UNIVERSITY OF OREGON | College of Design

School of Planning, Public Policy and Management

University of Oregon
School of Planning, Public Policy and Management
PPPM 4-510: Planning for Growth and Housing
Winter 2024 (410 CRN: 24439; 510 CRN: 24457)– 4 credits

Associate Professor Rebecca Lewis, Ph.D.
Office: Hendricks 247A
Phone: 541.346.4432
Email: rlewis9@uoregon.edu

Office Hours: Drop In: Tu 10:30-11:30; Thu 2-3.
Or by Appt sign up here:
https://calendly.com/rlewis9uoregon
Class Time: T/Th 12-1:50 (*note – will sometimes end at 1:20)
Room: Straub 154

==**About this document** – this document was printed as a PDF on January 8, 2024 to upload to Canvas. I will be using #annotatedsyllabus via SharePoint to allow you to ask questions about the course and assignments. Any edits or changes to this living document will be clearly documented on Canvas via a new PDF with red text. Feel free to add questions to "Class Questions and Answers" on Canvas as well.==

This course covers planning for managing growth and providing housing. We will examine motivations for managing growth to curb sprawl, minimize fiscal costs and preserve environmental quality while balancing the need to construct housing and provide infrastructure. The course surveys regulatory and incentive based tools for managing growth and regulatory tools and barriers to accommodating growth at the state, regional and local level. We will discuss tools and strategies to accommodate population growth and increase housing production. We will examine Oregon's approach to housing supply through housing capacity analyses and housing production strategies. Students will learn about how local governments implement state policy related to housing need.

Learning Outcomes
1. Describe the logic and reasons for managing growth and mitigating "sprawl"
2. Explain the tools available to manage the timing, location, and design of growth at a local, regional, and state level
3. Analyze the effects of growth management tools at the local, regional, and state level
4. Describe methods for forecasting and accommodating population and employment growth
5. Know how jurisdictions plan to accommodate population growth fairly and equitably through housing needs and capacity analyses
6. Describe the barriers to housing production
7. Apply knowledge to recommend policy, financial, and technical approaches to increase housing production that is equitable, climate-friendly, and anti-displacement focused

This course fulfills the land use choice requirement for MCRP students and is an elective for PPPM undergraduate and graduate students. Students should have familiarity with Microsoft Word, Excel and Powerpoint, basic algebra skills.

For MCRP students, the [following 2022 PAB knowledge, skills and values](#) are primarily addressed in this course:

- Guiding Values: A. 2) Sustainability, Resilience and Climate Justice
- Skills and Tools for Planning Practice: B. 2) a) Planning Process & Engagement: Plan Creation and Implementation

The following PAB knowledge, skills and values are addressed secondarily:

- Guiding Values: A. 1. Equity, Diversity, Social Justice and Inclusion
- General Planning Knowledge in a Global Context: B.1. a) Planning History and Theory; b) Planning Law and Institutions; c) Urban and Regional Development
- Skills and Tools for Planning Practice: B. 2) a) Planning Process & Engagement; b) Analytical Skills and Tools

Modality

This is an **in-person course** meaning that you are expected to attend class on T/Th in Straub 154. I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

Course Materials

There is one required text for this course:

Schuetz, Jenny. 2022. *Fixer-Upper: How to Repair America's Broken Housing Systems.* Washington DC: Brookings Institute Press. (This book is available as an unlimited e-book via [UO Library](#) for all students!)

- Textbook readings are required for both 410 (UG) and 510 (G) and should be read prior to that day's lecture/discussion.
- There are additional academic and policy readings listed on the course schedule and available on Canvas.
  - Some supplemental readings are required for BOTH 410 (UG) and 510 (G)
  - Some readings are required for 510 (G) but optional for 410 (UG)
- Additional readings and resources will be available on Canvas through Modules. Use this schedule to follow along with the Modules on Canvas.

Weekly Topics, Readings, and Assignments

See Canvas Modules for readings, assignments, and course materials.

