial photo analysis of central San Jose</li> <li>• Overview of Assignments 1 through 4</li> </ul>	
<b>Week 2</b> February 07	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 1</li> <li>• <b>East Santa Clara Street walking tour #1 (tip: gather material for Assignments 3 and 4)</b></li> <li>• Post-walking tour ‘debrief’ discussion</li> </ul>	<b>Assignment 1 Due:</b> San Jose Downtown Transportation Plan, East Santa Clara Street reports, and ‘complete street’ concepts
<b>Week 3</b> February 14	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 2</li> <li>• <b>East Santa Clara Street walking tour #2 (tip: gather more material for Assignments 3 and 4)</b></li> <li>• Post-walking tour ‘debrief’ discussion</li> </ul>	<b>Assignment 2 Due:</b> Demographic Mapping with Esri’s Community Analyst Webapp
<b>Week 4</b> February 21	<ul style="list-style-type: none"> <li>• Presentations: Assignment 3 Urban Montages</li> <li>• Discussion: findings from Readings #1</li> <li>• Guest speakers Imelda Rodriguez and Jennifer Rodriguez-Alonso: community perspectives</li> <li>• Studio time – Phase One teams</li> <li>• Meetings with instructor on team progress</li> </ul>	<b>Assignment 3 Due:</b> Urban Montage Presentation  <b>Reading Reflections #1 due</b> ( <u>theme #1</u> : community engagement considerations)
<b>Week 5</b> February 28	<ul style="list-style-type: none"> <li>• Presentations: Assignment 4 StoryMaps</li> <li>• Studio time – Phase One teams</li> <li>• Meetings with instructor on team progress</li> </ul>	<b>Assignment 4 Due:</b> StoryMap Production
<b>Week 6</b> March 07	<ul style="list-style-type: none"> <li>• Discussion: findings from Readings #2</li> <li>• Field trip to visit staff of the San Jose Downtown Association</li> <li>• Studio time – Phase One teams</li> <li>• Meetings with instructor on team progress</li> </ul>	<b>Reading Reflections #2 due</b> ( <u>theme #2</u> : tips for effective visual communication)

Date	Class Activities	Due Dates for Readings and Assignments
<b>Week 7</b> March 14	<ul style="list-style-type: none"> <li>• Studio time and field data collection – Phase One teams; focus on Assignments 5 and 6</li> <li>• Meetings with instructor on team progress</li> </ul>	
<b>Week 8</b> March 21	<ul style="list-style-type: none"> <li>• Discussion: findings from Readings #3</li> <li>• Studio time and field data collection – Phase One teams; focus on Assignments 5 and 6</li> <li>• Meetings with instructor on team progress</li> </ul>	<b>Reading Reflections #3 due</b> ( <u>theme #3</u> : tips for effective oral presentations)
<b>Week 9</b> March 28	<b>No Class – Spring Break</b>	
<b>Week 10</b> April 04	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 5</li> <li>• ‘Dress rehearsal’ for April 11 presentation</li> </ul>	<b>Assignment 5 Due:</b> Draft Phase One Deliverables; Preparations for Mid-Semester Findings Presentation
<b>PHASE TWO: Visioning, Report Production, and Final Presentation</b>		
<b>Week 11</b> April 11	<ul style="list-style-type: none"> <li>• <b>Mid-semester presentation to project partners</b></li> <li>• Complete Phase One peer reviews</li> <li>• Form Phase Two teams; Phase Two Overview</li> <li>• Studio time – Phase Two teams</li> </ul>	<b>Assignment 6 Due:</b> Final Phase One Deliverables; Presentation to Project Partners.
<b>Saturday April 15</b>	<b>URBP-295 / URBP-256 CLASS COORDINATION MEETING (10:00 a.m. – 2:00 p.m.)</b>	
<b>Week 12</b> April 18	<ul style="list-style-type: none"> <li>• Discussion: findings from Readings #4</li> <li>• Studio time for Phase Two teams</li> </ul>	<b>Reading Reflections #4 due</b> ( <u>theme #4</u> : tips for effective written communication in planning reports)
<b>Week 13</b> April 25	<ul style="list-style-type: none"> <li>• Studio time for Phase Two teams</li> </ul>	
<b>Week 14</b> May 02	<ul style="list-style-type: none"> <li>• Studio time for Phase Two teams</li> </ul>	
<b>Week 15</b> May 09	<ul style="list-style-type: none"> <li>• ‘Dress rehearsal’ for May 17 final presentation</li> <li>• Submission of all Phase Two draft deliverables</li> <li>• Complete course evaluation (SOTES)</li> </ul>	<b>Assignment 7 Due:</b> Draft Phase Two Deliverables; Preparations for Final Presentation
<b>Week 16</b> Wed. May 17  Course culmination activities; attendance required	<ul style="list-style-type: none"> <li>• <b>Final presentation to project partners</b></li> <li>• Submit all Phase Two final deliverables</li> <li>• Written reflections on course accomplishments</li> <li>• Complete Phase Two peer reviews</li> <li>• End of semester celebration!</li> </ul>	<b>Assignment 8 Due:</b> Final Phase Two Deliverables; Final Presentation to Project Partners