



# PPPM 613

## PLANNING ANALYSIS

FALL 2022

CRN 11724, 4 CREDITS

Instructor: Anne Brown, PhD  
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541-346-2112

Class: Monday & Wednesday / 10:00-11:50am / LIB 41  
[canvas.uoregon.edu](https://canvas.uoregon.edu)

Lab: Wednesday / 8:00-9:50am / MCK 442

Office Hours: Monday 4:00-5:00pm, Wednesday 12:00pm-1:30pm, 4:00-5:00pm and by appointment  
Sign up at <https://annebrown.youcanbook.me>  
247C Hendricks Hall or via Zoom: <https://uoregon.zoom.us/j/98101092329>

### COURSE DESCRIPTION

This class provides an overview of planning methods and analytical frameworks. It is designed to (1) introduce you to planning and policy analysis, (2) refine your skills in a variety of research methods associated with professional planning work; and (3) provide strategies for analyzing planning issues and communicating policy options. The course takes an applied approach to teach common methods and strategies that can be used in a variety of planning projects and processes. More specifically, this course will cover:

#### *Basic Planning Analysis Tools*

- Policy analysis process
- Technical memos and reports
- Standard planning data sources
- Data evaluation and presentation
- Basic quantitative approaches to planning problems (using percentages, ratios, shares, discounting, etc.)

#### *Specific Research Techniques*

- Forecasting
- Gathering and analyzing secondary data, including Census data
- Community economic analysis
- Survey sampling and administration
- Housing needs analysis
- Market analysis
- Land supply inventories and monitoring
- Transportation planning analysis

You will learn these various tools and techniques through (1) class attendance and participation, (2) several assignments, (3) a course team project, (4) a take-home mid-term exam; and (5) a take-home final exam.

## LEARNING OUTCOMES

At the end of the course, students will be able to apply various tools and techniques to conduct high-quality planning and policy analyses that would be expected of professional planners. Specifically, students will be able to:

1. Articulate the rational model of policy analysis and planning
2. Apply standard planning analysis tools
3. Identify appropriate analysis methods and data sources for various planning and policy issues
4. Use computer applications to aid in data analysis
5. Effectively communicate on planning and policy topics in writing and verbally

Note: The Planning Accreditation Board (PAB) approves curriculum criteria for the School of PPPM Community and Regional Planning Master's Degree program. This course focuses on developing and practicing planning skills and addresses the following PAB approved PPPM Curriculum Standards:

### *General Planning Knowledge*

- 1.a. Purpose and Meaning of Planning: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- 1.e. The Future: relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

### *Planning Skills*

- 2.a. Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- 2.b. Written, Oral, and Graphic Communication: ability to prepare clear, accurate, and compelling text, graphics, and maps for use in documents and presentations.
- 2.c. Quantitative and Qualitative Methods: data collection, analysis, and modeling tools for forecasting, policy analysis, and design of projects and plans.
- 2.d. Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
- 2.e. Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
- 2.f. Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

### *Values and Ethics*

- 3.a. Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).
- 3.b. Equity, Diversity, and Social Justice: key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.
- 3.d. Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.
- 3.e. Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.

## INCLUSION STATEMENT

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

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.

The College of Design promotes the strengths of our multicultural community through the Equity and Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see

<https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>

## COURSE MATERIALS

The primary books used in this class are “Patton, C. V., Sawicki, D. S., and Clark, J. (2012). *Basic Methods of Policy Analysis and Planning, 3<sup>rd</sup> Edition*, Prentice-Hall” (referred to as “PSC”) and “Dandekar, H. C. (Ed.). (2019). *The planner’s use of information.*” Routledge. However, you do not need to purchase these or any other textbook for this course; all reading materials are posted on Canvas and/or available free as e-books through the UO Library. You should read or watch all required materials prior to the start of class.

## WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Each day we will hold class from 10:00-11:20am. The remainder of class (11:20-11:50am) will be supervised by Kaarin Knudson and used for workshops and time to work on your term project.

