

**School of Planning, Public Policy and Management**

**University of Oregon**

**Instructional Information**

Updated: July 19, 2022

This packet contains information for all PPPM courses. It also contains templates, sample syllabus language, grading guidelines, sample rubrics and equity and inclusions information that you can use for your courses. These have been provided by various PPPM faculty and it can be freely shared.

IMPORTANT Checklist

* Please review the PPPM syllabus checklist—these include some common errors in syllabi that are important for avoiding problems and complaints
* PPPM Syllabus Template
	+ Please use the template front page so that our classes have a consistent look
	+ Feel free to use (or not use) any of the information in the template—this is an amalgamation from many different syllabi, so not all elements will be relevant
	+ The template includes two different examples of course schedule layouts and examples of how to present topics and readings
* Grading Guidelines: The department has developed guidelines to ensure equitable grading, clear criteria and avoid grade inflation
* Grading Rubrics: The department has provided several rubrics that can be used to grade assignments. These work best when they are provided to the student in the syllabus
* Equity and Inclusion: please review the information in this packet and the Equity and Inclusion web site to see now the content and delivery of your class can be improved. This is an important issue for PPPM and its students.
* For latest version of required language in syllabi, check
	+ Provost website: <https://provost.uoregon.edu/syllabus-guidelines>
	+ Canvas Commons: resources available by clicking on this logo on your Canvas home page

# Syllabus Checklist: Required Syllabus Components for PPPM Courses

The course syllabus must have the following components:

* Basic course information: Course title, number and CRN, location, days and time, and term/year
* Instructor information: name, phone, email, office location, office hours
* PPPM instructors are expected to hold office hours each week or be available to meet with students outside of class. The adjunct office or Hendricks Hearth can be used for these meetings
* GTF information if applicable
* A one- or two-paragraph overview of course content.
* Learning Outcomes: 4-6 short, concrete statements describing the skills and knowledge students should be able to demonstrate after completing a course or degree program. The term can be used interchangeably with “goals” or “objectives” as long as the abilities in question will be meaningfully evaluated using exams, papers, and other accepted means.
* A list of required and optional readings using complete citations. Information for the students to locate the readings (textbook purchases, library reserve, Canvas PDFs, etc.)
* Information about whether the course blackboard site will be used.
* Criteria for computing the final course grade, including a list of the required assignments, exams, along with grading weights for each component
* Clear due dates for all assignments and exams (these can be changed, but should be confirmed well in advance through email or Canvas as well as in class)
* A clear overview of course policies regarding important issues such as exam conflicts, assignment due dates and late penalties (see the sample syllabus template for suggested policies and language).
* A course schedule listing topics by week along with the assigned readings and due dates for assignments. This schedule is also note the dates and times for midterm and final exams.

University Policies:

* FINAL EXAMS: Final examinations must be given during the scheduled final examination period. Faculty legislation prohibits the early administration of final exams.
* DEAD WEEK (the last week of classes). In the week preceding final examinations during Fall, Winter, and Spring terms:
	+ No examination worth more than 20% of the final grade will be given, with the exception of make-up examinations.
	+ No final examinations will be given under any guise.
	+ No projects will be due unless they have been clearly specified on the class syllabus within the first two weeks of the term.
	+ Take-home examinations will be due no earlier than the day of the formally assigned final examination for the class in question.

Feedback: Instructors should plan to give students feedback based on a significant portion of their course grade before the last day to withdraw from the course (typically the end of the 7th week of the term). Check the academic calendar for the exact date.

400/500 courses: Graduate students must have additional assessment relative to undergraduate students. For example, grades for undergraduate students might be based on homework, a midterm exam, and a final exam. Graduate students could be required to complete all of the undergraduate requirements and also write a 10 page paper. It is also acceptable to use a more rigorous grading scale for graduate students on the same assignment, but graduate students must be given additional required assignments.

Common Student Complaints:

Most students do not complain to the department and we always encourage students to contact the instructor first if there are concerns. However, there are sometimes legitimate complaints that can be avoided through good planning and communication. Some common complaints are:

* Changing due dates at the last minute or without written communication
* Changing the assignment percentages/weighting listed in the syllabus
* Extra credit assignments that are added late or could create inequities for some students
* Giving assignments that are not clearly linked to the class learning objectives and course content
* Language by the instructor that degrades or offends students (usually not intentional). In particular, jokes, sarcastic remarks or flippant responses may be hurtful to some or be easily misinterpreted.
* Comments from fellow students that are hurtful or degrading

Equity and Inclusion:

Equity and inclusion is a priority issue of PPPM and its an important part of our curriculum. This is reflected in the national news, communities across the country and our students as well. In 2014-15, PPPM students raised a number of concerns about the shortcomings of PPPM to better address these issues. In response, the Department created the Equity and Inclusion Initiative composed of tenure track faculty, non-tenure track faculty, and graduate and undergraduate students. This group has made a number of recommendations and PPPM is working on many of them.

There are several things that you can do to help address these issues:

* Incorporate equity and inclusion language in your syllabus: See examples later in this packet and in the faculty Equity Initiative resource packet.
* Consider your own approach to teaching and whether there are things you can do to improve the teaching environment: See resources listed on the Equity Initiative resource section
* Review the content of your course and ask whether you are overlooking issues of Equity and Inclusion that could be incorporated.
* Consider implementing Universal Design techniques in your courses to assist leaners with disabilities. You can find more about Universal Design techniques at the UO Accessible Education Center.
* International students facing language barriers have a difficult time understanding verbal content in class.  In one case, international students can’t understand anything the professor says in class.  Although a student can have very good verbal English, just the timbre of a voice can make comprehension impossible one case and fine with other professors.
* Even our students with strong TOEFL and GRE scores might still struggle with both written and verbal aspects of our programs. Please consider these strategies:
* Never announce a classroom change only verbally – announce it on Canvas or on the board/ppt.
* Always note other important information – assignment due date changes, final exam time/place, etc. – in writing.
* Post slides in advance of the lecture to allow students to review material before class.
* Consider an exception to your “no exceptions” due date policy for international students – if you talk personally with them, you could notify them that they could take an extra day or two if needed on assignments.  Students have indicated that this was very appreciated, very valuable, and yet very rare for PPPM professors & instructors to grant a bit of extra time.

## Required University Language for Specific Topics (July 2022)

The following is considered currently required information.

It is available from the Provost’s web site: <https://provost.uoregon.edu/syllabus-guidelines>

This syllabus guide contains different versions of some of the information contained below

**Academic Disruption due to Campus Emergency**

“In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.”

**Staying Safe in Classes**

 As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe.

