University of Oregon
School of Planning, Public Policy and Management

PPPM 410: REAL WORLD EUGENE
WINTER 2023
T/Th 2:00- 3:20 pm; F 10:00-11:20am
Room: Global Scholars Hall (Room 131)

Instructor of Record	Co-Instructor
Michael Howard	**Kim Thompson**
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Office Hours: by appointment	Office Hours: by appointment
In person (or virtual): T, Th	In person: T, Th, F
(email Mike for M, W, F options)	Virtual: M, W

COURSE OVERVIEW

Course Description

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

The class provides students with experience in professional-level planning and public policy projects for real-world clients under faculty supervision. Students work in small teams on policy and planning issues with local government, non-profit and/or university partners. Working at the local level presents a myriad of technical, legal, and environmental challenges. To be effective, public policy must engage and consider the needs of the community. While all of these topics can be taught in a classroom setting, preparing students for professional practice requires skills that are difficult to teach in the classroom—engaging citizens, working with local decision makers, and other aspects are best learned through experience.

Over the course of this term, you will learn by doing. While we will have focused "professional development" classes where we discuss and practice skills, most of your time will be spent with your team working on one project for your City of Eugene client. By the end of the term, you will produce a deliverable that helps your client answer questions they posed in the initial project scope.

Learning Outcomes

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

- Conduct applied research skills using multiple methods such as interviews, surveys, and focus groups.
- Produce a high-quality product for a government organization.
- Give a professional presentation to community members.

- Apply professional reflective practices to a variety of experiences.
- Generate a team environment where peers feel secure expressing their views, work is distributed equitably, and people feel supported to do their best work.
- Conduct yourself in a professional way in classroom and community settings (communication, time-management, organization); and
- Identify aspects of the planning and policy profession that are desirable to you.

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

COURSE INFORMATION

Course Website & Technical Requirements

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

You will submit all your assignments for Real World via Canvas unless otherwise instructed. In addition to course assignments, you will produce many interim products with your team. These interim products do not need to be submitted on Canvas but should be maintained in a shared workspace that all your team members can access.

You will need access to a computer for this course, preferably a laptop that you can bring to class. We will often do group work requiring a computer during class times. If you do not currently have a laptop, please reach out to the course instructors for support on accessing one.

Required/Recommended Reading and Media Sources

There is no textbook for this class. We will provide digital access to all required readings and media sources via Canvas. Please refer to Canvas to find reading or media assignments each week.

Course Workload

This is a capstone undergraduate course and thus comes with high expectations of engagement. You will get out of Real World what you put into it. Historically, our most successful students have approached Real World like a part time job in a professional setting. We strongly encourage you to engage in this course with that mindset.

As per University of Oregon policy, workload for this class is approximately 30 hours per credit (120 hours total). Thus, **expect to spend an average of 12 hours of effort per week on Real World related activities**. Between scheduled team meeting and class time, you will be spending at least 4 hours each week in the

classroom. Expect to spend an additional 8 hours per week doing individual and team research, meetings, travel, writing, data analysis, presentation practice, and assignments.

Course Modality

This is an in-person course: that means that, unlike asynchronous online courses, we will meet during scheduled class meeting times in the classroom. If you need accommodation to help you fully participate in the course, please work with the instructor and the UO's https://aec.uoregon.edu.

Performance, Assessment, and Grading

Your grade in Real World is based on your attendance and your work performance.

Grading Assessment Breakdown

Measure/Assignment	Percentage of Grade
Participation	
Project and Team Contributions	10%
Attendance	5%
Assignments	
Learning Goals Memo	5%
Reviewing Real World Reports	5%
Scope of Work	5%
Informational Interview Reflection	5%
Section 1 of Report	10%
Draft Recommendations	5%
Community Meeting Reflection	5%
Final Presentation	15%
Final Report	25%
Final Class Reflection	5%

Attendance Communication

We expect you to come to class and to be on time. You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please ask classmates for class notes. You can miss two in-person classes for any reason without it affecting your grade. If you miss more than two class sessions, we will deduct a point per each missed session from your final grade.

What happens if I am late?

We start class on time. If you expect to be late communicate with Mike or Kim AND your team to inform them that you will be late so that they can accommodate your absence. Continual tardiness will impact your assessment in Project and Team Contributions, unless approved by Mike or Kim.

Late Work

All assignments will be submitted electronically. No hard copies are requested. **If you need an extension, please reach out to me as soon as you think you'll need one.** If you need help, reach out to Mike or Kim as

soon as you need it and we can collectively work on a plan for getting your assignments submitted. We will offer you extensions if you make a request 24 hours in advance or there is a severe hardship.

