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

Instructors:	Rick Kos, AICP and Anu Natarajan, AICP
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Office location (Rick Kos):	Washington Square Hall, Room 218-C (Rick Kos)
Office hours (Rick Kos):	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.
Class days/time:	Tuesdays 1:30 – 7:00 p.m. beginning January 30, 2024
Classroom:	"Studio on the Street" (76 North 1st Street).
Class website:	All course materials will be posted to Canvas.
Prerequisites:	Completion of at least 24 MUP course units and/or instructor consent
Units:	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."[1]

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.

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 planning recommendations for our project clients: San Jose Vice Mayor Rosemary Kamei and the City of San Jose's Department of Transportation.

An Inter-Jurisdictional Assessment and Visioning Approach

The Paseo de Saratoga Urban Village area in west San Jose, annexed into San Jose between 1955 and 1957, borders the cities of Saratoga and Campbell, cities that incorporated to resist being annexed into San Jose themselves. Now, the presence of several large new projects in the 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 Rd. 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 transportation options in the area. What you are likely to find interesting about this project is that this area of west San Jose 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 Jose, 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 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
- the unplanned Urban Village within the San Jose portion of the Project Area
- the Housing Element updates for each city in the Project Area that increase zoned capacity for housing projects, and
- the impact of recently enacted state laws (AB 2011, in particular).

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[1] American Planning Association, "What is Planning?" https://www.planning.org/aboutplanning/ (accessed January 7, 2023)

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 the Project Area. As a result, planning in the area does not reflect a holistic, comprehensive approach to the circulation challenges the area faces.

Together, these changes have highlighted the community's desire to call for a focused, multi-modal transportation improvement plan (MTIP) for their area. An MTIP is developed through a combination of equity focused community engagement, and professional analysis and judgment. Typically, the City works with a consultant team to develop the plan, in this case the partnership with our class will allow for certain elements of the work to progress faster than in the typical case.

In this dynamic studio course, we will employ an innovative approach that combines planning and placemaking to develop a set of guiding principles and policies to make the study area a model for how forward-looking communities can plan their current and future development to meet multiple challenges. Together, we will develop as our final products:

- A comprehensive community assessment of current conditions in the study area: a necessary first step in many urban planning efforts
- A set of goals, planning approaches, and policies to guide the planning of the study area that the SJDOT can incorporate into its MTIP planning process

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 also 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 Jose's Physical and Regulatory Landscape

Required:

City of San Jose (2018). Envision San Jose 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 Jose (2022). West San Jose 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 Jose, 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 Jose 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 Jose's urban village vision." 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/fhwasa22017.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 (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 (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=01CALS_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.*

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=01CALS_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.*

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 (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)

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 Jose 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 Jose 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 May 14. 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
PHASE ONE **Existing Conditions Assessment and Community Engagement**		
Assignment 1 – Getting to Know the Study Area 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 Jose'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 Jose Department of Transportation (SJDOT).	10	1, 2

Assignments and Other Graded Activities	Maximum Earnable Points	Course Learning Objectives Covered
Assignment 2 – The Planning Policy Landscape of the Study Area This assignment, completed individually, will help you understand San Jose's urban village planning policies and how they relate to the development of Multi-modal Transportation Improvement Plans (MTIPs) to guide mobility improvements in the city.	10	1, 2
Assignment 3 – Demographic Mapping with Esri's Community Analyst 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 a number of 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
Assignment 4 – Urban Montage Presentation You will work as part of a small team to prepare physical or digital display boards featuring a variety of found objects, maps, sketches, and other items to depict your team's observations of the study area.	10	2, 3, 4
Assignment 5 – Reading Reflections #1 of 4 (Community Engagement Techniques) 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.	5	5, 6, 8, 9, 11
Assignment 6 – Reading Reflections #2 of 4 (Tips for Effective Oral Presentations) In this second reading reflections exercise, you will individually write reflections based on assigned readings that are focused on techniques for effective oral presentations.	5	1
Assignments 7A & 7B – Draft and Final Phase One Deliverables; Preparations for Mid-Semester Findings Presentation 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 April 9. A portion of your Assignment 7B grade will be based on the quality of *team* performance. Another portion of your Assignment 7B grade will be customized for *you*, based on instructor observations of your performance and informed by confidential peer reviews completed at the end of Phase One.	20	1 2, 3, 4, 5, 6, 9, 10, 11

PHASE TWO
Visions for Study Area Mobility Improvements; Final Presentation

Assignments and Other Graded Activities	Maximum Earnable Points	Course Learning Objectives Covered
Assignment 8 – Reading Reflections #3 of 4 (Tips for Effective Graphic and Visual Communication) 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.	5	1, 2, 3
Assignment 9 – Reading Reflections #4 of 4 (Tips for Effective Written Communication) 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.	5	1
Assignments 10A & 10B – Draft and Final Phase Two Deliverables; Preparations for Final Findings Presentation You will work as part of a small team to summarize your Phase Two findings in graphical, written, and oral formats. A practice session will prepare your team to present confidently to our project partners on May 14. A portion of your Assignment 10B grade will be based on the quality of *team* performance. Another portion of your Assignment 10B grade will be customized for *you*, based on instructor observations of your performance and informed by confidential peer reviews completed at the end of Phase Two.	20	1 2, 3, 4, 5, 6, 9, 10, 11

Calculation of Final Course Letter Grade

Each assignment will earn points reflected in the table above. For example, for Assignment 10 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 <u>one</u> 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. <u>Attendance on the last day of the course (May 14) is mandatory</u>.

