SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP-295: CAPSTONE STUDIO: COMMUNITY PLANNING
FALL 2020

Instructors:	Rick Kos, AICP | Jason Su
Email:	richard.kos@sjsu.edu | jason.su@sjsu.edu
Office hours:	**Kos:** Wednesdays (11:00 a.m.–1:00 p.m.) and Thursdays (2:00–4:00 p.m.) Appointments strongly preferred.
	Su: Fridays (9:00–11:00 a.m.) via phone/videoconferencing. Please email prior to confirm appointment.
Class days/time:	Wednesdays 1:30 – 7:00 p.m. Class meetings will be held on Zoom
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 Overview

Professional planners are engaged in meaningful work that helps to create a comprehensive vision for a community. Good planning helps create communities that offer better choices for where and how people live. Planning also helps community members envision the direction their community will grow and helps determine the right balance of new development and essential services, protection of the environment, and innovative change.[1] Fundamentally, urban planners help to shape our built environment and that's what you'll undertake during this course.

In URBP-295 students are exposed to contemporary tools, terms, and methods of community assessment - a thorough documentation of current conditions in a study area. Some of the community characteristics we as urban planners study include land use, transportation networks, urban form, streetscapes, demographics, and the identification of community stakeholders. A proper community assessment also involves direct engagement with the stakeholders to ascertain the study area's assets, challenges, and aspirations.

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[1] American Planning Association, "What is Planning?" http://www.planning.org/aboutplanning/whatisplanning.htm (accessed July 31, 2012)

This course involves students in topics related to one of the Urban & Regional Planning Department's Program Learning Objectives: "developing 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."

The Challenge: The Decline of Civic Assets in U.S. Cities

Cities thrive when public spaces are magnets for equitable civic engagement and which provide safe opportunities to see our neighbors and friends and reconnect with nature. However, many communities in the United States lack vibrant, safe, and appealing public spaces for community members to gather and build a "civic commons".

As communities have become segmented by income, technology has advanced, and priorities have shifted, support for civic assets has declined. Due to underinvestment and apathy, our civic assets are no longer providing the connective tissue that binds us together and anchors neighborhoods. The result is more than overgrown ballfields and lackluster libraries: research shows that Americans spend less time together in social settings, trust each other less and interact less with others whose experiences are different.[2]

This should alarm us as urban planners charged with serving the public interest! As emphasized by the American Planning Association, our job is to help create great communities for all.

Our Response: Reimagining the Civic Commons

This course will present an unparalleled opportunity for you to engage in the early stages of a three-year, multi-city effort known as Reimagining the Civic Commons (RCC). It is "a national initiative to foster engagement, equity, environmental sustainability and economic development in our cities by revitalizing and connecting public places such as parks, plazas, trails and libraries."[3]

As noted by a member of the Philadelphia Parks and Recreation Commission, "It's not just about making something beautiful aesthetically — it's about bringing people out and bringing people together."[4] Throughout our work this semester we will ask student teams to carefully consider the underlying philosophy of the RCC initiative:

> "Creating revitalized and connected public spaces means reimagining not just the places themselves, but how communities design, manage and operate these shared assets. Central to our approach is the belief that by managing our shared public spaces as a portfolio of assets, we can create positive social outcomes."[5]

One round of U.S. cities has already undertaken RCC projects: Chicago, Detroit, Philadelphia, Memphis, and Akron (Ohio). Now, a new set of five cities will participate in this effort – and that's where you come in! In addition to San Jose, the other cities in the second round are Minneapolis, Miami, Macon (Georgia), and Lexington (Kentucky).

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[2] "A New Way of Working with Cities". https://civiccommons.us/app/uploads/2018/01/FNL_RCC_Way-of-Working_One-Pager_0219.pdf (accessed August 14, 2020)
[3] Ibid.
[4] Ibid.
[5] "About: Reimagining the Civic Commons". https://civiccommons.us/about/ (accessed August 14, 2020)

Our study area for the RCC project will be San Jose's Guadalupe River Park which runs through a number of downtown city neighborhoods. The specific study area boundaries are West Taylor, The Alameda, Race Street, Coleman, West Julian, 2nd Street, Willow, Fuller Avenue, Bird Avenue, and West San Carlos. We will collect data and measure baseline conditions about the park that can be used to track the progress of RCC efforts in the coming years.

