



School of Planning, Public Policy and Management



PPPM 610

INTRODUCTION TO PLANNING PRINCIPLES & PRACTICE

FALL 2023

REVISED

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541-346-6395

Class: Monday & Wednesday / 12:00pm-1:20pm / LIB 401
canvas.uoregon.edu

Drop-in Hours: Monday 1:45pm-3:00pm and by appointment
Sign up at <https://mbanks-4.youcanbook.me/>
238 Hendricks Hall or via Zoom/Teams

COURSE DESCRIPTION

Introduction to Planning Principles and Practice is intended for students in the Master of Community and Regional Planning program. The aim of this class is to introduce you to the range of planning principles and practice, and the ways in which these merge or conflict in practice. On one hand, the broad aims of planning allow it to encompass many fields including design, economics, community development, and policy. On the other hand, the vast nature of planning often makes it feel too diffuse. A key element of this course is understanding the foundations of planning that allow, and have allowed, planning – and thereby planners – to facilitate healthy cities and communities. The course will include practical aspects of the planning profession as well as exploring and discovering about what interests you specifically within the profession. Fundamentally, this class focuses on “what planners do,” which you will discover is the hardest question of the whole term.

LEARNING OUTCOMES

As an introductory class we cover a lot of material quickly. The intent is to share the breadth of planning and not cover every aspect of planning in-depth. This includes an overview of the

foundations of planning and consideration of current practices. By the end of this term, students will be able to:

1. Understand and contextualize basic historical planning principles and the broad theoretical basis of planning
2. Compare and contrast different roles of planners and the contexts in which they operate
3. Apply concepts and current knowledge to consider your future in the planning profession
4. Hone your analytical skills through writing and presentations (logic, thinking, analysis)
5. Practice and Improve your communication skills (written and oral)

KEY QUESTIONS

The class will be guided by several overarching questions. These questions have no correct answers, but are important to guide your work this term and into the future. Each session in the class will focus on a key concept or theories that we will use to debate concepts, interrogate evidence, and explore answers. Our overarching questions are:

- What is planning?
- What is the role of planning and planners?
- How can planning be most effective in creating sustainable, just, and equitable communities?

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:

A. Guiding Values

- 1) Equity, Diversity, Social Justice, and Inclusion: key issues of equity, diversity, and social justice, including:
 - planners' role in expanding choice and opportunity for all persons;
 - reducing inequities through critical examination of past and current systems; and
- 2) Sustainability, Resilience, and Climate Justice: environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.
- 3) 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).

B. Required Knowledge and Skills of the Profession

B1. General Planning Knowledge in Global Context

a) Planning History and Theory:

- The evolution and current practice of planning in communities, cities, regions, and nations;
- how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion;
- expectations about planning outcomes in different local and national contexts;
- conceptual models about what planning is and how it works;

b) Planning Law and Institutions:

- Behaviors and structures available to bring about sound planning outcomes;
- mechanisms and practices for ensuring equitable and inclusive decision-making; and
- legal and institutional contexts within which planning occurs in the U.S. and/or internationally.

c) Urban and Regional Development:

- Political, economic, social, and environmental explanations of and insights on historical, present, and future development;
- relationships between the built and natural environments and individual and community health and well-being;
- planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts;

B2. Skills and Tools for Planning Practice

a) Planning Process and Engagement:

- Planning process and community and stakeholder engagement;
- plan creation and implementation;

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

A survey course such as this requires a lot of reading. This is typical for graduate level coursework and good training for the planning profession. For your professional work you will need to train yourself to review a lot of materials and identify the key information and themes. It is important to stay on top of the readings and I encourage you to use those readings in your assignments. Readings for that day/week should be completed before the lecture.

1. Local Planning: Contemporary Principles and Practices. 2009. From UO Bookstore or online. This is listed on the term schedule as Local Planning (Chapter).
2. Readings: PDF copies or online links are available through the Canvas website.

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Class will be from 12:00pm-1:20pm. This syllabus is subject to change. Students will be notified of any changes in class and via Canvas.

