



School of Planning, Public Policy and Management



PPPM 613 – PLANNING ANALYSIS LAB

CRN 15189

CLASS SYLLABUS — FALL 2019

Instructor:	Bob Choquette
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Office Location and Hours:	106 Hendricks – drop by M-F 10-2, or by appointment
Course Location:	445 McKenzie
Meeting Dates and Time:	Fridays – 8:00-9:50am October 4 – November 22

Course Description

This class is designed to work closely with Planning Analysis (PPPM 613), and to provide applied instruction in the use of computers in analyzing planning data.

Specifically, we will cover:

- Web research and data analysis
- Forecasting
- Community economic analysis
- Housing needs analysis
- Data interpretation and analysis

You will learn these various tools and techniques through (1) class discussions, (2) in-class demonstrations, and (3) several assignments.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Use Microsoft Excel for basis planning analysis
2. Access and understand basic Census data
3. Apply standard planning analysis tools
4. Use computer applications to aid in data analysis.

Teaching Philosophy

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.
- *Experiential learning* (Kolb, 1984) supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.
- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT’s key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

Textbook and Course Materials

There are no specific reading materials for this class. Class materials will be available on the class site at <http://canvas.uoregon.edu>.

Grading

Planning Analysis Lab accounts for 15% of your grade for PPPM 613. Your grade in the lab will be determined based on the following:

1. Attendance and participation	50%
2. Assignments (5)	50%
TOTAL	100%

Bob Parker and I will coordinate the Lab grade, as part of your Planning Analysis grade. If you attend all of the classes and participate in discussions, you’ll get credit for that part of the Lab, which will count for 7.5% of your grade in Planning Analysis.

Likewise, if you complete all homework, you will get credit for that part of the Lab, which will count for 7.5% of your grade in Planning Analysis. On homework, you will get full credit as long as you make a clear effort to complete the homework, regardless of whether you answer the question right. The purpose of the homework is to practice what we learn in Lab and to follow up on questions you do not answer correctly.

Course Website

The course website is located on the University’s Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the UO Registrar has your correct email address. I will use this email address to communicate with you.

If you are unable to make it to class on the day an assignment is due, you may post to Canvas or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments *may* receive only partial credit.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. I will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall or 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Response Team: 164 Oregon Hall or brt@uoregon.edu or <http://bias.uoregon.edu>

Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or <http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, <http://safe.uoregon.edu>. The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

Inclusion Statement

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 the school head.

Center for Multicultural Academic Excellence

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email cmoe@uoregon.edu, or visit Suites 164 and 165 in Oregon Hall.

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your academic performance or reduce your ability to participate in daily activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via <https://health.uoregon.edu/mental-health> or by calling 541.346.2770.

Life's Challenges

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I care about you as an individual and your health and well-being beyond your role as a student in this class.**

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."

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 <http://dos.uoregon.edu/social-misconduct>) 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.

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 with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

Assignments

You will have four short assignments as part of this class that are designed to reinforce your newly-acquired analysis skills. Generally, I will demonstrate and discuss a new skill or set of skills each week, and you will have an opportunity to apply those skills by completing an assignment due the following week.

Assignment 1: Developing a Community Demographic and Income Profile

Assignment 2: Applying Projection and Forecasting Skills

Assignment 3: Conducting a Community Economic Analysis

Assignment 4: Conducting a Housing Analysis

Assignment 5: Conducting a Buildable Lands Inventory

Your completed assignments should be uploaded to Canvas.

Schedule

The following schedule may be adjusted as we move through the term, depending on student's interests and the length of time we discuss particular issues.

Week	Date	Topics	Assignments Due
1	10/4	Introduction to class Identifying US Census and other data sources	
2	10/11	Acquiring and analyzing demographics and socioeconomic data	Assignment 1: Demographic and Socioeconomic Data
3	10/18	<i>No class – Salem Day</i>	Assignment 1 Due
4	10/25	Forecasting	Assignment 2: Forecasting
5	11/1	Conducting community economic analyses	Assignment 2 Due Assignment 3: Community Economic Analysis
6	11/8	Conducting housing needs analyses	Assignment 3 Due Assignment 4: Housing
7	11/15	Analyzing buildable lands data	Assignment 4 Due Assignment 5: Buildable Lands
8	11/22	Data interpretation	Assignment 5 Due
9	11/29	<i>No class – Thanksgiving</i>	