



**University of Oregon
Department of Planning, Public Policy and Management**

**PPPM 4/538: Bicycle Transportation
Spring 2015 (CRN 35046 / 35065)**

Instructor: Marc Schlossberg
Course Day and Time: 4:00-5:50 pm T/TH
Location: 116 ESL
Office Hours: Mondays, 10-12 (*sign up in advance on door*)
Office Location: 147B Hendricks Hall

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.

This course is part of the Sustainable City Year (SCYP) and will be focusing on real life problems and needs in the City of Redmond, OR. This course is one of approximately 30 courses at the UO across ten different disciplines that are working with Redmond next year, focusing on sustainability issues, and directly working to help Redmond accelerate city efforts toward greater sustainable policy and action. Our class will kick off this year long partnership, so we have the opportunity to set the tone for many who will come after us regarding the value of creative thinking and hard work by students in helping real projects and ideas to get adopted and implemented. *You are highly encouraged to share your experiences and work efforts through Twitter with this unique identifier: #SmallTownBigIdeas.*

You will have a tremendous opportunity to make a real difference in Redmond while gaining skills translating theory and idealism into practice. In past years, SCYP has successfully worked with Gresham, Salem, Springfield, and Medford. SCYP is an award winning innovation developed at the University of Oregon, run by the Sustainable Cities Initiative (SCI). To learn more, visit <http://sci.uoregon.edu>.

I have six learning goals for you in 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 has the possibility of being implemented

5. To develop experience and comfort in collaborative teams
6. To engage theory and idealism with practical limitations of practice via an applied project

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
Field observation report	25%	20%
Book Report	25%	20%
Group presentation	25%	20%
Final group report	25%	20%
Annotated Bibliography	----	20%

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, spelling my name right if you choose to include it (you don't), and meeting the substantive requirements; and
2. Documents are of a tone, quality, thoughtfulness, and seriousness that could be given to a Mayor or transportation planner/engineer to influence decisions.

The Field Observation Report will be a report based on some bicycle count fieldwork you will be assigned to do. The observation will require 2 continuous hours of observation and collecting data in 15-minute increments. 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, what the stretch of road connects to, and basic time of day and weather types of facts. Your final paper should not exceed 2 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 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. Including an annotated map or aerial photograph to show where you observed in a larger spatial context may also be helpful. *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 new 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 with local transportation officials. And most of all, ask yourself –“why is this important” or “who cares” when deciding what graphic to include or sentence to write.

The Book Report will include answering a few specific questions, a few more open-ended questions, and providing a reflection on the content of Joyride. Questions will be distributed during the term. Your final paper should not exceed 4 double spaced pages or 2 well formatted single spaced papers. 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. The book was not pre-ordered at the UO Bookstore – you must find it through other bookstore options. There are many used copies available on-line for a penny plus \$4 for shipping.

The Group Report and Presentation will come from a group project re-designing the bicycle infrastructure in Redmond and could focus on a key corridor, planning out an entire network, focusing on marketing campaigns to get more people on bike, or some combination of all. The City of Redmond will present us with a few different options of things they want help with and they specifically want your creative thinking and energy to kick start their own decision-making. 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 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. This is an extremely serious project and your ideas will be heard directly by city leaders and community members. 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 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.

For the Annotated Bibliography (graduate students only), you must find at least 12 sources related to some aspect of bicycle transportation or a related sub-discipline of transportation. For each source, type out a proper APA formatted bibliographic entry (consult a librarian or numerous print or on-line sources on how to do this) and a short paragraph (3-5 sentences) describing the work. At least 6 sources must be from academic journals (using the TRIS database is a good starting place). The other sources could be from books, popular magazine articles, government reports, or reports produced by advocacy organizations. All the sources should hold together, and to demonstrate this fact, your annotated bibliography should start with a one page, single spaced, summary and integration of your sources. Single space the entire document, although include line breaks in between sources. Include a printout of the first page of each source or the page that includes the source abstract or Executive Summary.