Our community assessment activities will center on five data collection methods employed by the Reimagining Civic Commons initiative:

> **Method #1 - Third-party data analysis:** Assessment of data collected by outside organizations, such as the U.S. Census.

> **Method #2 - Physical survey:** Visual assessments of the physical conditions of civic assets and surrounding neighborhoods.

> **Method #3 - Observation mapping:** Visual assessments of how people engage with civic assets.

> **Method #4 - Intercept surveys:** Surveys conducted at the project site with people who are engaging with the place.

> **Method #5 - Neighborhood surveys:** Surveys conducted with a sample of community members in a specific neighborhood.

Through our work this semester, let's "think big": how can we as urban planners build a "case" and find allies to support public life and advocate for centering public life on social and economic development? And how can Guadalupe River Park be a centerpiece of San Jose's RCC effort?

At the end of the semester we'll present our assessment findings and recommendations to a number of stakeholder groups. Also, we will create a professional-grade report to share with all of the project partners. It is important for the report to build a case for why public life and civic commons is important to community prosperity.

We hope you really enjoy this service-learning course and use it as an opportunity to practice the work of professional planners, develop new skill sets, apply your existing strengths and talents, and directly serve a number of San Jose communities.

Course Learning Objectives

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, and the majority of your grade will be based upon how effectively you contribute to the project. You can think of your role this semester as taking part in an internship, or working in a small consulting firm with your instructors as the project managers.

URBP-295 can be a lot of fun, and the work will undoubtedly be very rewarding and useful to your career development. Thank you in advance for your energy, hard work and dedication this semester.

Upon successful completion of the course, students 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
http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Field Work Safety Protocols

There are no in-class meetings at SJSU in the Fall 2020 semester. However, with university approval and a written safety protocol that complies with the Santa Clara County Public Health Department standards, some coursework can be conducted outdoors, off campus.

URBP-295 works best when students can personally visit the community being studied. With proper safety standards in place, we plan to take a few walking tours of our Guadalupe River site and collect information in the field through direct observation and appropriately distanced interactions with

community members. Each student will be required to read, sign, and adhere to a university-approved safety protocol document.

We understand that some students may be reluctant to do field work in this Covid-19 era. No one will be forced to undertake field work, but we will actively encourage you to take part as much as you feel comfortable in order to get the fullest experience in URBP-295. For those students who choose to opt out of field work, the instructors will assign a number of project support tasks.

Course Readings

There are no textbooks to purchase for this course. Instead, all readings will be available on Canvas. From time to time, we may post additional short readings to Canvas to supplement the list below – all details will be explained clearly in class.

1. Civic Assets for more Equitable Cities - https://civiccommons.us/2020/08/civic-assets-equitable-cities/
2. Measuring the Civic Commons https://civiccommons.us/app/uploads/2018/01/Measuring-the-Civic-Commons.pdf
3. Guadalupe River Park Master Plan https://www.grpg.org/Files/GuadalupeRiverParkMasterPlan.pdf, 2002, City of San Jose, San Jose Redevelopment Agency, Santa Clara Valley Water District (Valley Water), United States Army Corp of Engineers
4. Guadalupe Gardens Master Plan https://www.grpg.org/Files/2002GGMasterPlan.pdf, 2002 City of San Jose - Airport Department; Parks, Recreation, & Neighborhood Services
5. Re-Envisioning the Guadalupe River Park https://www.spur.org/sites/default/files/publications_pdfs/SPUR_Re-envisioning_the_Guadalupe_River_Park.pdf, 2019, SPUR, Hood Design, Baird & Driskell Community Planning
6. A New Way of Working with Cities". https://civiccommons.us/app/uploads/2018/01/FNL_RCC_Way-of-Working_One-Pager_0219.pdf
7. "About: Reimagining the Civic Commons". https://civiccommons.us/about/
8. City of San Jose, 2011. "Envision 2040 General Plan". (selected portions)
9. Gehl, Jan and Birgitte Svarre. How to Study Public Life. Wash. D.C.: Island Press, 2013.
10. Gehl, Jan and Lord Richard Rogers. Cities for People. Washington, D.C.: Island Press, 2010.
11. Lynch, Kevin. The Image of the City. Cambridge: The MIT Press, 1960.
12. Whyte, William, and Paco Underhill. City: Rediscovering the Center. Philadelphia: University of Pennsylvania Press, 2009.
13. City of San Francisco, Public Life Study: Standards Manual: http://default.sfplanning.org/Citywide/publicspace/docs/SFDCP_PLS_StandardsManual.pdf
14. Gehl Institute, Public Life Tools: https://gehlinstitute.org/tools/
15. National Institutes of Health, 2011. *Principles of Community Engagement, Second Edition.* NIH Pub. No. 11-7782, June 2011, pgs. xv. – xvii., 3-44 (skim), 45-53. http://permanent.access.gpo.gov/gpo15486/PCE-Report-508-FINAL.pdf

16. Report from the Highline Network
    http://files.thehighline.org.s3.amazonaws.com/pdf/High_Line_Network_Best_Practices_Toolkit.pdf

17. 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 August 20, 2019).

