



PPPM 613

PLANNING ANALYSIS

FALL 2021

CRN 15259, 4 CREDITS

Instructor: Anne Brown, PhD
abrown33@uoregon.edu
541-346-2112

Class: Monday & Wednesday / 10:00-11:50am / GSH 117
canvas.uoregon.edu

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

Office Hours: Monday 9:00-10:00am, Wednesday 12:00pm-2:00pm and by appointment
Sign up at <https://annebrown.youcanbook.me>
247C Hendricks Hall or via Zoom: <https://uoregon.zoom.us/j/98101092329>

COURSE DESCRIPTION

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

Basic Planning Analysis Tools

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

Specific Research Techniques

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

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

LEARNING OUTCOMES

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

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

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

General Planning Knowledge

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

Planning Skills

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

Values and Ethics

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

2021 COURSE MODALITY

This is an in-person course: that means that, unlike asynchronous online/WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate illness and absences as described below. If you need additional flexibility UO encourages you to consider WEB courses. If you need accommodation related to a medical or other disability, you can set those up through AEC (<https://aec.uoregon.edu>).

INCLUSION STATEMENT

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

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

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

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

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

COURSE MATERIALS

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

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

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

Date	Topic	Readings	Assignments Due
<i>Foundations in Planning Analysis</i>			

M 9/27 (week 1)	Course Overview / The Policy Analysis Process	PSC Chapter 1 "The Need for Simple Methods of Policy Analysis and Planning", p. 2-17, PSC Chapter 2 "The Policy Analysis Process", p. 21-57 Baum, H. S. (2015). Discovering and working with irrationality in planning. <i>Journal of the American Planning Association</i> , 81(1), 67-74.	<i>Assignment #1 assigned: Downtown Development Case Study</i>
W 9/29 (week 1)	Hermiston: Project overview and virtual tour Communicating Results: Writing Technical Memos and Reports	Armentrout, V. N. (2019). "Written Communication" in <i>The Planner's Use of Information</i> , p. 289-316. Helpful Writing Hints PSC Chapter 3 "Crosscutting Methods" (Section 3.6), p. 125-130.	<i>Final SCYP project – groups assigned</i>
M 10/4 (week 2)	Team-building: setting-up system and accountability framework (Facilitator: Aniko Drlik-Muehleck & Michael Howard, IPRE)		
<i>Research Methods</i>			
W 10/6 (week 2)	Research Methods 1: Data Sources / Problem Definition Zotero	PSC Chapter 3 "Crosscutting Methods" (Section 3.1-3.5), p. 69-125 PSC Chapter 4 "Verifying, Defining, and Detailing the Problem", p.141-167 Moore, T. (1988). "Planning without preliminaries." <i>Journal of the American Planning Association</i> , 54(4), 525-528.	
M 10/11 (week 3)	Research Methods 2: Working with US Census Data	NonprofitVOTE. (2020). "Census 101: The Basics" US Census Bureau. (2019). "Counting the Hard to Count in a Census", p. 1-5. Brown, Anna. (2020). "The changing categories the US Census has used to measure race." <i>Pew Research Center</i> . Lopez, N. (2018). "The US Census Bureau Keeps Confusing Race and Ethnicity." <i>The Conversation</i> .	

W 10/13 (week 3)	Research Methods 3: Measurement, Qualitative and Quantitative Analysis	Crepeau, R. (2019). "Analytical Methods in Planning" in <i>The Planner's Use of Information</i> , p. 117-133, 149-152. Shoup, D. (2002). "Roughly right or precisely wrong." <i>ACCESS Magazine</i> , 1(20), p. 20-25. Shoup, D. (1997). "The Pedigree of a Statistic." <i>The ACCESS Almanac</i> . Typeform. (2020). "A Simple Guide to Qualitative and Quantitative Research".	Assignment #1 Due, 10:00am Assignment #2 assigned: Community Profiles
Forecasting			
M 10/18 (week 4)	Forecasting	PSC Chapter 7 "Evaluating Alternative Policies" (Sections 7.1, 7.3), p. 243-259, 293-295. Voulgaris, C. T. (2019). "Crystal Balls and Black Boxes: What Makes a Good Forecast?" <i>Journal of Planning Literature</i> , 34(3), 286- 299.	
Community Economic Analysis			
W 10/20 (week 4)	Community Economic Analysis: Overview Assignment 2 peer review	ECONorthwest. (2001). "Framework for economic development", p. 1-13.	Assignment #2 Draft due for peer review, 10:00am Assignment #3 assigned: Community Economic Analysis
M 10/25 (week 5)	Community Economic Analysis: Methods	Parker, R. (2019). Community Economic Analysis Tools, p.1-15. Crepeau, R. (2019). "Analytical Methods in Planning" in <i>The Planner's Use of Information</i> , p. 142-147. Watch recorded lecture on calculating Location Quotients, Population-Employment Ratios, and Shift-Share Analysis	Assignment #2 Due, 10:00am
Visualizing Data			
W 10/27 (week 5)	Visualizing Data	Hajrasouliha, A. (2019). "Graphic and Visual Communication" in <i>The Planner's Use of Information</i> , p. 317-344.	
F 10/29 (week 5)	<i>Student Planning Day (DLCD Day) – Virtual – Details TBA</i>		
Housing Needs Assessment			
M 11/1 (week 6)	Housing Needs Assessment: Overview & Methods	Department of Housing & Community Services of Oregon. "Housing Strategies Workbook," p.I-1 – I-22; II-1 – II-51.	