Date	Topic	Readings	Assignments Due
<i>Foundations in Planning Analysis</i>			
W 9/28  (week 1)	Course Overview / The Policy Analysis Process	PSC Chapter 1 “The Need for Simple Methods of Policy Analysis and Planning”, p. 2-17, PSC Chapter 2 “The Policy Analysis Process”, p. 21-57  Baum, H. S. (2015). Discovering and working with irrationality in planning. <i>Journal of the American Planning Association</i> , 81(1), 67-74.	<i>Assignment #1 assigned: Downtown Development Case Study</i>

		Wachs, M. (1989). When planners lie with numbers. <i>Journal of the American Planning Association</i> , 55(4), 476.	
M 10/3 (week 2)	Sisters: Project overview and virtual tour  Communicating Results: Writing Technical Memos and Reports	Armentrout, V. N. (2019). "Written Communication" in <i>The Planner's Use of Information</i> , p. 289-316.  Helpful Writing Hints  PSC Chapter 3 "Crosscutting Methods" (Section 3.6), p. 125–130.	<i>Final SCYP project – groups assigned</i>
W 10/5 (week 2)	Team-building: setting-up system and accountability framework (Facilitators: Aniko Drlik-Muehleck and Melissa Graciosa, IPRE)		
<b>F 10/7 Sisters Site Visit</b>			
<b>Research Methods</b>			
M 10/10 (week 3)	Research Methods 1: Data Sources / Problem Definition	PSC Chapter 3 "Crosscutting Methods" (Section 3.1–3.5), p. 69-125  PSC Chapter 4 "Verifying, Defining, and Detailing the Problem", p.141-167  Moore, T. (1988). "Planning without preliminaries." <i>Journal of the American Planning Association</i> , 54(4), 525-528.	
W 10/12 (week 3)	Research Methods 2: Working with US Census Data	NonprofitVOTE. (2020). "Census 101: The Basics"  US Census Bureau. (2019). "Counting the Hard to Count in a Census", p. 1-5.  Brown, Anna. (2020). "The changing categories the US Census has used to measure race." <i>Pew Research Center</i> .  D'Ignazio, Catherine and Lauren Klein. 2020. "What Gets Counted Counts." <i>Data Feminism</i> , ch.4, p.97-125.	
M 10/17 (week 4)	Research Methods 3: Measurement, Qualitative and Quantitative Analysis	Crepeau, R. (2019). "Analytical Methods in Planning" in <i>The Planner's Use of Information</i> , p. 117-133, 149-152.	Assignment #1 Due, 10:00am Assignment #2 assigned: <i>Community Profiles</i>

		Shoup, D. (2002). "Roughly right or precisely wrong." <i>ACCESS Magazine</i> , 1(20), p. 20-25.	
		Shoup, D. (1997). "The Pedigree of a Statistic." <i>The ACCESS Almanac</i> .	
		Typeform. (2020). "A Simple Guide to Qualitative and Quantitative Research".	
<b>Forecasting</b>			
W 10/19 (week 4)	Forecasting	PSC Chapter 7 "Evaluating Alternative Policies" (Sections 7.1, 7.3), p. 243-259, 293-295.  Voulgaris, C. T. (2019). "Crystal Balls and Black Boxes: What Makes a Good Forecast?" <i>Journal of Planning Literature</i> , 34(3), 286-299.	
F 10/21 (week 6)	<i>Student Planning Day (DLCD Day) – Details TBA</i>		
<b>Community Economic Analysis</b>			
M 10/24 (week 5)	Community Economic Analysis: Overview  Assignment 2 peer review	ECONorthwest. (2001). "Framework for economic development", p. 1-13.	Assignment #2 Draft due for peer review, 10:00am
W 10/26 (week 5)	Community Economic Analysis: Methods	Parker, R. (2019). Community Economic Analysis Tools, p.1-15.  Crepeau, R. (2019). "Analytical Methods in Planning" in <i>The Planner's Use of Information</i> , p. 142-147.  Watch recorded lecture on calculating Location Quotients, Population-Employment Ratios, and Shift-Share Analysis	Assignment #2 Due, 10:00am  Assignment #3 assigned: Community Economic Analysis
<b>Land Use &amp; Housing Methods</b>			
M 10/31 (week 6)	Housing Needs Assessment: Overview & Methods  Guest Lecture: Bob Parker, AICP, IPRE	Department of Housing & Community Services of Oregon. "Housing Strategies Workbook," p.I-1 – I-22; II-1 – II-51.	
W 11/2 (week 6)	Buildable Lands Inventories	Parker, Robert. (2019). "Basic Methods for Determining Land Needs," p. 1-11.	
<b>Professional Tools and Software</b>			
M 11/7 (week 7)	Professional Software Foundations	Broman, K. W., & Woo, K. H. (2018). Data organization in spreadsheets. <i>The American Statistician</i> , 72(1), 2-10.	

