



Bicycle Planning

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 128 Hendricks Hall

PPPM 4/538 - Spring 2008
 T/TH 10:00-11:20 (CRN: 35176-35177)
 301A Allen

Purpose of the course and Course Description

The purpose of this course is to give students the opportunity to explore the various elements involved in planning and advocating for increased utilization of bicycles as a form of urban transportation. The focus will be on three main areas: 1) Policy and planning; 2) design, safety, and legal issues; and 3) social change. The class will consist of a combination of teaching and learning approaches, including the use of lectures, guest lectures by practitioners, in-class exercises, and out-of-class hands-on assignments.

- **Important Caution:** You will be expected to be active learners and participants. I assume that the reason you are here is to learn and it is my belief that the best way for you to learn is for you to push yourself into thinking in new ways. I see my role, then, as a facilitator in your learning process, guiding you through ideas and concepts that may be new to you, but with the expectation that you will grab the concepts and run with them. That is, I'm not expecting you to regurgitate facts and definitions back to me. I want you to think and actively interact with me and other students.

Student Assessment

	PPPM438	PPPM538
Thought paper	10%	10%
Field work report	25%	25%
Midterm Exam	25%	25%
Group presentation	20%	15%
Final group report	20%	15%
Individual Topic	----	10%

A Thought paper is designed for you to try to understand your current thinking of a somewhat easily framed, but broad question. The one thought paper for this class is due at the beginning of class on March 3rd. Anything turned in after class begins will lose 5 points. Anything turned in after class will automatically have 20 points off and will lose 10 additional points per day including weekends.

Anything that exceeds 2 pages on the final version will receive an automatic 20 point deduction. Any paper that has toner problems, has handwritten notes or corrections, or is otherwise unprofessional and not ready to turn in will also lose 20 points immediately.

When you write, think about the following: clear topic sentences, use of examples to support your main points, consistency of your arguments, and the utilization of appropriate language (e.g. no jargon or slang). I prefer you write in third person – keep the focus on you topic, not the person making the point. To help you critique your own work, I suggest you to write an additional paragraph that is made up entirely of the first sentence of each of the preceding paragraphs – this will give you a good clue as to what your paper is arguing and how well it is articulated. Read this last paragraph, see if your paper makes sense based on it, and make changes as appropriate. Include this last paragraph on a third page in the document you turn in.



These papers will be reviewed and edited by another student in the course, then you will turn in a revised version along with the original with its edits. **In order to maintain anonymity, include the last 5 digits of your student ID number, but not your name on your paper.**

If you follow the basic instructions above, you will receive 100% on the assignment.

If you need help in improving your writing, please talk to the folks at Academic Learning Services (541) 346-3226.

The Field Work Report will be a report based on some bicycle count field work you will be assigned to do.

The Midterm Exam will include all material covered in assigned readings, class lectures, and guest speaker lectures. The exam will include a variety of types of questions including multiple choice, short answer, and essay questions.

The Group Report and Presentation will come from a group project re-designing the bicycle (and pedestrian) infrastructure through campus and in the greater campus area, or something similar in nature. A class period or two may be allocated for group members to work together and you are expected to use considerable additional outside-of class time to put together a presentation and report that reflects your group's plan. The report should be highly visible, including photographs of specific locations, maps, and other visual ways of communicating your plan. Each group will present their ideas toward the end of the term.

There will be a group assessment form given to each person where you will have the opportunity to rate your group's effort as a whole, your individual effort, and the effort of the other group members. These evaluations, as well as the final product produced, will be key factors in determining individual grades for the group work.

Readings

All readings are available on-line through Blackboard.

- Go to: <http://blackboard.uoregon.edu/>
- Login
- Choose this class
- Click on Course Documents
- Readings are grouped by lecture topic

In general, you should read for main points and themes rather than specific facts. When key terms or facts are present, however, you may want to make sure you understand what they mean. You will be responsible for keeping up with the readings and for understanding them without prodding from the instructor. Office hours are a good time to seek clarification of key concepts or just to discuss readings or other thoughts. I often DO NOT refer to readings directly in class – I, and your classmates, operate under the assumption that you are interested in the course material and will do the readings as assigned. Your familiarity with the readings will help make our in-class time a richer and more engaging experience.