REVISED 10.23.23

Date	Topic	Readings	Assignments
Wed 9/27 (week 1)	<ul style="list-style-type: none"> • Introductions • Course overview • Round robin presentations: "What is planning?" 		
Mon 10/2 (week 2)	Foundations of planning (History) <ul style="list-style-type: none"> • What shaped cities and why? • How did planning evolve into a profession? • Round robin presentations: Important People in Planning: Who did you choose and why? 	Local Planning: Chapter 1 (The Value of Planning) Article: "100 Most Influential Urbanists." 2023.	ASSIGNED: A1: Planning Meeting Observation memo (due 11/20)
Wed 10/4 (week 2)	IPRE Teambuilding Workshop (with Aniko Drlik-Muehleck and Melissa Graciosa, I PRE)	Readings: <ul style="list-style-type: none"> • "The Teamwork Project: version 2.0. 2018. UO School of PPPM • White, Edward T. 1991. "Site Analysis Overview." pp. 26-39 • Rubenstein, H.M. 1980. Chapter 2: Site Selection and Resource Analysis. (especially pp. 32-43) 	ASSIGNED: A2: Plan Review Memo (due 10/18)

<i>Thursday, 10/5 - Corvallis Site Visit</i>			
Mon 10/9 (week 3)	Foundations of planning (Theory) <ul style="list-style-type: none"> Trends that affect planning Round robin presentations "What is the expected extent and severity of the trend you picked; how certain / uncertain it will occur in Corvallis, Oregon?"	Local Planning: Chapter 2 (The Context for Local Planning) Article: "Trend Report for Planners." 2022. American Planning Association & Lincoln Institute of Land Policy.	
Wed 10/11 (week 3)	Practice of Planning: Writing and Reading <ul style="list-style-type: none"> Professional memo Notetaking template Library Research interest areas/needs?	Local Planning: Chapter 4 (Who Plans)	
Mon 10/16 (week 4)	Foundations of planning (Zoning: Euclid, equity, and the evolution of zoning)	Local Planning: Chapter 6 (Putting Plans to Work; focus on pp. 287-298) Articles: <ul style="list-style-type: none"> "What is Euclidean Zoning." 2020. Planetizen.com Brey, Jared. "Single-Family Housing Linked with Income and Race Segregation." 2023. Governing.com 	
Wed 10/18 (week 4)	Practice of Planning: Planning practitioners panel (recent grads)		DUE, 8 AM: A2: Plan Review Memo ASSIGNED: A3: Case Study (due 11/1)
Fri 10/20 (week 4)	<i>Student Planning Day (DLCD Day) – Details TBA</i>	<i>Highly recommended open house for UO and PSU to meet with the state planning agency, Department of Land Conservation and Development (DLCD) staff</i>	
Mon 10/23 (week 5)	Research Guide Workshop (Nancy Cunningham, Cartographic and Government Information Librarian) Round robin presentations: "Land and Equity in Oregon (and	Local Planning: Chapter 7 (The Systems of the City) Readings: 1) "Bitter Harvest: Chinese Farm Workers Helped Oregon Establish Its Reputation as an International Beer	

	<p>Minnesota).” Be prepared to share how the topics of land takings, exclusionary laws, etc. intersect with how you think about planning and equity. Refer to at least one reading in your explanation.</p>	<p>Capital” (Oregon Humanities) http://oregonhumanities.org/this-land/stories/bitter-harvest/</p> <p>2) “Black Exclusion Laws in Oregon” (Oregon Encyclopedia) https://www.oregonencyclopedia.org/articles/exclusion_laws/</p> <p>3) “Japanese American Wartime Incarceration in Oregon” (Oregon Encyclopedia) https://www.oregonencyclopedia.org/articles/japanese_internment/</p> <p>Also listen to: NPR's THROUGHLINE – “A Tale of Two Tribal Nations” (September 14, 2023) - https://www.npr.org/2023/09/14/1198748505/throughline-draft-09-14-2023. (51-minute listen)</p>	
<p>Wed 10/25 (week 5)</p>	<p>Affordable Housing Guest: Kristen Karle, Housing Director, St Vincent de Paul Society of Lane County, Inc.</p> <p>In-class sharing: Meeting, time, and date for A1 (Planning Observation Memo)</p>	<p>Local Planning: Chapter 3 (Contemporary Concerns of Planning)</p>	
<p>Mon 10/30 (week 6)</p>	<p>Foundations of planning: Land (PLSS, zoning, UGBs, comprehensive planning)</p>	<p>Local Planning: Chapter 5 (Making Plans)</p>	
<p>Wed 11/1 (week 6)</p>	<p>Practice of Planning (Types, roles, planner case study, alumni feedback)</p>		<p>DUE, 8 AM: A3: Case Study</p> <p>ASSIGNED: A4: Zoning Memo (due 11/15)</p>
<p>Mon 11/6 (week 7)</p>	<p>Practice of Planning: Planning practitioners panel (experienced)</p>	<p>Local Planning: Chapter 8 (Managing Planning)</p>	

