

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP-295: CAPSTONE STUDIO IN COMMUNITY PLANNING**  
**FALL 2024**

<b>Instructors</b>	Rick Kos, AICP and Gordon Douglas, Ph.D.
<b>Email</b>	richard.kos@sjsu.edu   gordon.douglas@sjsu.edu
<b>Office location</b>	Washington Square Hall, Room 218-C (Rick Kos); Studio on the Street – 76 South 1 <sup>st</sup> Street (Gordon Douglas)
<b>Office hours (Rick Kos)</b>	Tuesdays (11:00 a.m.–1:00 p.m.) and Thursdays (12:30–2:30 p.m.) Appointments strongly preferred. Sign up via link on Canvas.
<b>Class days/time</b>	Tuesdays 1:30 – 7:00 p.m. beginning August 27, 2024
<b>Classroom</b>	“Studio on the Street” (76 North 1 <sup>st</sup> Street).
<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 course you will be exposed to contemporary tools, terms, and methods of professional urban planning through two primary methods: (1) community assessment and (2) visioning using urban design techniques.

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. Since we as planners serve the public interest, we must get the public involved.

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 planning and urban design recommendations for our project clients: San José Vice Mayor Rosemary Kamei and the City of San José’s Department of Transportation.

## **An Inter-Jurisdictional Assessment and Visioning Approach**

The El Paseo de Saratoga Urban Village area in west San José, annexed into San José between 1955 and 1957, borders the cities of Saratoga and Campbell, cities that incorporated to resist being annexed into San José themselves. Now, the presence of several large new projects in the El Paseo de Saratoga area, and the potential for more nearby in neighboring jurisdictions, are causing community concerns about traffic congestion at the intersections of Prospect Road with Saratoga Avenue and Lawrence Expressway.

This highlights the need to engage community members and stakeholders to understand their mobility needs and improve and expand safe transportation options in the area. What you are likely to find interesting about this project is that this area of west San José offers unusual opportunities and special challenges in urban planning and design. Our study area lies in a complex, multi-jurisdictional place with overlapping interests and authorities including the City of San José, the City of Saratoga, the City of Campbell, the County of Santa Clara (Lawrence Expressway), and the Campbell Union High School District (Prospect High School).

The El Paseo de Saratoga area has already been the subject of recent planning exercises and development trends that have shown the need for an interjurisdictional approach, including:

- the recent approval of the El Paseo de Saratoga Signature Project at the El Paseo de Saratoga Shopping Center
- the proposed Costco warehouse at Westgate West
- a new Urban Village within the San José portion of the project area
- the Housing Element updates for each city in the project area that increase zoned capacity for housing projects, and

---

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

- the impact of recently enacted state laws (AB 2011, in particular).

Changes in demography also make this an interesting project area for an interjurisdictional approach and additional planning attention, especially because of declines in school enrollment and increases in the local median age over time. Each of the prior planning exercises in the project area has occurred in a siloed fashion because of the many jurisdictional boundaries in this area. As a result, planning outcomes here do not reflect a holistic, comprehensive approach to the circulation and mobility safety challenges the area faces.

Together, these changes have highlighted the need to develop an **Urban Village Plan** for this area. An urban village is an area that includes residential and jobs-based developments; has access to transit; and is walkable and bicycle-friendly. Creating urban villages is one of 12 major strategies in San José's General Plan. Typically, the City works with a consultant team to develop an Urban Village plan, but in Spring and Fall 2024 the partnership with our class will allow for certain elements of the work to progress faster than in the typical case. As a result, **in this course you will practice conducting the work of a professional urban planner.**

## 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 instructors as the project managers.

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://sjsu.edu/urbanplanning/graduate-programs/masters-in-urban-planning/pab-knowledge.php>

## **Field Work Safety Protocols**

Student safety during field work is a top priority this semester. You will be asked to sign a few forms required by the university that are necessary when coursework is conducted off campus. Please let us 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 the categories shown in the grey-highlighted headings below. In four assignments, students will reflect on the readings, both in writing and during class discussions. From time to time, we 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 the themes related to effective visual, oral, and written communication.

### **Building an Understanding of San José's Physical and Regulatory Landscape**

#### **Required:**

Capstone Studio Graduate Student Team, Spring 2024. "Three Places".