If you submit an assignment late **without previously requesting and receiving** an extension, you will receive a <u>ten percent reduction </u>for every day (24-hour period) they are late. **Assignments submitted to Canvas more than 5 minutes past the deadline will be graded as late.** For example, if you would have received a "B" on an assignment, but it was submitted between 5 minutes and 24-hours late, it will be given a "C".

Grading

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

A signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.

B signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.

C signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.

D signifies inadequate understanding of the material. Non-passing grade. Students 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. Students do not earn credit.

Incomplete Policy

The University's Incomplete Policy states the following:

"A grade of "I" (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline"

Based on this policy, if the outcome of your grade for this class should be Incomplete according to the criteria listed in the summary table above, **it is incumbent on the student** to request an Incomplete from the Registrar using <u>the form on the Registrar's webpage</u> by the date indicated on the form.

If you do not request an Incomplete by the specified date on the form, and/or if you do not complete and submit a contract with the instructor for resolving your Incomplete, you will instead by assigned a "No Pass."

ASSIGNMENT SUMMARY

Assignment	Individual or Team	Weight	Due Week	Due Date
Learning Goals	Individual	5%	Wk 2	Sun 1/15 by 11:59pm
Reviewing Real World Reports	Individual	5%	Wk 2	Sun 1/22 by 11:59pm
Team Scope of Work	Team	5%	Wk 4	Sun 2/5 by 11:59pm
Informational Interview	Individual	5%	Wk 6	Sun 2/19 by 11:59pm
Section 1 of Report	Team	10%	Wk 8	Sun 2/26 by 11:59pm
Draft Recommendations	Team	5%	Wk 9	Sun 3/5 by 11:59pm
Partner Presentation Reflection	Individual	5%	Wk 9	Sun 3/12 by 11:59pm
Final Presentation	Team	15%	Wk 11	Finals Week (TBD)
Final Report/Deliverable	Team	25%	Wk 11	Th 3/23 by 11:59pm
Final Class Reflection	Individual	5%	Wk 11	Th 3/23 by 11:59pm

STUDENT EXPECTATIONS AND BEHAVIOR

Your Real World course leads believe that open, honest, focused, and caring collaboration among diverse participants is the path to accomplishing clear, valuable, shared outcomes. To that end, we expect that everyone participating in Real World helps maintain a safe space for open, honest, respectful learning and dialogue.

Equity, Inclusion, and Justice

PPPM faculty and students have been actively working to address diversity, equity, and inclusion in PPPM throughout the School's history. In 2015, a joint faculty and student effort called the PPPM Equity Initiative began in response to student demands. Although we have made progress, there is a need to further address these issues for all members of the PPPM community. As a community, we commit to holding each other accountable to these standards of diversity, equity, and inclusion.

If you would like to learn more about PPPM's equity and inclusion efforts, visit the PPPM Equity & Inclusion website.

In the Real World class space, we as instructors are committed to furthering the dialogue around equity and inclusion that exists within PPPM and our community as a whole. We expect you engage in reflection and practice that deals with issues of equity, inclusion, and justice during your time as a student with us.

Attention to equity, inclusion, and justice should imbue all the work we do as planners. Historically and currently, planners have harmed and continue to harm many communities either by actively or passively ignoring power structures that create hierarchies of identities. While it is unlikely we can

dismantle and reshape all these power structures within our lifetime, we have an obligation to try. The five primary "Principles to Which We Aspire" from the AICP Code of Ethics[6] include:

1. People who participate in the planning process shall continuously pursue and faithfully serve the public interest.
2. People who participate in the planning process shall do so with integrity.
3. People who participate in the planning process shall work to achieve economic, social, and racial equity.
4. People who participate in the planning process shall safeguard the public trust.
5. Practicing planners shall improve planning knowledge and increase public understanding of planning activities.

It will be up to you to interpret these principles in your professional practice, but planners clearly have a duty to serve the public in good faith and with integrity. It is not always easy or straightforward to do this, and "the public" is certainly not a uniform or well-defined concept. In CPW and beyond, we expect you to grapple with these ambiguities. You will have to do your best to navigate your work and serve your communities with an intention to minimize harm.