Wed 11/8 (week 7)	Practice of Planning: Oregon (planning, state goals, housing) Round robin presentations: "Oregon Land Use Program" Pick one of the 19 state planning goals and share why you picked it. Argue for and against its success.	Reading: <ul style="list-style-type: none">Skim: Oregon Department of Land Conservation and Development. 2002. "A Summary of Oregon's Statewide Planning Goals." https://www.oregon.gov/lcd/OP/Documents/goalssummary.pdfSullivan, Edward and Huegel, Caleb. 2023. "A Golden Anniversary: Oregon's Experiment with Statewide Land Use Planning"	
Mon 11/13 (week 8)	Foundations of Planning: Growth Management (pros, cons, Oregon) <ul style="list-style-type: none">Why manage growth?In-class exercise: UGB scenario	Local Planning: Chapter 6 (Putting Plans to Work); esp. pp. 299-318	
Wed 11/15 (week 8)	Foundations of Planning: Planning inside Cities (downtowns, suburbs, land use procedures)		DUE, 8 AM: A4: Zoning Memo
Mon 11/20 (week 9)	Practice of Planning: Community Engagement, Environmental Justice, Ethics	Readings: <ul style="list-style-type: none">Anguelovski, Isabelle. 2013. "New Directions in Urban Environmental Justice: Rebuilding Community, Addressing Trauma, and Remaking Place." Journal of Planning Education and Research. 33(2): 160-175Also listen to: NPR's THROUGHLINE – "How everyday people started a movement that's shaping climate action to this day" (October 5, 2023) - https://www.npr.org/2023/10/05/1198908047/climate-action-environmentalism-history (55-minute listen)	
Wed 11/22 (week 9)	Urban Design workshop final presentation prep with Kaarin		DUE, 8 AM: A1: Planning Meeting Observation memo
Mon 11/27	Course wrap-up: <ul style="list-style-type: none">Revisit where you see		

(week 10)	yourself in planning • Final project work time		
Wed 11/29 (week 10)	Final Presentations (details TBA)		
Tues 12/5 (week 11)	Final project due		

GRADING COMPONENTS AND CRITERIA

All assignments and quizzes 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 (for 610 specifically, not the Team Project) and quizzes are due by 8 am. Please see the detailed class schedule for fall Urban Design Workshop for those dates.

ASSESSMENT OVERVIEW

*** Please see detailed class schedule for specific due dates ***

PUBLIC PLANNING MEETING OBSERVATION MEMO (A1) You will attend and observe a planning-related public meeting (such as a planning commission) at a local municipality in Oregon and write a professional observation. A list of potential meetings will be provided (scale of city should be selected according to your personal and professional interests in planning – large metro vs. small town, etc.).	11%
PLAN REVIEW PAPER (A2) You will be asked to review the major plans in operation in your area and synthesize themes, differences, and ideas. Assessment objectives: learn about plan making, understand more about the local context, and identify information upon which to build your team project.	11%
CASE STUDY (A3) You will choose an existing plan as a case study based on the relevant theme assigned to your team project. Assessment objectives: learn from best practices, improve your research skills, and generate information and recommendations for your team project.	11%
ZONING MEMO (A4)	11%

You will be given a zoning case in the project area and asked to prepare a staff report.
Assessment objectives: learn about staff reports, understand more about zoning, and become familiar with the local code.

ROUND ROBIN PRESENTATIONS: 6%

Brief in-class presentations (mostly based on readings) designed to build your knowledge of past and present trends, people, and places that have influenced planning.

TEAM PROJECT AND PRESENTATION: 30%

The team project (20%) and presentation (10%) focus on the group project. The presentations will take place during the last week of classes. We will provide more information about the project at the start of the term.