- City of San José (2018). Envision San José 2040 General Plan, Goal IP-5 – Urban Village Planning, Chapter 7, pgs. 13-17  
<https://www.sanjoseca.gov/home/showpublisheddocument/22359/637928744399330000> (accessed January 2, 2024)
- City of San José (2022). West San José Multimodal Transportation Improvement Plan  
<https://www.sanjoseca.gov/your-government/departments-offices/transportation/projects-planning/west-san-jos-mtip> (accessed January 2, 2024)
- Gabbe, C.J. and Michael Kevane, William A. Sundstrom. (2021). “The effects of an urban village” planning and zoning strategy in San José, California.” Regional Science and Urban Economics, Volume 88, 103648, ISSN 0166-0462  
<https://doi.org/10.1016/j.regsciurbeco.2021.103648>. (accessed January 2, 2024)
- KQED (2023). Podcast, November 16, 2023. “The 'American Dream' Led San José to Urban Sprawl, but the Future Requires Density.” <https://www.kqed.org/news/11967490/the-american-dream-led-san-jose-to-urban-sprawl-but-the-future-requires-density> (accessed January 2, 2024)
- SPUR (2020). “It Takes a Village: Strategies for successful implementation of San José’s urban village vision.” [https://www.spur.org/sites/default/files/2020-03/SPUR\\_It\\_Takes\\_a\\_Village.pdf](https://www.spur.org/sites/default/files/2020-03/SPUR_It_Takes_a_Village.pdf) (accessed January 2, 2024)

## Planning Complete Roadway Intersections

### ***To be used as reference in Phase Two of the course:***

- American Council of the Blind. Accessible Pedestrian Signals.  
<https://www.acb.org/content/accessible-pedestrian-signals-aps>
- Caltrans (2010). Complete Intersections: A Guide to Reconstructing Intersections and Interchanges for Bicyclists and Pedestrians. <https://nacto.org/references/california-department-of-transportation-caltrans-2/>
- Federal Highway Administration (2023). Zero Deaths and Safe System.  
<https://highways.dot.gov/safety/zero-deaths>
- Federal Highway Administration (2017). Improving Intersections for Pedestrians and Bicyclists. <https://highways.dot.gov/sites/fhwa.dot.gov/files/2022-06/fhwas22017.pdf>
- National Cooperative Highway Research Program (2022). “Traffic Signal Control Strategies for Pedestrians and Bicyclists.” <https://www.trb.org/Main/Blurbs/182635.aspx>
- National Association of City Transportation Officials (2019). Don’t Give Up at the Intersection. <https://nacto.org/publication/dont-give-up-at-the-intersection/>
- Smart Growth America. Complete Streets Policies.  
<https://smartgrowthamerica.org/program/national-complete-streets-coalition/policy-atlas/>
- Transportation Research and Education Center at Portland State University (2021). “An Assessment of Bicycle Detection Confirmation and Countdown Devices.” (video)  
<https://www.youtube.com/watch?v=B6qvajdpA0A>

## Community Engagement Considerations

### **Required:**

- Planetizen (2021). "Why is Community Engagement Important?" (YouTube video) <https://www.youtube.com/watch?v=OaLGjOzWc9k> (accessed January 28, 2023)
- 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.
- 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.ashx\\_.pdf](http://uli.org/wp-content/uploads/2012/07/Report-1-Involving-the-Community-in-Neighborhood-Planning.ashx_.pdf) (accessed January 28, 2023).
- Biggs, David, et al. (2018). "100 great community engagement ideas: tips, tricks, and best practices to help guide planners to better results!", Metroquest. (uploaded to 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.

