

VISION LEADERSHIP COMMUNITY	<h1 style="font-size: 2em; margin: 0;">PPPM</h1> <p style="font-size: 1.2em; margin: 0;"><i>Planning, Public Policy and Management</i></p>	<h1 style="font-size: 3em; margin: 0;">Bicycle Planning</h1> <p style="text-align: center;">           Professor Marc Schlossberg            schlossb@uoregon.edu            147B Hendricks Hall  <b>PPPM 4/538 - Fall 2011</b>            T/TH 12:00-1:20         </p>
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## 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 and will be focusing on real life problems and needs in the City of Springfield. This course is one of over thirty courses at the UO across ten different disciplines that are working with the City of Springfield this academic year.

- **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

	<u>PPPM438</u>	<u>PPPM538</u>
Field observation report	20%	15%
Midterm Exam	20%	15%
Book Report	20%	15%
Group presentation	20%	20%
Final group report	20%	20%
Annotated Bibliography	---	15%
Extra Credit	5%	5%

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

The Field Observation Report will be a report based on some bicycle count fieldwork you will be assigned to do. There will be three options and we will discuss in class whether to combine them or just to choose one or the other. Each option will require 2 continuous hours of observation. The options include:

1. Collect bike count data and observe the transportation mix at a specified location in town (locations will be provided by the instructor).
2. Choose a 4-way stop or 2-way stop intersection within a residential neighborhood and count the frequency of stopping at stop signs by mode (cars, bikes, pedestrians) and observations surrounding that behavior.



- Count the number of empty seats travelling past a specific location on a Eugene/Springfield arterial road, approximating the number of empty seats on cars, busses, and bikes that pass that point over a given period of time. Location suggestions will be provided by the instructor.

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 5 double spaced pages. Including color pictures is required (they count as part of your 5 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.

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

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.

The Group Report and Presentation will come from a group project re-designing the bicycle (and pedestrian) infrastructure in 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 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 in Springfield.

*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.

Extra Credit: You can earn up to a total of an additional 5% (half a letter grade) in extra credit by doing the following – for each section of reading, identify any readings that you think should be eliminated, identify readings or videos or other sources of information that you think would be better and more appropriate for communicating on the topic, and include an Executive Summary or abstract of each new source (you can use an existing abstract if it exists (notate it properly)) or write a summary if one is needed. This must be done for all sections of readings. I also reserve the right to grade your work; that



is, you are not guaranteed 5% for just turning something in, but can earn up to 5% depending on the quality of effort put in.

### **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 10-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 50% 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.**

### **Readings**

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

Required Book available at the UO Bookstore:

Joyride: Pedaling Toward a Healthier Planet by Mia Birk.

“Course pack” 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 2011 (some changes may occur based on schedules of invited guest speakers)

Date	Topic	Assignment
9/27	Introduction	1pm – celebration of University area transportation improvements
9/29	Guest Speaker: Dave Reesor, City of Springfield (confirmed)	
10/4	Scope of Bicycle Planning	<i>Field Report Assignment Given.</i>
10/6	Scope of Bicycle Planning	
10/9	Community Bike Ride - Eugene (tentative), 9:30-noon	
10/11	European Lessons	
10/13	<b>Guest Speaker</b> – Fred Tepfer, UO Campus Planning (unconfirmed)	
10/18	Transportation Planning & Policy	<i>Field Report Due.</i>
10/20	Bicycle Policy, Plans & Planning	Potential bike ride after class with guest from Netherlands. Public talk that evening.
10/25	Bicycle Plans, Planning, & Design	
10/27	<b>Midterm Exam</b>	<b>Midterm Exam</b>
11/1	Group Assignment Discussion & TBA	
11/3	Campus Walking Tour	
11/8	<b>Guest Speaker</b> –Tom Larsen, City of Eugene (unconfirmed)	
11/10	Regulations / codes / Laws	
11/15	<b>Guest Speaker</b> –Monica Adkins (unconfirmed)	
11/17	Social Change movements <b>Video: “We are Traffic!”</b>	
11/22	Catch Up & Group Work	<i>Book Report Due. Can be turned in early!</i>
11/24	<b>THANKSGIVING</b>	
11/29	Social Change	
12/1	Group Work	
<b>12/9</b>	<b>Final Presentations &amp; Reports (in Springfield) – 8:00-11:00am</b>	

### 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 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 21<sup>st</sup> century writing I have ever seen.” Instead, avoid the 1<sup>st</sup> person and re-phrase as: “The syllabus for PPPM438 is a stellar example of 21<sup>st</sup> century writing because...” Some professors and workplaces prefer 1<sup>st</sup> 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 2<sup>nd</sup> 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.



## 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. I'm sure this term will be no different!



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

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

## 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