How to read the following table:

- *****Required for all students (410 and 510); no * means required for 510 only

- Note that Discussion Questions are due before each class at 9 AM starting on January 11. Short assignments/quizzes will be posted on Canvas Discussion with deadlines. Discussion questions can relate to any of the assigned readings on a topic of your choice – you do not need to pose a question related to each reading.

- Graduate students (510) will have one article critiques due on varying deadlines throughout the term. See Canvas for description.

Week	Date	Topic	Readings	Assignments
Logic and Reasons for Managing Growth and Mitigating Sprawl				
1	9-Jan	Why Manage Growth?	ICMA Why Smart Growth*	
	11-Jan	What is Sprawl	Understanding Sprawl (Suzuki)* Compactness v. Sprawl: Review of the Evidence (Ewing and Hamidi)* Rethinking Urban Sprawl: Moving towards Sustainable Cities (OECD)	
Growth Management Tools & Effects				
2	16-Jan	History and intent of GM efforts; Overview of tools for managing growth	Fifty Years of Growth Management (Landis)* Managing Urban Growth at the Regional Level (Sidentop et al)*	
	18-Jan	State, Regional, Local Approaches	Both 410/510 -Choose one to read thoroughly; skim others: Land Use Planning in Oregon (Seltzer & Whitman) Evaluating Florida's GM System (Pelham) An Overview of Washington's GM Act (Laschever)	
3	23-Jan	State, Regional, Local Approaches	From Growth Controls to Comprehensive Planning to Smart Growth (Chapin)* Both 410/510 -Choose one to read thoroughly; skim other: Maryland Smart Growth (Cohen) Smart Growth Planning for Climate Protection (Barbour & Deakin)	
	25-Jan	Linking Growth Management to Housing – Outcomes	Schuetz Ch 1* Incentivizing Housing Production (Manji et al) From the House to the Ground (Schuetz et al)	Jurisdiction Profile due Sunday, January 28 at 11:59 PM

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Week	Date	Topic	Readings	Assignments
Forecasting and Accommodating Population and Employment Growth				
4	30-Jan	Context: How Housing Markets work; How much housing do we need?	Housing Market Primer* (ECONorthwest) 2023 Housing Underproduction in the US* (Up for Growth)	
	1-Feb	How *MUCH* TO grow: forecasting and measuring housing need (Guest Lecture: Beth Goodman - ECONorthwest)	Choose one state to examine: DLCD & OHCS: RHNA Reports Washington: Guidance for HAP Maryland: Estimating Residential Development Capacity California: A Comprehensive Housing-Element Guide to assist jurisdictions in creating comprehensive housing elements	
Accommodating Growth: How Much and Where				
5	6-Feb	What kind of growth? – affordability	Schuetz ch 4-5* Supply Skepticism Revisited (Been et al) DLCD and PSU Anti-Displacement Toolkit*	
	8-Feb	What kind of growth? - quality and type of housing; where do people want to live?	What Home Buyers Really Want *(NAHB) How accessibility and transportation options affect neighborhood livability (Yang, Lewis, Parker) Smart Growth Primer	
6	13-Feb	Where TO grow: infrastructure	Schuetz Ch. 6* Planning for Growth and Public Facilities (Kelly)* Concurrency: Evolution and Impacts of an Infrastructure and Growth Management Policy (Weitz)	
	15-Feb	Where TO grow: jobs	Schuetz ch. 2*	Infrastructure Needs due Sunday, February 18 at 11:59 PM
7	20-Feb	Where TO grow: climate - friendly	The (Sweden) National Negotiation on Housing and Infrastructure* Climate Friendly and Equitable Communities Overview*	