		(Video) Brown, A. "Using Citation Software." Michigan Tech. 2022. Creating Accessible Microsoft Word Documents.	
W 11/9 (week 7)	Visualizing Data	Hajrasouliha, A. (2019). "Graphic and Visual Communication" in <i>The Planner's Use of Information</i> , p. 317-344.	<i>Take Home Midterm Available</i>  Assignment #3 Due, 10:00am Assignment # 4 assigned: <i>Housing Needs Assessment</i>
<b>Big Data</b>			
M 11/14 (week 8)	Big Data	Tableau. (2021). "Big Data Analytics: What It Is, How It Works, Benefits, and Challenges."  Thakuria P., Tilahun N.Y., Zellner M. (2017) "Big Data and Urban Informatics: Innovations and Challenges to Urban Planning and Knowledge Discovery." In: <i>Seeing Cities Through Big Data</i> . Springer Geography. Springer, Cham, p. 11-39.	
<b>Contingency &amp; Discounting</b>			
W 11/16 (week 8)	Contingency Tables/Discounting	Stokey, E. and R. Zeckhauser. (1978). "The Valuation of Future Consequences: Discounting," in <i>A Primer for Policy Analysis</i> , p. 159-176.  PSC Chapter 7 "Evaluating Alternative Policies" (Section 7.2), p. 259-293	Midterm Due, 10:00am
<b>Survey Research</b>			
M 11/21 (week 9)	Survey Sampling & Design	Nuworsoo, C. "Survey Methods for Planners" in <i>The Planner's Use of Information</i> , p. 42-73.  Fernandez, Kenneth. (2014). "Methods of Collecting Survey Data." Elon University Poll (video)  Fernandez, Kenneth. (2014). "What is Sampling Error?" Elon University Poll (video)  Husser, Jason. (2014). "Survey Design Essentials: A Survey in 10 Steps." Elon University Poll (video)	
W 11/23 (week 9)	Survey Development & Administration	Fernandez, Kenneth. (2014). "7 tips for good survey questions." Elon University Poll (video)	Assignment #4 Due, 10:00am
<b>Evaluation and Monitoring</b>			
M 11/28 (week 10)	Evaluation Criteria and Decision-making strategies / Identifying and Displaying Alternatives	PSC Chapter 5 "Establishing Evaluation Criteria", p. 176-204	

		PSC Chapter 6 "Identifying Alternatives", p. 215-237	
W 11/30 (week 10)	Monitoring & Evaluation	PSC Chapter 9 "Monitoring & Evaluating Implemented Policies", p.341-366	Take Home Final Available <sup>1</sup>
<b>Final Exam, Course Project and Presentation</b>			
T 11/29	Course Final Presentations (details TBA)		
T 12/6			Course Final Project due Tuesday, 12/6 11:59pm
Th 12/8			Final Exam due Thursday, 12/8 at 11:59pm

<sup>1</sup> The final exam will not be held during the scheduled time. The final exam is a take home exam that will be available via Canvas on December 1 at 12:00pm and is due via Canvas on **Thursday, December 8 by 11:59pm.**

## GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas. If you have technical issues submitting your assignment, take a screen-shot of your computer screen showing the error and email me immediately with both the screenshot and assignment attached.

