

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP-295: CAPSTONE STUDIO IN COMMUNITY PLANNING
SPRING 2022

Instructors: Rick Kos, AICP | Ahoura Zandiatashbar, Ph.D.

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Office location: WSQ-218C | WSQ-113

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 via link on Canvas.

Zandiatashbar: Tuesdays (3:00 p.m.–5:00 p.m.) Appointments strongly preferred. Sign up via link on Canvas.

Class days/time: Wednesdays 1:30 – 7:00 p.m. beginning January 26, 2022

Classroom: Washington Square Hall, Room 208

Class website: All course materials will be posted to Canvas.

Prerequisites: Completion of at least 24 MUP course units and/or instructor consent

Units: 6 units

Course Catalog Description

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

Course Format

Details for each class session are provided in this syllabus and on the course Canvas site. Our Jan. 26 class will meet on Zoom. Our Feb. 2 and Feb. 9 classes will meet outdoors at Guadalupe River Park, the focus of our project. Starting Feb. 16 our class will meet in person in WSQ-208.

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.

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

In this exciting service-learning course, students will be guided by Profs. Rick Kos and Ahoura Zandiataashbar and will be 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.

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 an initiative 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

Ten U.S. cities are participating in the RCC initiative: Chicago, Detroit, Philadelphia, Memphis, Akron (Ohio), Minneapolis, Miami, Macon (Georgia), Lexington (Kentucky).....and San Jose!

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 several downtown city neighborhoods. We will collect data and measure conditions about the park that can be used to track the progress of RCC efforts. We'll also compare your data with that collected by your URBP-295 predecessors in the Fall 2020 semester. Our community assessment activities will center on three 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 - Observation mapping: Visual assessments of how people engage with civic assets.

Method #3 - Intercept surveys: Surveys conducted at the project site with people who are engaging with the place.

Through our work this semester, let's "think big": how can we as urban planners help position Guadalupe River Park be a centerpiece of San Jose's RCC effort, especially considering massive changes coming with Google's Downtown West campus, the BART extension, and other plans?

At the midpoint and end of the semester we'll present our assessment findings and recommendations to several stakeholder groups. Also, we will create a professional-grade report to share with all the project partners. Moreover, we will draw upon the techniques for disseminating our findings with a broader community via podcasts. As a unique aspect of our work, sharing our findings via a series of podcasts will allow residents, professionals, or influential decision makers to draw upon the results of the analyses that teams conduct in this course. It is important that our finished work build a case for why public life and civic commons is important to community prosperity.

Course 'Mindset'

In URBP-295 students are exposed to contemporary tools, terms, and methods of a community assessment – an authoritative and accurate reporting of current conditions as a platform for future planning. The data you collect about Guadalupe River Park (and its visitors) will be important to several organizations as well as city staff and officials, and neighborhood groups as we consider the value of civic spaces as a component of healthy communities.

This course will present an unparalleled opportunity to engage in substantive and challenging issues around open space equity and access, how unhoused persons factor into open space planning, and the physical conditions of central San Jose. Guest speakers, readings, and in-class discussions will help us explore these topics more deeply.

Our engagement with park users will be characterized by rigorous 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 how planners can "fix" these problems), 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 final report and podcasts you produce will capture our primary assessment and community engagement findings. They will be widely shared with city staff and community leaders and will play a role in fostering awareness of civic infrastructure in San Jose. Several past reports produced by students in this course have won regional and state-level awards from the American Planning Association and SPUR!

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 vital San Jose communities.

Course Learning Objectives

This course implements 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.”*

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.

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

1. Use a systematic urban planning process to identify, analyze, communicate, and develop solutions to complex real-world situations. The planning processes that students will learn to conduct include, at a minimum, the following components:
 - A. Selecting, managing and applying appropriate research strategies for identifying the assets, problems and opportunities present in a community.
 - B. Selecting, managing and applying appropriate outreach strategies for engaging diverse community stakeholders in the planning process. Community engagement strategies include, among others, stakeholder interviews, focus groups, door-to-door canvassing, community workshops and charrettes.
 - C. Applying a collaborative, community-based process to develop a plan in partnership with a client community.
2. Create graphics (including base maps, analytical and conceptual diagrams, and illustrative plans), written materials and oral presentations to clearly communicate to a client community the results of the community assessment and plan development processes.