Prevention: To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

* Comply with vaccination policy
* Wash hands frequently
* Complete daily self-checks
* Say home/do not come to campus if feeling symptomatic
* Individuals with no symptoms or mild symptoms can get tested at McArthur Court through UO's Monitoring and Assessment Program. Masks are required at COVID-19 testing sites including in line outside.
* Visit the Exposure Scenario page if you test positive or have been in close contact with a confirmed or presumptive case.

**Support: The following resources are available to you as a student.**

* University Health Services or call (541) 346-2770
* University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
* MAP Covid-19 Testing
* Corona Corps or call (541) 346-2292
* Academic Advising or call (541) 346-3211
* Dean of Students or call (541)-346-3216Complete the UO COVID-19 case and contact reporting form if you test positive or are a close contact of someone who tests positive.

**Academic Misconduct - You can find faculty resources on academic misconduct here:** https://dos.uoregon.edu/faculty-resources

“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. 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 https://researchguides.uoregon.edu/citing-plagiarism.”

**Accessible Education - (see https://aec.uoregon.edu/best-practices-faculty for more information)**

“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 in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.”

OR something like the following:

“Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (http://aec.uoregon.edu/) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center for assistance with access or disability-related questions or concerns."

**Accommodation for Religious Observances**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (https://registrar.uoregon.edu/calendars/religious-observances) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

**Basic Needs**

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 the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: https://blogs.uoregon.edu/basicneeds/food/

**Inclement Weather**

“It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates”

**Mental Health and Wellness**

"Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).”

**Reporting Obligations**

The following is the recommended minimum language to include on syllabi. Faculty and instructors are strongly encouraged to also include a statement addressing their reporter status which can be found on the OICRC website.

I am [a designated reporter/an assisting employee]. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 5411-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at investigations.uoregon.edu/how-get-support. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

See https://investigations.uoregon.edu/suggested-syllabus-language for additional recommended syllabus language.

# Other Potential Syllabus Statements (December 2021)

The following is considered currently required information.

It is available from the Provost’s web site: <https://provost.uoregon.edu/syllabus-guidelines>

This syllabus guide contains different versions of some of the information contained below

**Class participation**

Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.

**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.

**Professional Practice**

This course is a core course in the PPPM undergraduate pre-professional degree program. As such, 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.
* The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
* I expect all course assignments to be completed using a word processor.
* Some assignments will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel), as well as basic concepts in mathematics and algebra at the high school level will be used when we cover the analytic components of the material.
* You will also be required to use PowerPoint for a presentation at the end of the term on your final project.

**Course Workload**

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

**Writing Lab**

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and gradate student tutors are available on a drop-in basis or by appoint. For more information see: <https://owl.uoregon.edu/>

**Math Review**

This course requires some familiarity with basic concepts in mathematics and algebra at the high school level. The following (optional) book might be helpful for students seeking a review of some basic high school math skills.

* Schaum's Outline of Elementary Algebra (Third Edition) (Paperback) by Barnett Rich (Author), Philip Schmidt (Author). Schaum’s Outline Series, McGraw-Hill, New York, ISBN 0-07-141083-X.

**Calculators**

We will use calculators periodically throughout the term, so please make sure you always bring one to class. A basic calculator (not a fancy graphing calculator) is all that is needed for this course.

**Email**

I will try to respond to all email within 48 hours of receiving them. It is, however, becoming increasingly difficult to keep up with the quantity of email that I receive, so I ask that you make sure that you have reviewed Blackboard and the syllabus prior to sending a note about course logistics. Please do not send me emails if you need to miss a class for a routine matter, like a doctor appointment or job interview.

**Late Assignment Policy**

If you are unable to make it to class on the day an assignment is due, you may mail, email, or fax your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

**Missed Class Policy**

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available.

**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.”

**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: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

**Make up Exams: Midterm Exam**

Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). If the midterm exam is missed for a legitimate reason, the final exam weight will be increased by the amount of the midterm exam weight. This must be arranged prior to the scheduled midterm exam time.

**Make up Exams: Final Exam**

Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. A make up final exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency.

# Equity and Inclusion (see also examples at the end of this packet)

**Sexual Violence, Harassment and Survivor Support** *(provided by UO Faculty Senate, used with permission)*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.

There are mandatory reporters on campus, meaning that if they hear about an issue related to sexual violence or harassment they must report it to the Title IX office. In the School of PPPM, the only mandatory reporter in faculty and staff is the School Director, Richard Margerum.

**School of PPPM Diversity Statement** *(provided by the PPPM Equity Initiative)* (<http://blogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf>)

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

**Equity and Inclusion Statement** (Example related to PPPM)

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 that relates to equity and inclusion includes….ADD INFORMATION HERE.

**Trigger Warning Statement (Example related to PPPM)**

This course includes several readings that include language and concepts on topics related to race, class and culture. Many readings in this course are historical and include pronouns, terms and ideas that some may find offensive and/or traumatizing. The instructor tries to forewarn students about potentially disturbing subjects and readings and requests that students maintain an atmosphere of mutual respect and sensitivity. This classroom provides an open space for the critical and civil exchange of ideas. If you are concerned about our engagement with a particular topic, issue or source, please come see me and we can determine an appropriate route forward. If you ever wish to discuss your personal reactions to such material with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework. (See: https://prezi.com/tiaov36pktfp/trigger-warning-a-new-best-practice/ and <http://tah.oah.org/may-2015/trauma-and-trigger-warnings-in-the-history-classroom/> )

**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 in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Classroom Behavior** *(Written by Maure Smith-Benanti, used with permission)*Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other’s comments.

**Prohibited Discrimination and Harassment Reporting**

***[See more examples at the end of this packet]***

Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

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**PPPM XXX: Course title
Winter 2014 (CRN xxxxx)**

Professor XXX

Office: XXX Hendricks Hall

Phone: 541.346.xxxx

Email: xxx@uoregon.edu

Office Hours: Tues/Thurs 3:45-4:45 and by appointment

Course GTF: XXX

GTF email: xxx@uoregon.edu

GTF Office Hours: Mon/Wed 9-9:50

GTF Office: XX Hendricks Hall

Class Time: Tues/Thurs 10-11:20

Room: xxx Hendricks Hall

**Course Description**

[brief course description and overview here]

**Course Objectives/Learning Outcomes**

(Example) Upon completion of this course students will be able to:

1. Critically review a Federal EIS or comparable document for completeness and adequacy.

2. Communicate a review (above) of findings through written and verbal communication with interested parties.

3. Prepare portions of environmental documents through administrative and legal

requirements and standards of professional practice.

4. Fully participate in interdisciplinary environmental report preparation teams.

5. Analyze proposed development project plans for possible environmental effects and prepare appropriate initial studies.