Week	Date	Topic	Readings	Assignments
	22-Feb	Where NOT to Grow: land conversation	Smart Growth as Land Conservation (Daniels and Lapping)* Why do counties adopt TDR (Linkous et al)	Group Project Context Memo due Sunday, February 25 at 11:59 PM
Week	**Date**	**Topic**	**Readings**	**Assignments**
8	27-Feb	Where NOT to Grow: climate & hazards	Schuetz ch 3* HUD Evidence Matters (2)* The Case for Retreat in the Age of Fire (The Conversation) Neglected No More: Housing Markets, Mortgage Lending, and Sea Level Rise (Keys and Mulder)	
Barriers and Opportunities for Housing				
9	29-Feb	What are the barriers?	Barriers to Housing Production in Oregon (Lewis and Parker)* Removing Regulatory Barriers to Affordable Housing (HUD)	Residential Development Assignment due March 3 at 11:59 PM
	5-Mar	How to build enough housing: tools for housing production?	Local Housing Solutions Choose one: Oregon HPS Washington HAPS Massachusetts 40B	
10	7-Mar	How to build coalitions: Politics of Growth	Schuetz ch 7-8* Why we discuss smart growth more than we do it (Downs) The Privileged Few: How Exclusionary Zoning Amplifies the Advantaged and Blocks New Housing—and What We Can Do About It (Einstein)*	Draft Staff Report due March 8 at 11:59 PM
	12-Mar	Wrap up	Smart Growth Governance in a Historical Context (Bierbaum, Lewis, Chapin)* Towards Smart Growth 2.0 (Knaap, Lewis, Chakraborty, June-Frisen) *	
	14-Mar	Presentations		Group project presentations in class
11	19-Mar	Final Report		Final Staff Report due March 19 at 10 AM
	20-March	Group Peer Evaluations		Group Evaluations due March 20 at 10 AM

Assignments and Course Grades

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

The course grade will be based on the following components (detailed descriptions will be posted on Canvas and discussed in class when assigned)

	PPPM 410	PPPM 510	Work	Due Date
Class Participation	10%	15%	Individual	
Active Engagement	5%	5%	Individual	Each session
Discussion Questions & Short Assignments	5%	10%	Individual	Each session
Written Assignments	60%	55%		
Jurisdiction Profile	20%	15%	Individual	January 28
Infrastructure Needs Assessment	20%	15%	UG – Pairs; G-Individual	February 18
Residential Development Process Analysis	20%	15%	Individual	March 3
Article Presentation & Critique		10%	Individual	Varies*
Final Project (In Teams)	30%	30%		
Context Memo	2.5%	2.5%	Teams of 4-5	February 27
Draft Staff Report	2.5%	2.5%	Teams of 4-5	March 8*
Presentation	7.5%	7.5%	Teams of 4-5	March 14
Final Staff Report	15%	15%	Teams of 4-5	March 20 at 10 AM
Group Evaluation	2.5%	2.5%	Individual	March 21 at 10 AM

I grade all assignments via Canvas and typically provide feedback on assignments within 10 days. NOTE, due to the variation in weights, you will need to submit assignments the PPPM 410 OR PPPM 510 page. Discussions, quizzes, and short assignments will be submitted to the combination PPPM 410/510 page.

Barring a specific need for adjustment written assignments are almost always due Sundays at 11:59pm (exceptions noted with asterisk above)—I hope this regular deadline simplifies what you need to keep in mind about the routine of the course.

Course Website

We will use Canvas in this course. Log into canvas.uoregon.edu using your DuckID to access our class. The class syllabus, announcements, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. Syllabus updates will be posted to the Canvas site and revisions will be described for each revised version. I will use the email and announcement functions in Canvas to communicate with you. It your responsibility to check email and messages for class updates. Please adjust your Canvas notification settings accordingly. 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 | livehelp.uoregon.edu

Communication
How can will I communicate with you?
- I will use the Canvas site to communicate about deadlines, assignments, or other topics that are relevant to the entire class. Announcements and emails are archived there and automatically forwarded to your UO email, and can reach you by text or App. Check and adjust your settings under Account > Notifications.
- When I need to get in touch with individual students, I do so through email via Canvas.
- When giving feedback on assignments, I do so in Canvas, and turnaround time for written assignments is generally 7-10 business days.
- Please check Canvas email & announcements prior to attending class—if case that there is a change to the course, I will notify students through Announcements.

How can you communicate with me?
If your question is a practical, yes/no one about an assignment, reading, or other component of our class, please post your question on the Discussion thread titled "Class Questions and Answers," which I respond to daily, and where your peers can also pose questions and share answers.

If your question is about a technical challenge with Canvas, Zoom, or another technology, please contact the UO Service Portal."

