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

Instructors:	Rick Kos, AICP | Jason Su
Office location:	WSQ-218C (Kos) | Guadalupe River Parks Conservancy Office (Su)

Telephone:	(408) 924-5854 (Kos)* | (626) 232-9317 (Su)**
	  * I rarely check this phone – please use email
	  ** mobile number

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. Sign up here: https://goo.gl/pEvVod **Su:** Mondays (3:00–5:00 p.m.) at Jason's office at the Guadalupe River Parks Conservancy – walking distance to campus, or via phone/Zoom
Class days/time:	Wednesdays 1:30 – 7:00 p.m.
Classroom:	WSQ-208 (some class meetings in other classrooms with advance notice)
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. You will undertake this work during this course.

The foundation for any meaningful and responsive planning effort is a thorough documentation of the location to be studied. We call this a *Community Assessment*, and typical components include an analysis of current conditions such as land use, transportation, urban form, streetscapes,

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

demographics, and community stakeholders. In URBP-295 students are exposed to contemporary tools, terms, and methods of community assessment. Then we move into community engagement.

Your work in this course will take place during two phases:

- **Phase One**: Community Assessment – documenting the study area as it exists today
- **Phase Two**: Shaping the Future – collaborative engagement with neighborhood residents and businesses to envision the study area over the coming decades

This course will present an unparalleled opportunity to engage in substantive and challenging issues in the Alum Rock Avenue corridor neighborhoods of East San Jose. We will engage Eastside neighborhood residents in conversations about community change, economic development pressures, public transit expansion impacts, gentrification, displacement, relationship to City Hall, and preservation of cultural identity.

In **Phase One** of our study you will conduct an assessment of the Alum Rock Avenue/Mayfair neighborhoods area of East San Jose. This area is experiencing a great deal of development and gentrification/displacement pressure due to central San Jose's enviable location. All of central San Jose, as you likely have heard, is expected to undergo transformative change with the arrival of a massive Google campus, the extension of BART to downtown San Jose, and the arrival of California High-Speed Rail. Real estate developers see this – and they see prime opportunities. Our assessment will include resident-led walking tours, demographic mapping using a browser-based GIS called Community Analyst, and an "Urban Montage" assignment coupled with the production of summary posters designed in InDesign. Taken together, these Phase One exercises will help you get acquainted with the geography' land uses, transportation networks and people in our study area.

Starting in Phase One (and continuing in Phase Two) you will also begin to gather community input about the vision for the future of the neighborhoods in our study area. We will accomplish this by convening focus groups, administering surveys, conducting intercept surveys, and other means. Our outreach approach will be characterized by face-to-face data collection methods while embracing an "asset-based community development" mindset. What is this mindset? In brief, whereas traditional planning practice has focused on a "needs-based" assessment approach (i.e. focusing primarily on what's "wrong" with a community and focusing exclusively on planners "fixing" these needs), this course instead adopts an "asset-based" approach by building relationships with local community leaders, business owners, and trusted institutions that *already* possess the capacity to shape and enact positive change in their community. This approach positions local residents and business owners, not planners, as the true experts in their community's affairs. The faculty-guided student teams, in turn, are trained to develop expertise in the process of documenting current conditions qualitatively and quantitatively while facilitating fact-finding dialogues with community members.

The culmination of the course in **Phase Two** is three-fold: (1) the conceptualization, design and execution of an "open-house" style community event to share our findings with community experts to determine what we assessed correctly and what aspects of our work require refinement; (2) conducting focus groups and surveys to ascertain the assets, concerns, and aspirations of the community members; and (3) the production of a professional-grade summary report that captures our primary assessment and community engagement findings. The report will be widely shared with city staff and community leaders and will build upon the work of your predecessors in this course from Fall 2019. We are happy to note that a number of past reports produced by students in this course have won regional and state-level awards from the American Planning Association!

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.

Course Readings

There are no textbooks to purchase for this course. Instead, all required and recommended 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.

The readings below are listed in the order that will be referred to during the course. Some are required – these will be noted in course assignments. Others are recommended, but by reading them you will be a better-informed urban planner and better able to contribute meaningfully to class discussions and project objectives.

Reading Set #1 (Study Area Context)

1. Kos, Richard and Jason Su, 2019. "Amplifying the Voice of Alum Rock Corridor Neighborhoods in a Time of Great Change". Report produced for CommUniverCity.

1a. San Jose State University Graduate Student Team, URBP-295 Course, Fall 2019. "Vision for the Alum Rock Corridor: Getting to Know the Community". (draft community assessment findings)

2. Christensen, Lucia. (date unknown) "Somos Mayfair: Following a Legacy of Mexican-American Organizing - A History of Community Organizing in East San Jose 1950s-Present".

3. ____. (date unknown) "Mayfair Equity Platform". Information flyer.