6. Utilize EIA documents for policy development, project planning or for legal or political action planning.

**Course Website**

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

**Required Reading**

There are two required textbooks for this class. I have ordered copies of the Gruber book at the University bookstore. The best way to acquire the Stiglitz and Walsh textbook is to search for used copies on-line (e.g. Amazon.com)

* Stiglitz, Joseph E., Carl E. Walsh, *Principles of Microeconomics*, Third Edition, W.W. Norton and Company Ltd., New York, 2002. (ISBN 0-393-97520-7 paperback).
* Gruber, Jonathan. *Public Finance and Public Policy*, Second Edition, Worth Publishing, New York, NY, 2007. (ISBN 978-0-7167-6631-5). This book will also be used for PPPM 636 Public Policy Analysis next term (Winter 2010).

In addition to the textbooks above, students are required to read the following (available on the course blackboard site):

* Bento, Antonio M. Goulder, Lawrence H. Jacobsen, Mark R. and Haefen, Roger H. “Distributional and Efficiency Impacts on Increased US Gasoline Taxes,” *American Economic Review* 99(2), June 2009. 667-699
* Grogger, Jeffery and Lynn A. Karoly, “Chapter Three: An Economic Model,” *Welfare Reform: Effects of a Decade of Change*, Harvard University Press, Cambridge, MA, 2005.
* Hansmann, Henry B., “The Role of Nonprofit Enterprise.” Yale Law Journal 89(5), April 1980, 835-901.

**Assignments and Course Grades**

The course grade will be based on the following components:

Quizzes 10%

Homework assignments 10%

Policy Memo 15%

Midterm Exam 30%

Final Exam 35%

**Grading Scale**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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- |  |  |  |

Undergraduate Students

* 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.
* I signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the instructor and should be accompanied by a clear written (or emailed) explanation to the student about the remaining work and deadline. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
* 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.

Graduate Students

* A signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject
* A- signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.
* B+ signifies an average level of achievement with adequate professional proficiency.
* B signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.
* B– signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.
* C+ or lower signifies unacceptable work for graduate level or professionals. Significant deficiencies in assignment or knowledge.
* D or lower is not a passing grade and student does not earn credit
* P/NP: for a passing grade the student must achieve the equivalent of B- or better

# Insert Required and Optional Statements

# Course Schedule—EXAMPLE 1

**Week #1**

**Introduction to Policy Analysis and Public Policy**

* Weimer, D. and A. Vining, *Policy Analysis: Concepts and Practice*, 4th edition (Prentice-Hall, 2005), Chapter 2 ‘What is Policy Analysis?’
* Stiglitz, Joseph E., *Economics of the Public Sector*, 3rd edition, W.W. Norton and Company, 2000, Chapter 10 ‘The Analysis of Expenditure Policy’.
* Bardach,‘Introduction’, ‘Part I: The Eightfold Path’ and ‘Appendix B: Things Governments Do’
* Weimer, D. and A. Vining, *Policy Analysis: Concepts and Practice*, Chapter 10 ‘Correcting Market and Government Failure: Generic Policies’ (*Scan this chapter now and then read for detail as assigned in later weeks*.)

**Week #2 & 3**

**Externalities and the Environment: Regulation, Taxation, Tradable Permits**

* Gruber, Chapter 5 ‘Externalities: Problems and Solutions’ and Chapter 6 ‘Externalities in Action: Environmental and Health Externalities’ (*review from PPPM 628*)
* Cochran, C. and E. Malone, *Public Policy: Perspectives and Choices,* 3rd Edition (Rienner Publishers, 2005), Chapter 12 ‘Environmental Policy: Domestic and International Issues’.
* Weimer, D. and A. Vining, *Policy Analysis: Concepts and Practice*, Chapter 10, pp. 218-246 ‘Using Subsidies and Taxes to Alter Incentives’ and ‘Establishing Rules’
* Portney, Paul R., Parry, Ian W.H., Gruenspecht, Howard K. and Winston Harrington *“*Policy Watch**:** The Economics of Fuel Economy Standards”, *Journal of Economic Perspectives,* 17(4): 203–217, Fall 2003.
* Tietenberg, Tom “The Tradable-Permits Approach to Protecting the Commons: Lessons for Climate Change”, *Oxford Review of Economic Policy*, Vol. 19, No. 3, Autumn 2003.
* Nordhaus, William D. “To Tax or Not to Tax: Alternative Approaches to Slowing Global Warming”, *Review of Environmental Economics and Policy*, Vol. 1, No. 1, 2007.

**Week #4**

**Information Problems: Risk, Uncertainty, Moral Hazard, and Adverse Selection**

* Gruber, Chapter 12 ‘Social Insurance: The New Function of Government’
* Weimer, D and A. Vining, *Policy Analysis: Concepts and Practice*, Chapter 5 ‘Rationales for Public Policy: Market Failures’ pp. 104-112 and Chapter 6 ‘Rationales for Public Policy: Other Limitations to the Competitive Framework’ pp. 119-124.
* **Assignment #1 Due in Class**

**Week #5**

**Applications to Insurance**

* [Gruber, Chapter 12 ‘Social Insurance: The New Function of Government’]
* Gruber, Chapter 14 ‘Unemployment Insurance, Disability Insurance and Worker’s Compensation’
* Weimer, D. and A. Vining, Chapter 10 ‘Providing Insurance and Cushions’ pp. 253-260.
* Kunreuther, Howard, “Disaster Mitigation and Insurance: Learning from Katrina” *The ANNALS of the American Academy of Political and Social Science,* no. 604, 2006, pp. 208-227.

**Week #6**

**Health Insurance in the U.S.**

* Gruber, Chapter 15 ‘Health Insurance I: Health Economics and Private Health Insurance’
* Gruber, Chapter 16 ‘Health Insurance II: Medicare, Medicaid and Health Care Reform’
* Reinhardt, Uwe, E., Hussey, Peter S. and Gerard F. Anderson, “U.S. Health Care Spending in an International Context: Why is U.S. spending so high, and can we afford it?” *Health Affairs*, Vol. 23, No. 3, 2004.
* Wharam, Frank J. and Norman Daniels, “Toward Evidence-Based Policy Making and Standardized Assessment of Health Policy Reform”, *Journal of American Medical Association*, August 8, 2007, Vol 298, No. 6, pp. 676-679.
* Pauly, Mark and Sean Nicholson “The Adverse Consequences of Adverse Selection”, *Journal of Health Politics, Policy and Law*, Vol. 24, No. 5, pp. 921-930, 1999.
* Buchmueller, Thomas and John Dinardo, “Did Community Rating Induce an Adverse Selection Death Spiral? Evidence from New York, Pennsylvania, and Connecticut”, *American Economic Review*, March 2002.