### Tips for Effective Visual Communication

#### **Required:**

- APIAHF (2013). Webinar: Letting Your Data Speak: Tips for Presenting Data Effectively. (YouTube video) [https://www.youtube.com/watch?v=45lxHF\\_eHdE](https://www.youtube.com/watch?v=45lxHF_eHdE) (accessed January 28, 2023)
- Sage Publishing (2018). Presenting Data Effectively. (YouTube video) <https://www.youtube.com/watch?v=8BGJjYJisyA> (accessed January 28, 2023)
- 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:01CAL\\_SJO&search\\_scope=MyInst\\_and\\_CI&tab=Everything&docid=cdi\\_askewsholts\\_vle\\_books\\_9780132103923](https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01CAL_SJO:01CAL_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_askewsholts_vle_books_9780132103923) (accessed January 28, 2023) *Students can read this online after logging in with their SJSU library account credentials.*
- 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:01CAL\\_SJO&search\\_scope=MyInst\\_and\\_CI&tab=Everything&docid=alma991013770419602919](https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CAL_SJO:01CAL_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.*
- Munzner, T. (2014). “Visualization analysis and design.” CRC Press. <https://www.cs.ubc.ca/~tmm/talks/minicourse14/vad17stat545-4x4.pdf> (accessed January 28, 2023)
- 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).
- 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)

## **Tips for Effective Oral Presentations**

### **Required:**

- 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)
- 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)
- 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)
- Columbia College (n.d.) "Giving Presentations." <https://columbiacollege-ca.libguides.com/presentations/planning> (accessed January 28, 2023)
- 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)

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 (uploaded to Canvas)

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).

### **Tips for Effective Written Communication in Planning Reports**

#### **Required:**

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

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: Harper Collins Publishers (pp. 70-81).

University of North Carolina at Chapel Hill, Writing Center. (2002) "Revising." <http://www.unc.edu/depts/wcweb/handouts/revision.html>.

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).

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).

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).

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).

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.: Univ 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**

We will make every effort to help you succeed in this course so that you can apply what you've learned to your professional development as an urban planner. 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 – 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. 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 transferable 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 José communities, and to produce a professional-grade document and presentation.

**Focus and Respect:** We 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:

Our responsibilities to you as instructors are to:

- Create a physically and intellectually safe and stimulating environment for learning
- Assist you as much as possible with your learning goals
- Help resolve conflicts that hinder learning by answering your questions clearly and promptly, or to research answers and reply to you as soon as possible
- Treat you 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 your work fairly and accurately while providing constructive feedback

Your responsibilities as a graduate student earning a professional degree are to:

- Attend each class session and arrive punctually, bringing all needed materials
- Treat peers and the instructor with respect, supporting peers whenever possible with their learning objectives and minimizing distractions in class
- Complete all assignments on time, 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 objectives
- Are organized, respectful and professional in their conversations with community members and agency officials since you are a representative of the planning profession and San José State University
- Embrace the flexibility and inherent creativity of a studio course to actively pursue career interests and acquire 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 December 10. Our work needs to be well researched, clearly written, authoritative, and with easily understood graphics to support our client’s needs. We 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	Maximum Earnable Points	Course Learning Objectives Covered
<b>PHASE ONE</b>		
<b>Existing Conditions Assessment and Community Engagement</b>		
<b>Assignment 1 – Getting to Know the Study Area</b>		
This assignment, completed individually, will help you understand the physical conditions in our study area, including land uses and mobility conditions. You will use a variety of digital tools for this purpose, including Google Street View, San José’s crash map, and portions of adopted city policies. Then you will prepare responses to questions on these materials in preparation for conversations with Vice Mayor Kamei and staff from the San José Department of Transportation (SJDOT). You will also review the final report produced by your predecessors in this course from Spring 2024.	10	1, 2
<b>Assignment 2 – Demographic Mapping with Esri’s Community Analyst</b>		
You will work individually to produce demographic maps of our study area using Esri’s Community Analyst webapp. The maps and related tables will reveal several demographic and tapestry segmentation characteristics at the census block group level. Related infographics and written reflections will give you opportunities to explore patterns in the mapped data.	10	2, 10
<b>Assignment 3 – Urban Montage Presentation</b>		
You will work as part of a small team to prepare physical or digital display	20	2, 3, 4

