

# PPPM 410: Real World Eugene

## Fall 2019

**Instructor:** Bethany Steiner

**Office:** 221 Hendricks Hall

**Phone/text:** 541-520-8541

**Email:** [bethanyj@uoregon.edu](mailto:bethanyj@uoregon.edu)

**Office Hours:** by appointment

**Community Advisor:** Jason Dedrick

**Office:** City Manager's Office, downtown

**Phone:** 541-682-5033

**Email:** Jason.P.Dedrick@ci.eugene.or.us

### Purpose of Course

This capstone course integrates all aspects of students' education, offers rich insight into community issues and planning practice, and provides practical experience in collaboration, research, professional writing, and effective presentation.

The class will provide students with experience in professional-level planning and public policy projects for real-world clients under faculty supervision. Students will work in small teams on policy and planning issues with local government, non-profit and/or university partners. Full class discussions, guest speakers, readings and field work will provide context for the project work, and students will gain valuable experience in integrating insights gleaned from those sources with their primary research into a well-crafted and useful professional report. At the end of the term, students will present their findings to our community partners.

Local planning and public policy are critical to creating livable places. Working at the local level presents a myriad of technical, legal, and environmental challenges. To be effective, public policy must engage and consider the needs of the community. While all of these topics can be taught in a classroom setting, preparing students for professional practice requires skills that are difficult to teach in the classroom—engaging citizens, working with local decision makers, and other aspects are best learned through experience.

Capstone courses are referred to as a “high impact practice” that integrate education experiences and prepare students for work or further education. When designed with care, these types of courses can offer opportunities to integrate, synthesize, and apply knowledge. The course will provide students an opportunity to translate classroom skills into the laboratory of the community and supplement PPPM's internship program with more personalized mentoring in applied problem solving in a team setting.

### Roles on Course Instructors

This course is taught by a team.

- **Bethany** is the main course instructor. She is ultimately responsible for what happens in class and with your projects. Think of her as the conductor.

- **Jason** works for the City of Eugene and is our community liaison and will also be the community partner for one project. Jason is responsible for providing the City of Eugene perspective in the class. He is responsible for organizing and communicating with our community partners. As the community partner for one project, he will work with one team directly.
- Each of our projects is directly tied to a **community partner**. The community partner developed the research question and is the person that wants the answer. The community partner is devoting about 10 hours to working with you over the course of the term.

### Shared Responsibilities in our Learning Community

The classroom is a place of focused learning and respect. We want to create an environment where people act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed.

If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify Bethany as soon as possible.

### Learning Outcomes

Upon completion of this course students will be able to:

- Conduct applied research skills using multiple methods such as interviews, surveys, and focus groups;
- Produce a high quality product for a government organization;
- Give a professional presentation to community members;
- Apply professional reflective practices to a variety of experiences;
- Generate a team environment where peers feel secure expressing their views, work is distributed equitably, and people feel supported to do their best work;
- Conduct themselves in a professional way in classroom and community settings (communication, time-management, organization); and
- Identify aspects of the planning and policy profession that are desirable to them.

Because Real World Eugene uses projects as the vehicle to achieve our learning outcomes, you will learn about the specific subject matter of your project. You should understand, however, that completing one project over 11-weeks will not teach you all there is to know about a specific aspect of planning or the particular topic of your project. In other words, do not expect PPPM 410 to make you an expert in a specific area of planning. In our experience, it is the process of completing the project that is most instructive; the topic is of lesser importance.

### Course Communication

I will use **Canvas** to communicate with you about the course. The class syllabus, announcements, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. Syllabus updates will be posted to the Canvas site and revisions will be described for each revised version.

I have developed a course blog that archives all of the previous course projects.

**Course Blog:** <http://blogs.uoregon.edu/pppm408steiner/>

I also use text to communicate with students when we need to immediately communicate. For example, if I am meeting you at a City office for a partner meeting and you fall and break your ankle while walking to the meeting, please text me! If you are doing a focus group at night on-campus and the room is not open, please text me! Etc. (541-520-8541) Please state your name in the text.

## **Course Format and Workload**

Real World Eugene requires a substantial time commitment. While your workload will vary from week to week, on average, we expect you to spend three hours each week in class and work an average of 10 hours per week on class work outside of class for a total of 13 hours a week. Due to the nature of the work, some of your work may occur on nights and weekends. Please note:

- Your project team will need to meet one time each week outside of our designated class time to complete your assigned work.
- I expect that each project team meet with me one time outside of class to talk about your project. This meeting will be for one hour. We will schedule it at a time when everyone can attend.
- During the Monday or Tuesday of Finals week, your team will need to schedule one hour with me to practice your final presentation.
- For the Final, we will present our findings to the City of Eugene. Our University assigned exam time is Friday, December 13<sup>th</sup> from 8:30 AM – 10:00 AM. This requires a 2-hour time block from 8:30 – 10:30. If you have another exam starting at 10:00 on Friday, we will arrange for your group to go first and you can leave with enough time to start your next exam.