**Thursday, February 12**

* **Midterm Exam**

**Week #7**

**Cost Benefit Analysis: Methods and Applications**

* Gruber, Chapter 8 ‘Cost-Benefit Analysis’ (*review from PPPM 628*)
* Rosen, H. and T. Gayer, *Public Finance*, 8th edition (McGraw-Hill, 2008): Chapter 8 ‘Cost-Benefit Analysis’.
* Weimer, D. and A. Vining, *Policy Analysis: Concepts and Practice*, Chapter 16 ‘Cost-Benefit Analysis: Estimating the Demand for Non-Marketed Goods’ pp. 397-399.
* Zerbe, Richard, “Should Moral Sentiments Be Incorporated into Benefit-Cost Analysis? An Example of Long-Term Discounting”, *Policy Sciences*, Vol. 37, 2004.
* Pindyck, Robert. “Uncertainty in Environmental Economics”, *Review of Environmental Economics and Policy*, Vol. 1, No. 1, 2007.
* Varian, Hal, “Recalculating the Costs of Global Climate Change”, *The New York Times*, December 14, 2006.
* Janet Currie “Early Childhood Education Programs,” *Journal of Economic Perspectives*, Spring 2001, (especially pp. 230-238).
* Belfield, Clive R. et al. “The High/Scope Perry Preschool Program: Cost-Benefit Analysis Using Data from the Age-40 Follow Up”***,*** *Journal of Human Resources*, Vol. 41, No. 1, Winter 2006.

**Week #8**

**Inequality and Well-Being**

* Gruber, Chapter 17 ‘Income Distribution and Welfare Programs’
* Weimer, D. and A. Vining, *Policy Analysis: Concepts and Practice*, Chapter 7 ‘Rationales for Public Policy: Distributional and Other Goals’
* Christopher Jencks, ‘Does Inequality Matter?’ *Daedalus*, Winter 2002
* Hoynes, Hilary, Marianne E. Page and Ann Huff Stevens “Poverty in America: Trends and Explanations”, *Journal of Economic Perspectives*, Vol. 20, No. 1, Winter 2006.
* **Assignment #2 Due in Class**

**Week #9**

**Redistributive Policy**

* [Gruber, Chapter 17 ‘Income Distribution and Welfare Programs’]
* Weimer, D. and A. Vining, *Policy Analysis: Concepts and Practice*, Chapter 10 ‘Cushions’ pp. 256-260.
* Blank, Rebecca M., ‘Improving the Safety Net for Single Mothers Who Face Serious Barriers to Work’, *The Future of Children*, Volume 17, Number 2, Fall 2007, pp. 183-197.

**Week #10**

**Educational Policy, Vouchers and School Choice**

* Gruber, Chapter 11 ‘Education’
* Levin, Henry M. “Educational Vouchers: Effectiveness, Choice and Costs”, *Journal of Policy Analysis and Management*, Vol. 17, No. 3, Summer 1998.
* Weiher, Gregory and Kent Tedin, “Does Choice Lead to Racially Distinctive Schools? Charter Schools and Household Preferences”, *Journal of Policy Analysis and Management*, Winter 2002.

**Thursday, March 12**

* **Assignment #3 Due in Class**
* **WEDNESDAY, MARCH 18TH 1-3 P.M. -- FINAL EXAM**

# Course Schedule—Example 2

| **Class****Date** | **Lecture Topic** | **Assignments and Readings** |
| --- | --- | --- |
| 1AMON Sept 26 | Introduction* Term overview
* Group project
 | ICMA: Ch 1 and 2  |
| 1BWEDSept 28 | * Site analysis workshop
* Planner’s Panel
 | Kelly, Eric Damian, and Barbara Becker. 2000. Chapter 2 in Community Planning: An Introduction to the Comprehensive Plan. Washington DC: Island Press.White, Edward T. 1991. “Overview” pp. 26-39 in Site Analysis. Tallahassee, FL: Arch. Media [Review for workshop] |
| 2AMON Oct 3 | Race and Ethnicity • Forms of exclusion • Professional roles * The Memo
 | **Canvas: Race, Ethnicity and America due 11am** 1. <https://www.scribd.com/document/160077304/A-Hidden-History#fullscreen&from_embed>
2. <http://oregonhumanities.org/this-land/stories/bitter-harvest/>
3. <http://oregonhumanities.org/rll/magazine/move-fall-winter-2015/whose-state-is-this/>
4. <http://www.southeastexaminer.com/2015/10/displacement-of-natives-part-of-oregons-history/>

Thomas, June. 2007. “The Minority Planner.” APA. On Canvas  |
| 2BWEDOct 5 | Views of Planning* Planning eras
* Planning roles
 | ICMA: Ch. 3 and 4**Field Trip during class** |
| 3AMONOct 10 | Zoning * Overview and concepts
* Mock Planning Commission Hearing
 | **Zoning Problem due at start of class**ICMA: Chapter 6Kelly, E. D., & Becker, B. 2000. Chapter 10. In Community Planning: An Introduction to the Comprehensive Plan. Washington DC: Island Press.Smith, H. 1983. Chapter 5 “The Nuts and Bolts of a Zoning Ordinance” In A Citizen’s Guide to Zoning. Washington, DC: Planners Press. |
| 3BWEDOct 12 | Placemaking* Site analysis review
* Placemaking
* GROUP TIME
 | Calthorpe, Peter. 1993. “Guidelines” pp 41-71 in The Next American Metropolis: Ecology, Community and the American Dream. New York: Princeton Architectural Press. 175 pp.Bohl, Charles C. 2002. “Compendium of Planning and Design Ideas for Town Centers” In Placemaking. Washington DC: Urban Land Institute |
| 4AMONOct 17 | Planmaking* Plan structures
* Plan types
* Evaluating plans
* GROUP TIME
 | ICMA: Chapter 5Anderson, Larz T. Guidelines for Preparing Urban Plans. Chicago, Ill.: Planners Press American Planning Association, 1995.Baer, William C. "General Plan Evaluation Criteria: An Approach to Making Better Plans." Journal of the American Planning Association 63.3 1997: 329-44. |
| 4BWEDOct 19 | Housing• Housing policy• Housing discrimination• Affordable housing  | **Canvas: Housing Quiz by 11am** Planning USA: Chapter 15Hernandez, Jesus. 2009. “Redlining Revisited: Mortgage Lending Patterns in Sacramento 1930–2004.” International Journal of Urban and Regional Research. 33(2): 291-313. |
| 5AMONOct 24 | Environmental Planning * Policy Overview