Assignments and Other Graded Activities	Maximum Earnable Points	Course Learning Objectives Covered
boards featuring a variety of found objects, maps, sketches, and other items to depict your team's observations of the study area.		
<p><b>Assignment 4 – Reading Reflections #1 of 4 (Community Engagement Techniques)</b></p> <p>The four reading reflections in this course are designed to stimulate class conversations on various facets of professional urban planning practice. In this first reading reflections exercise, you will individually write reflections based on assigned readings that are focused on community engagement techniques. You will share your written reflections in Canvas Discussions and be encouraged to respond to postings by your peers. Individual student submissions will be evaluated on substance, insights derived from the readings, and the quality of writing.</p>	5	5, 6, 8, 9, 11
<p><b>Assignment 5 – Reading Reflections #2 of 4 (Tips for Effective Oral Presentations)</b> In this second reading reflections exercise, you will individually write reflections based on assigned readings that are focused on techniques for effective oral presentations.</p>	5	1
<p><b>Assignments 6A &amp; 6B – Draft and Final Phase One Deliverables; Preparations for Mid-Semester Findings Presentation</b></p> <p>You will work as part of a small team to collect data and summarize your Phase One findings in graphical, written, and oral formats. At least one practice session will prepare your team to present confidently to our project partners on October 29.</p> <p>A portion of your Assignment 6B grade will be based on the quality of <i>team</i> performance. Another portion of your Assignment 6B grade will be customized for <i>you</i>, based on instructor observations of your performance and informed by confidential peer reviews completed at the end of Phase One.</p>	20	1 2, 3, 4, 5, 6, 9, 10, 11
<p><b>PHASE TWO</b> Visions for Study Area Mobility Improvements; Final Presentation</p>		
<p><b>Assignment 7 – Reading Reflections #3 of 4 (Tips for Effective Graphic and Visual Communication)</b></p> <p>In this third reading reflections exercise, you will individually write reflections based on assigned readings that are focused on techniques for effective graphical and visual communication.</p>	5	1, 2, 3
<p><b>Assignment 8 – Reading Reflections #4 of 4 (Tips for Effective Written Communication)</b></p> <p>In this fourth and final reading reflections exercise, you will individually write reflections based on assigned readings that are focused on techniques for effective written communication.</p>	5	1
<p><b>Assignments 9A &amp; 9B – Draft and Final Phase Two Deliverables; Preparations for Final Findings Presentation</b></p> <p>You will work as part of a small team to summarize your Phase Two findings</p>	20	1 2, 3, 4, 5, 6, 9, 10, 11

Assignments and Other Graded Activities	Maximum Earnable Points	Course Learning Objectives Covered
<p>in graphical, written, and oral formats. A practice session will prepare your team to present confidently to our project partners on December 10.</p> <p>A portion of your Assignment 9B grade will be based on the quality of <i>team</i> performance. Another portion of your Assignment 9B grade will be customized for <i>you</i>, based on instructor observations of your performance and informed by confidential peer reviews completed at the end of Phase Two.</p>		

### Calculation of Final Course Letter Grade

Each assignment will earn points reflected in the table above. For example, for Assignment 9 you can earn between 0 and 20 points. At the end of the semester, I will sum the points you earned on each assignment and assign a letter grade for your work in the course according to this scheme:

- **A+** (98-100); **A** (94-97); **A-** (90-93)
- **B+** (87-89); **B** (84-87); **B-** (80-83)
- **C+** (77-79); **C** (74-77); **C-** (70-73)
- **D+** (67-69); **D** (64-67); **D-** (60-63)
- **F** (<60)

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.

Participation in walking tours, data collection, group studio work, and other class activities is also essential for the learning objectives of this course. In cases where you miss a significant number of lectures or do 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 in Canvas 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 on 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 timeframe 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 10 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 14) 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) (<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 to the source.
- Using data some other person or organization has collected without referencing the source.

The SJSU MLK Library provides a short (20 minutes) and informative plagiarism tutorial. The MUP faculty highly encourages all students to complete it. Details are here: <https://libguides.sjsu.edu/c.php?g=853661&p=6111789>

If you still have questions, feel free to talk to me. 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, you should use the "notes" style plus corresponding bibliography.

## **Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Lauren DeCelle. If you have questions, you can contact her at [lauren.decelle@sjsu.edu](mailto:lauren.decelle@sjsu.edu).

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

Through my private 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! Let's work hard, with kindness, and have fun.

## About the Instructor: Gordon Douglas

I am looking forward to co-teaching URBP 295 with Rick for the second time this semester. For those who don't know me, I'm an associate professor in the Urban Planning program. I have been at SJSU since 2016, teaching courses in urban design, social issues in planning, and urban planning theory, history, and criticism. My research and community work focus especially on questions of access, equity, and local cultural identity in urban planning and design. I'm also director of the Institute for Metropolitan Studies, where I'm working to expand the relevance and visibility of urban scholarship and public programming at SJSU among the communities we serve throughout the Bay Area.