18. Biggs, David, et al., 2018. "100 great community engagement ideas: tips, tricks, and best practices to help guide planners to better results!", Metroquest.

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 personal and professional growth. Naturally, it is your responsibility to complete all assignments and to take advantage of the many learning opportunities this semester. Your final grade will reflect your overall commitment to learning; higher grades correlate with student efforts that clearly meet – or exceed – instructor expectations for graduate-level work.

Here are some tips to help you succeed this semester:

Enjoyment of Learning: A strong motivation to learn, explore and have fun while learning is essential. This course will require a significant amount of independent work and relies heavily on student initiative. The course is intended to be 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-initiative is required. A sense of humor always helps, too!

Understanding Roles: The role of the *instructor* in a studio course is to teach, guide, mentor and encourage the project teams. The role of the *student* is to take full advantage of the 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 for the student's portfolio. The course will be conducted in a manner that mirrors professional practice in order to help you develop valuable workplace skills.

Focus and Respect: 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: We will conduct this course in a manner that mirrors professional practice in order to help you develop valuable workplace skills. We all need to be in agreement that the following standards will apply, as listed in the two sections below.

Instructor responsibilities include:

- To create a physically and intellectually safe and stimulating environment for learning
- To assist students as much as possible with their individual and collective learning goals
- To help resolve conflicts that hinder learning by answering student questions clearly and promptly, or to research answers and reply to the student as soon as possible

- To treat students with respect and kindness, using encouragement and humor to foster learning
- To arrive prepared and organized, with clear learning objectives and a schedule for the day
- To evaluate/grade student work fairly and accurately while providing constructive feedback

Student responsibilities include:

- To attend each class session and to arrive punctually, bringing all needed materials
- To treat other students and the instructor with absolute respect, supporting fellow students whenever possible with their learning objectives, and minimizing distractions in class
- To complete all assignments on time and professionally according to requirements listed in this syllabus
- To fully read and understand this syllabus and to carry out the requirements herein
- To actively and consistently participate in class discussions and question-and-answer sessions
- To demonstrate self-reliance and self-direction in setting and completing learning objectives
- To accept responsibility for working collaboratively in the learning process

More Success Tips

Students that typically do well in studio courses:

- Pull their weight by sharing the workload equally with team members and attend all team meetings and discussions
- Consistently demonstrate enthusiasm for the project, even when deadlines loom and stress levels elevate
- Consistently demonstrate full support for their team
- Proactively raise concerns with team members and, if necessary, the instructors, and attempt to address them in a respectful and positive manner
- Devise strategies for carrying out the team's short- and long-term tasks and goals
- Are organized, respectful and professional in their conversations with community members and agency officials – you are a representative of the planning profession and our university
- Embrace the flexibility and inherent creativity of a studio course to actively pursue career interests and the acquisition of new skills
- Quickly adapt to changes in project goals and schedule changes (though these will be minimized to the extent practicable)
- Have confidence in their abilities and recognize that their contributions are valuable and important
- Know when to ask for help, then ask for it
- Are organized and diligent note-takers
- Are respectful of everyone in the class and handle disagreements professionally and assertively, focusing on the issues at hand and not the person
- Share ideas with others and offer constructive suggestions to improve work processes and project goals

Students that typically do **not** do well in studio courses:

- Expect the course to be "an easy A" – it's most definitely not
- Rely on their team members to perform the bulk of the work – this is inexcusable

- 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 – this is inexcusable
- Add a minimum of effort, rather than quality work that reflects the best of their abilities
- Fail to ask for assistance when it is needed

It is important to remember that the instructor's primary role in a planning studio course is to help you succeed and grow as a professional planner. Therefore, you should always feel welcome to ask for help during the class period, privately during office hours, or remotely via e-mail. Asking for assistance will never be perceived as a liability and will never impact your grade negatively.