GROUP TIME | Daniels and Daniels 2003 “Chapter 2” Environmental Planning Handbook. Chicago, IL: American Planning AssociationU.S. Fish and Wildlife Service. “Endangered Species: General Information” and “ESA: Basic Facts.” |
| 5BWEDOct 26 | Water * Wetland mitigation
* Stormwater

GROUP TIME | **Environmental Problem due at start of class**City Wetland Information: TBABeatley, Timothy. 2000. “Preserving biodiversity: Challenges for planners.” Journal of the American Planning Association. 661: 5-20. |
| 6AMONOct 31 | Contaminated land* Superfund
* Brownfields

GROUP TIME | Daniels and Daniels 2003 “Chapter 7” Planning for Toxic Substances and Toxic Waste*.”* Chicago, IL: American Planning AssociationPlatt, Rutherford 2001 “Chapter 3: Ecology and Land Development” In *The Practice of Sustainable Development*.” Washington: Urban Land Institute. |
| 6BWEDNov 2 | Transportation planning* Policy overview
* Metropolitan roles

GROUP TIME | **Research Assignment Due** ICMA: Ch. 7Newman, Peter, and Jeffrey Kenworthy. 1999. Chapter 4: “A Vision of Reduced Automobile Dependence.” Pp. 144-191 in Sustainability and Cities: Overcoming Automobile Dependence. Washington: Island Press. |
| 7AMONNov 7 | Active transportation* Walking + Biking
* Transit

GROUP TIME | Designing Streets for Walkability and Safety. *New Urban News*. <http://www.newurbannews.com/specialreports.streets.pdf> Accessed: 1/05 Southworth, Michael. “Designing the Walkable City.” *Journal of Urban Planning and Development.* 131(4): 246-257 |
| 7BWEDNov 9 | Traffic and Parking* Parking Impacts
* Traffic Impacts
* Transit Oriented Development

GROUP TIME | **Transportation Problem Due in class** Cullingham, B. and R. Caves. 2003. “Ch. 12: Transportation.” In *Planning in the USA: Policies, Issues and Processes*. New York: Routledge.Cervervo, R. 2004 “Transit Oriented Development in America: Contemporary Practices, Impacts, and Policy Directions.” Paper prepared for International Planning Symposium on Incentives, Regulations, and Plans.  |
| 8AMONNov 14 | Implementation tools* Public roles
* TIF Districts

GROUP TIME | Kaiser, Edward J., David R. Godschalk, and F. Stuart Chapin, Jr. 1995 “Chapter 18: Implementation.” In Urban Land Use Planning. Chicago: University of Illinois Press.Leung, Hok Lin. 1989. “Chapter 8: Implementation” In Land Use Planning Made Plain. Ronald P. Frye and Company |
| 8BWEDNov 16 | Public and Private Development Costs | Hoch, Charles J. 2000 Chapter 16: Budgeting and Finance. In The Practice of Local Government Planning. ICMA: Washington D.C. Miles et al. 2004. “Chapter 5: Financial Theory.” In Real Estate Development. Urban Land Institute |
| 9AMONNov 21 | Planning InstitutionsGROUP TIME | ICMA: Ch. 8 |
| 9BWEDNov 23 | Public Participation* Public roles
* Collaboration

GROUP TIME | Blakely, E. J. 2001. Social equity and sustainable development. In *The Practice of Sustainable Development*. Washington: Urban Land Institute.Margerum. 2011. “Chapter 1: What is Collaboration?” *Beyond Consensus: Improving Collaborative Planning and Management*. MIT Press. |
| 10AMONNov 28 | * GROUP TIME
* Practice presentations
 | No readings |
| 10BWEDNov 30 | **Team Report and Presentations** * 3 Copies of report and copy of presentation due
* Presentations by all groups
 |
| Final | **Assignment #3** handed out Wed Nov 30th **Due Friday December 9th by Noon (exam time):** |

**Grading Guidelines for the Department of PPPM**

Version 03 Approved: June 8, 2016

The Department of PPPM is an interdisciplinary department with a range of approaches to teaching, learning and assessment. Each faculty member may use their own approach, standards and process, but PPPM has developed these guidelines to ensure clarity about grading in all of our classes.

**The purpose of grades[[1]](#footnote-1)**

* Grades are a measure of student performance and indicate preparation for further study or readiness for a professional career.
* Grades should not be awarded on the basis of student effort, nor based on students’ needs for scholarship requirements, financial aid, or future graduate school or employment needs.

**Grading expectations and criteria**

All PPPM syllabi must clearly present the following information.

* Class learning objectives
* Assignments, their weighting and their due dates (If instructor provides this information on line or via Canvas, students must have adequate notice to prepare for assignment deadlines)
* An explanation of the instructor’s grading scale or system (see examples in the PPPM Instructor packet)

The Department recommends the following best practices:

* Assignments and assessment that are clearly linked to the learning objectives
* Assignment and assessment that clearly distinguishes the extent to which students have mastered a subject area
* Clear grading criteria and rubrics that provide feedback to students on their grade
* Classes with a participation grade should specify whether this is assessed by attendance (showing up) or by performance or activities in the classroom. Instructors should carefully consider the variety of student personalities and learning styles with participation grades.
* Avoid extra credit assignments

**Important points about Grade point averages**

* Graduate students must achieve a GPA of 3.0 (B) or better to remain in good standing and graduate. A B- average does not meet this condition.
* Undergraduate students must maintain a GPA of 2.0 (C) or better to remain in good standing.

**Grade Distribution**

There is no expectation that a given letter grade will be awarded to a certain percentage of the class, but the following guidelines should be considered:

* Classes over 35 students the grade distribution should resemble a bell curve
* Classes in the 20-35 range may resemble a bell curve, but conditions may vary
* Classes below 20 students are likely to experience more variability in distribution

Recommended target

* A recommended target for the average graduate course grade is B+
* A recommended target for the average undergraduate course grade is B. PPPM majors apply to enter the program and preference is given to students with a cumulative GPA of 3.0 or higher (we admit students with lower GPAs). Therefore majors-only classes may experience a higher overall average grade and/or a narrower grade distribution

**Grade Guidelines**

Undergraduate Students It is up to the discretion of individual faculty whether to use plus and minus modifiers for grades. However, an A+ signifies that a student has exceeded an exceptional level of achievement. This should be a rare grade.

* 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.
* I signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the instructor and should be accompanied by a clear written (or emailed) explanation to the student about the remaining work and deadline. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
* 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.

