UNIVERSITY OF OREGON | College of Design

School of Planning, Public Policy and Management

University of Oregon
School of Planning, Public Policy and Management

PPPM 610: Growth Management
Winter 2019 CRN 25821 – 4 credits

Professor Rebecca Lewis, PhD
Office: 132 Hendricks Hall (inside ISE)
Phone: 541.346.4432
Email: rlewis9@uoregon.edu

Office Hours: 1:30-3:30 pm on T/Th or sign-up
here: https://rebecca-lewis.youcanbook.me
Class Time: T/Th 12-1:20
Room: 349 McKenzie

Course Description
This course is designed to provide a detailed overview of growth management principles and practices in the United States. A substantial portion of the course focuses land use policies and approaches to comprehensive planning in places that are national leaders in growth management policy, including the states of Oregon, Florida, Washington, Delaware and Maryland, in addition to some local governments and regions. The course surveys regulatory and incentive based approaches to growth management at the state, regional, and local level.   This course explores motivations for managing growth and examine the relationship between infrastructure and land use. We also examine how current growth management strategies may be affected by trends in technology.

Course Objectives
1. To understand the concept of "sprawl," and problems attributed to this development pattern.
2. To provide a basic understanding of various tools employed to manage growth.
3. To understand the role of infrastructure planning and financing in growth management efforts.
4. To understand the relationship between land use and infrastructure.
5. To understand the theory and evolution of growth management efforts in the United States.
6. To consider how new mobility, e-commerce, and the sharing economy may impact long-range planning and growth management.

Course Website
The course website is located on the University of Oregon's Canvas system (https://canvas.uoregon.edu.)   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 will use the email function in Canvas to communicate with you. It your responsibility to check email and messages for class updates. Please adjust your Canvas notification settings accordingly.

Required Reading
There are no required textbooks for this course. All readings are required readings unless otherwise noted and should be read prior to that day's lecture/discussion. Readings and resources will be available on Canvas or web. See course schedule for a complete list of course readings.

Classroom Environment
In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

Professional Practice
Students are expected to behave in a professional manner at all times.
- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- All course assignments will be completed and submitted electronically.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, avoid disrupting the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines may be asked to leave for the remainder of the class session and will lose participation points for that day. *If you arrive more than 5 minutes late without advance notice, you will lose half of your attendance points for that day.*
- **No** cell phone use. Please turn your cell phone completely off and stow it **out of sight.**
- I prefer that you **refrain from using laptops during this class**, as computers tend to distract students from engaging in discussion. Laptop use is only permissible for note-taking and referencing readings. Please do not check email, connect to a web browser or work on other classwork, work, or projects during class. If you are using a laptop, please sit behind other students. Using a laptop is considered a privilege and the instructor retains the right to revoke this privilege if laptops become distracting to course discussion.

Communication with Instructor
Email is the best way to get in touch with me. I encourage you to email me with questions on the syllabus, assignments, readings, etc. If you would like to meet with me in person, please visit during my office hours or email me to set up an appointment. I am generally prompt in replying to emails, so if you have not heard from me within 48 hours, please re-send the email. *My email is:rlewis9@uoregon.edu – there is another Rebecca Lewis in the UO Directory.*

Assignments and Course Grades
The course grade will be based on the following components:

Attendance, Active Participation, Discussion Questions & Short Assignments:	**15%**
Assignments	**55%**
Infrastructure Needs	*15%*
Jurisdiction Plan Review Assignment & Presentation	*20%*
Book Review	*20%*
Final SCYP Project (In Teams)	**30%**
Draft SCYP Report	*5%*
SCYP Presentation	*10%*
Final Report (in teams)	*15%*

See assignments handout for description and guidelines for each assignment. Assignment details will be posted on Canvas and deadlines are listed in the course schedule.

All assignments will be submitted electronically on Canvas. If you have technical issues submitting your assignment, take a screen-shot of your computer screen displaying the error, email me immediately and attach the screen-shot and assignment to the email.