## ASSIGNMENTS

This course is broken down into a series of assignments, a lab (taught by Bob Choquette), two exams, and a final project and presentation. The assignments and exams provide opportunities to practice the methods we discuss in class and develop professional analysis and memo writing skills. The purpose of the course project is to apply techniques covered during class to a planning project in a team setting. You can find more details on each assignment below as well as on Canvas.

Full assignment descriptions are posted on Canvas and will also be discussed in class.

	PPPM610	Due Date	Link with Learning Objective
<b>Class participation</b>	<b>5%</b>		1, 2, 3, 4, 5
Attendance and participation	3%		
SCYP project peer evaluation	2%		
<b>Core Workshop</b>	<b>10%</b>		2, 3, 5
<b>Planning Analysis Lab</b>	<b>10%</b>		2, 3, 4
<b>Assignments (4)</b>	<b>20%</b>	varies	2, 3, 4, 5
<b>Exams</b>	<b>25%</b>		
Mid-term exam	12.5%	11/14	2, 3, 4, 5
Final exam	12.5%	12/8	2, 3, 4, 5
<b>Final course project</b>	<b>30%</b>		2, 3, 4, 5
Presentation	10%	11/29	
Report	20%	12/6	
	100%		

## PLANNING ANALYSIS LABS

The Planning Analysis Lab is a 1-credit required supplement to the Planning Analysis class. The Lab is taught by Bob Choquette. The purpose of the lab is to provide applied instruction in the use of computers

in analyzing planning data and to supplement the class lectures with examples. You will have a lab assignment most weeks. The lab assignments are worth 10% of your course grade.

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## COURSE FINAL PROJECT

The term project for the Planning Analysis, Introduction to Planning Principles and Practice, and Human Settlements classes is a combined class project. This year, the project is set in the City of Sisters in Central Oregon. The project is part of the [Sustainable City Year Program](#) (SCYP). SCYP, a program through the University of Oregon Sustainable Cities Institute (SCI) links the students of the University of Oregon with an Oregon city, county, special district, or partnership of governments for an entire academic year. This year's project in Sisters will examine potential development opportunities for a site near downtown.

This year, students will be divided into groups of 4-5; each group will approach the project using a different focus or theme. In this project, you will integrate information from all three fall core classes into a final report and a presentation delivered during the final week of class to City of Sisters staff. This project aligns with key course objectives 2 through 6. In addition, this project will foster critical teamwork and team management skills that will foster your success in both the upcoming Community Planning Workshop and your future career.

You will be supported in the project by Kaarin Knudson, who will lead the Core Workshop on Mondays and Wednesdays from 11:20am – 12:30pm. The Workshop will introduce you to elements and skills that you will apply to the Sisters context. Additional details about the Workshop will be provided during Week 1.

The course final project accounts for 30% of your overall grade: 20% for the final report, and 10% for the final presentation. Peer evaluation by your group members will account for an additional 2% of your overall grade, and the Core Workshop that supports the project accounts for an additional 10% of your grade.

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## CLASS PARTICIPATION

**Attendance:** You are expected to attend every class, and 3 percentage points of your overall grade reflect class attendance and class participation. Students may miss three classes this term, regardless of the reason. This means we do not have “excused” or “unexcused” absences. Please stay home and use one of your two absences if you are sick. Beyond that, you will lose one attendance/participation point for every absence. For example, if you miss four classes, you will earn two attendance participation points; if you miss five classes, you will earn one point; if you miss six or more classes, you will earn zero points. Please see the university policies on absences [here](#).

We know our UO community will still be navigating COVID-19, and some students will need to use some of their three absences to isolate and rest if they get COVID. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them. Students with COVID are encouraged to seek guidance and resources at UO's COVID-19 Safety Resources webpage.

Your success is important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.



**Peer Evaluation:** Two additional participation points will be assigned based on peer evaluations in your final group project.

**In class:** Class consists of many group discussions and activities, including constructively critiquing others' work and reflecting on your own. Being a strong group member requires 1) preparing for class by completing assignments, 2) contributing actively in the discussion, 3) listening and providing courteous and constructive feedback to other group members' work, and 4) reflecting on your ideas work and the ideas of others. As you work in groups, I will move between breakout rooms to observe your contributions. Your contribution to group work in class will be reflected in your class participation grade.