## **Class Attendance**

I expect you to come to class and to be on time. I also understand that life can be crazy; therefore, each of you may have ONE unexcused absence from class. For every other unexcused absence from class, I will take a point off of your final grade. For example, if you earned 90 points (A-) at the end of the term and you had one unexcused absence, you would receive 89 points (B+). Each morning you will mark yourself in on the clipboard at the front of the class. You will indicate if you are on time. If you fail to mark yourself in, I will assume that you were absent.

### **What is an excused absence?**

- For planned absences, such as being out of town, please let me know, via email, as soon as you can. I expect to know of your absence as least 3-days before you are gone.
- For unplanned absences, such as you wake up with a fever, or you have a family emergency, I expect you to email me at least 30-minutes before the beginning of class.

### **What happens if I am tardy?**

I start class on time. If you are more than 2-minutes late, you are tardy. If you are tardy more than 2 times, I will deduct points from your final grade. 3 to 4 tardies = 1 point off final grade; 5 to 6 tardies = 2 points off final grade; 7 to 8 tardies = 3 points off final grade.

## Assignments, Assessments and Feedback

Assignments are placed on Canvas. You have two types of assignments: (1) team assignments, and (2) individual assignments. I am interested in your learning and your learning process. I will evaluate your individual and team performance with rigor and provide you substantive feedback throughout the class on your performance. Each assignment has its own rubric which will be posted with the assignment.

### Team Assignments (40%)

- **Team Scope of Work** 5%, due October 15, revised is due October 22 (graded)
- **Final Presentation** 10%, due December 13
- **Project Deliverable**
  - a. Section 1 5%, due Nov. 15
  - b. Draft “recommendations” 5%, due Nov. 26
  - c. Final 15%, due December 13

### Individual Assignments (60%)

- **Evaluation of prior Real World Projects** 10%, due October 11
  
- **Task Tracker** 5%, every week
- **Community Profile** 15%, due October 29
- **Reflection** 20%
  - a. 5% - Learning Goals due October 8
  - b. 5% - Community Meeting Reflection – due December 3
  - c. 5% - City of Eugene Informational interview and reflection, due November 1
  - d. 5% - Final Class Reflection (written assignment), due December 13
- **Contribution to the Team and product** 10%
  - a. Self-report of contribution
  - b. Team member feedback of contribution
  - c. Instructor observation of contribution

**Late Work Policy:** Because this is such a fast-paced class, I need you to turn your work in on time. If you turn in an assignment late, I will give it one letter grade lower. For each additional 24-period, I will take off an additional letter grade. For example, if you would have received a "B" on an assignment, but it was submitted between 1 minute and 24-hours late, it will be given a "C". I will offer your extensions if you make a request 24 hours in advance or there is a severe hardship (death in immediate family, illness or injury requiring bed confinement).

### **Grading Scale and Explanation**

100	A+	85-89	B+	70-74	C+	55-59	D+
95-99	A	80-84	B	65-69	C	50-54	D
90-94	A-	75-79	B-	60-64	C-	45-49	D-

- A signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.
- B signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- C signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- D signifies inadequate understanding of the material. Non-passing grade. Student will earn university credit, but will not satisfy major or minor core requirements.
- F signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Student does not earn credit.
- P indicates a passing grade, when a student has earned a letter grade of C- or better.
- N indicates a non-passing grade, when a student has earned a letter grade of D or lower.

## **PLAGARISM**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). PPPM uses the APA style for citation. For more information on humanities or social sciences citation manuals see: <http://libweb.uoregon.edu/guides/citing/index.html>

If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. 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).

## **Important Resources on Campus for You to Know About**

The University of Oregon has a great counseling center that offers free (well, you pay for it with your student fees) counseling sessions. If you ever feel like you could benefit from someone to talk with, give them a call! Counseling and Testing Center, 1590 E. 13th Ave., phone: 541.346.3227.

## **INCLUSION**

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity.

If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html>.

**Education Access Needs**

The UO is working to create evermore inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify the instructor as soon as possible. You are welcome to contact the Accessible Education Center, 164 Oregon Hall; 346-1155 or [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu). Such needs may include (not limited to) neurological, hearing, visual, or orthopedic impairment; chronic medical conditions; and psychological or learning disabilities.