Classroom Conduct and Behavior – Choose Civility and Bravery

The class leads commit to maintaining a respectful classroom environment for all participants. Our objective is to create space where everyone feels comfortable expressing ideas, beliefs, perspectives, and values in a respectful way. However, achieving that objective is a shared responsibility. We will achieve it through our individual and collective actions. Our expectation is that no one in the class will condone behavior that disregards, diminishes, or disrespects any class participant, irrespective of intent. Together, we commit to speaking up bravely and "interrupting" behaviors that express any of the following:

- Stereotypes (cognitive bias) – positive or negative beliefs held about the characteristics of a social group.
- Prejudice (emotional bias) – unjustifiable negative attitudes toward a social group or its members.
- Discrimination (behavioral bias) – unjustified negative behaviors toward a social group or its members.

In this context, "interrupting" means pointing out, questioning, or offering a perspective on the impact of the behavior in a way that helps others realize the consequences of the behavior. Interruptions should strive to support those who may have been harmed by a behavior while also "calling in" others to recognize the harmful impacts of the behavior.

We all have unique perspectives, and we understand that our unique perspectives will include both conscious and unconscious emotional, cognitive, and behavioral biases. Unconscious biases may be particularly difficult for us to identify and acknowledge, but we commit to learning together. We welcome interruptions because it is one way we learn; if something we do has a negative impact on others, it is our responsibility to acknowledge the impact and work to modify our conduct. As the instructors, we will hold everyone accountable to learning: once a harmful behavior has been pointed out, we will not tolerate ongoing instances of the behavior.

Reflection

Reflection is a fundamental and critical component of the experiential-/service-learning pedagogy that grounds this class. In many other classes, reflection may not be emphasized as directly, so this approach may not feel comfortable or familiar to you. In basic terms, reflection involves thinking about an experience. However, the distinction between casual thinking and reflective practice requires that you make a concerted effort to evaluate past events, seek to learn something from them, and incorporate what you have learned into future action.

Within this course, you will have assignments that are dedicated to reflecting on your personal and professional growth and which aim to build your skills as a reflective practitioner. You may choose to complete these assignments through your preferred method of reflection, whether that be writing, drawing, diagraming, recording, or some other medium that effectively communicates your process. Regardless of how you reflect, we expect you to build up this critical skill throughout the class and we hope you will take it with you intentionally to your future work.

Academic Conduct

We expect that you will always complete and do your own work. Copying content from other students and submitting it as your own work is grounds for receiving a no-pass in this class. The University Student Conduct Code defines academic misconduct. The Conduct Code prohibits students 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.

In the context of group assignments and team-based work, we expect that all students will contribute to the project. In these cases, we expect that you will conduct yourselves as you would if you were working as part of a professional team. Please review the AICP code of ethics for additional direction on professional conduct for planning professionals (https://www.planning.org/ethics/ethicscode.htm).

Plagiarism and Source Citations

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, etc.) and use only the sources and resources authorized by the instructor or your Project Director. 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 on the UO Libraries website.

MLA Citation Guidance

We ask that all Capstone teams utilize the Modern Language Association (MLA) format for **all** citations unless otherwise directed by the instructor.

The UO Libraries provides an overview of how to construct MLA references. In general, please adhere to the following guidelines for citations:

- **General construction of a citation:** Author (if available). "Title of the Article or Webpage." *Title of the Source (website, book, journal, etc.)*. Publication information, including date published. P.#-# (if relevant). URL (if relevant). Date Accessed: XXXX (if relevant).

- **Footnotes & endnotes:** Unless otherwise instructed, use footnotes or endnotes. For professional writing, footnotes and endnotes are less disruptive to the readers' experience of the text and therefore preferable.
- **Repeating citations:** Write "*Ibid.*" instead of including the full citation if the previous footnote or endnote has the exact same citation as the current citation.
- **Rule of thumb:** Based on the information you provide in your citation, someone should be able to trace down your source exactly *without using a URL* (because URLs break/get outdated all the time). If someone cannot find your source with information other than a URL, your citation is insufficient.

Finally, the UO directs students to refer to the Purdue Online Writing Lab for additional writing and MLA citation resources.

SUPPORTING STUDENT SUCCESS

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 Aniko and Mike via email—your success and the success of your peers matters.

We also encourage you to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including notetaking, testing services, sign language interpretation and adaptive technology.

Your Well-Being

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

University Health Services helps 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 or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Discrimination, Sexual Violence, Harassment, and Survivor Support

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment. These include sexual assault, domestic and dating violence and gender-based stalking. If you or someone you know experiences or has experienced sexual- or partner-based violence (intimate partner violence, attempted or 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 UO's 24-hour hotline – (541) 346-SAFE – to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at https://safe.uoregon.edu/.