4. ____. November 2018. "SOMOS Mayfair: A Thriving Community Without Displacement in East San Jose". Information flyer.

5. "Si Se Puede Collective Recognized by American Leadership Forum". https://www.somosmayfair.org/somos-blog/2019/6/20/si-se-puede-collective-recognized-by-alf (accessed August 20, 2019)

6. Lopez, Nadia, February 2019. "The price of growth: Alum Rock businesses at risk of displacement". San José Spotlight. https://sanjosespotlight.com/the-price-of-growth-alum-rock-businesses-at-risk-of-displacement/ (accessed June 17, 2019)

7. Rojas, James. 1999. "The Latino Use of Urban Space in East Los Angeles." In *La Vida Latina in L.A.*: Urban Latino Cultures, edited by Gustavo Leclerc, Raul Villa, and Michael Dear, 131-38. Thousand Oaks, CA: Sage Publications.

7a. "Mapping Inequality" (georeferenced maps of historic red-lining documents) https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&opacity=0.8 (accessed August 22, 2019)

Reading Set #2 (Regulatory Setting and a Changing San Jose)

8. City of San Jose, 2011. "Envision 2040 General Plan". (selected portions)

9. MIG Inc., 2018. "Si Se Puede! Collective Strategic Plan". Consultant report.

10. City of San Jose, 2013. "Alum Rock Avenue Urban Village".
http://www.sanjoseca.gov/DocumentCenter/View/81294 (accessed August 18, 2019)

11a. City of San Jose, 2018. "A Resolution of the Council of the City of San Jose adopting the Urban Village Implementation and Amenity Framework which establishes urban village amenity incentive program that applies to applications to rezone sites in urban village plan areas from commercial to residential or mixed use residential uses".
http://www.sanjoseca.gov/home/showdocument?id=38415 (accessed January 24, 2020)

11b. California State Assembly Bill No. 3194. "Housing Accountability Act".
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB3194

11c. California Senate Bill No. 330. "Housing Crisis Act of 2019".
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB330

Reading Set #3 (Best Practices for Community Engagement)

12. Kretzman, John P. and John L. McKnight, 1993. Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets".
https://resources.depaul.edu/abcd-institute/publications/Documents/GreenBookIntro%202018.pdf (accessed August 19, 2019).

13. 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 (accessed August 17, 2019)

14. Al-Kodmany K., 1999. "Using Visualization Techniques for Enhancing Public Participation in Planning and Design: Process, Implementation, and Evaluation", *Landscape and Urban Planning* 45, no. 45 Issue 1, September 1999, pgs. 37-44.

15. 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).

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

17. "The Fight for Frogtown" (website). https://lareviewofbooks.org/article/the-fight-for-frogtown-development-displacement-and-gentrification-in-los-angeles/#! (accessed August 18, 2019)

Reading Set 4: (Designing and Facilitating Effective Community Meetings)

18. Collins, Jannette. 2004. "Giving a PowerPoint Presentation: The Art of Communicating Effectively." *Radiographics* (Impact Factor: 2.73). Jan. 2004, 24(4):1185-92.

19. Cogan, Elaine. 2000a. "Leadership: The Key to Successful Public Meetings". In Successful Public Meetings: A Practical Guide, 1-10. Chicago: American Planning Association.

20. Cogan, Elaine. 2000b. "Different Types of Meetings". In Successful Public Meetings: A Practical Guide, 11-33. Chicago: American Planning Association.

21. Cogan, Elaine. 2000c. "Creating the Right Environment for Each Meeting". In Successful Public Meetings: A Practical Guide, 43-52. Chicago: American Planning Association.

22. Sayers, Alexandria, 2016. "The Do's and Don'ts of Chart-Making". https://visme.co/blog/dos-and-donts-chart-making/ (accessed October 13, 2019)

23. Cogan, Elaine. 2000d. "Step-By-Step Checklist for Meeting Planners". In Successful Public Meetings: A Practical Guide, 69-84. Chicago: American Planning Association.

24. Zelazny, Gene. 2006. Excerpts from "Say It with Presentations: How to Design and Deliver Successful Business Presentations", pp 1-23. New York: McGraw-Hill.

Reading Set 5: (Examples of Professional Community Assessment Reports)

25. "Futuro de Frogtown" (website). https://www.mas.la/futuro-frogtown (accessed August 18, 2019)

26. "The People's Plan for Boyle Heights (El Plan del Pueblo) English Version 2015" (website). https://issuu.com/eastlacommunitycorporation/docs/plandelpueblo_english_digitalversio (accessed August 18, 2019).

27. A selection of past APA award-winning reports produced by URBP-295 students and excerpts from completed consulting reports.

Additional Recommended Course Readings

Students may find the material below of value as they undertake course assignments.