We look forward to a creatively exciting experience with each student. You are encouraged to offer your views of the course at any time during the semester; you do not need to wait for the formal end-of-semester course evaluation. We very much wish for this course to be useful, interesting and exciting for you, so please let us know how you feel the it is progressing. Compliments and professional, constructive criticisms are both welcome!

Course Assignments and Grading Policy

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

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
Assignment 1 – Analysis of Policies, Regulations, Case Studies, Best Practices and Readings. This assignment will help students to get immersed in the Reimagining Civic Commons initiative. Work will be conducted in small teams. Also covered will be policies and regulations pertaining to Guadalupe River Park.	15%	1, 3, 4, 9, 10 11
Assignment 2 – Third Party Mapping. Students will work individually on tasks tied to demographic mapping with Community Analyst, producing a Story Map of the project site, and with a variety of tracking tools pertaining to the park and adjacent neighborhoods.	15%	2
Assignment 3 – Data Collection for Direct Observations of Project Site. Students will work in small teams to undertake a physical conditions survey, direct observation of park users, intercept surveys with park users, external observations (e.g. news coverage, social media coverage), and produce maps of sections of the study area with photographic documentation. The implications of the direct observations findings will be discussed in class.	15%	1, 2, 3, 4, 5
Assignment 4 – Direct Site Observations Final Deliverables. Students will work in teams to present their final deliverables from direct observations to project partners.	15%	2, 3, 4, 5
Assignment 5 – Community Engagement and Analysis. Students will work in small teams to present their findings from tasks including producing a list of project stakeholders, conducting online neighborhood surveys, conducting Zoom-based focus groups, and processing of collected community engagement data.	15%	1 2, 3, 4, 5, 6, 9, 10, 11

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
Assignment 6 – Final Phase Two Deliverables. Students will work in small teams to submit a final report and make a final public presentation, incorporating peer and instructor feedback from their draft Phase Two work.	25%	1, 2, 3, 4, 5, 6, 8, 9, 10, 11

Calculation of Final Course Letter Grade

We will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, we first convert the letter grade for each assignment to a number using a 4-point scale (A+ = 4.33, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0).

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

Please read the "URBP-295 Grading Standards" document on Canvas for more details about how the instructors will evaluate written and oral work.

Participation in Class and Attendance

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

In cases where a student misses a significant number of lectures or does not actively participate in discussions, this will impact the final course grade negatively. According to SJSU policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Completing Assignments on Time and Professionally

Assignments are due at the date and time specified on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of "B" but is submitted one day late, it will receive a final grade of "C".

We 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 your instructor **at least 24 hours prior to the due date** and, if appropriate, the other students in a group (for group project work). If you do not communicate an anticipated late assignment within this timeframe, the standards above will apply.

2. Provide a date and time by which the late assignment will be submitted. If the late assignment is not received on the date promised, the assignment will receive a grade of zero.

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 zero. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

Since this course focuses on the development of professional skills used by urban planners, the presentation of submitted materials will be considered as part of the assignment's grade. All assignments must include the student's name, date, course number, assignment number and other items as directed by the instructor. Neatness, clarity and organization will influence your grade.

As in a professional setting, typed submissions are expected; handwritten assignments are not acceptable. 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 6 will essentially constitute the final examination for this course, along with an individual end-of-the-semester reflection on the studio project process. <u>Attendance on the last day of the course 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 <u>six</u>-unit class, you can expect to spend a minimum of <u>fifteen</u> hours per week in addition to time spent in class. 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, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/"

Use of Camera in an Online Class

As much as possible/feasible given your unique circumstances at home, please turn on your Zoom camera throughout the class meeting. If you have special needs or requests for any individual accommodations, please discuss this with the instructors.

Recording of Zoom-Based Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester.

University policy (S12-7) requires consent from all individuals who will appear in a class recording. If you do not wish to be identified in a class recording, please discuss this with the instructors. For example, we may permit an "anonymous" option (e.g., you temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).

Students are not allowed to record without instructor permission. Also, students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. University policy (S12-7) is in place to protect the privacy of students in the course. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law.

Students must obtain permission in advance to record any course materials. Such permission allows the recordings to be used for a student's private, study purposes only. Students will not be permitted to share any class recordings with someone who isn't enrolled in the class or without permission. The recordings are protected by instructor's copyright.

Student Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructors.