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 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 us know if you need any help connecting.

ADMINISTRATIVE EXPECTATIONS

Because you are working on real-world projects with clients, we have certain administrative expectations about how you engage in the course. It is useful to consider yourself as a member of the University of Oregon Institute for Policy Research and Engagement (IPRE) while you participate in this class. Just like any other workplace, we have administrative guidelines.

In this section, we highlight the two most important administrative expectations for the class.

Where Your Work Lives

It is important that you save work in a place that all your team members and the instructors can access. We will set up shared workspaces for you to use in one or two ways:

- **MS Teams and Sharepoint:** We use Microsoft Office, Adobe, and ArcGIS products to create content for projects. Anything you create for your project must be saved in your teams MS Teams/Sharepoint file structure.
- **IPRE Google Drive:** Your project coach will determine if your team needs to use Google Drive for any external sharing purposes. If you do use Google Drive, all your work will need to be housed in a

team folder **created from the IPRE Google account.** This is to ensure that IPRE faculty always have access to project work (e.g. in the event a client calls to request a project update or deliverable). We will provide a link to this folder.

Class Waivers

The applied, external-facing nature of this class raises some flags for the University related to risk and compliance. Because of these legal frameworks, we request that students consider signing two waivers:

- **FERPA (Family Educational Rights and Privacy Act) Release, Consent, and License Form** – FERPA is a federal law that aims to protect students' rights and privacy. There are two main aspects of FERPA that the form deals with:
  - **Educational Record –** Because you will be sharing your work outside of the classroom in this course, aspects of your "educational record" (as defined under FERPA) will become public. If you want to allow your work for the class to be shared externally, you therefore must waive this FERPA-provided right to privacy.
  - **Your Work –** Because you are creating work for a client in collaboration with other students and faculty in a classroom setting, the UO must ask your permission to "license" your work. This does not mean you are giving up ownership of your work, just that you are allowing others besides yourself to use and circulate it (with appropriate crediting). The UO must also ask you to certify that you are not plagiarizing any of the work you contribute to the project.
- **Risk Waiver** – It is possible that you will travel and complete activities for this project outside the normal classroom setting. UO requests that you acknowledge the risks you are assuming outside of the University setting and that you will not hold the University liable for injury.

There is no penalty to your grade in the class if you choose not to sign one or both waivers. However, it will likely affect your ability to participate fully with your team project. If you have objections to or questions about signing either waiver, **please first contact the UO representative listed on the forms**. These are University policies, and **we as faculty cannot answer legal questions for you**.

If you decide not to sign one or both waivers, you will work with the instructor and your project team to create accommodations around your participation in the project.

COVID POLICIES[1]

The ongoing pandemic requires us to be flexible. We are here to work with you to accommodate whatever may arise during the term. The University of Oregon frequently updates their policies related to COVID. For the most up-to-date information, please visit UO's main [COVID website](#).

Academic Disruption

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

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[1] UO COVID-19 Safety Resources, https://coronavirus.uoregon.edu/

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 an instructor of this course has to quarantine, this course may be taught online during that time.

COVID Instruction and Operations

The University of Oregon has returned to in-person instruction and operation and is following public health guidance. The following safety plans, tools, and requirements regarding COVID are listed below.

- COVID-19 vaccinations are required for all students and employees.
- Masks are welcome on campus. They are required in some locations such as health care settings including University Health Services (UHS) and Monitoring and Assessment Program (MAP) testing sites. Bring a mask if visiting a place where masks are required.
- Check your symptoms. Don't come to campus sick.
- The UO has increased airflow in buildings, clean using OSHA and CDC required methods, and installed touchless bathroom faucets, hand sanitizer, and towel dispensers across campus.

If you are exposed or test positive: UO provides this guidance about what to do in various exposure scenarios. This guidance was revised in September of 2022.

- UO students and employees who have tested positive, develop symptoms, or think they have been exposed to COVID-19 should follow this Centers for Disease Control and Prevention (CDC) guide to determine whether isolation or testing is needed and next steps.
- Free COVID-19 testing is available through MAP for asymptomatic and mildly symptomatic individuals who do not need a medical evaluation.
- Students and employees who have symptoms and test negative through a home rapid antigen test, should stay home and test again with another home rapid antigen test in 48 hours or get a PCR test to confirm the result. Individuals should stay home until symptoms have improved and they have not had a fever for at least 24 hours without using fever reducing medication.

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
- Dean of Students or call (541)-346-3216