Class participation and discussion questions
This class will be structured as a discussion-based seminar. Attendance and active participation are required. Students are expected to have obtained, read, and retained the readings for each class and to come to class prepared to discuss content and implications of the readings. A portion of your participation grade will include posting discussion questions to a Canvas discussion forum prior to each class. To receive full credit, students must post at least 10 questions over the course of the term. Note that discussion questions are *completion* grades so the substance of each individual post is not graded.   You are expected to participate in class discussion raising questions related to the readings and topics during class and by posting relevant content (including discussion topics, images and links) to general Canvas discussion boards. See assignments handout for detailed explanation of expectations for participation and discussion questions.

Explanation of Grading System [See Rubric on page 14]

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

- **C+ and Lower (below 74): Unacceptable work for professionals**
    - Significant deficiencies related to assignment criteria
    - Does not demonstrate sound research or higher level thinking
    - Factual errors or calculation errors
    - Graphics poor (inaccurate tables, poor titles, no data sources)
    - Poorly written (see writing criteria)
- **B- (75-79): Below acceptable standards for professionals**
    - Weak or incomplete response to assignment criteria
    - Limited demonstration of sound research or higher level thinking
    - Minor errors of fact or calculation
    - Poorly constructed text, unclear graphics
    - Rushed or lack of attention to overall product
    - Writing errors (see writing criteria)
- **B (80-84): Generally meets professional standards**
    - Acceptable response to assignment criteria
    - Uses research and analysis to draw out some key points or present insights
    - Factually and technically correct
    - Clear message to readers
    - May lack precision in language and presentation of data
    - Sound writing (see writing criteria)
- **B+ (85-89): Solid professional work**
    - Thorough response to assignment criteria
    - Uses research and analysis to draw out many key points or present insights
    - Factually and technically correct
    - Excellent tables and graphics
    - Falls short in some areas
    - Professional writing (see writing criteria)

Explanation of Grading System [cont.]
- **A- (90-94): High quality professional work**
    - Thorough and detailed response to assignment criteria
    - Uses research and analysis to draw out many key points or present insights
    - Technically, methodologically, and factually 100% accurate
    - Fall short of highest quality work in organization, flow of text or presentation
    - Clearly conveys conclusions to audience
    - Professional writing (see writing criteria)
- **A (95-99): Outstanding professional work**
    - Thorough and detailed response to assignment criteria
    - Uses research and analysis to draw out many key points or present insights
    - Technically, methodologically, and factually 100% accurate
    - Efficient language and graphics presented with emphasis
    - Easy to navigate and follow
    - Clear about main points and evidence provided to support these points
    - All graphics are clear and titled, sources, labeled
    - Professional writing (see writing criteria)

Note that I round at 0.5.

Course Workload

A general rule of thumb for the expected workload for a graduate level class is approximately 4 hrs. /week per credit hour (or 160 hours over the term.) A 4 credit course will require approximately 16 hrs. of effort per week. This class meets 3 hrs. each week, so students should expect to spend an additional 13 hrs. /week for this course.

See the student engagement inventory on page 6 and:
http://registrar.uoregon.edu/faculty_staff/academic_scheduling/syllabus.

Course Policies

Late Assignment Policy

All assignments will be submitted electronically. No hard copies are requested.   When applicable, assignments turned in late with no documentation will be marked down <u>ten percent </u>for every day (24-hour period) they are late. **Assignments submitted one minute past the deadline will be graded as late.**

Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer <u>do not</u> qualify as extenuating circumstances. Extensions must be requested <u>before</u> the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation.

Missed Class Policy

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please consult with classmates for class notes.   You are allowed two unexcused absences in this course. For each unexcused absence beyond the second one, students will lose 1 point off their final course grade. Excused absences require official documentation.

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."

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 so that the instructor can best assist you with accommodations. 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.

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. I reserve the right to evaluate your submissions using plagiarism software.   If there is any question about whether an act constitutes academic misconduct, it is the student's 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://library.uoregon.edu/guides/plagiarism/students/index.html.