URBAN DESIGN WORKSHOP (WITH KAARIN KNUDSON): 10%

The applied team project will require a series of interim deliverables, all of which will be building blocks for the final report and presentation.

CLASS PARTICIPATION: 10%

Half of this grade will include attendance and class participation (5%) and the other half will be contribution to the group project and presentation (5%). Self-assessment and peer assessment of group work required at the end of the term.

TOTAL 100%

COURSE FINAL PROJECT

The term/fall synthesis project for the Planning Analysis, Introduction to Planning Principles and Practice, Urban Design Workshop, and Human Settlements classes is a combined class project. This year, the project is set in the City of Corvallis. The project is part of the [Sustainable City Year Program](#) (SCYP). SCYP, a program through the University of Oregon Sustainable Cities Institute (SCI), links University of Oregon students with an Oregon city or community for an entire academic year. This year's project in Corvallis will examine potential redevelopment opportunities for a north central Corvallis site.

Students will be divided into small groups; each group will approach the project using one of three topic areas to focus team efforts around:

- Equitable Community
- Walkable Neighborhoods
- Climate Resilience

In this project, you will integrate information from all four fall core classes into a final report and a presentation delivered during the final week of class to the City of Corvallis. This project will foster critical teamwork and team management skills that will help you succeed in Community Planning Workshop and your future career.

You will be supported in the project by Kaarin Knudson, who will lead the Introduction to Urban Design Workshop. The Workshop will introduce you to elements and skills that you will apply to the Corvallis context. Additional details about the Workshop will be provided during Weeks 0 and 1.

The course final project accounts for 30% of your overall grade: 20% for the final report, and 10% for the final presentation. The Urban Design Workshop that supports the project accounts for an additional 10% of your grade.

For interested students, there is an opportunity at the end of the term to work for SCYP as a paid report writer and to compile the work of the class into a single, final report to be given to Corvallis over winter term. Class instructors will recommend a student report writer – please reach out to me (or Professors Li, Knudson, or Schlossberg) if you are interested in this position.

CLASS PARTICIPATION

Each individual is expected to contribute ideas, experiences, and opinions during class sessions. We are all responsible for creating a respectful, safe environment to share and learn. Full participation by all students is critical to develop a student-centered learning environment. Students will work on individual and group activities, which provides an opportunity for group learning. Active participation means arriving to class on time, contributing ideas / experiences / opinions during class, collaborating in class exercises or discussion, and in-class presentations. Students who are consistently late will lose participation points. If you must miss class due to an emergency, let me know via email prior to class. A quarter-system class moves quickly. Each week, we will cover a lot of material and it is critical that you attend all classes when possible.

Important! Please do not come to class when you do not feel well, even if you do not suspect you are ill with COVID-19. If there is an in-class exercise that you miss, I will provide a make-up assignment; if you do not feel well, are quarantining, or must miss class, you can make up attendance points by completing these attendance assignments. If you anticipate missing more than one class, or would like to discuss your attendance or participation, please email me to discuss your unique situation.

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 (planning is a writing intensive profession). Most of the assignments 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. Please keep your citation style consistent with what you learned and are doing in Planning Analysis (Zotero). Data citations should be provided under tables, graphs, or figures. See Artificial Intelligence Policy for details about AI citations.
- 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.
- 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. Some people (this instructor and your future employer, for example) may be concerned about the credibility and thoughtfulness of work that is turned in with typos and/or poor grammar. Consider using tools like Grammarly (free subscriptions are available).

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.

OVERALL AND ASSIGNMENT GRADES:

94+	A	65-69	C
94-97	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-.

LATE ASSIGNMENT POLICY

Assignments are due before class, on Canvas, since we may discuss them. If we end up doing any quizzes, they will be due by 8 am on the deadline. Any assignment handed in after the class begins will have 5% deducted, and 5% per day penalty after that. No late assignment will be accepted three (3) days after the due date. If there are special circumstances (e.g. AEC accommodation), please provide written documentation and notify me as soon as possible. There are no extensions of assignments unless I provide it to everyone or there are special circumstances. Assignments submitted one minute past the deadline will be graded as late (Canvas has no way of accounting for a grace period). Poor organization is not a valid reason for an extension of the due date. Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement, COVID) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances. Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation. If you have technical issues submitting your assignment, take a screenshot of your computer screen displaying the error, email me immediately and attach the screenshot and assignment to the email.