On Studying Public Life

- Gehl, Jan. Life Between Buildings: Using Public Space. Wash. D.C.: Island Press, 2011.
- Gehl, Jan and Birgitte Svarre. How to Study Public Life. Wash. D.C.: Island Press, 2013.
- Gehl, Jan and Lord Richard Rogers. Cities for People. Washington, D.C.: Island Press, 2010.
- Lynch, Kevin. The Image of the City. Cambridge: The MIT Press, 1960.
- Whyte, William. The Social Life of Small Urban Spaces. New York: Project for Public Spaces, 2011.
- Whyte, William, and Paco Underhill. City: Rediscovering the Center. Philadelphia: University of Pennsylvania Press, 2009.

On Visualizations

- Tufte, Edward R. Envisioning Information. Cheshire, Connecticut: Graphics Press, 1990.

Online Resources

- Project for Public Spaces: https://www.pps.org/
- City of San Francisco, Public Life Study: Standards Manual: http://default.sfplanning.org/Citywide/publicspace/docs/SFDCP_PLS_StandardsManual.pdf
- Gehl Institute, Public Life Tools: https://gehlinstitute.org/tools/

Work Materials and Locations

The laboratory in WSQ208 and "mini-lab" (in the Planning Department lounge area, in WSQ 218) are available to you to complete assignments and meet in teams.

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 <u>never</u> be perceived as a liability and will <u>never</u> 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: Getting to Know Our Study Area. Students will synthesize information from a series of readings about our study area with demographic maps and infographics produced using Esri Community Analyst GIS.	5%	1, 2, 4
Assignment 2: Urban Montage Experiential Poster + Interactive Story Map. Students will work in small teams to prepare a physical montage that documents their initial experiences in the study area. Individually, students will supplement this work by producing a digital, interactive Esri Story Map.	5%	1, 2, 4
Assignment 3: Phase One Summary. Students will prepare a draft summary report in small teams to synthesize and document all Phase One findings as preparation for Phase Two. The report (and accompanying oral presentations) will tie together findings from Assignments 1 and 2 and weave in information provided by guest speakers. Students will also evaluate the regulatory setting in which the study area is positioned by examining San Jose's General Plan, urban village plans, zoning, and other documents.	25%	1, 2-4, 6, 8-11
Assignment 4: Production of InDesign Boards. Building on the deliverables from Assignments 1 through 3, students will work in small teams to formalize their community assessment findings and represent them in a series of posters produced in InDesign. In-class InDesign training sessions will provide students with the basic tools they need to complete the assignment. Students will present their finished boards to the class, instructors and stakeholders. Additionally, each team will submit a comprehensive written report to document their Phase One findings. These reports will be instrumental in completing the final course report in Phase Two. Approximately 10% of the Assignment 4 grade will be based directly on instructor reviews of student/team performance and further informed by confidential peer reviews submitted to the instructors at the end of Phase One.	20%	1, 2, 4
Assignment 5: Community Engagement and Final Report Production. Students will undertake a number of community engagement tasks, leading to the production of a final report and a presentation to project stakeholders on May 13. Tasks will include:	45%	1-6, 8-11

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
(1) conducting surveys and small focus group discussions with stakeholders identified in Phase One (2) conceptualizing, designing, and executing a community engagement event to collect further community assessment data for the final report (3) producing a professional-grade final report to document findings and stakeholder input from Phases One and Two (4) a formal presentation to project stakeholders Approximately 10% of the Assignment 5 grade will be based on instructor reviews of student/team performance and further informed by confidential peer reviews submitted to the instructors at the end of Phase Two.		

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 one-half to one-point reduction in the grade.

Final Examination or Evaluation

The many activities that you will undertake as part of Assignment 5 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/"

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*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). 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. <u>In this class, students should use the "notes" style plus corresponding bibliography.</u>

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 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 rcently was a digital cartographer with WorldLink, based in the Presidio of San Francisco. I helped to create an engaging geobrowser application called Interactive Earth that is designed to excite school-age children about geography and in becoming world citizens. I also manage the GIS Education Center affiliated with City College of San Francisco. Additionally, I have co-authored a book titled *GIS for Economic Development* with Professor Mike Pogodzinski of the SJSU Economics Department. The book was released in late 2012 by Esri Press.

I also 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.

This will be my twelfth year teaching at San José State 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 2015 Knight Cities Challenge project - 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 the Institute Co-Chair 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. He has given presentations on public spaces and creative placemaking on campuses and conferences throughout the Bay Area region.