3. Evaluate, select, and develop the best means to disseminate the information synthesized in the plans. Dissemination methods include, among others, oral presentations at public meetings, visual displays, written reports, websites, and videos.
4. Work effectively as members and leaders of diverse planning teams and apply an understanding of interpersonal group dynamics to assure effective group action.
5. Prepare a plan to effectively facilitate a meeting.
6. Describe and explain how theories of community participation and engagement can be used to bring about sound planning outcomes.
7. Compare and contrast community participation in planning in different countries.
8. Describe and explain key ethical issues related to working with clients.
9. Describe and explain the role of officials, stakeholders, and community members in the planning process.
10. Describe and explain the social and cultural factors that influence urban growth and change.
11. Describe and explain the equity concerns of the community planning process.

Planning Accreditation Board (PAB) Knowledge Components

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

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

Field Work Safety Protocols

Student safety during field work is a top priority this semester. You will be asked to review a written safety protocol that complies with SJSU and Santa Clara County Public Health Department standards. You will also be asked to sign a few forms required by the university that are necessary when coursework is conducted off campus.

Course Readings

There are no textbooks to purchase for this course. Instead, all readings will be available on Canvas, grouped into five themes, shown below. Students will reflect on the readings in writing via Canvas Discussions. From time to time, we may post additional short readings to Canvas to supplement the list below.

Theme #1: Guadalupe River Park and Reimagining the Civic Commons

Required:

1. San Jose State University, URBP-295 Students in Capstone Studio in Community Planning Course (2020). "Guadalupe River Park."
2. SPUR (2021). "Guadalupe River Park: A Shared Future in Downtown San José. Economic analysis, equitable reinvestment and governance opportunities."

Recommended:

1. Reimagining the Civic Commons (2020). “Civic Assets for More Equitable Cities.” <https://civiccommons.us/2020/08/civic-assets-equitable-cities/> (accessed January 25, 2022)
2. Reimagining the Civic Commons (2018). “Measuring the Civic Commons.” <https://civiccommons.us/app/uploads/2018/01/Measuring-the-Civic-Commons.pdf> (accessed January 25, 2022)
3. City of San Jose, San Jose Redevelopment Agency, Santa Clara Valley Water District (Valley Water), and United States Army Corp of Engineers (2002). “Guadalupe River Park Master Plan.” <https://www.grpg.org/Files/GuadalupeRiverParkMasterPlan.pdf> (accessed January 25, 2022)
4. City of San Jose Airport Department; Parks, Recreation, & Neighborhood Services (2002). “Guadalupe Gardens Master Plan.” <https://www.grpg.org/Files/2002GGMasterPlan.pdf> (accessed January 25, 2022)
5. SPUR, Hood Design, Baird & Driskell Community Planning (2019). “Re-Envisioning the Guadalupe River Park” https://www.spur.org/sites/default/files/publications_pdfs/SPUR_Re-envisioning_the_Guadalupe_River_Park.pdf (accessed January 25, 2022)
6. Reimagining the Civic Commons (2018). “A New Way of Working with Cities” https://civiccommons.us/app/uploads/2018/01/FNL_RCC_Way-of-Working_One-Pager_0219.pdf (accessed January 25, 2022)
7. City of San Francisco (2019). “Public Life Study: Standards Manual” http://default.sfplanning.org/Citywide/publicspace/docs/SFDCP_PLS_StandardsManual.pdf (accessed January 25, 2022)
8. Gehl Institute (2021). “Public Life Tools.” <https://gehlpeople.com/tools/> (accessed January 25, 2022)

Theme #2: Homelessness and Urban Planning Impacts

Required:

1. Bonakdar, A., & Gaetz, S. (2021). "Push the Optimism Forward: Destigmatizing Homelessness and What We Can Do About it". Homeless Hub. <https://www.homelesshub.ca/blog/push-optimism-forward-destigmatizing-homelessness-and-what-we-can-do-about-it>
2. Waldron, J. (2019). “Homelessness and the Issue of Freedom.” Journal of Constitutional Law, 2019(1), 27-50. <https://constcourt.ge/files/2/Journal2019.1/Jeremy-Waldron-2019.1eng.pdf> (accessed January 25, 2022)
3. Huttenhoff, M. (2021). “Coexistence in Public Space; Engagement tools for creating shared spaces in places with homelessness”. SPUR. <https://www.spur.org/publications/spur-report/2021-01-25/coexistence-public-space> (accessed January 25, 2022)
4. Loftus-Farren, Z. (2011). “Tent Cities: An Interim Solution to Homelessness and Affordable Housing Shortages in the United States”. California Law Review 99(4): 1037-81. <https://29qish1lqx5q2k5d7b491joo-wpengine.netdna-ssl.com/wp->

content/uploads/2014/10/03_Loftus-Farren.pdf (accessed January 25, 2022)

Recommended:

1. Santa Clara County Homeless Census and Survey Reports. (n.d.). *County of Santa Clara Office of Supportive Housing*. Retrieved January 24, 2022, from <https://osh.sccgov.org/continuum-care/reports-and-publications/santa-clara-county-homeless-census-and-survey-reports> (accessed January 25, 2022)
2. Santa Clara County Community Plan to End Homelessness 2020-2025. (n.d.). “County of Santa Clara; The Housing Ready Community’s Toolkit”. Retrieved January 24, 2022, from <https://housingtoolkit.sccgov.org/take-action/santa-clara-county-community-plan-end-homelessness-2020-2025> (accessed January 25, 2022)
3. Bonakdar, A. (2022). Pathways into Youth Homelessness. *Homeless Hub*. <https://www.homelesshub.ca/blog/pathways-youth-homelessness> (accessed January 25, 2022)
4. Somerville, P. (2013). Understanding Homelessness. *Housing, Theory and Society*, 30(4), 384–415. <https://doi.org/10.1080/14036096.2012.756096> (accessed January 25, 2022)
5. Zerger, S., Strehlow, A. J., & Gundlapalli, A. V. (2008). Homeless Young Adults and Behavioral Health: An Overview. *American Behavioral Scientist*, 51(6), 824–841. <https://doi.org/10.1177/0002764207311990> (accessed January 25, 2022)
6. Davis M (1992). “Fortress Los Angeles: The militarization of urban space” in Sorkin M (ed.) *Variations on a Theme Park: The New American City and the End of Public Space*. New York: Hill and Wang, pp. 154–180.
7. Mitchell, D. (2020). “Mean Streets: Homelessness, Public Space, and the Limits of Capital”. University of Georgia Press.
8. Herring, C. (2019). “Complaint-Oriented Policing: Regulating Homelessness in Public Space.” *American Sociological Review* 84.5: 769-800.

**Theme #3: Podcasting techniques for survey data collection;
best practices for direct observations of open space users;
best practices for community engagement**

Required:

1. The Podcast Host (2022). “What is a podcast? An explanation in plain English.” (n.d.). <https://www.thepodcasthost.com/listening/what-is-a-podcast/> (accessed January 24, 2022)
2. Adobe (2022). “How to make a podcast.” (n.d.). <https://www.adobe.com/creativecloud/video/discover/make-a-podcast.html> (accessed January 24, 2022)

3. Adobe (2022). “Create a podcast that gets people talking.” (n.d.). <https://www.adobe.com/products/audition/podcast-recording-software.html> (accessed January 24, 2022)

More materials on recording, editing, mixing, hosting and publishing your podcast will become available on Canvas

Recommended:

1. North Liberty Library. (n.d.). “Love, Light & Lit: Reimagining the Civic Commons; North Liberty Library”. <https://soundcloud.com/nlibertylibrary/love-light-lit-reimagining-the-civic-commons> (accessed January 24, 2022)
2. Federowicz, Martha with Olivia Arena and Kimberly Burrowes. (2020) “Community Engagement during the COVID-19 Pandemic and Beyond: A Guide for Community-Based Organizations.” Urban Institute. (available on Canvas)
3. Myerson, Deborah L.. (2004) “Involving the Community in Neighborhood Planning”. ULI Community Catalyst Report Number 1. http://uli.org/wp-content/uploads/2012/07/Report-1-Involving-the-Community-in-Neighborhood-Planning.aspx_pdf (accessed August 20, 2019).
4. Biggs, David, et al. (2018). “100 great community engagement ideas: tips, tricks, and best practices to help guide planners to better results!”, Metroquest. (available on Canvas)