Conduct During Online Class Meetings

All federal, state, CSU system, and campus regulations on conduct including harassment and discrimination against other students or faculty apply to the online environment, just as in face-to-face instruction.

Technology Requirements for this Course

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Internet access during class meetings. If students are unable to have reliable Internet service, they must inform the instructor as soon as possible or at the latest one week before the class meeting date determine an alternative.

Zoom Classroom Etiquette

Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

Be Mindful of Background Noise and Distractions: Find a quiet place to "attend" class, to the greatest extent possible. Avoid video setups where people may be walking behind you, people talking/making noise, etc. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Ideally everyone in class should be able to see your eyes and your whole face. Avoid having backlight from a window or other light source opposite the camera.

Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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 <u>before</u> you hand in draft or final work.**

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

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

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

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

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

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition (University of Chicago Press, 2018). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy.

Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the "notes" style plus corresponding bibliography.

Library Liaison

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

About the Instructor: Rick Kos, AICP

I am very much looking forward to working with you this semester and expect that you will learn quite a bit in our sixteen weeks together. We'll have some fun along the way, too. My goal is to serve as a mentor as we practice a number of fundamental community assessment skills used by today's planners while demonstrating professional project management techniques.

A little about my background: my formal training is in environmental planning and urban design (B.S., Rutgers University, 1985) as well as regional planning and New Urbanism (Masters, University of North Carolina at Chapel Hill, 1993). In the late 1980s, I worked as an assistant planner in Middlesex County, NJ, reviewing subdivision and site plan proposals for compliance with county regulations. In the 1990s, I served two rapidly-growing North Carolina municipalities in a dual role as town planner and GIS coordinator (the latter being a role I created for both towns), so I am equally conversant in the language of both disciplines. From 1996 - 2000, I served as Senior Town Planner for Huntersville, North Carolina - the fastest-growing town of its size in the state at the time. The New Urbanist principles mandated by the Town's development regulations applied to both greenfield and infill sites. Since the regulations were design-based (i.e., non-Euclidean), they required me to make frequent subjective judgments on the visual qualities of streets, the orientation of proposed buildings to public spaces, and the relationship of buildings and land uses to one another. I thoroughly enjoyed defending the principles of traditional town planning, often to developers and citizens that weren't particularly receptive at first to deviations from conventional suburban planning.

After relocating to the Bay Area in 2000, I worked with the Metropolitan Transportation Commission as a GIS Planner/Analyst. The Bay Area Lifeline Transportation Map that I completed for MTC locates disadvantaged neighborhoods and thousands of geocoded essential destinations (e.g., grocery stores, daycare centers, clinics) within the 9-County region, along with existing public transit services. The spatial analyses enabled by this mapping work allowed transportation planners to locate gaps in transit service so that decision-makers could direct funding to alter bus schedules, connections and routing for improved neighborhood connectivity.

From 2003 to 2007 I served as GIS Manager for Design, Community & Environment, a 45-person planning and design firm in Berkeley. I managed all aspects of the firm's GIS practice and took great pride in keeping hundreds of data layers organized across multiple projects, ensuring that the firm's metadata was up-to-date, training staff to use ArcGIS and ArcCatalog, and managing the production of hundreds of maps for General Plans and EIRs throughout California.

I engage in occasional freelance GIS projects. For example, I am now 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 2008e and, I must admit, it is my favorite job of the many I've listed above. Welcome, and let's work hard and have fun! I'm here to help you succeed.

About the Instructor: Jason Su

Jason Su is an urban designer and city planner who believes in the ability public spaces have in building community. Raised in Los Angeles by immigrant parents, his firsthand experience on the impact of cities on economic opportunity and ethnic enclaves informs his work in placemaking, economic development, and civic engagement today.

Currently, he is the Executive Director of the Guadalupe River Park Conservancy (GRPC), where he guides the development and active-use of a three-mile stretch, 254-acre area of the Guadalupe River Park and Gardens. He has been a faculty member of San Jose State University's Urban and Regional Planning Department since 2018, lecturing on topics related to community planning, urban design, and social media in planning. He also currently serves on the City of San Jose's 2040 General Plan Four-Year Review 2019-2020 Task Force.

Previously, he was the Street Life Manager for the San Jose Downtown Association (SJDA), where he implemented art, construction, and activation projects. During his tenure with the SJDA, downtown San Jose has seen more art crosswalks and murals, activation of downtown alleyways, a pop-up dog park, and the MOMENT parking garage retail retrofit. Jason has also worked in the streetscapes division of San Francisco's Public Works department on the Castro Streetscape Project and in strategic planning and research with the City of Oakland and SPUR.