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 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.

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: Anu Natarajan, AICP

Advising our community engagement approach will be Anu Natarajan. Anu has led Meta/Facebook's Housing Initiative, served as the Director of Policy and Advocacy for MidPen Housing, and worked with the American Leadership Forum – Silicon Valley, where she focused on community engagement and outreach and built a diverse coalition of more than 35 partners from the Bay Area to solve regional challenges through civic engagement.

Anu has also served a total of 10 years as the Vice Mayor and City Councilmember for the City of Fremont and is the first Indian-American to be elected to a city council in the Bay Area

URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING SPRING 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
PHASE ONE **Existing Conditions Assessment and Community Engagement**		
Week 1 January 30	• Introductions and course/project overview • Guest speakers Michael Oye and Elisha St. Laurent: role of CommUniverCity • Study area overview (Alison Cingolani) • Success tips from recent URBP-295 'alumni' • Aerial photo observations of the study area • Overview of course assignments	

Date	Class Activities	Assignment Due Dates
Week 2 February 6	• Discussion: findings from Assignment 1 • Form Phase One teams and kickoff Phase One • **Field Trip:** meet Vice Mayor Rosemary Kamei	**Assignment 1 Due** Getting to Know the Study Area
Week 3 February 13	• Discussion: findings from Assignment 2 • Studio work session • **Field Trip:** meet the SJDOT team at City Hall	**Assignment 2 Due** The Planning Policy Landscape of the Study Area
Week 4 February 20	• Discussion: findings from Assignment 3 • **Field Trip**: walking tour of the study area #1 of 2. (tip: this is a great opportunity to gather material for Assignments 4 and 7) • Working dinner: discuss the day's findings	**Assignment 3 Due** Demographic Mapping with Esri's Community Analyst Webapp
Week 5 February 27	• **Field Trip**: walking tour of the study area #2 of 2. (tip: this is a great opportunity to gather material for Assignments 4 and 7) • Working dinner: discuss the day's findings	
Week 6 March 5	• **Presentations: Assignment 4 Urban Montages** • Studio work session: field work as needed; meetings with instructors on team progress	**Assignment 4 Due** Study Area Urban Montage Presentations
Week 7 March 12	• Discussion: findings from Assignment 5 • Prof. Anu Natarajan: effective community engagement techniques • Studio work session: field work as needed; meetings with instructors on team progress	**Assignment 5 Due** Reading Reflections #1 of 4 (community engagement techniques)
Week 8 March 19	• Discussion: findings from Assignment 6 • Studio work session: field work as needed; meetings with instructor on team progress	**Assignment 6 Due** Reading Reflections #2 of 4 (tips for effective oral presentations)
Week 9 March 26	• **(tentative; possible field trip)** Conversation with representatives of cities of San Jose, Campbell, and Saratoga • 'Dress rehearsal' for April 9 presentation • Studio work session: field work as needed; meetings with instructor on team progress	**Assignment 7A Due** Draft Phase One Deliverables; Preparations for Mid-Semester Findings Presentation

Date	Class Activities	Assignment Due Dates
Week 10 April 2	**No Class Meeting (Spring Break)**	
Week 11 April 9	• **Mid-semester presentation to project partners** • Students complete Phase One peer reviews • Phase Two Overview	**Assignment 7B Due** Final Phase One Deliverables; Mid-Semester Findings Presentation to Project Partners
PHASE TWO **Visions for Mobility Improvements to the Study Area; Final Presentation**		
Week 12 April 16	• Form Phase Two teams and get to work • Studio work session: field work as needed; meetings with instructor on team progress	
Week 13 April 23	• Discussion: findings from Assignment 8 • Studio work session: field work as needed; meetings with instructor on team progress	**Assignment 8 Due** Reading Reflections #3 of 4 (tips for effective visual and graphic communication)
Week 14 April 30	• Discussion: findings from Assignment 9 • Studio work session: field work as needed; meetings with instructor on team progress • 'Dress rehearsal' #1 for May 14 final presentation	**Assignment 9 Due** Reading Reflections #4 of 4 (tips for effective written communication)
Week 15 May 7 Last day of regular class meetings	• Studio work session: field work as needed; meetings with instructor on team progress • 'Dress rehearsal' #2 for May 14 final presentation	**Assignment 10A Due** Draft Phase Two Deliverables; Preparations for Final Findings Presentation
Week 16 May 14 "Final exam" day; course culmination activities; attendance required	• **Final presentation to project partners** • Submit all Phase Two final deliverables • Written reflections on course accomplishments • Complete Phase Two peer reviews • Complete course evaluation (SOTES) • End of semester celebration!	**Assignment 10B Due** Final Phase Two Deliverables; Final Findings Presentation to Project Partners