Prior to coming to SJSU, I was associate director (and, for a time, acting director) of the Institute for Public Knowledge at New York University. This experience leading an interdisciplinary social science institute focused on public scholarship honed my deep commitment to community engagement, which carries over into what I care about most in urban planning scholarship. I am not trained as a planner, but rather did my undergrad in international relations (USC) a master's degree in media and communication (London School of Economics) and a PhD in sociology (University of Chicago). My interest since become "an academic" has been on the qualitative study of cities and communities, and in particular the social and cultural implications of urban planning, development, and design. My writing and photography have appeared in a range of publications including *City and Community*, *Urban Studies*, the *Journal of Urban Design* and a variety of magazines, newspapers, and blogs. My dissertation research on "do-it-yourself urbanism" led to my 2018 book *The Help-Yourself City*, which offers a review, celebration, and critique of all sorts of informal urbanism and grassroots placemaking efforts. (I've had the privilege of speaking about this work in different forums all over the world; there's a fun episode of the "99% Invisible" podcast about it too, if you're interested.) My current research concerns the extraordinary places and communities that unhoused people in Oakland are building in large informal settlements on public land; separately, I'm finishing up a grant-funded study of Oakland's pandemic-inspired "Slow Streets" program.

I was born in London, England and raised in Davis, California. I've also lived for multiple years in Los Angeles, Chicago, and New York. I'm an avid photographer, gardener, cyclist, and activist (and a fledgling stand-up-paddleboarder). In particular, I'll note that I've been actively involved in urban gardening and urban agriculture (and some guerrilla gardening) everywhere I've lived, including helping found a farmer's market on the South Side of Chicago alongside a community garden that I worked in (it was one of the first farmers' markets to accept food stamps). I was also an early member of Smiling Hogshhead Ranch, an incredible urban farm in Queens, NY, that began as a squat before evolving into a successful nonprofit (we'll hear more about Hogshhead this semester). I now live in Oakland with my family and commute to campus via BART+bike. I'm on the board of Transport Oakland, a transit advocacy organization, and an active member of Eastlake United for Justice, an anti-gentrification group in my neighborhood. Happy to talk more about any and all of this stuff with anyone who's interested.

I'm so excited about this class and our project this semester! And I'm looking forward to getting to know all of you. I have it on good authority that URBP 295 is an intense but wonderful experience. I look forward to working together. Please don't hesitate to reach out to meet during office hours or to chat over a coffee or a beer.

# URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING

## FALL 2024 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	Assignment Due Dates
<b>PHASE ONE</b> <b>Existing Conditions Assessment and Community Engagement</b>		
<b>Week 1</b> August 27	<ul style="list-style-type: none"> <li>• Introductions and course/project overview</li> <li>• Guest speakers Michael Oye and Elisha St. Laurent: role of CommUniverCity</li> <li>• Study area overview (Alison Cingolani)</li> <li>• Success tips from recent URBP-295 ‘alumni’</li> <li>• Aerial photo observations of the study area</li> <li>• Overview of course assignments</li> </ul>	
<b>Week 2</b> September 3	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 1</li> <li>• Form Phase One teams and kickoff Phase One</li> <li>• <b>Field Trip:</b> walking tour of the study area #1 of 2. (tip: this is a great opportunity to gather material for Assignments 3 and 6)</li> <li>• Working dinner: discuss the day’s findings</li> </ul>	<b>Assignment 1 Due</b> Getting to Know the Study Area
<b>Week 3</b> September 10	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 2</li> <li>• <b>Field Trip:</b> working session at City Hall; meet with SJDOT team, Eugene Lau (planning department) and Vice Mayor Kamei</li> </ul>	<b>Assignment 2 Due</b> Demographic Mapping with Esri's Community Analyst Webapp
<b>Week 4</b> September 17	<ul style="list-style-type: none"> <li>• <b>Field Trip:</b> walking tour of the study area #2 of 2. (tip: this is a great opportunity to gather material for Assignments 4 and 7)</li> <li>• Working dinner: discuss the day’s findings</li> </ul>	
<b>Week 5</b> September 24	<ul style="list-style-type: none"> <li>• Studio work session: field work as needed; meetings with instructors on team progress</li> </ul>	