How to Avoid Plagiarizing
When directly quoting another author, the writer must:
- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)], the format of an in-text citation varies by citation style.
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).
- A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals see: http://libweb.uoregon.edu/guides/citing/index.html

When paraphrasing another author, the writer must:
- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.

Equity and Inclusion Statement
As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in that growth management tools often have unintended consequences related to gentrification and affordable housing. This course will examine how growth management tools impact equity by exploring how each growth management tool affects equity.

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 department head.

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.

Student Engagement Inventory

Educational Activity	PPPM 610: Graduate Hours student engaged	Explanatory comments (if any)
Course Attendance	30	
Assigned Readings	60	Average of 90 pg. of readings per week [rigorous journal articles, book chapters, professional reports, websites] , read entire academic book for book review(200-400 pages)
Project	25	Group project with final report and presentation.
Writing Assignments	40	Three individual written assignments.
Lab or workshop	0	
Field work/experience	0	
Online interaction	5	discussion questions on Canvas due before each class session.
Performances/creative activities	**0**	
Total	**160**	

Tentative Schedule of Readings and Assignments (found on Canvas or the Web)

Date	Topic	Readings	Assignments
8-Jan	Course Introduction; Why Manage Growth? What are comprehensive plans?	Suzuki "Understanding Sprawl – A Citizen's Guide" 1-20 (focus on costs of sprawl)	
		ICMA Report "Why Smart Growth" pp. 17-32	
10-Jan	Defining and Debating Urban Sprawl	Wassmer and Boarnet "The Benefits of Growth" *ULI Report* 2002 pp 1-21 (skim)	By Wednesday, January 9 at 5 PM: Short Assignment: What is Sprawl?
		*Gordon and Richardson, "Are Compact Cities a Desirable Planning Goal?" *JAPA* 1997, pp. 95-106	
		*Ewing, "Is Los Angeles-Style Sprawl Desirable?" *JAPA* 1997, pp. 107-126. (Note -- for update see Ewing & Hamidi Compactness versus Sprawl: A Review of Recent Evidence from the United States, *Journal of Planning Literature, 2015, pp. 413-432)*	
15-Jan	SCYP Background: Guest Lecture by Becky Steckler of Urbanism Next	APA PAS Report. "Planning for Autonomous Mobility." APA 2018.	By Friday, January 18: Preference for GM assignment & SCYP Survey https://goo.gl/forms/sejC6KNuPtypZJp82
		APA Resources: https://www.planning.org/knowledgebase/autonomousvehicles/	
		NITC Report, Urbanism Next, 2018. (Available on Canvas)	
17-Jan	SCYP Background: Guest Lectures by Cities of Eugene and Gresham	Gresham: https://greshamoregon.gov/Comprehensive-Plan/ (volume 2) and https://greshamoregon.gov/Urban-Design-and-Planning/	By Monday, January 21: Instructor distributes jurisdiction assignments and SCYP groups.
		Eugene: https://www.eugene-or.gov/3009/The-Envision-Eugene-Comprehensive-Plan & sections of Comprehensive Plan posted on Canvas	
22-Jan	Where to Grow? Infrastructure and Urban Development; Determining Infrastructure Needs	*Kelly, *Planning, Growth, and Public Facilities*. Planning Advisory Service (PAS). Report #447. 1993, pp. 1-24.	
		Weitz, "Concurrency: Evolution and Impacts of an Infrastructure and Growth Management Policy." *Public Works Management Polic*y 1997, 51-64.	
24-Jan	Where not to Grow?: Land Conservation/ TDR	*Daniels and Lapping, "Land Preservation: An Essential Ingredient in Smart Growth." *JPL* 2005,pp. 7-23.	By Wednesday, January 23 at 11:59 PM: Email Instructor choice for Book Review
		*Johnston and Madison, "A Review of Current Practices in Transfer of Development Rights" *JAPA* 1997, pp. 365-378.	
		Pruetz and Standridge, "What Makes TDR Programs Work?" *JAPA* 2009, pp. 78-87.	

