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 use of and appreciation for bicycling as a form of urban transportation. The focus will be on three main areas: 1) Planning Context; 2) Touchstones of Success; and 3) Application of Planning Concepts. 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.

Usually instructed by Professor Marc Schlossberg, this course will be taught by Reed Dunbar for Spring term. I am a transportation planner for the City of Eugene focusing on the development of infrastructure and programming for people who walk and bike. I have 15 years of professional planning experience including more than seven years focusing on facility design and strategies for improving the bicycling experience for all system users.

Borrowing from Marc’s syllabus, there are six learning goals for this class:

1. To leave with a passion for bicycle transportation issues;
2. To be able to assess any street for its bicycle-friendliness and identify opportunities for improvement;
3. To see yourself as an active community change agent, now or in the future;
4. To work on a real community project that is likely to be implemented;
5. To develop experience and comfort in collaborative teams;
6. To apply theory and sound planning practice to a project for a local agency.

Class Participation: 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 Challenge yourself into thinking in new ways. I see my role, then, as a facilitator in your learning process. I want you to think and actively interact with me, guest speakers and other students in a
respectful way, grow your understanding of bicycle transportation practice, and develop your skills as an effective communicator.

**Student Assessment**

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<thead>
<tr>
<th></th>
<th>PPPM438</th>
<th>PPPM538</th>
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<tbody>
<tr>
<td>Field observation report</td>
<td>15%</td>
<td>10%</td>
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<tr>
<td>Mid-Term Paper</td>
<td>25%</td>
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<tr>
<td>Group presentation</td>
<td>30%</td>
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<tr>
<td>Final group report</td>
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<td>25%</td>
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<tr>
<td>Weekly Summaries</td>
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If you need help in improving your writing, please talk to the folks at Academic Learning Services (541) 346-3226. They exist to help and you pay for it already, so why not take advantage and improve your writing?

My expectations for all written work are:

1. Documents that are well written, well documented, avoid slang, are professionally toned without handwritten edits, have integrated graphics (when helpful), and meeting the substantive requirements of the subject material; and
2. Documents are of a tone, quality, thoughtfulness, and clarity that could be given to an elected official or supervisor to influence decisions.

The **Field Observation Report** will be a report based on some fieldwork you will be assigned. The observation will require up to 2 continuous hours of traffic observation or multiple field surveys. I will provide a sign-up sheet for locations and times.

You need to write a brief report, memo, or creative infographic about your observations and the data you collected. Your report should synthesize and present your data in an easy to understand format, and include a narrative that explains the data and the larger observations. Your description should include the physical characteristics of the area – land uses, road characteristics (including origins and destinations), and basic time of day and weather observations. Your final paper should not exceed 2 well-formatted single spaced pages (excluding map). Margins should be at least 1” on each side. Font size should be 11 or 12 point. Captions on images or tables or charts can be 9, 10, or 11 points. Including color pictures is required (they count as part of your 2 pages), and presenting your data in graph or table form is helpful. Please include an annotated map or aerial photograph to show the location of your field observation (does not count against your page total). **Full attention should be given to writing a clear, professional, well-formatted report. Pretend that your audience for this report is a member of the City Council looking to make some transportation policy decisions. Write in a way that communicates your observations and thoughts so that you will be taken seriously. Avoid jargon and casual language.** I may ask the authors of the best papers to share their work. And most of all, ask yourself –“why is this important” or “who cares” when deciding what graphic to include or sentence to write.

A **Mid-Term Paper** will be assigned to ensure you have adequately digested the information presented during the first few weeks of the course. The paper is an opportunity to hone your writing skills before the final report and to explore a topic that you’d like to learn more about. Please choose one topic discussed during class or assigned as a reading and develop a detailed report on the topic. The purpose of the report is to educate me about a best practice or important topic related to bicycle transportation. Your paper should not exceed four double spaced pages or two well-formatted single-spaced pages.
Margins should be at least 1" on each side. Font size should be 11 or 12 point. Captions on images or tables or charts can be 9, 10, or 11 point.

The Group Report and Presentation will come from a group project developing a project for either the City of Eugene or City of Springfield. A class period or two may be allocated for group members to work together, but 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 graphic, including photographs of specific locations, maps, and other visual media to communicate project context and recommendations. Each group will present their ideas at the end of the term. This is an extremely serious project and your ideas will be heard directly by city leaders and community members. If there is interest, I will try to arrange sessions for those who would like to learn the basics of Photoshop and InDesign, which can be helpful with the design aspects of the project. If any student has these skills and would be interested in leading some sessions, please let me know.

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 overall effort of each group member. These evaluations, as well as the final product produced, will be key factors in determining individual grades for the group work.