Jason is a fellow with K880 Emerging City Champions, New Leaders Council, Pathways to Equity, and Harvard Business School's Young American Leaders Program. He formerly served on the American Planning Association, Northern Section's board as the Young Planners Group co-director for five years, and is an Advisory Board Member of for New Leaders Council Silicon Valley.

Jason earned his Masters of Urban Planning from San Jose State University, a Bachelors in Economics and Sociology from UC Irvine, and a Certificate in Landscape Architecture from UC Berkeley Extension.

URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING
FALL 2020 COURSE SCHEDULE

The following course schedule serves as a general guide for topics and assignments covered in class. Details are subject to change, as is sometimes the case with a project-based studio course. We will communicate changes via email and verbally in class.

Our community assessment work will center on five data collection methods employed by the Reimagining Civic Commons initiative:

Third-party data analysis: Assessment of data collected by outside organizations, such as the U.S. Census.

Physical survey: Visual assessments of the physical conditions of civic assets and surrounding neighborhoods.

Observation mapping: Visual assessments of how people engage with civic assets.

Intercept surveys: Surveys conducted at the project site with people who are engaging with the place.

Neighborhood surveys: Surveys conducted with a sample of community members in a specific neighborhood.

Date	Class Activities	Due Dates for Readings and Assignments
Week 1 August 19	• Course, syllabus, and project overview • Student skills and interest survey • Aerial photo analysis of project study area • Overview of Phase One assignments	
Week 2 August 26	• Kick off Phase One and form teams • Guest speakers – project partners • Esri Community Analyst overview • Discussion: techniques for effective teamwork	
Week 3 September 02	• Walking Tour #1 – Guadalupe River Park	
Week 4 September 09	• Discussion: findings from walking tour #1 • Review findings from Assignment 1	**Assignment 1 Due** Project Foundation: relevant policies and regulations; case study analysis; research on public life, parks and open space, community engagement
Week 5 September 16	• Walking Tour #2 – Guadalupe River Park	**Assignment 2 Due** Third-party data analysis: Community Analyst, Esri story map, tracking tools

Date	Class Activities	Due Dates for Readings and Assignments
Week 6 September 23	• Discussion: findings from walking tour #2 • Discussion: community engagement techniques • International perspectives on community engagement: experiences in Ouro Preto, Brazil • Preparations for community engagement tasks (Assignment 5 in Phase Two)	
Week 7 September 30	• Studio time – Phase One teams • Meetings with instructors on team progress	
Week 8 October 07	• Team presentations to instructor and peers (Assignment 3 findings) • Discussion of findings as they pertain to the four RCC themes: civic engagement, socioeconomic mix, environmental sustainability, value creation	**Assignment 3 Due** Project site observations completed (physical survey, direct observation, intercept surveys, external observations, park section maps)
Week 9 October 14	• Studio time – Phase One teams • Meetings with instructors on team progress	
Week 10 October 21	• Team presentations to RCC cohort and/or GRP task force • Complete Phase One peer reviews • Form new student teams for Phase Two	**Assignment 4 Due** Summary findings boards; presentation to project partners
Week 11 October 28	• Studio time – Phase Two teams • Meetings with instructors on team progress	
Week 12 November 04	• Studio time – Phase Two teams • Discuss Assignment 5 findings	**Assignment 5 Due** Community engagement completed (list of stakeholders, online neighborhood surveys, Zoom-based focus groups, data processing)
Week 13 November 11	**No Class – Veteran's Day**	
Week 14 November 18	• Studio time for Phase Two teams • Moving towards completing Phase Two tasks	
Week 15 November 25	**No Class – SJSU Non-Instructional Day (Thanksgiving Week)**	

Date	Class Activities	Due Dates for Readings and Assignments
Week 16 **December 02**	• Moving towards completing Phase Two tasks • 'Dress rehearsal' for final presentation • Instructors review draft Assignment 6 deliverables	
Week 17 **(Finals Week)** **December 09** Course culmination activities Attendance required	• Presentation of findings to project stakeholders • Delivery of all Phase Two final materials • Written reflections on course accomplishments and evaluation of planning project outcomes • Complete Phase Two peer reviews • Complete course evaluation (SOTES) • End of semester celebration!	**Assignment 6 Due** Final project deliverables (public presentation, final report)