Date	Topic	Readings	Assignments
29-Jan	Quality of Growth: Smart Growth/ New Urbanism	*Smart Growth Network, Smart Growth Primer, pp. 1-25	Due Monday, January 28 at 5 PM: Short Assignment Smart Growth
		Ye, Mandpe, and Meyer, "What is Smart Growth?" *JPL* 2005, pp. 301-313	
		Peruse Websites: : http://www.epa.gov/smartgrowth/about_sg.htm ; http://www.smartgrowth.org/why.php	
31-Jan	Affordable Housing; Infrastructure Needs Assignment Discussion	Nelson, Dawkins & Knaap, "The Link Between Growth Management and Housing Affordability: The Academic Evidence." Brookings Institute 2001, pp. 1-37.	*By Wednesday, January 30 at 11:59 PM: Infrastructure Needs Assignment due.*
5-Feb and 7-Feb	State Profiles: Oregon; Potential Guest Speaker	*Seltzer & Whitman, "Land Use Planning in Oregon: The Quilt and the Struggle for Scale." Paper presented at "Planning for States and Nation/States: A TransAtlantic Exploration", 2012. **, pp. 1-36.	
		Oregon's 19 Statewide Planning Goals and Guidelines. Oregon Department of Land Conservation and Development (DLCD). Web: http://www.oregon.gov/LCD/Pages/goals.aspx.	
		*Seltzer, "Land Use Planning in Oregon," in Oregon Planners Journal: 40th Anniversary Special Edition May/June 2013 (pg. 5-11). Web: http://www.oregonapa.org/wp-content/uploads/2014/09/17221_2.2013MayJuneOPJ.pdf	
		Abbott, "Planning a Sustainable City: the Promise and Performance of Portland's Urban Growth Boundary." 2002, pp. 207-232.	
12-Feb	State Profiles: Florida/Washington	*Pelham, "A Historic Perspective for Evaluating Florida's Evolving Growth Management Process." Book Chapter 2007, pp. 7-18.	
		*Laschever, An Overview of Washington's Growth Management Act. *Pacific Law Review.* 1998, pp. 657-677.	
		The Growth Management Act of Washington State: Successes and Challenges. Web: http://www.lwvwa.org/pdfs/studies/GMA_study.pdf (pgs. 5-15 and 51-52]	
14-Feb	State Profiles: Maryland/Delaware	*Cohen, "Maryland's 'Smart Growth': Using Incentives to Combat Sprawl" Book Chapter, 2002, pp. 1-23.	
		Lewis, Knaap, and Sohn, "Maryland's PFAs: A Good Idea Whose Time Has Yet to Come." *JAPA* 2009, pp. 457-478.	
		*Lewis, "Delaware's Quiet Emergence into Innovative State Planning." 2012 **, pp. 2-26.	