Graduate Students

* A+ signifies that the student clearly exceeds an exceptional level of achievement and complete mastery of all material. This is an exceedingly rare grade.
* A signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject
* A- signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.
* B+ signifies an average level of achievement with adequate professional proficiency.
* B signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.
* B– signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.
* C+ or lower signifies unacceptable work for graduate level or professionals. Significant deficiencies in assignment or knowledge.
* D or lower is not a passing grade and student does not earn credit
* P/NP: for a passing grade the student must achieve the equivalent of B- or better

**PPPM XXX:**

**Example of a Grading Rubric: Assignment X**

Note: Shows criteria categories with room to insert comments

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | **Unsatis-factory** | **Needs Signif. Improv.** | **Fair** | **Good** | **Very****Good** | **Comments** |
| **CONTENT: xx% of grade** |
| **Content criterion #1 here*** xx
* xx
 |  |  |  |  |  |  |
| **Content criterion #2 here*** xx
* xx
 |  |  |  |  |  |  |
| **WRITING: xx% of grade**  |
| **Logical structure*** Introductory section to orient reader
* Clear sequence of sections
* Clear structure to sections
* Uses subheadings effectively
* Uses paragraphs to support structure
* Clear topic sentences
* Links between paragraphs
* Links within sections
 |  |  |  |  |  |  |
| **Professional approach*** Objective: avoids bias & prejudice
* Assertions supported by evidence (references, clear information, citations) and not just opinion
* Uses high quality sources
 |  |  |  |  |  |  |
| **Appropriate voice*** Appropriate use of active and passive voice
* Awareness of audience
 |  |  |  |  |  |  |
| **Grammar*** Noun verb agreement
* Correct use of tense
* Complete sentences
* Appropriate punctuation
* No run on sentences
* Other grammar issues
 |  |  |  |  |  |  |
| **Referencing*** 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, clear graphics)
* Free of handwritten edits
* Use graphics to support text, but not replace it
 |  |  |  |  |  |  |

**PPPM XXX:**

**Example #2 of a Grading Rubric: Assignment X**

Note: Shows criteria with statements that attempt to clarify differences in levels

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Doesn’t meet criteria** | **Partially meets criteria** | **Meets minimum criteria** | **Good response to criteria** | **Excellent response to criteria** |
| Background on Leader(20%) | * Doesn’t introduce leader
* Doesn’t include context or setting
 | * Doesn’t adequately introduce leader
* Doesn’t adequately explain context
 | * Provides basic introduction
* Explains basic context and setting
 | * Provides a good introduction to leader
* Provides a good context & setting
 | * Excellent introduction to leader
* Excellent discussion of context & setting
 |
| Leader views (30%) | * Does not explain views
* Does not explain events and experiences
* Doesn’t explain approaches
 | * Doesn’t adequately explain views
* Doesn’t provide adequate supporting information about experiences
 | * Gives some explanation of leader views
* Provides some description of leader and examples
 | * Explains views
* Provides examples that help describe the leader
* Gives a good description of the person
 | * Fully explains leader views
* Provides useful quotes, stories or anecdotes
* Gives rich description of person
 |
| Analysis of leader views using leadership readings and concepts to draw out conclusions from the interview (50%) | * Does not reference readings
* Does not use readings to analyze leader or apply concepts
* Does not support and explain analysis
* Doesn’t draw out conclusions
 | * Inadequate use of readings
* Uses readings in an incorrect way
* Little support and explanation of analysis
* Conclusions from interview, but without much substance
 | * Some use of readings
* Partially correct use of readings
* Some support and explanation of analysis
* Some conclusions from interview
 | * Uses readings to explain some aspects of leader
* Uses readings correctly
* Draws out some interesting findings and conclusions
* Good support and explanation of analysis
 | * Uses readings to provide insights into leader
* Uses readings in appropriate and intelligent manner
* Draws out interesting findings and conclusions
* Excellent support and explanation of analysis
 |
| Bonus forCreativity and Innovation | * Does not apply
 | * Does not apply
 | * Does not apply
 | * Some creative insights and ideas
 | * Really creative paper; interesting to read; offers new insights
 |
| Writing(see next page) | Very poorly written | Weakly written paper | Adequately written | Well written | Excellently written paper |

FINAL PAPER GRADE:

**Feedback Sheet: Written Communication**

Note: these criteria are listed under “written communication,” but the quality of your writing often affects the criteria listed on the other side of the paper. Use this sheet as a checklist to help you edit your paper.

|  |  |
| --- | --- |
| Criteria—Weaknesses | **Notes** |
| **Logical structure:** * Introductory text orients reader to the purpose of the document
* Clear sequence of sections/paragraphs: logical order for writing task
* Uses paragraphs to support structure; clear topic sentences
* Links between paragraphs or sections
* Other
 |  |
| **Professional approach:** * Objective paper avoids bias and prejudice
* Assertions supported by evidence (references, examples) not opinion
* Uses a range of high quality sources
* Appropriate use of active and passive voice
* Awareness of audience: avoids slang, jargon and informal language
* Other
 |  |
| **Professional writing**: * Noun verb agreement
* Correct use of tense
* Complete sentences
* Appropriate punctuation
* No run on sentences
* No spelling errors or typos
* Other
 |  |
| **Referencing*** In text references (author, date, page)—standard format should include author last name and date (Layzer 2008).
* Footnotes or endnotes are OK, but follow the same protocols for name, date and page numbers described above
* Reference list (or footnotes) using proper citation format—any source you cite should be listed
 |  |
| **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
* Proofread, proofread
* Other
 |  |

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**UO Faculty Resources on Equity and Inclusion**

This section provides links and descriptions to departments and offices across the University of Oregon that faculty can reach out to in order for advice and support.