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

The following course schedule serves as a guide for topics and assignments covered in class. Details are subject to change. We will communicate changes via email and verbally in class. Your work in this course will take place during two phases:

- **Phase One**: Community Assessment – documenting the study area as it exists today
- **Phase Two**: Shaping the Future – collaborative engagement with residents and businesses to envision the study area over the coming decades

Date	Class Activities	Due Dates for Readings and Assignments
PHASE ONE **Community Assessment – documenting the study area as it exists today**		
Week 1 **January 29** Course and Project Overview	- Introductions and course/project overview - Discussion: community assessment topics - Success tips from recent URBP-295 students - CommUniverCity San Jose's role in the project - Aerial photo analysis of project study area - Overview of Esri's Community Analyst platform - Overview of Phase One assignments	
Week 2 **February 5** Community Assessment Starting Points	- Phase One team formation and kickoff - Discussion of Reading Set 1 - Guest speakers: study area background - Esri Story Maps overview	**Reading Set 1**. Targeted readings to familiarize students with the geographic and social context of our east San Jose study area prior to the Feb. 12 resident-led walking tour.
Week 3 **February 12** Experiencing the Project Study Area	**NOTE:** Class begins at 1:30 p.m. at the Mexican Heritage Plaza (1700 Alum Rock Avenue) - Partner-led walking tour - Discussion of Reading Set 2 - Field data collection for Assignment 2	**Reading Set 2.** Selected documents to familiarize students with the regulatory setting of our study area. **Assignment 1 Due** Getting to Know our Study Area
Week 4 **February 19** Studio Time for Assignments 3 & 4	- Presentation of Assignment 2 deliverables - Lecture and practice for Feb. 26 focus group - Studio time for Phase One teams - Adobe InDesign basic training, part I - Review hand-sketched InDesign board concepts	**Assignment 2 Due** Urban Montage Experiential Poster + Interactive Story Map
Week 5 **February 26** Studio Time for Assignments 3 & 4	- Studio time for Phase One teams - Adobe InDesign basic training, part II **FOCUS GROUP #1 (Seniors)** - Review hand-sketched InDesign board concepts	

Date	Class Activities	Due Dates for Readings and Assignments
Week 6 **March 4** Studio Time for Assignments 3 & 4	• Studio time for Phase One teams • Preparations and practice for Mar. 11 focus group	
Week 7 **March 11** Bringing Phase One to a close	• Studio time for Phase One teams • Team presentations of Assignment 3 findings • **FOCUS GROUP #2 (Parents)**	**Assignment 3 Due** Draft Phase One summary deliverables; present draft assessment findings
	PHASE TWO **Shaping the Future – collaborative engagement with residents and businesses to envision the study area over the coming decades**	
Week 8 **March 18** Phase One Completion Kicking off Phase Two	• Presentation of Assignment 4 deliverables to project stakeholders • Discussion of Reading Set 3 • Phase One peer reviews • Formation of Phase Two teams and kick-off • Studio time for Phase Two teams • Preparations and practice for Mar. 25 focus group	**Assignment 4 Due** Final Phase One summary deliverables; present final assessment findings boards **Reading Set 3**. This set of readings is focused on best practices for community engagement as we look ahead to Phase Two tasks and focus group events.
Week 9 **March 25** Studio Time for Assignment 5	• Discussion of Reading Set 4 • Studio time for Phase Two teams • Setting a Road Map: collaborative development of final report outline • **FOCUS GROUP #3 (Businesses)**	**Reading Set 4**. This set of readings is designed to provide tips for designing and facilitating effective community engagement events. The guidance will inform students on their work for our community open house later in the semester.
Week 10 **April 1**	**No Class Meeting – Spring Break**	
Week 11 **April 8** Studio Time for Assignment 5	• Studio time for Phase Two teams • **Presentations**: team progress reports • Preparations and practice for today's focus group • **FOCUS GROUP #4 (Youth)**	**Phase Two teams progress presentation #1**

Date	Class Activities	Due Dates for Readings and Assignments
Week 12 **April 15** Studio Time for Assignment 5	• Studio time for Phase Two teams • International perspectives on community engagement: experiences in Ouro Preto, Brazil	
Week 13 **April 22** Studio Time for Assignment 5	• Studio time for Phase Two teams • **Presentations**: team progress reports	**Phase Two teams progress presentation #2**
SATURDAY **April 25**	**COMMUNITY OPEN HOUSE** (Attendance required)	
Week 14 **April 29** Studio Time for Assignment 5	• Studio time for Phase Two teams	
Week 15 **May 6** Bringing Phase Two to a close	• Moving towards completing Phase Two tasks • 'Dress rehearsal' for May 13 presentation • Studio time for Phase Two teams • Instructor review of draft Phase Two deliverables	**Assignment 5A Due** Draft Phase Two Deliverables
Week 16 **(Finals Week)** **May 13** Course culmination activities Attendance required	• Presentation of findings to project stakeholders • Delivery of all Assignment 5 materials • Written reflections on course accomplishments and evaluation of planning project outcomes • Phase Two peer reviews • End of project celebration!	**Assignment 5B Due** Final Phase Two Deliverables