PPPM 610: Growth Management Syllabus – Winter 2019

Date	Topic	Readings	Assignments
19-Feb	Book Review Discussion	*No assigned readings.*	***By Monday, February 18 at 11:59 PM: Book Review Due***
21-Feb	State Development Plans	*Lewis & Knaap, "Institutional Structures for State Growth Management: An Examination of State Development Plans." *State and Local Government Review,* 2012, pp. 1-12.	
		Knaap, "Using Incentives to Combat Sprawl: Maryland's Evolving Approach to Smart Growth." ** pp. 2-39.	
		Plan Maryland. December, 2011. MDP. Ch 1, p. 3-11.	
26-Feb	Regional Planning	*Wheeler, "The New Regionalism", *JAPA* 2002, pp. 267-276.	
		Knaap and Lewis, "Regional Planning for Sustainability" Book Chapter 2011, pp. 176-206.	
		Peruse: Envision Utah http://envisionutah.org and; SACOG Regional Blueprint http://www.sacregionblueprint.org/	
28-Feb	Climate Change and Sustainability Plans	Growing Cooler Executive Summary, pp 1-16.	
		*Wheeler, "State and Local Government Climate Change Plans" *JAPA* 2008, pp 481-496.	
		Fulton, "Will Climate Change Save Growth Management in California?" 2012. ** pp 1-26.	***By Sunday, March 2 - Draft Written SCYP Report due***
5-Mar	Politics of Growth Management	Frece, "Twenty Lessons from Maryland's Smart Growth Initiative" *Vermont Journal of Environmental Law* 2005, pp 106-132.	
		*Downs, "Smart Growth: Why We Discuss It More than We Do It" *JAPA* 2005, pp.367-378	
		Chapin and Connerly "Citizen Attitudes Towards GM in Florida" *JAPA* 2004, pp. 443-451.	
7-Mar	Future of Growth Management and Course Review	Fishman, "The Fifth Migration" *JAPA* 2005, pp. 357-366	***By Friday, March 8 at 11:59 PM: Jurisdiction GM Assignment due (you can turn this on day of presentation, but this is final date to submit.)***
		Nelson, "The New Urbanity: The Rise of a New America" *AAPSS* 2009, pp. 192-207.	
		*Chapin, "From Growth Controls, to Comprehensive Planning, to Smart Growth: Planning's Emerging Fourth Wave." *JAPA* 2012, pp. 5-15.	
12-Mar	Group Presentations		***Course presentations***
14-Mar	Group Presentations		***Course presentations***
	Final Project due on Canvas, Wednesday March 20 at 10 am		

*Denotes Key Readings (If you can't read everything, read these first) ** These papers are part of a recently published book by the Lincoln Institute but are provided in draft format to you. Please refrain from distributing these papers.

Professional Writing

Writing is a very important skill for planning and public policy. It is one of the most common forms of communication for planners and policymakers. Employers always emphasize that they want people who can communicate effectively.

Writing Resources

Writing book: Consult *The Elements of Style* by William Strunk (reprinted numerous times), which is available online (http://www.bartleby.com/141/). In particular, it is always helpful to review his section on "The Elementary Rules of Composition."

Research help: The Knight Library is a good place to start for research. In addition to reference librarians, they have on line databases that allow you to search a topic across thousands of journals at once. Go to the library web page, search for "articles" and search across all fields or search by a subject such as planning. You can also search through sites like Google Scholar to find information from a range of sources. If you access the site through a university server (or use VPN) you will be able to access far more articles than if you search from your home computer.

Writing Criteria
The UO PPPM faculty emphasize some common criteria for all written assignments and material. These criteria can also affect your content, because your good work may not be clearly communicated. The matrix below will be used to evaluate writing for all assignments. Be sure to also review the specific content criteria for each assignment.

General Writing Guidance (Adapted from Maryland School of Public Policy Writing Criteria)
- *Structure:* You should always have some sort of introduction (background, context) and some sort of conclusion (executive summary, findings, recommendation, etc.)
  - Your conclusion may appear on the first page, but you should still illustrate some attempt to synthesize information
  - Distinguish among information, findings, conclusions and recommendations. Information transmits facts or other matters useful to the reader. Findings summarize salient facts. Conclusions interpret the facts. Recommendations suggest what to do about them. Recommendations should be specific and implementable. They should describe players, timing and the result being sought. Avoid expressions of personal opinion not based on factual analysis.
- *Conciseness is important:* Simplify word choice and sentence structure. Make your point only once. Eliminate compound subjects, verbs, objects, and modifiers, e.g., "determination and perseverance," "convincing and persuasive."
- *Audience is important:* The readers *are* the audience, so write to their perspective. The audience may only be the instructor, but sometimes students are told to write for other readers. Keep in mind that a written document may find unanticipated audiences, so choose wording carefully.
- *Person and voice:* you should use third person and active voice. Passive voice can be useful in some situations, but it may be insufficiently precise.
- *Tone:* A document should be objective and professional. It should not be aggressive, preachy or "know it all." A "red flag" is a term which can incite undue emotion in the reader, so search for red flags. In professional writing, avoid expressions which reflect opinion. Don't use, "I feel," "I think" or "I believe." Orient your writing to the expectations of the reader.
- *References and Citations:* Many approaches to citations are acceptable. Footnotes can be used. Bibliographical references inserted in the text in parenthesis after the quotation also work. Whatever method you adopt, the reader must be able to access the reference from the information provided.
  - Paraphrased ideas can be cited without quotation marks, but must be sourced. Any two or more consecutive words taken from a source should be put in quotes. Use the author's name in the sentence leading up to the quote, in a footnote or parenthetical citation. Avoid plagiarism; give attribution when using someone else's words or ideas.
  - Plagiarism is easy to identify electronically.