If your question, concern, or excitement is about course content or activities, about something personal, is time sensitive, or is something else that doesn't feel like it fits above, please do reach out to me by email or by attending office hours. If you contact me with a question, I will try to respond within two business days.

Email is the generally best way to get in touch with me. I am generally very prompt in replying to emails, so if you have not heard from me within 48 hours (and I do not have an automatic reply message), I encourage you to re-send the email. I do not regularly check email in evenings or consistently on the weekends. I will let you know in advance if I plan to be away from email near assignment deadlines. If you prefer to talk by phone, you can call me or leave me a voicemail. I receive email messages when you leave voicemails with my office number (541-346-4432.) If you leave me a message, I will get back to you by phone or email. *Note that my email address is rlewis9@uoregon.edu – there is another Rebecca Lewis in the UO Directory.*

Why should you reach out to me?
Talking with my students about our course material is fun—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! Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.
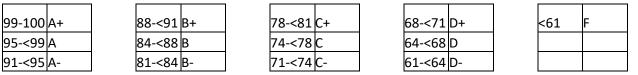
Office hours details:
When & where: I will host drop in office hours each week from 10:30-11:30 on Tuesday and 2-3 on Thursday. You can make an appointment) https://calendly.com/rlewis9uoregon or show up to my office (247A Hendricks.) I am happy to meet remotely or in person. I welcome meetings outside my regular office hours. If you experience Internet access challenges, my office phone (541-346-4432) is a good way to reach me.

What: During 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 students' post-graduation goals, might identify more supportive methods to study, or any number of other topics.

Class engagement

This class is structured as a discussion-based seminar. I will use your discussion questions and article critiques to inform the content and arc of the class each session. I encourage student participation through class discussion and break out activities. We will cover a lot of content and the easiest way to consume that information is to be present. Students are expected to have obtained, read, and retained the readings for each class and to come to class prepared to discuss content and implications of the readings. You are expected to 5 in class discussion raising questions related to the readings and topics during class and/or by posting relevant content (including discussion topics, images and links) to general Canvas discussion boards. See page 16 for detailed explanation of expectations for engagement.

Explanation of Grading System [See Rubrics on Canvas]

99-100	A+	88-<91	B+	78-<81	C+	68-<71	D+	<61	F
95-<99	A	84-<88	B	74-<78	C	64-<68	D		
91-<95	A-	81-<84	B-	71-<74	C-	61-<64	D-		

- 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 graduate student must achieve the equivalent of B- or better (undergraduates must earn C- or better for a passing grade)

Course Workload

According to UO guidelines, the expected workload for **a graduate** level (510) class is approximately 4 hours/week per credit hour (160 hours total). Thus, a 4 credit course will require approximately 16 hours of effort per week. Our class meets for 3-4 hours each week, so students should expect to spend an additional 12-13 hours per week preparing for this course.

The expected workload for **an undergraduate course is** 3 hours/week per credit hour (120 hours total) Thus, a 4 credit course will require approximately 12 hours of effort per week. Our class meets for 3-4 hours each week, so students should expect to spend an additional 8-9 hours per week preparing for this course.

The student engagement inventory is presented below:

Educational Activity	PPPM 410: UG Hours engaged	PPPM 510: Graduate Hours engaged	Explanatory comments (if any)
Course Attendance	35	35	
Assigned Readings	30	45	Average of 90 pg. of readings per week [rigorous journal articles, book chapters, professional reports, websites]
Project	25	30	Group project with final report and presentation. (Some work will happen in class)
Writing Assignments	25	35	Three individual written assignments: UG one is group; G: one extra assignment
Lab or workshop		0	
Field work/experience		0	
Online interaction	5	10	discussion questions on Canvas due before each class session.
Performances/creative activities		0	
Total	120	160	

Some assignments will be time consuming, so I recommend that you start far in advance of assignment deadlines when I post the assignment on Canvas.

Classroom Behaviors
All members of the class (both students and instructor(s) can expect to:
1. 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.
2. 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.
3. 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.

Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies. Class rosters are provided to instructors with students' legal names. Please let us know if the name or pronouns we have for you are not accurate. It is important to me that I address you properly.

Course Policies
Late Assignment Policy
All assignments will be submitted electronically on Canvas. 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 me as soon as you need it and we can collectively work on a plan for getting your assignments submitted. If you submit an assignment late without requesting an extension, late assignments five percent for every day (24-hour period) they are late.

You are given choices in some types of assignments like discussion questions and short assignments/quizzes. Thus, I will not allow for make ups or late submissions of these assignments except in the case of extraordinary circumstances.

Assignments submitted more than 5 minutes past the deadline will be graded as late.

Accommodations for Religious Observances
The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request](#) fillable PDF form and send it to me within the first weeks of the course so we can make arrangements in advance.

Attendance and Missed Class Policy
Students are expected to attend and actively engage in class. You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Engagement counts for 5 percent of students' grades (defined on Canvas assignment) while reference jurisdictions discussions count for 5 percent of students' grades as well. You can miss **three classes** for any reason without it affecting your grade. If you are feeling sick, I encourage you to use your three absences to stay home to recover. Per UO Policy, I do not distinguish between excused and unexcused absences. If you miss more than three class sessions, I will deduct a point per each missed session from your final grade. See more in UO policy: https://provost.uoregon.edu/course-attendance-and-engagement-policy.

Slide decks will always be available on Canvas before class. I encourage you to get notes from a classmate if you need to miss class.

The course attendance policy is meant to cover ordinary, day-to-day absences. I understand that some students may experience an extraordinary circumstance. In the event of an such a circumstance, I will work with you to consider how we might make adjustments to course requirements where possible. Please let me know as soon as you are able if you experience an extraordinary event.

There is no need to explain or offer personal information about the nature of your emergency — I will trust you only to activate this policy in an emergency situation.

Note that exceptions to the attendance policy are granted religious accommodation, accessible education, and university-sponsored events [(per university policy available here.)](#)

Incomplete Policy and Winter Dates & Deadlines
Please refer to UO Policy: https://provost.uoregon.edu/grades-incompletes-policy

- January 13 is the last day to drop classes without a 'W.'
- January 15 is Martin Luther King, Jr holiday (classes are not in session), and the last day to add a class via DuckWeb.
- February 25 is the last day to withdraw from a class and the last day to change grade options (Graded or P/N) .
- March 6 through March 18 is when the End-of-Term Student Experience survey is available.

- March 22 at 5pm is the last day/time for student to request an Incomplete (which UO policy states can only happen when "some minor yet essential requirement has not been completed" and with permission of the instructor"). Students must submit the request on the Incomplete Policy page.
- March 25 is the deadline for instructors to submit Winter 2024 grades.

Academic Disruption and Inclement Weather

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.

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 as described on the Inclement Weather webpage.

Academic Integrity

The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without "the express written permission of the instructor(s)." Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include failure of the relevant assignment or exam, or of the course. These decisions are handled by the Office of Student Conduct and Community Standards (SCCS.)

While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find support in using [citation method] at the UO Libraries' Citation Guides research guide.

If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions.

For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or quizzes without express permission from the instructor.   Students are allowed to talk with classmates about research on written assignments and will be expected to collaborate on group assignments. Quizzes will be administered on during class time. On quizzes, I am looking for evidence of critical thinking and applying concepts rather than regurgitating definitions.

I will report all suspected cases of academic misconduct to the Office of Student Conduct and Community Standards.

Generative Artificial Intelligence Use

Unless specified as part of an assignment description, students may not use GenAI tools (like Chat GPT) in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you've handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

I will use TurnItIn on all assignments to check for plagiarism and use of Generative AI.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. I reserve the right to evaluate your submissions using plagiarism software.   If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: http://library.uoregon.edu/guides/plagiarism/students/index.html.