Theme #4: Tips for Effective Visual Communication and Oral Presentation
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Required:

1. Williams, R. (2015). “The non-designer's design book: Design and typographic principles for the visual novice.” Pearson Education. https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01CAL_SJO:01CAL_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_askewsholts_vle_books_9780132103923 (accessed January 24, 2022)
2. Davis, M., & Hunt, J. (2017). “Visual communication design: An introduction to design concepts in everyday experience.” Bloomsbury Publishing. https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CAL_SJO:01CAL_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=alma991013770419602919 (accessed January 24, 2022)
3. Munzner, T. (2014). “Visualization analysis and design”. CRC press. <https://www.cs.ubc.ca/~tmm/talks/minicourse14/vad17stat545-4x4.pdf> (accessed January 24, 2022)
4. Ten Simple Rules for Making Good Oral Presentations. (n.d.), University of Nebraska-Lincoln; Office of Graduate Studies, Graduate Connections. <https://www.unl.edu/gradstudies/connections/ten-simple-rules-making-good-oral-presentations> (accessed January 24, 2022)

Theme #5: best practices for synthesizing data for reports and presentations

Required:

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

Recommended:

1. Kousoulas, C. (2019). "Writing for Planners: A Handbook for Students and Professionals in Writing, Editing, and Document Production". Routledge.

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

Remember, the instructors’ 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.

Commitment to Diversity and Inclusion

We strive to create a supportive learning environment where everyone has a place at the table. We all can benefit from welcoming a diversity of thoughts, perspectives and experiences that includes all of our identities (including race, gender, ethnicity, sexual orientation, socioeconomic status, religion, disability, and others). It is our hope that you will contribute your views, while working together to create a space where everyone is valued for their contributions.

While we may have challenging discussions, our intention is to approach these moments first and foremost with respect for other people, patience, care, and generosity. In doing so, we can deepen our understanding of different perspectives, listen and learn from others, and have an opportunity to understand how our identities and experiences may influence our worldviews and those of others around us. Acts of discrimination and harassment—direct and indirect—have no place in this classroom.

The field of urban planning has historically been dominated by a subset of privileged voices. Where possible, we have made a concerted effort to highlight the work and contributions from Black, Indigenous, and People of Color in the course materials. There may be unintended omissions; however, recognizing a diverse range of perspectives helps to strengthen our understanding of cities. Please feel free to contact us or submit anonymous feedback if you have suggestions for how to improve the quality of the course materials.

Your experience in the class is important to us. With the recognition that learning to support students from all backgrounds is an ongoing process, we acknowledge that improving our practices of diversity and inclusion in the classroom requires active work and thoughtful reflection. Your suggestions for how we can improve the effectiveness of the course for you personally or for other students is deeply encouraged and appreciated.

Course Assignments and Grading Policy

Each course assignment is designed to produce written and/or graphical material that can be integrated into the final course report due on May 18. Since the final professional-grade report will be used by many community stakeholders, our work needs to be well researched, clearly written, authoritative, and with easily understood graphics to support the narrative. The instructors will set high standards and provide frequent feedback to move us all in this direction.