## EXPECTATIONS FOR ASSIGNMENTS

All assignments are expected to be presented in professional formats and free of grammatical or spelling errors. This is a writing intensive course. Many of the assignments, including a required peer editing and strongly suggested assignment revisions, are geared towards growing your writing skills. If you struggle with writing, I strongly encourage you to use the services of the [Online Writing Lab](#). [Other writing resources are available through the Graduate School](#) and include support such as writing circles, tutoring, writing groups, and more.

A few general guidelines for assignments:

- **Consider your audience.** Audiences in planning range from field experts (the head of a Department of Planning) to the general public, with little background knowledge of the issue at hand. Keep in mind who you are writing or designing for and choose both your wording and content appropriately.
- **Reference Sources.** Any quote or data you use (for tables, charts, graphs, etc.) must be attributed to the original source. Quotes (two or more consecutive words) should be in quotation marks and cited with the author and page number (where applicable). Either footnotes or in-text citations are acceptable. You may use any form of citation style (MLA, Chicago, APA, etc.) so long as you are consistent. Data citations should be provided under tables, graphs, or figures.
- **Avoid passive voice.** Passive voice is often overly-wordy and imprecise. Instead of saying, for example, "the data were analyzed," tell us who analyzed the data: "we analyzed the data." Writing in first or third person is often a personal or professional choice; I generally encourage writing in the first-person.
- **Put your writing on a diet.** Being concise is a skill and you should hone this skill by simplifying word choices and sentence structures. Try putting your work through the [Writer's Diet](#) to see if your writing is "flabby or fit".
- **Always Proofread.**

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## STATISTICS IN PLANNING ANALYSIS

Statistical analyses are an important component of any planner's analytical toolbox. Due to limited time and resources, we will focus on statistical tools that are commonly applied by practicing planners. We will not cover basic statistical concepts such as central tendencies, probability, and regression. These are all concepts that are more appropriately covered in basic undergraduate statistics courses. You may consider taking a statistics class to round out your skillset; please consult the course catalog for available courses and scheduling.

While this course focuses on quantitative methods, I assume no previous experience with the material we cover. My objective is to ensure that students have a strong foundation in analytical methods and research design and are able to identify and apply appropriate methods in practice.

## GRADING

I provide feedback on each assignment via Canvas within one week of the assignment's submission. Feedback is typically provided annotated in an assignment and summarized on the assignment rubric.

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### OVERALL AND ASSIGNMENT GRADES:

94+	A	65-69	C
90-93	A-	60-64	C-
85-89	B+	55-59	D+
80-84	B	50-54	D
75-79	B-	45-49	D-
70-74	C+	0-44	F

Assignments and overall grades correspond to the following standard of professional work: an A (94+) represent the highest quality professional work; an A- (90-93) constitutes good professional work; B+ (85-89) competent professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals.

Assignment details and rubrics will be posted on Canvas.

Note that I do not round assignment grades. A grade of 87.5 remains a B. However, I do round final grades at 0.5. For example, a final grade of 89.5 would be rounded to an A-.

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### LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10% and be docked an additional 10% for each calendar day that they are late. All assignment deadlines are listed on Canvas and in this syllabus.

In exceptional cases, such as medical or personal emergencies, please contact me about an extension. Computer problems, other coursework, and job requirements do not qualify for extensions. You must request an extension before the assignment is due.

Additional accommodations will be granted on a case-by-case basis for students who have been instructed to quarantine or who experience illness or other events personally or within their family. Please email me to discuss accommodations that best fit your unique situation.

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### WRITTEN ASSIGNMENT REVISIONS

You may choose to revise Assignments 2, 3, and 4. Revisions are optional. Revisions are due one week (7 calendar days, including weekends) from the date that comments and grades are returned to you. For example, if comments are returned on Tuesday, October 2, then revisions are due Tuesday October 9<sup>th</sup> by 11:59pm. Re-submitted work must include two things: 1) a brief

revision memo (less than half a page, single spaced) that outlines the broad changes you made to the revised document and 2) a revised assignment. Resubmissions should be submitted via Canvas no later than 11:59pm 7 calendar days after comments were received.