- In the text, book titles are normally underlined and articles are referred to in quotation marks.
- Be sure the source is credible. Do not use Wikipedia for that purpose.
- *Proofread, proofread, proofread.* Allow time for editing.   I recommend reading your document out loud to expose awkward wording like run-on or choppy sentences.

Formatting

- Memos should be single-spaced; research papers and reports should be double-spaced
- Content matters more than a flashy template (but templates in Word are appropriate)
- Always include page numbers
- Use consistent significant figures (and 4 decimal places are not necessary)
- Headings and subheadings are very helpful
  - When a major new section begins, e.g., "Section 2: Methodology," a lead paragraph should state what the section is going to do, why that is relevant, and how the section is organized. Sub-headers do not need lead paragraphs.
  - Headers help the reader scan the document. Styles should be consistent in descending order of importance. Never end a page with a free-standing header
- Tables, charts, maps and other images should be boxed. They are usually separately labeled and numbered, but it is permissible to call all the images "exhibits" and use a single numbering system. Titles are normally centered above the boxed image with a double space between them and the box. Keep images large enough to read easily. If necessary, put them on the page after their text reference. They must be introduced in the text before they are displayed.
- Do not divide any exhibit between two pages unless it is longer than a page. If it is longer than a page, the row which explains the content of the columns should be reiterated on the second page.
- Tables and figures should have captions and sources and should be clean and legible. If copying and pasting figures looks fuzzy, then re-create the table or figure.
- Be consistent with the format for images. Don't use titles inside the box for some exhibits and titles above the box for others. Text is usually left justified; numbers should be right justified. Sometimes the column or row titles are centered and/or bolded. Put the source below the boxed image on the left single spaced. Images should not be separated from their titles. Titles separated from their images and headers left at the bottom of the page are called "widows."

Common Grammatical Mistakes

<u>Proofreading.</u> The last phase of editing is proofreading. This can be done in stages. Look for and delete every unnecessary word. Check for your personal weaknesses such as switching tenses, failing to achieve verb agreement or improperly using capitalization. Look for mistakes in spelling and grammar. Do not rely on Microsoft Word's grammar or spell check alone, although the Find and Replace function will locate and remove double periods and other easy to miss errors. Such errors may seem minor, but they detract from the message and undermine the writer's credibility. Some common errors are:

1. Using singular verbs with collective nouns, e.g., "The company is opposed to immigration reform. It does (NOT they do) not want to lose American jobs to illegal immigrants."
2. Improperly selecting a pronoun as an antecedent, e.g., using "it" as a subject, even though the antecedent is not established in the previous sentence. (It would be improper to say, "The world is getting hotter and dryer. It needs to change." – Is it the climate or the world that needs to be changed?)
3. Failing to write out the numbers one through nine – only 10 and above are numeric;
4. Beginning a sentence with a number or an acronym rather than spelling it out;
5. Failing to ensure agreement between the subject and verb so that a singular subject gets a singular verb and a plural subject gets a plural verb;
6. Using tenses inconsistently, i.e. moving from present to past or future tense with no obvious rationale. Stay in the present tense unless referring to a specific past or future situation.
7. Choosing prepositions incorrectly, e.g. use "between" for a comparison between two things and "among" for three or more (When in doubt, consult a dictionary.); and
8. Neglecting parallelism, i.e., when doing a numbered or bulleted list, use the same grammatical construct throughout, so, for example, if the first bullet leads with a verb, a noun or a sentence, all subsequent bullets should be structured the same way.