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
Written Reflections on Course Readings		
Reading Reflections. To deepen the course project experience, students will individually prepare five separate written reactions and observations based on the themed sets of readings listed in the “Course Readings” section above. The written remarks will be shared in Canvas Discussions and students will be encouraged to respond to postings by their peers. Each posting will be evaluated for substance, insight, and clarity of writing. (3% of final course grade x 5 postings)	15%	6-11
PHASE ONE: Getting to Know the Study Area and Data Collection		
Assignment 1 – Project Background and Orientation. This assignment, completed individually, will help students understand the Reimagining Civic Commons initiative. Also covered will be policies and regulations pertaining to Guadalupe River Park and an opportunity to see the work of the Fall 2020 URBP-295 students, upon which we will build this semester.	10%	1, 3, 4, 9, 10 11
Assignment 2 – Demographic Mapping and StoryMap Production. Students will work individually on demographic mapping of our study area using Community Analyst. Next, students will individually produce an ArcGIS StoryMap based on two Guadalupe River Park walking tours.	10%	2
Assignment 3 – Data Collection; Progress Report; Preparations for Mid-Semester Findings Presentation. Students will work in small teams to summarize their mid-semester findings from direct observations of park users and intercept surveys. This will include content from recordings of park users for Assignment 5 podcasts. A practice presentation will prepare students to present to project stakeholders as part of Assignment 4.	20%	1, 2, 3, 4, 5
Assignment 4 – Phase One findings; mid-semester presentation to project partners. Students will work in teams to present their mid-semester findings from their work in Phase One.	10%	2, 3, 4, 5
PHASE TWO: Data Analysis and Synthesis; Report Production; Final Presentation		
Assignment 5 – Final Presentation of Project Findings; Draft Project Report; Podcasts Finalized. Students will work in small teams to present their findings from the semester’s research, incorporating feedback from instructors, peers and project stakeholders.	20%	1 2, 3, 4, 5, 6, 9, 10, 11

Assignments and Other Graded Activities	Percent of Course Grade	Course Learning Objectives Covered
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Student teams will prepare a draft written report that captures the semester’s key findings and compares them to baseline analysis conducted in Fall 2020. The Reimagining Civic Commons themes will guide report content.

Students will also finalize a series of short podcasts as another vehicle with which to synthesize project findings. Each student team will produce a podcast based on the interviews that they conduct as part of assignment 3. Tips, learning materials and rubrics for an effective podcast will be shared on Canvas.

Assignment 6 – Final Project Report. Students will work in small teams to submit a final report that captures the semester’s key findings and compares them to baseline analysis conducted in Fall 2020.	15%	1, 2, 3, 4, 5, 6, 8, 9, 10, 11
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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.

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

Completing Assignments on Time and Professionally

Assignments are due at the date and time specified on each assignment handout. In only rare instances will late assignments be accepted, as described below. Late assignments will receive a one-half letter grade deduction for each day an assignment is late. For example, if the assignment would normally receive a grade of “B” but is submitted one day late, it will receive a final grade of “B-minus” and after two days late it will receive a 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 you do not communicate an anticipated late assignment within this time frame or if the late assignment is not received on the date promised, the assignment will begin losing points for every day it is late, as described above. If submission of the assignment continues to be delayed, a final grade of 50 is likely.

A maximum of one late assignment (or parts of assignments) that adhere to this policy will be accepted; all subsequent late assignments will receive an automatic grade of 50. Sorry, no exceptions to these policies will be granted, in fairness to the majority of students who submit their assignments on time.

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

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 process. Attendance on the last day of the course (May 18) is mandatory.

Course Workload

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

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

University Policies

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

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

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

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

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

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

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- 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 or are relatively inexpensive to purchase.

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

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at peggy.cabrera@sjsu.edu 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 2007 and, I must admit, it is my favorite job of the many I've listed above. Welcome, and let's work hard and have fun! I'm here to help you succeed.

About the Instructor: Ahoura Zandiatashbar, Ph.D.

I am very excited to join Prof. Kos in this semester to share my experience of being part of multiple comprehensive/master planning projects and knowledge of planning research to support your learning in this course. I hope to help you all to enhance your creativity in your projects. To know me better, please read my formal bio below:

I am an assistant professor of Urban and Regional Planning at San José State University (SJSU) where I expand my research in application of geospatial analytical techniques in mapping the U.S. geography of high-tech zones and exploring the role of urban form in equitable robust knowledge economy and innovation productivity of small firms as well as public safety.

The results of my research have been presented in Journal of Planning Education and Research, Journal of Urban Studies, Cities, Technological Forecasting and Social Change, Landscape and Urban Planning; and more than 20 presentations and talks.

Prior to joining SJSU, I was a clinical assistant professor of geospatial data analysis in Urban Data Visualization Lab (UDVL) at the University of Illinois at Chicago where I was the primary instructor of Geospatial Technology courses and a key member in developing Illinois Map The Count 2020, Illinois COVID-19 Vulnerability, and Chicago's Tap Water web-maps. I have been part of multiple planning projects but the notable one is the winner First Place Award from the United States Environmental Protection Agency in 2015 Campus RainWorks Challenge (eco-flow: a water-sensitive placemaking response to climate change), and (does urban form matter for innovation productivity) People's Choice Best Research Award from the Association of Collegiate Schools of Planning.