Weekly Summaries (graduate students only). One of the most important parts of being a professional is being able to effectively communicate complex subject matter effectively. Each Tuesday, you will be required to submit a one-page summary of the material presented the week before. The summary should be clearly written and concise. It should contain only the information necessary to convey your understanding of the material presented. Managers and other decision makers will not wade through pages of narrative in order to decipher your point; this exercise is designed to help you focus on the primary messages. In addition, each submission should contain your recommendation. For example, if the week is focused on the "The 6 Es of Active Transportation" I would like a summary of each "E" and a follow up recommendation for how any or all of the Es can be applied in your community. This will take some creativity and you should write under the premise that you are a practitioner attempting to convince a decision maker on a course of action. Alternatively, you may choose to write a summary and then provide your opinion on the subject matter. I plan on introducing guest speakers with opinions, if you find yourself agreeing or disagreeing with the speaker, you may choose to critique the speaker. Be concise, be convincing, and be realistic. Using the touchstones introduced in Week 2 will help you recommend actionable strategies or prove your position. I will provide a template for your use.

Grading

- Late assignments will incur a deduction.
- Exceeding the page limit of an assignment will result in an automatic deduction.
- If you turn in an assignment that is unprofessional, you will receive a maximum 50% on the assignment. Primary examples of blatant unprofessionalism include: papers with toner problems (faded text or poor color quality), text with hand-written edits, hand-written names, or other basic formatting and communication that you would never turn into a job supervisor. If you are printing out an assignment just before class and the toner runs out or the paper jams, that is a reflection on your time management, not an unavoidable circumstance. If you cannot get a good quality assignment turned in on time, then you will receive a deduction. If you have questions, please ask.
- If you choose to include my name on your assignment (not required) and you spell it incorrectly, you will receive a maximum of 70% on your assignment. If you are unable to spell the name correctly of the person you are turning your work in to, there is no reason to expect that the content of that work has been carried out with any more thought and care. In the professional
world, people are busy and all too happy to dismiss some piece of work over the slightest of things. Do not give me (or them) an easy excuse.

- You may re-use paper that is blank on one side for all assignments except the final report.
- Unless otherwise specified, please turn in hard copies of your work. **Do not email assignments (unless prearranged with me, in writing).**
- Assignments can be turned in early.
- Inform your instructor as early as possible if you are facing a delay for some reason.

**Readings**

All assigned readings will be posted on Blackboard. I am learning the system so I will try my best to ensure all content is available in a timely manner. Please let me know if you experience issues using this system. (I thought about assigning a book but I have not read one that adequately summarizes the diversity of the course material. Most of the work performed in the planning profession is informed by studies and memoranda or white papers published by thought leaders in the field. I will try to provide a good selection of material on the subjects we will be discussing in class.)

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. I will try to keep office hours and I recommend that if you are having issues with the material that you use this time to seek clarification of key concepts or discuss other thoughts. I may or may 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 whether or not they are discussed in class. Your familiarity with the readings will help make our in-class time a richer and more engaging experience.

**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 understood by a variety of audiences. 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. Use your words carefully and deliberately.

The assignments in this class can 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, you can avoid the 1st person and re-phrase as: “The syllabus for PPPM438 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. You may have your own preferred style of writing, but in this class you’ll adhere to these instructions.

**Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for
reasons acceptable to the instructor.” In this class, this means *incompletes will be given only for medical or personal emergencies*; they will not be given simply because a student did not complete final assignments on time. Plan accordingly.

**Instructor Availability**
I do not have set office hours as of the publishing of this syllabus. It is typically best if you sign up for office hours in advance, so that I can arrange my schedule. If you have a question or need assistance outside of those times, please email me. I work a full-time job outside of teaching this class, so relying on your colleagues for answers about administrative details and such may be more effective than expecting a quick email response from me. It is also wise to work with a fellow student in developing your project – peer feedback can be really helpful if both sides are open to critique. I will do my best to attend each class and to inform students of cancellation should unavoidable circumstances occur.

**Missed Class Policy**
If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available. Some class slides may become available on Blackboard, but the timing of posting can be variable. If you are not going to be in class, you must turn in your assignment to me prior to class. This may include having another student hand in your work. *Do not email me your assignment unless prearranged with me in writing.*

**Documented Disabilities**
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

**Academic Misconduct**
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without permission from the instructor. Working together is recommended as long as the work you submit is your own.

**Plagiarism**
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question. I’d prefer you seek out other resources, such as a librarian, if you have a question about plagiarism.

**STUDENTS WHO PLAGIARIZE WILL FAIL THIS CLASS** and will be reported to the University. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).
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 for additional information. 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).

• When disagreeing with someone on something that has been said, it is important to focus your critique only on the content and not on the person delivering the content.

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.
• If you know you will turn in something late, it is helpful to inform the instructor. It may not reduce the amount of points lost due to being late, but the courtesy can influence how assignments and you are evaluated over the long term.
• If you ask me if it is ok to turn something in late and I say “OK”, you will still lose points per the specifications above.
• 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, 4) please talk to the instructor.
• Be courteous by turning off cell phones.
• Do not use computers or other gadgets to e-mail or text in class. If you have important business to do, please step out of class to take care of it, and come back when ready to participate 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.
• You start the term with zero points and earn them, rather than starting with a perfect score only to have points taken away.
• Finally, I am continuously inspired by the ability of students to do excellent work and commit themselves to making positive change in the world. So, despite all the stern points above, I look forward to an amazing term of learning, ideas, and making positive change happen.