**Sexual Violence, Harassment, and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu)

## COURSE SCHEDULE

WK	Date	Topic/Activity	Instructors in Class	Assignments and Readings
1	Tuesday, October 1 (Peterson 107)	<b>Introduction:</b> Goals for the class. Getting to know each other and the projects	Bethany, Jason	<b>Due:</b> Project and informational interview selections electronically to Bethany and Jason by 10:00 PM on Tuesday
	Friday, October 4 (Peterson 101)	<b>Meet community partners</b>	Bethany, Jason, community partners	<b>Due:</b> List of questions for community partner  <b>Reading:</b> Background information for project, see project descriptions for links
2	Tuesday, October 8 (Peterson 107)	<b>How to write a scope of work and manage a project</b>	Bethany	<b>Due:</b> Learning Goals*  <b>Reading:</b> PPPM Teamwork Document (on Canvas)
	Friday, October 11 (Peterson 101)	<b>Interviews and Focus Groups</b>	Bethany	<b>Due:</b> Evaluation of Prior Real World Reports/Products*  <b>Reading:</b> 10 hints to Interview (on Canvas)
3	Tuesday, October 15 (Peterson 107)	<b>Present team scopes to class</b>	Bethany	<b>Due:</b> Team Scope of Work  Comments on scope back to you by 5:00 PM
	Thursday, October 17 (Peterson 101)	<b>Go to City offices to talk with partners about scopes</b>	Bethany, Jason	<b>Due:</b> Send revised scope to your community partner, 1-hour meeting with community partner
	Friday, October 18	<b>Go to City offices to talk with partners about scopes</b>	Bethany, Jason	<b>Due:</b> 1-hour meeting with community partner
4	Tuesday, October 22 (Peterson 107)	<b>Community Profiles and Surveys</b>	Bethany	<b>Due:</b> Final Team Scope*  <b>Reading:</b> TBD
	Friday, October 25	<b>Work Session</b>	Bethany (Leaving at 11:00) , Jason	

<b>WK</b>	<b>Date</b>	<b>Topic/Activity</b>	<b>Instructors in Class</b>	<b>Assignments and Readings</b>
	Tuesday, October 29 (at Bethany's house?)	<b>Team Work</b>	Bethany	<b>Due:</b> Community Profile*
5	Friday, November 1 (at Bethany's house?)	<b>Design Thinking</b>	Bethany/Jason	<b>Due:</b> informational interview reflection* <b>Reading:</b> TBD
	Tuesday, November 5 (Peterson 107)	<b>Work Session</b>	Bethany	<b>Due:</b> Nothing <b>Reading:</b> TBD
6	Friday, November 8 (Peterson 101)	<b>Running a Good meeting (80 min) Work Session (30 min)</b>	Bethany	<b>Due:</b> Nothing
	Tuesday, November 12 (Peterson 107)	<b>Good presentations</b>	Bethany	<b>Due:</b> Nothing <b>Reading:</b> TBD
7	Friday, November 15 (Peterson 101)	<b>Work Session: Prep for community meeting</b>	Bethany, Jason	<b>Due:</b> Section 1 of Final Report* Draft of meeting materials (powerpoint and handouts)
	Tuesday, November 19 (Peterson 107)	<b>Community Meetings</b>	Bethany, Jason	<b>Due:</b> 1 hour meeting with community partners plus others
8	Friday, November 22 (Peterson 101)	<b>Community Meetings</b>	Bethany, Jason	<b>Due:</b> 1 hour meeting with community partners plus others
	Tuesday, November 26 (Peterson 107)	<b>Debrief meetings and work session</b>	Bethany	<b>Due:</b> Draft "Recommendations" for deliverable*
9	Friday, November 29 (Peterson 101)	<b>No Class</b>		
	Tuesday, December 3 (Peterson 107)	<b>Work session</b>	Bethany	<b>Due:</b> Community Meeting Reflection*
10	Friday, December 6 (Peterson 101)	<b>Practice final presentation and Final synthesis of class</b>	Bethany, Jason	<b>Due:</b> Draft of final presentation



Monday, December 9 or Tuesday, December 10	<b>Meet with Bethany to practice final presentation</b>	Bethany	<b>Due:</b> Final Presentation* and Final Document*, final class reflection*
Friday, December 13 8:30-10:30	<b>Final Presentations (off campus)</b>	Bethany, Jason, Community partners	<b>Due:</b> Final Presentation* and Final Document*, final class reflection*