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

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

Encouraging Inclusive Learning Environments

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. Note that AEC has final decision-making authority on accommodations and so you must work through the office to request accommodation. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

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. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. I am a student-directed 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. I am a student-directed employee. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/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

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

Professional Writing

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

Writing Resources

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

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

Writing Criteria

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

General Writing Guidance (Adapted from Maryland School of Public Policy Writing Criteria)

- *Structure:* You should always have some sort of introduction (background, context) and some sort of conclusion (executive summary, findings, recommendation, etc.)
  - Your conclusion may appear on the first page, but you should still illustrate some attempt to synthesize information
  - Distinguish among information, findings, conclusions and recommendations. Information transmits facts or other matters useful to the reader. Findings summarize salient facts. Conclusions interpret the facts. Recommendations suggest what to do about them. Recommendations should be specific and implementable. They should describe players, timing and the result being sought. Avoid expressions of personal opinion not based on factual analysis.
- *Conciseness is important:* Simplify word choice and sentence structure. Make your point only once. Eliminate compound subjects, verbs, objects, and modifiers, e.g., "determination and perseverance," "convincing and persuasive."
- *Audience is important:* The readers *are* the audience, so write to their perspective. The audience may only be the instructor, but sometimes students are told to write for other readers. Keep in mind that a written document may find unanticipated audiences, so choose wording carefully.
- *Person and voice:* you should use third person and active voice. Passive voice can be useful in some situations, but it may be insufficiently precise.
- *Tone:* A document should be objective and professional. It should not be aggressive, preachy or "know it all." A "red flag" is a term which can incite undue emotion in the reader, so search for red flags. Avoid expressions which reflect opinion. Don't use, "I feel," "I think" or "I believe." Orient your writing to the expectations of the reader.
- *References and Citations:* Many approaches to citations are acceptable. Footnotes can be used. Bibliographical references inserted in the text in parenthesis after the quotation also work. Whatever method you adopt, the reader must be able to access the reference from the information provided.

- Paraphrased ideas can be cited without quotation marks, but must be sourced. Any two or more consecutive words taken from a source should be put in quotes. Use the author's name in the sentence leading up to the quote, in a footnote or parenthetical citation. Avoid plagiarism; give attribution when using someone else's words or ideas.
- Plagiarism is easy to identify electronically.
- In the text, book titles are normally underlined and articles are referred to in quotation marks.
- Be sure the source is credible. Do not use Wikipedia for that purpose.

- *Proofread, proofread, proofread.* Allow time for editing. I recommend reading your document out loud to expose awkward wording like run-on or choppy sentences.

Formatting

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

Common Grammatical Mistakes

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

1. Using singular verbs with collective nouns
2. Improperly selecting a pronoun as an antecedent, e.g., using "it" as a subject, even though the antecedent is not established in the previous sentence. (It would be improper to say, "The world is getting hotter and dryer. It needs to change." – Is it the climate or the world that needs to be changed?)
3. Failing to write out the numbers one through nine – only 10 and above are numeric;
4. Beginning a sentence with a number or an acronym rather than spelling it out;
5. Failing to ensure agreement between the subject and verb so that a singular subject gets a singular verb and a plural subject gets a plural verb;
6. Using tenses inconsistently, i.e. moving from present to past or future tense with no obvious rationale. Stay in the present tense unless referring to a specific past or future situation.

7. Choosing prepositions incorrectly, e.g. use "between" for a comparison between two things and "among" for three or more (When in doubt, consult a dictionary.); and

8. Neglecting parallelism, i.e., when doing a numbered or bulleted list, use the same grammatical construct throughout, so, for example, if the first bullet leads with a verb, a noun or a sentence, all subsequent bullets should be structured the same way.

Grading Rubric Guidance (will vary by specific assignment – see Canvas Rubrics for point values and detailed descriptions)

Criteria
Addressing each portion of assignment • Will vary (see Canvas rubrics)
Providing adequate justification • Use of literature to present issues and arguments • Development of a coherent argument or reasoned position • Exhibition of higher-level thinking, synthesis and argumentation
Writing (see Detailed Feedback below) • Logical structure and organization • Professional Approach • Grammar and proofreading • Referencing • Professional Presentation

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

Sample Memo

To: **Decision maker**

From: **Your name**

Date: **Today's date**

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

Overview [you should change this heading as appropriate]

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

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

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

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

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

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

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

References

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

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