Additional Student Resources

• 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
## DRAFT Course Schedule (some changes may occur based on schedules of invited guest speakers)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Objectives</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/29/2016</td>
<td>Introduction</td>
<td>students will learn course expectations, use of people-first language, questions will be answered</td>
<td>start reading BikePortland.org/WeBikeEugene.org</td>
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<tr>
<td>3/31/2016</td>
<td>Scope of Bicycle Planning</td>
<td>the role of bicycle transportation will be explored through historical context and user experience; role of plans</td>
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<tr>
<td>4/7/2016</td>
<td>Traditional Engineering Practice: Guest Speaker Tom Larsen, former Traffic Engineer, City of Eugene</td>
<td>Hear opinions and practices from officials who make decisions</td>
<td></td>
</tr>
<tr>
<td>4/12/2016</td>
<td>6 Es of Active Transportation</td>
<td>Education, Encouragement, Engineering, Evaluation, Enforcement, Equity</td>
<td>538: Weekly Summary Due</td>
</tr>
<tr>
<td>4/14/2016</td>
<td>Safe Routes to School: Guest Speaker Shane MacRhodes, SRTS Coordinator, Eugene 4j School District</td>
<td>learn about programs to increase number of students walking and bicycling to school</td>
<td></td>
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<tr>
<td>4/19/2016</td>
<td>Resources: Bicycle Friendly Communities, MUTCD, NACTO</td>
<td>identify resources to help shape alternative solutions</td>
<td>538: Weekly Summary Due</td>
</tr>
<tr>
<td>4/21/2016</td>
<td>Real World Project Introductions and Selection: Guest Speaker Emma Newman, Transportation Planner, City of Springfield</td>
<td>Introduce class projects</td>
<td></td>
</tr>
<tr>
<td>4/26/2016</td>
<td>Real World Project Scoping</td>
<td>scope process, timelines, deliverables</td>
<td>538: Weekly Summary Due</td>
</tr>
<tr>
<td>4/28/2016</td>
<td>Gathering Data: Josh Roll, Planner, Lane Council of Governments (LCOG)</td>
<td>learn about counting methodologies, resources and tools</td>
<td>Mid-Terms Due</td>
</tr>
<tr>
<td>5/3/2016</td>
<td>Philosophical Discussion: Vehicular Cycling v. 8-80 Cities Initiative</td>
<td>understand different approaches to urban cycling</td>
<td>538: Weekly Summary Due</td>
</tr>
<tr>
<td>5/5/2016</td>
<td>Vision Zero: Rob Zako, Executive Director, Better Eugene Springfield Transit (BEST)</td>
<td>theory of people-first design</td>
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<tr>
<td>5/10/2016</td>
<td>Role of Government</td>
<td>government structures vary across the nation; learn how structure can lead to different outcomes</td>
<td>538: Weekly Summary Due</td>
</tr>
<tr>
<td>5/12/2016</td>
<td>Politics</td>
<td>controversies, and overcoming</td>
<td>Field Observations Reports Due (can be turned in earlier)</td>
</tr>
<tr>
<td>5/17/2016</td>
<td>Alphabet Soup: use of acronyms and the ones that matter</td>
<td>solve the acronym puzzle</td>
<td>538: Weekly Summary Due</td>
</tr>
<tr>
<td>5/19/2016</td>
<td>Innovations: Bike Share, Tactical Urbanism, Open Streets</td>
<td>initiatives that prove concepts</td>
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<tr>
<td>5/24/2016</td>
<td>Progress Report: Real World Project Updates</td>
<td></td>
<td>538: Weekly Summary Due</td>
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<tr>
<td>5/26/2016</td>
<td>Final Presentations Due</td>
<td>Work in teams to convince decision makers</td>
<td>Group Presentations</td>
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<tr>
<td>5/31/2016</td>
<td>Group Work</td>
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<td>6/2/2016</td>
<td>Group Work</td>
<td></td>
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<tr>
<td>6/9/2016</td>
<td>Final Papers Due</td>
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<td>Group Papers Due</td>
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Group Survey

Name: ____________________________  Discipline: ______  Undergrad or Grad? _

Please indicate which of the following skills you have (circle as appropriate):

GIS  Strong  Intermediate  Beginning  None
Photoshop  Strong  Intermediate  Beginning  None
Sketchup  Strong  Intermediate  Beginning  None
Drawing  Strong  Intermediate  Beginning  None
Other?  Strong  Intermediate  Beginning  None
Other?  Strong  Intermediate  Beginning  None
Other?  Strong  Intermediate  Beginning  None

Any other information you think is relevant for forming groups?

What grade do you expect to receive in this class? _____