URBP 295: CAPSTONE STUDIO IN COMMUNITY PLANNING

SPRING 2022 COURSE SCHEDULE

This 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.

Date	Class Activities	Due Dates for Readings and Assignments
PHASE ONE Getting to Know the Study Area and Data Collection		
Week 1 January 26 (Zoom class)	<ul style="list-style-type: none"> • Introductions and course/project overview • Success tips from recent URBP-295 students • CommUniverCity San Jose's role in the project • Aerial photo analysis of project study area • Overview of Assignments 1 and 2 	
Week 2 February 02	<ul style="list-style-type: none"> • Walking tour #1: Guadalupe River Park • Conduct physical conditions assessment • Discussion: findings from Readings #1 • Kick off Phase One and form teams 	Reading Reflections #1 due (theme: Guadalupe River Park and Reimagining the Civic Commons)
Week 3 February 09	<ul style="list-style-type: none"> • Walking tour #2: Guadalupe River Park • Conduct physical conditions assessment • Discussion: 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 4 February 16	<ul style="list-style-type: none"> • Guest lecturer: homelessness research • Field trip to San Jose's Recovery Café • Discussion: findings from Readings #2 • Podcasting project (lecture) 	Reading Reflections #2 due (theme: homelessness and urban planning impacts)
Week 5 February 23	<ul style="list-style-type: none"> • Discussion: findings from Assignment 2 • Studio time – Phase One teams 	Assignment 2 Due Third-party data analysis: Community Analyst, ArcGIS StoryMap production
Week 6 March 02	<ul style="list-style-type: none"> • Discussion: findings from Readings #3 • Studio time – Phase One teams • Recording and editing podcast techniques using Adobe Audition (Lab) 	Reading Reflections #3 & podcasting project idea blurb due (themes: podcasting techniques for survey data collection, direct observations, community engagement)
Week 7 March 09	<ul style="list-style-type: none"> • Studio time – Phase One teams • Meetings with instructors on team progress 	

Date	Class Activities	Due Dates for Readings and Assignments
Week 8 March 16	<ul style="list-style-type: none"> • Discussion: findings from Assignment 3 as they pertain to the four RCC themes: civic engagement, socioeconomic mix, environmental sustainability, value creation 	Assignment 3 Due Data collection progress report; preparations for mid-semester presentation
Week 9 March 23	<ul style="list-style-type: none"> • Studio time – Phase One teams • Discussion: findings from Readings #4 	Reading Reflections #4 due (theme: tips for effective oral and visual communication)
Week 10 March 30	No Class – Spring Break	
Week 11 April 06	<ul style="list-style-type: none"> • Mid-semester presentation to project partners • Complete Phase One peer reviews • Form Phase Two teams; Phase Two Overview 	Assignment 4 Due Summary Phase One findings boards/report; interim presentation to project partners
PHASE TWO Data Analysis and Synthesis; Report Production; Final Presentation		
Week 12 April 13	<ul style="list-style-type: none"> • Studio time – Phase Two teams • Discussion: findings from Readings #5 	Reading Reflections #5 due best practices for synthesizing data for reports and presentations
Week 13 April 20	<ul style="list-style-type: none"> • Studio time for Phase Two teams 	
Week 14 April 27	<ul style="list-style-type: none"> • Studio time for Phase Two teams 	
Week 15 May 04	<ul style="list-style-type: none"> • ‘Dress rehearsal’ for May 11 final presentation • Studio time for Phase Two teams 	
Week 16 May 11	<ul style="list-style-type: none"> • Final presentation to project partners • Submission of Phase Two draft report • Complete course evaluation (SOTES) 	Assignment 5 Due Public presentation, draft report, and podcast recordings
Week 17 May 18 Course culmination activities; attendance required	<ul style="list-style-type: none"> • Submission of all Phase Two final deliverables • Written reflections on course accomplishments and evaluation of planning project outcomes • Complete Phase Two peer reviews • End of semester celebration! 	Assignment 6 Due Final project report due