Date	Class Activities	Assignment Due Dates
<b>Week 6</b> October 1	<ul style="list-style-type: none"> <li>• <b>Presentations: Assignment 3 Urban Montages</b></li> <li>• Studio work session: field work as needed; meetings with instructors on team progress</li> </ul>	<b>Assignment 3 Due</b> Study Area Urban Montage Presentations
<b>SATURDAY</b> <b>OCTOBER 5</b>	<ul style="list-style-type: none"> <li>• <b>Inter-jurisdictional planning meeting #1 of 2</b> with staff and elected officials from study area cities</li> </ul>	
<b>Week 7</b> October 8	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 4</li> <li>• <b>Urban design session #1</b> (precedents)</li> </ul>	<b>Assignment 4 Due</b> Reading Reflections #1 of 4 (community engagement techniques)
<b>Week 8</b> October 15	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 5</li> <li>• Studio work session: field work as needed; meetings with instructor on team progress</li> </ul>	<b>Assignment 5 Due</b> Reading Reflections #2 of 4 (tips for effective oral presentations)
<b>Week 9</b> October 22	<ul style="list-style-type: none"> <li>• 'Dress rehearsal' for October 29 presentation</li> <li>• Studio work session: field work as needed; meetings with instructor on team progress</li> </ul>	<b>Assignment 6A Due</b> Draft Phase One Deliverables; Preparations for Mid-Semester Findings Presentation
<b>Week 10</b> October 29	<ul style="list-style-type: none"> <li>• <b>Mid-semester presentation to project partners</b></li> <li>• Students complete Phase One peer reviews</li> <li>• Phase Two Overview</li> </ul>	<b>Assignment 6B Due</b> Final Phase One Deliverables; Mid-Semester Findings Presentation to Project Partners
<b>PHASE TWO</b> <b>Visions for Mobility/Safety Improvements to the Study Area; Final Presentation</b>		
<b>Week 11</b> November 5	<ul style="list-style-type: none"> <li>• Form Phase Two teams and get to work</li> <li>• Studio work session: field work as needed; meetings with instructor on team progress</li> </ul>	
<b>SATURDAY</b> <b>NOVEMBER 9</b>	<ul style="list-style-type: none"> <li>• <b>Inter-jurisdictional planning meeting #2 of 2</b> with staff and elected officials from study area cities</li> </ul>	
<b>Week 12</b> November 12	<ul style="list-style-type: none"> <li>• Discussion: findings from Assignment 7</li> <li>• Form Phase Two teams and get to work</li> <li>• <b>Urban design session #2</b> (recommendations pinup session)</li> </ul>	<b>Assignment 7 Due</b> Reading Reflections #3 of 4 (tips for effective visual and graphic communication)

Date	Class Activities	Assignment Due Dates
<p><b>Week 13</b> November 19</p>	<ul style="list-style-type: none"> <li>• Discussion: Findings from Assignment 8</li> <li>• Studio work session: field work as needed; meetings with instructor on team progress</li> </ul>	<p><b>Assignment 8 Due</b> Reading Reflections #4 of 4 (tips for effective written communication)</p>
<p><b>Week 14</b> November 26</p>	<ul style="list-style-type: none"> <li>• Studio work session: field work as needed; meetings with instructor on team progress</li> <li>• ‘Dress rehearsal’ #1 for Dec. 10 final presentation</li> </ul>	
<p><b>Week 15</b> December 3 Last day of regular class meetings</p>	<ul style="list-style-type: none"> <li>• Studio work session: field work as needed; meetings with instructor on team progress</li> <li>• ‘Dress rehearsal’ #2 for Dec. 10 final presentation</li> </ul>	<p><b>Assignment 9A Due</b> Draft Phase Two Deliverables; Preparations for Final Findings Presentation</p>
<p><b>Week 16</b> December 10 “Final exam” day; course culmination activities; attendance required</p>	<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>• Complete course evaluation (SOTES)</li> <li>• End of semester celebration!</li> </ul>	<p><b>Assignment 9B Due</b> Final Phase Two Deliverables; Final Findings Presentation to Project Partners</p>