PPPM 610: Growth Management Syllabus – Winter 2019

Grading Rubric Example (will vary by specific assignment)

Criteria	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
EVALUATION					
Addressing each portion of assignment • Will vary					
Providing adequate justification • Use of literature to present issues and arguments • Development of a coherent argument or reasoned position • Exhibition of higher-level thinking, synthesis and argumentation					
Writing (see below) • Clearly structured and organized • Professional tone • Grammar, referencing & presentation					

WRITING: Detailed Feedback	Weaknesses or Deficiencies
Logical structure*: Can your reader follow presentation of information?* • Introductory section to orient the reader to the purpose of the document • Clear sequence of sections: logical order for writing task • Clear structure to sections • Uses subheadings effectively—reader can easily find key information • Uses paragraphs to support structure • Clear topic sentences • Links between paragraphs • Links within sections	
Professional approach: *May not apply for each assignment.* • Objective paper avoids bias and prejudice • Assertions supported by evidence (references, clear information, citations) and not just opinion • Uses a range of high quality sources • Appropriate use of active and passive voice • Awareness of audience: avoids slang, jargon and informal language • Coherence	
Grammar: *Errors can raise questions about sloppiness* • Noun verb agreement • Correct use of tense • Complete sentences • Appropriate punctuation • No run on sentences • No spelling errors or typos • Other grammar issues	
Referencing: *Provide support for assertions in accepted referencing style.* • In text references (author date, page) or footnotes • Reference list (or footnotes) using proper citation format	
Professional Presentation • Don't overuse bullets • Professional format (page #s, clear print + graphics) • Free of handwritten edits • Use graphics to support text, but not replace it • Proofreading	

Sample Memo

To: Decision maker

From: Your name

Date: Today's date

Re: Use this space to summarize your topic in 3-7 words

Overview [you should change this heading as appropriate]

Use a section like this to explain the purpose of the memo and give an overview of the document. You may offer a brief preview of your conclusions or recommendations. For example:
This memo summarizes some of the strategies for organizing a professional memo. In the following sections…

Context / Background [you should change this heading as appropriate]

Use a section like this to set the context or give the background for your audience. You may need to remind them of the task, background or how it relates to decisions they have to make. For example:
At its June meeting, the UO Board of Trustees requested that the UO prepare a climate action plan. In response, the President appointed a Climate Action Team, and this memo summarizes its progress…and so forth

Information / Body [you should change this heading as appropriate]

Present your information here and organize your main section while following these basic rules:
- Keep it simple stupid (KISS): summarize the key points and highlights
- Your document should have a clear logic flow with well-connected points and themes
- If this section is long, use sub-headings
- Use paragraphs with a clear topic sentence for your main themes
- Use bullets and numbering when you are presenting lists (don't replace paragraphs with bullets)
- Use charts or graphs if they do a better job of presenting complex information

Findings / Conclusions / Recommendations/ Action Items [you should change this heading as appropriate]

This will vary a lot depending on the purpose, audience, and the task assigned to the memo writer. Memos are usually not opinion or advocacy documents, but rather findings based on <u>supporting evidence</u>.
No: Can you imagine a world where Oregon rivers are parched and the forests are burning…
No: I think climate change is really important so the university should…
Yes: Based on the information I have gathered, the major sources of university emissions are…
Yes: The climate action team is recommending several policy options for the university to consider…

References

Use a standard reference system in your memo—either the author/date system (Daniels and Daniels 2003, 2-3) or a footnote system[1]. Include a reference list –OR–footnotes. Examples of both are listed below:
Daniels and Daniels. 2003. Environmental Planning Handbook. Chicago, IL: American Planning Association Press.

---

[1] Daniels and Daniels. 2003. Environmental Planning Handbook. Chicago, IL: American Planning Association Press, pp. 2-3.