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 represents an agreement between an instructor and a student to extend the deadline for coursework completion. If additional class attendance or instruction is required to complete course requirements, an Incomplete will not be issued.

ATTENDANCE AND ABSENCE

Please refer to the above sections and 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.

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.

USE OF COMPUTERS AND CELLPHONES IN CLASS

Research on learning indicates that students retain more information when they take notes by hand.¹ Electronic devices provide a strong temptation to multi-task, which reduces understanding,² 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.

Silence and put away cell phones and other electronic devices. Using electronic devices is considered a tool for the workplace and will only be used in such a manner (to refer to readings or other specific content/activities, for example). Electronic devices such as cell phones are distracting to course discussion or other focused work. If you need to take an important call during class, please exit the room quietly. To reiterate, your cell phone should be put away during class.

Please speak to a classmate if you miss material.

COURSE COMMUNICATION

Canvas will 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

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

² 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/>

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 using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas Support is available by phone or live chat: 541-346-4357 | 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://mbanks-4.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.

STUDENT OFFICE HOURS

I will host student office hours via either Zoom, Teams, or in person in Hendricks 238. My availability is 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 541-346-6395.

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.

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. 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.

PLAGARISM

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.

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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

In your work, you may choose to use and experiment with AI. Use of AI is not considered plagiarism in our context unless you fail to provide proper attribution. The following guidelines will help you use AI tools responsibly and transparently:

- Provide attribution – Based on the circumstances, you should provide attribution for anything that involved AI:
 - For content that comes directly without editing from an AI, or closely paraphrasing AI: content should be quoted and appropriately cited (see Citation Guidelines).

- For content that originates from AI but that you have since altered: include an “AI Acknowledgements” section at the beginning or end of the deliverable (see Citation Guidelines).
- Exception: Tools like Grammarly are built on AI systems. However, like Spellcheck, these tools are widely used to assist with basic grammar and spelling, so we do not expect you to include mention of them in your AI Acknowledgements section UNLESS you used them extensively to re-write sentences. (For rough guidance, assume using these tools to re-write ten or more sentences counts as extensive, triggering a mention of the tool in the AI Acknowledgements section.)
- Be aware of limitations – AI tools are just that: tools. They have many benefits and can make your work easier, but you can’t stop using your brain. Be especially aware of the following limitations:
 - Bias: AI tools train on whatever data they’re fed, which means they’re learning and reinforcing all the same biases that might show up in humans.
 - Accuracy: Generative AI (GenAI), AI systems that produce content in response to prompts, are just making things up based on what their model tells them is most likely to come next. This means they can produce inaccurate or untrue content.
 - Inputs: When you prompt GenAI tools, the quality of your output largely depends on the quality of your prompt.
- You hold ultimate responsibility – Anything you produce, whether you generated it yourself or whether AI helped you generate it, is your responsibility. You will be held accountable for any inaccurate, biased, offensive, or otherwise unethical content.

In Reflection Assignments

Reflection assignments are the only time we discourage use of AI, or at least ask that you use AI tools with particular care. Reflection is inherently personal: AI can’t tell you what you learned and how it connects to your life. You may choose to use it as a tool for prompting your reflection, or you may choose to use it to develop graphics or other media to accompany your reflection, but your reflection should be based in your own experiences, ideas, and connections.

Citation Guidelines

For direct quotes or close paraphrasing: Use the [MLA Guidelines](#) to produce a source that you will either footnote or endnote at the close of the quote or close of the paraphrased section.

- General Format: “Title.” AI tool, version, publisher of the tool, date content generated, general URL of tool
- Example: “Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

For supportive use of AI in your work – AI Acknowledgements section: At the beginning or end of whatever you’re producing, include an AI Acknowledgements section where you describe how you used AI in any of the production of the work. This should include:

- A list of any prompts you used
- A list of any AI tools you used
- A description of how you interacted with the content to alter it and check it for accuracy

In general, we recommend you keep screenshots of any AI interactions used in your work so you can refer back to them later if needed. Save these in your project files.

DISCRIMINATION AND HARASSMENT REPORTING

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. 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 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.

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

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