1. Division of Equity and Inclusion (<http://inclusion.uoregon.edu/>) promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members.
2. Center on Diversity and Community (CoDaC) (<http://codac.uoregon.edu/>) builds the capacity of individuals and units across campus to advance the university’s goals of equity and inclusion.
3. Teaching Effectiveness Program (TEP) offers a variety of activities and services supporting the academic community in its focus on teaching and learning, such as obtaining feedback on teaching performance and improving undergraduate instruction.  TEP provides consultations, workshops and mentoring for faculty and GTFs.
	1. Inclusive classroom (<https://tep.uoregon.edu/inclusion-class-climate>)
	2. Learning Objectives and Backward Design

 (<https://tep.uoregon.edu/learning-objectives-and-backward-design>)

1. UO Department of Human Resources (<http://odt.uoregon.edu/registration/course_view.php?crse_id=352> ) offers “Crucial Conversations - Tools for Talking When the Stakes are High”, which provides proven techniques to build those skills.  Over the course of four - 3.5 hour sessions you will learn how to hold conversations around emotional and/or risky topics to surface the best ideas and to make high quality, mutually beneficial decisions when dealing with others.  (Note: A fee applies for this workshop).
2. Accessible Education Center (<https://aec.uoregon.edu/support-and-services>) collaborates with students, faculty, and staff to create an educational environment that is useable, equitable, and sustainable. The Accessible Education Center provides support to students and instructors through direct services, outreach, training, and consultation.
	1. Procedures and Best Practices for working with students with disabilities (<https://aec.uoregon.edu/best-practices-faculty>)
	2. Universal Design Strategies (<https://aec.uoregon.edu/universal-design-strategies>)
3. Nontraditional Student Support Services (<https://dos.uoregon.edu/nontrad>)

There are a variety of resources and services available to help students balance school and life. The Nontraditional Student Union is dedicated to representing the nontraditional student voice on campus and providing a community for nontraditional students.

1. Multicultural Education, Engagement, and Student Success (<https://dos.uoregon.edu/multicultural>)

The Multicultural Education, Engagement, and Student Success program is a place where all students are welcome to meet, plan, and help create a stronger community. It is a place that helps students connect with other students of all races and backgrounds to collaborate around cultural programming and education.

1. Veteran Support (<https://dos.uoregon.edu/veterans>)

UO welcomes students who have served our country in the armed forces. The Office of Admissions and the UO Office of Veterans Affairs assist veterans in making a seamless transition from military service to the campus community. Our mission is to make sure that all eligible student veterans, reservists, and dependents obtain educational benefits in compliance with the procedures and regulations of the U.S. Department of Veterans Affairs

1. Women’s Center and Support Services (<https://dos.uoregon.edu/women>)
The Women's Center is here to advocate for the best educational and working environment for all genders at the university. We accomplish this by fostering your personal growth and working toward societal change and community understanding. Our office provides a variety of resources such as work, lounge, and meeting spaces, a lactation room and toys for children, a lending library with over 2,000 volumes, and computer and printing capabilities. We seek the advancement of women and people of all genders through activism, leadership, and empowerment.
2. Men’s Center and Support Services (<https://dos.uoregon.edu/mens-center>)

The Men’s Center supports leading a healthy life. It is one of the first organizations of its kind on a major college campus and is dedicated to creating spaces and events where people of all genders and identities can work collectively toward constructing a more positive masculinity. They are committed to raising awareness about the intersection of men’s health and social justice issues and exploring ways for men to play a more active role in ending oppression. We strive to create a space where students feel safe, supported, and empowered to pursue their goals.

1. Lesbian, Gay, Bisexual, Transgender Education & Support Services Program (LGBTQIA) (<http://lgbt.uoregon.edu/>)

The LGBT Education and Support Services team works to affirm the lives of lesbian, gay, bisexual, transgender, queer, questioning, asexual, aromantic, and allied (LGBTQIA+) students, faculty, and staff by providing educational and supportive resources. This center is dedicated to providing space for all UO community members to explore their understanding of sexual/romantic orientation, gender, gender expression, and intersections of identities.

* 1. Gender pronouns from LGBTQIA (<https://studentlife.uoregon.edu/pronouns>) One way to support an inclusive classroom is to share your preferred gender pronouns such as “she/her/hers” or “they/them/their”. The above link will provide some guidelines and recommendations.
1. General Student Support (<https://studentlife.uoregon.edu/support>)

The student support office provides assistance to struggling students. Services include: financial and legal services, student support for those with dependents, and undocumented students. Student support is provided through the Dean of Students Office.

1. Reporting Concerns (<https://dos.uoregon.edu/concern>)
This is a confidential service meant to provide support to students who can’t or won’t ask for help. Examples of when to use this service is not seeing a student in class for an extended amount to time or troubling language or behavior. This is a confidential service meant to provide support to students who can’t or won’t ask for help.

**Sample Syllabi Statements on Diversity, Equity, Inclusion, Behavior, Sexual Violence,**

**and Accessibility**

Feel free to add any of the statements below to your syllabi.

**Diversity Statement** *(Written by the Department of Education, used with permission)*In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences.  Students will be encouraged to develop or expand their respect and understanding of such differences.

**Classroom Behavior** *(Written by Maure Smith-Benanti, used with permission)*Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other’s comments.

**Diversity and Respect Statement that includes reporting information** *(Written by the Department of Education, used with permission)*It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

* respect the dignity and essential worth of all individuals.
* promote a culture of respect throughout the University community.
* respect the privacy, property, and freedom of others.
* reject bigotry, discrimination, violence, or intimidation of any kind.
* practice personal and academic integrity and expect it from others.
* promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to Office of Investigations and Civil Rights Compliance <https://investigations.uoregon.edu/how-report>.

**Sexual Violence, Harassment and Survivor Support** *(provided by UO Faculty Senate, used with permission)*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.

There are mandatory reporters on campus, meaning that if they hear about an issue related to sexual violence or harassment they must report it to the Title IX office. In the School of PPPM, the only mandatory reporter in faculty and staff is the School Director, Richard Margerum.

**School of PPPM Diversity Statement** *(provided by the PPPM Equity Initiative)* (<http://blogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf>)

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

**Equity and Inclusion Statement (Example related to PPPM)**

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 discussing issues of the allocation of resources and services within communities, how revenue sources impact socioeconomic differently, and who is included in decisions about revenues and expenditures within communities. Capital budgeting raises questions about intergenerational equity in who pays for facilities with long lifespans. Topics related to economic development raise questions about who benefits and who loses when communities chose different types of economic development strategies.

**Trigger Warning Statement (Example related to PPPM)**

This course includes several readings that include language and concepts on topics related to race, class and culture. Many readings in this course are historical and include pronouns, terms and ideas that some may find offensive and/or traumatizing. The instructor tries to forewarn students about potentially disturbing subjects and readings and requests that students maintain an atmosphere of mutual respect and sensitivity. This classroom provides an open space for the critical and civil exchange of ideas. If you are concerned about our engagement with a particular topic, issue or source, please come see me and we can determine an appropriate route forward. If you ever wish to discuss your personal reactions to such material with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework. (See: https://prezi.com/tiaov36pktfp/trigger-warning-a-new-best-practice/ and <http://tah.oah.org/may-2015/trauma-and-trigger-warnings-in-the-history-classroom/> )

**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 in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

## Options for Sexual Violence and Harassment

**Sexual Violence, Harassment and Survivor Support** *(provided by UO Faculty Senate, used with permission)*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.

Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at [https://safe.uoregon.edu](https://safe.uoregon.edu/). A student can also call 541-346-SAFE, UO’s 24 hour hotline to be connected to a counselor.

## Syllabus Language Option Recommendation by the UO Title IX Coordinator (May 2, 2019)

**At the minimum, please consider using this brief statement, which also links to the broader language below, on your syllabus:**

I am a [designated reporter/student-directed employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](https://investigations.uoregon.edu/employee-responsibilities#employee-obligations). Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

**Faculty and Instructors are strongly encouraged to put the following, more complete statement on their syllabi:**

**Prohibited Discrimination and Harassment Reporting**
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [investigations.uoregon.edu](https://investigations.uoregon.edu/aaeo.uoregon.edu) or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Reponsibilities section](https://investigations.uoregon.edu/employee-responsibilities#employee-obligations) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](https://investigations.uoregon.edu/employee-responsibilities).

**Mandatory Reporting of Child Abuse**
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

**Additional Recommended Language according to Status as Employee: In addition to the above language, we strongly recommend that you add something addressing your own reporter status:** If you are uncertain about which category applies to you, look at [Employee Reporting Obligations](https://investigations.uoregon.edu/student-disclosures-sex-and-gender-based-harassment-and-violence), ask your Unit Head, or call the Title IX Coordinator or Human Resources to ask.

For example, use **ONE** of the following:

**If the Instructor is a Student Directed Employee**
The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

**If the Instructor is a Designated Reporter**
The instructor of this class, as a Designated Reporter, will direct students who disclose sexual harassment or sexual violence to resources that can help and has the responsibility to report the information shared with them to the university administration. The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

**If the Instructor is a Student-Directed Employee Who is Also a Campus Security Authority (CSA)**
The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administrator when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor); and forward de-identified information to the Clery Office for statistical purposes only. The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

**If the course has teaching assistants (GEs)**, then similar statements should be made for them, according to their status as reporter (this could be done by simply including the GEs in the statements above if they have the same status as the instructor, or including a separate statement for each GE if their status is different than the instructor’s).

**Sample Code of Conduct Exercises – Creating an Inclusive and Safe Environment**

Supported by the instructor, lead your students through a “Code of Conduct” exercise at the beginning of the term. This is an important way to create a classroom environment where students feel like they are safe to share, but also safe to check their peers, if something offensive or out of line is said.

In small groups, ask your students what rules/guidelines they would like to establish for classroom discussions and participation. Each group then writes their items on the board.

The instructor may want to ask students whether or not they want to keep each item (by a vote), or what an appropriate consequence would be if the code is broken (i.e. apology to class). The final list should be presented to students, either on Canvas, a handout or on the board at the front of class. The primary goal is to have these be living guidelines that will support constructive discussion.

**Examples of Guidelines Students Might Suggest***(adapted from the University of Michigan’s* [*Center for Research on Teaching and Learning*](http://www.crlt.umich.edu/)*)*

* Recognize and/or remember that we have different backgrounds.
* Respect others’ rights to hold opinions and beliefs that differ from your own.
* Be courteous. Don’t interrupt or engage in private conversations while others are speaking.
* Support your statements. Use evidence and provide a rationale for your points.
* Challenge or criticize the idea, not the person.
* Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion
* Listen carefully to what others are saying even when you disagree with what is being said.
* Listen and also share. Share briefly from your own experiences when appropriate, rather than simply your positions.
* Build on your classmates’ comments. Acknowledge them, even if you disagree with them.
* Be careful not to generalize about people.
* Use “I” statements to state your views.  For example, “I notice that when I’m with my friends we pay attention differently” is more constructive than “When you’re with friends you pay attention differently.”
* Respond to what is said in class, without attributing motivation to the speaker (this can be very challenging).
* Consider the difference between responding to express yourself and responding to get an idea across to people who have different preconceptions than yours.
* Consider who gets left out, who is marginalized, under-represented, or erased by particular claims. So, for example, we could say, “That’s an image of an ideal family,” or we could say, “That may be an image of an ideal family for many middle-class white heterosexuals.”

**Syllabi that Reflect Diversity, Equity and Inclusion**

The PPPM Equity Initiative has been compiling sample field-specific syllabi that have been identified as integrating diversity, equity and inclusion – either in the class itself, or as a topic area covered in class.

Syllabi have currently been assembled for the fields of Planning and Public Administration, with Nonprofit Management coming soon. Please email program directors for the most current version

**Suggested Reading List**

*Recommended by Faculty, Staff and Students*

\*Denotes UO Faculty

\*Alex-Assensoh, Yvette. (2000). “Minority Politics Courses: Moving Beyond Controversy and Toward Active Learning.” *PS: Political Science and Politics, 33*(2): 201-206.

Alexander, Michelle. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Boler, M., & Zembylas, M. (2003). Discomforting truths: The emotional terrain of understanding differences. *Pedagogies of difference: Rethinking education for social justice*, 110-136.

Davidman, Leonard and Patricia T. Davidman. (2001) *Teaching with a Multicultural Perspective: A Practical Guide*. New York: Longman.

LeBaron, Michelle and Venashiri Pillay (2006) *Conflict Across Cultures: A Unique Experience of Bridging Differences.* Boston: Intercultural Press.

Guitierrez y Muhs, Gabriella, Yolanda Flores Niemann, Carmen G. Gonzalez and Angela P. Harris (eds) (2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia.* Boulder, CO: University Press of Colorado.

Lipsitz, George. (2006). *The Possessive Investment in Whiteness: How White People Profit from Identity Politics, Revised and Expanded Edition.* Philadelphia: Temple University Press.

Lung-Amam, Willow, Stacy Anne Harwood, \*Gerardo Francisco Sandoval, Siddhartha Sen. (2015). “Teaching Equity and Advocacy Planning in a Multicultural ‘Post-racial’ World”. *Journal of Planning Education and Research*, Advance Online Access at doi: 10.1177/0739456X15580025.

Luhmann, S. (1998). Queering/querying pedagogy? Or, pedagogy is a pretty queer thing. *Queer theory in education*, 141-155.

McIntosh, Peggy (1990). “White Privilege: Unpacking the Invisible Knapsack.” *Independent School*, 49(2): 31-35.

Milner, H. Richard. (2015). *Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms.* Cambridge, MA: Harvard Education Press.

Tatum, Beverly Daniel. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race*. New York: Perseus Books.

Trifonas, Peter Pericles. (2003). *Pedagogies of difference: Rethinking education for social change*. New York: Psychology Press.

1. The following sources were used in preparing this policy: Grading Standards for Department of Economics; Grading Policy and Guidelines for the Environmental Studies Program [↑](#footnote-ref-1)