Course Schedule

Date	Topic	Assignment
4/1	Introduction – Transportation and Bicycle Planning	<i>Write a two page (double spaced) paper answering the following question: Why don't more people get out of their cars and bike? Due 4/3</i>
4/3	Scope of Bicycle Planning	<i>Edit a fellow student's paper on: Why don't more people get out of their cars and bike? Due 4/8</i>
4/8	Scope of Bicycle Planning	<i>Turn in revised paper, include the edited version, on: Why don't more people get out of their cars and bike? Due 4/10</i>
4/10	Transportation Planning Overview	<i>Field Report Assignment. Due 4/24</i>
4/15	Transportation Planning Overview – Policy History	
4/17	NO CLASS	
4/22	Bicycle Plans & Planning	
4/24	Guest Speaker - Lee Shoemaker, Eugene Bike/Ped Coordinator (Confirmed)	<i>Field Report Due.</i>
4/29	Bicycle Plans & Planning	
5/1	Midterm Exam	Midterm Exam
5/6	Guest Speaker – Fred Tepfer, UO Campus Planning (Confirmed)	
5/8	Campus Walking Tour	
5/13	Group Assignment Discussion & TBA	Group Assignment Discussion
5/15	Guest Speaker - Scott Bricker, Bicycle Transportation Alliance (confirmed), www.bta4bikes.org – browse	
5/20	Guest Speaker – Michael Ronkin, ODOT (Confirmed)	
5/22	Regulations / codes / Laws	
5/18	Community Bike Ride (Required), 9:30-noon	
5/27	Social Change movements Video: “We are Traffic!”	
5/29	Social Change	
6/3	Group Presentations	
6/5	Group Presentations	
6/10	Final Papers Due – 10:00am	

Additional Expectations for Writing Assignments

I take writing very seriously because good writing is in your best interest and because it should be a fundamental outcome of a University education. Good writing is clear and jargon free. Good writing begins paragraphs with a topic sentence and supports that point with examples. Good writing begins with a roadmap of the rest of the paper and ends with a summary of the key points. Good writing is difficult, takes many drafts, and often takes an outside reader to critique the work. Two page papers are especially difficult because of a lack of space – use your words carefully and deliberately.

The assignments in this class are to be written in the third person. For example, suppose you were writing a critique of this syllabus. You should avoid: “I think this syllabus is one of the best examples of 21st century writing I have ever seen.” Instead, avoid the 1st person and re-phrase as: “The syllabus for PPM438 is a stellar example of 21st century writing because...” Some professors and workplaces prefer 1st person writing, but I tend to discourage it because I want the focus to be on the points you are making



and not on the person making the points. In the first example above, it is easy for a reader to dismiss the point being made because they didn't trust the author (the author is an explicit part of the sentence). In the 2nd example, the critique must be placed on the idea that is stated, because the author's presence is absent.

Classroom Standards

- One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Please read the University Of Oregon Affirmation Of Community Standards later in this syllabus. Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status (OAR 571-003-0025 (1)(c)) of any kind will not be tolerated. If you have questions about what constitutes discrimination or sexual harassment, you can contact the Office of Affirmative Action and Equal Opportunity (346-3123).

Final Comments

- You are adults and will be treated as such and you are expected to behave as such.
- If you feel the need to sleep in class (hopefully not an issue, but we've all been there), please leave class to do it.
- Cheating is unacceptable and will result in a failing grade in this course and may result in your expulsion from the University. This includes plagiarism. It is your responsibility to understand what this means. If you have questions about what constitutes plagiarism, 1) type in "plagiarism" at the UO Home Page and follow the links that come up; 2) seek guidance from Academic Learning Services (346-3226); 3) talk to a librarian; or 3) please talk to the instructor.
- Cell phones, e-mailing, text messaging and the like WILL NOT BE TOLERATED in class and may result in the confiscation of your electronic gadgets. If your personal messages cannot wait until after class, then the rest of us would prefer you just not come to class at all. Expect unannounced observers in class randomly checking if laptops are being appropriately used in class.
- If you bring a laptop to class, that is ok, but it is really rude to be doing non-class activities in class. Don't be surprised if I ask you to leave class if I find you doing this. If class is that boring or uninteresting, or if you simply have things that are a higher priority than attending class, we would all prefer if you just don't come.
- Finally, please remember what grades mean: C = meets expectations; B= Exceeds expectations; A = Outstanding

Bicycling Web Sites (some URL's may be out of date)

Center for appropriate transport (CAT)	http://www.catoregon.org/
Miscellaneous articles from Ray Thomas of Swanson, Thomas, & Coon, Attorneys at Law unless otherwise indicated	http://www.stc-law.com/bikearticles.html
Oregon Bicycle and Pedestrian Plan	http://www.oregon.gov/ODOT/HWY/BIKEPED/planproc.shtml
Bibliography: Bicycling, Sustainable Transport, Land Use, Livability, Traffic Calming, Road Pricing, Facilities Design, Safety	http://www.ibike.org
Bicycle Transportation Alliance	www.bta4bikes.org
Pedestrian and Bicycling Information Center	http://www.bicyclinginfo.org/index.cfm
National Center for Biking and Walking	http://www.bikewalk.org/
Association of Pedestrian and Bicycle Professionals	http://www.apbp.org/
League of American Bicyclists	http://www.bikeleague.org/



University of Oregon

Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the university community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds that is the lifeblood of the university

Additional Student Resources

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| ▪ Office of Student Life | 346-3216 |
| ▪ Disability Services | 346-1155 |
| ▪ International Student & Scholars | 346-3206 |
| ▪ Academic Learning services | 346-3226 |
| ▪ Office of Multicultural Affairs | 346-3479 |