Grading

- Anything turned in after class begins will lose 5 points. Anything turned in after class will automatically have 10 points off and will lose 10 additional points per day including weekends.
- Anything that exceeds the page limit of an assignment will receive an automatic 25-point deduction.
- If you turn in an assignment that is on its surface 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 your problem and not mine. If you cannot get a good quality assignment turned in on time, then you will lose points. 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.**
- Assignments can be turned in early.
- Inform your instructor as early as possible if you are facing a delay for some reason.

Readings

There are two types of readings: a book and articles.

Required Book (not available at the UO Bookstore):
Joyride: Pedaling Toward a Healthier Planet by Mia Birk.

“Course pack” available on-line through Blackboard or the system that will be replacing Blackboard this term. (The migration from one system to another did not occur before the printing of this syllabus.)

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 (some changes may occur based on schedules of invited guest speakers)

Date	Topic	Assignment
3/31	Introduction	
4/2	Issue Context & Scope of Bicycle Planning	Field Report Assignment Given.
4/7	Scope of Bicycle Planning	
4/8	Site visit to Redmond	All Day; details communicated in class
4/9	European Lessons	
4/14	Guest Speakers: Shane MacRhodes (Safe Routes to School) & Bob Passaro (BPAC) <i>unconfirmed</i>	NO MARC
4/16	Site visit Debrief & Group time	
4/21	European Lessons / Transportation Planning & Policy	Field Report Due.
4/23	Transportation Planning & Policy	
4/28	Bicycle Plans, Planning, & Design	
4/30	Photoshop Lesson: Professor Phillip Speranza	Location TBD - NO MARC

	<i>unconfirmed</i>	
5/5	Bicycle Plans, Planning, & Design	
5/7	Group Work	
5/12	Regulations / codes / Laws	
5/14	Speaker: Mia Birk via Skype - <i>unconfirmed</i>	Book Report Due. Can be turned in early!
5/19	Social Change	
5/21	Video: “We are Traffic!”	NO MARC
5/26	Social Change Discussion	
5/28	Wrap up	
6/2	Group Work	
6/4	Group Work	
6/8	12:30pm is official UO exam period, however the goal is to present final presentations in Redmond (?). Date and time TBD.	

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. 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 only 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 am generally available during office hours (in room 147B Hendricks Hall). It is typically best if you sign up for office hours in advance, so that you don’t have to wait and I know to expect you. If you have a question or need assistance outside of those times, please email me. I receive an impossible amount of email, so relying on your colleagues for answers about process and administrative details and such may be more effective than expecting a quick email response. As we will model in class, it is also wise to work with a fellow student in developing your project as well – peer feedback can be really helpful if

both sides are open to critique. There will also be a couple days where I will be out of Oregon that may impact office hours or class time. For classes that I may be out of town for, I will arrange for another expert to lead the class.

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 my box prior to class. *Do not email me your assignment.*

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 express permission from the instructor. Working together is awesome and recommended as long as your own work is submitted.

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 central University. Additional information about a common form of academic misconduct, plagiarism, is available at: 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 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).
- When disagreeing with someone on something that has been said, it is important to focus your critique on the content and not 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 3) please talk to the instructor.
- Be courteous with 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. 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.
- Please remember what grades mean: C = meets expectations; B= Exceeds expectations; A = Outstanding. You start the term with zero points and earn them, rather than starting with a perfect score only to have points taken away.
- This list used to not exist, but has developed and grown each year in reaction to real life situations. I hope you will not cause me to add another bullet item for next year.
- 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

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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 |



Group Survey

Name: _____ Discipline: _____ Undergrad or Grad? _

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

<u>GIS</u>	Strong	Intermediate	Beginning	None
<u>Photoshop</u>	Strong	Intermediate	Beginning	None
<u>Sketchup</u>	Strong	Intermediate	Beginning	None
<u>Drawing</u>	Strong	Intermediate	Beginning	None
<u>Other?</u>	_____			
	Strong	Intermediate	Beginning	None
<u>Other?</u>	_____			
	Strong	Intermediate	Beginning	None
<u>Other?</u>	_____			
	Strong	Intermediate	Beginning	None

Any other information you think is relevant for forming groups?

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

Are you going to be an active team member or a flake and why?