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## COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. Per 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.”

## COURSE POLICIES

### ATTENDANCE AND ABSENCE

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times. I will accommodate absences as described in the Absences policy. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to disability, you can request those by working with the Accessible Education Center. (<https://aec.uoregon.edu>)

Please refer to the above section about Course Participation to review course policies around attendance.

### CLASSROOM EXPECTATIONS

**Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. Together, we will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

**Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

**Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

### USE OF COMPUTERS AND CELLPHONES IN CLASS

Research on learning indicates that students retain more information when they take notes by hand.<sup>1</sup> Electronic devices provide a strong temptation to multi-task, which reduces understanding,<sup>2</sup> and also distract students around you. Taking notes and organizing material in your own words fosters learning. As such, I strongly recommend taking notes by hand in class. Some activities, will, however, require a computer. **Please bring a tablet or laptop to class each day to engage in class activities.**

Be courteous to your fellow classmates and silence all cellphones prior to class and stow them out of sight. I reserve the right to ask you to leave class if I find you emailing, texting, or using a laptop or other device for non-class related activities.

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### TROUBLE WITH TECHNOLOGY?

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

### COURSE COMMUNICATION

While our classes will be in person, Canvas will still be an important part of our course, and the place to go for course information and engagement outside of class time.

I will use Canvas announcements frequently to communicate with the entire class; when I need to get in touch with individual students, I do so via email. Please ensure that you are signed up to receive course announcements via email or text so that you do not miss important course-related communication. Check and adjust your settings under Account > Notifications.

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

### INSTRUCTOR AVAILABILITY

I am available during student office hours at the times and locations listed above. I recommend signing up for student office hours at <https://annebrown.youcanbook.me> in advance so that you do not have to wait. I do my best to be responsive to email, but I encourage you to rely on your colleagues first for questions about course assignments and administrative details rather than waiting for an email response. I generally try to respond to emails within 48 hours of receipt. If you have not heard from me within 48 hours, please email me again.

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<sup>1</sup><http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

<sup>2</sup>[http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html) and <http://www.facultyfocus.com/articles/teaching-professor-blog/multitasking-confronting-students-with-the-facts/>

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## WHY SHOULD YOU REACH OUT TO ME?

Talking with students is always a pleasure—confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Having troubling with some aspect of the course? I would like to strategize with you and will do everything I can to help you succeed.

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## STUDENT OFFICE HOURS

I will host student office hours via either Zoom or in person in Hendricks 247C. My student office hours this quarter are listed at the top of this syllabus. Please email me if you would like to set up a time to meet outside of my regularly scheduled student office hours; alternatively, you may call my office phone at 541-346-2112.

During student office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student's post-graduation goals, might identify more supportive methods for assignments or strategies for group projects, or any number of other topics. Feel free to come with another peer or project group member as well if that is useful for you.

## COURSE COVID PROTOCOLS

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 CLASS

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](#) for information on reporting cases.

**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)-346-3216

## ACCESSIBILITY

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

## ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

## 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 [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

Students who plagiarize will fail the assignment and be reported to the central University. If in doubt, cite the work. If you have additional questions about citations and/or plagiarism, you can seek additional help from the instructor or UO librarians.

## DISCRIMINATION AND HARASSMENT REPORTING

I am an Assisting Employee under the University's Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and

harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the university administration if the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor).

Students who have 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, students may also call either the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office 24-hour hotline at 541-346-SAFE [7244]. Students experiencing all forms of prohibited discrimination or harassment may find information and resources at [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](http://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 link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

## STUDENT WELL-BEING AND RESOURCES

[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.

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](http://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).

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

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	<a href="http://lgbt.uoregon.edu/">http://lgbt.uoregon.edu/</a>
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216

SAFE Hotline for Survivor and Victim Support 541-346-SAFE  
Veteran Support

<https://dos.uoregon.edu/veterans>