<i>Land Inventories and Market Analysis</i>			
W 11/3 (week 6)	Buildable Lands Inventories	Parker, Robert. (2019). "Basic Methods for Determining Land Needs," p. 1-11.	<i>Take Home Midterm Available</i> Assignment #3 Due, 10:00am Assignment # 4 assigned: <i>Housing Needs Assessment</i>
M 11/8 (week 7)	Market Analysis	Novak, L. R. (1996). "Market and Feasibility Studies: A How-to Guide." p. 1-35.	
<i>Big Data</i>			
W 11/10 (week 7)	Working with Big Data	Tableau. (2021). "Big Data Analytics: What It Is, How It Works, Benefits, and Challenges." Thakuriah P., Tilahun N.Y., Zellner M. (2017) "Big Data and Urban Informatics: Innovations and Challenges to Urban Planning and Knowledge Discovery." In: <i>Seeing Cities Through Big Data</i> . Springer Geography. Springer, Cham, p. 11-39.	
<i>Survey Research</i>			
M 11/15 (week 8)	Survey Sampling & Design	Nuworsoo, C. "Survey Methods for Planners" in <i>The Planner's Use of Information</i> , p. 42-73. Fernandez, Kenneth. (2014). "Methods of Collecting Survey Data." Elon University Poll (video) Fernandez, Kenneth. (2014). "What is Sampling Error?" Elon University Poll (video) Husser, Jason. (2014). "Survey Design Essentials: A Survey in 10 Steps." Elon University Poll (video)	Midterm Due, 10:00am
W 11/17 (week 8)	Survey Development & Administration	Fernandez, Kenneth. (2014). "7 tips for good survey questions." Elon University Poll (video)	
<i>Introduction to Regression Modeling</i>			
M 11/22 (week 9)	Regression Analysis 101	Gallo, A. (2015). "A Refresher on Regression Analysis." <i>Harvard Business Review</i> . Crepeau, R. (2019). "Analytical Methods in Planning" in <i>The Planner's Use of Information</i> , p. 133-136.	
<i>Evaluation and Monitoring</i>			
W 11/24 (week 9)	Evaluation Criteria and Decision-making strategies / Identifying and Displaying Alternatives	PSC Chapter 5 "Establishing Evaluation Criteria", p. 176-204 PSC Chapter 6 "Identifying Alternatives", p. 215-237	Assignment #4 Due, 10:00am

		PSC Chapter 8 “Displaying Alternatives and Distinguishing Among Them”, p. 314-337.	
M 11/29 (week 10)	Contingency Tables/Discounting	Stokey, E. and R. Zeckhauser. (1978). “The Valuation of Future Consequences: Discounting,” in <i>A Primer for Policy Analysis</i> , p. 159-176. PSC Chapter 7 “Evaluating Alternative Policies” (Section 7.2), p. 259-293	
W 12/1 (week 10)	Monitoring & Evaluation	PSC Chapter 9 “Monitoring & Evaluating Implemented Policies”, p.341-366	<i>Take Home Final Available¹</i>
<i>Final Exam, Course Project and Presentation</i>			
T 11/30	Course Final Presentations (4:00-6:00pm in Human Settlements class)		
T 12/7			Course Final Project due Tuesday, 12/7 11:59pm
Th 12/9			Final Exam due Thursday, 12/9 at 11:59pm

¹ The final exam will not be held during the scheduled time. The final exam is a take home exam that will be available via Canvas on December 1 at 12:00pm and is due via Canvas on **Thursday, December 9 by 11:59pm.**

GRADING COMPONENTS AND CRITERIA

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

ASSIGNMENTS

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

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

	PPPM610	Due Date	Link with Learning Objective
Class participation	5%		1, 2, 3, 4, 5
Attendance and participation	3%		
SCYP project peer evaluation	2%		
Core Workshop	10%		2, 3, 5
Planning Analysis Lab	10%		2, 3, 4
Assignments (4)	20%	varies	2, 3, 4, 5
Exams	25%		
Mid-term exam	12.5%	11/16	2, 3, 4, 5

<i>Final exam</i>	12.5%	12/9	2, 3, 4, 5
Final course project	30%		2, 3, 4, 5
<i>Presentation</i>	10%	11/30	
<i>Report</i>	20%	12/7	
	100%		

WRITTEN ASSIGNMENTS: OPPORTUNITY FOR EXTRA CREDIT

Writing is a critical skill for planners. The surest way to be a good writer to practice, practice, practice, and edit, edit, edit. To encourage you to thoughtfully engage with your writing, utilize writing resources on campus, and incorporate feedback from the instructor, I offer you the opportunity to revise your assignments after receiving an initial round of feedback.

REVISIONS

You may choose to revise Assignments 2, 3, and 4. Revisions are optional. Revisions are due one week (7 calendar days, including weekends) from the date that comments and grades are returned to you. For example, if comments are returned on Tuesday, October 2, then revisions are due Tuesday October 9th by 11:59pm. Re-submitted work must include two things: 1) a brief revision memo (less than half a page, single spaced) that outlines the broad changes you made to the revised document and 2) a revised assignment. Resubmissions should be submitted via Canvas no later than 11:59pm 7 calendar days after comments were received.

PLANNING ANALYSIS LABS

The Planning Analysis Lab is a 1-credit required supplement to the Planning Analysis class. The Lab is taught by Bob Choquette. The purpose of the lab is to provide applied instruction in the use of computers in analyzing planning data and to supplement the class lectures with examples. You will have a lab assignment most weeks. The lab assignments are worth 10% of your course grade.

COURSE FINAL PROJECT

The term project for the Planning Analysis, Introduction to Planning Principles and Practice, and Human Settlements classes is a combined class project. This year, the project is set in the City of Hermiston, a city of 17,000 people in northeast Oregon. The project is part of the [Sustainable City Year Program](#) (SCYP). SCYP, a program through the University of Oregon Sustainable Cities Institute (SCI) links the students of the University of Oregon with an Oregon city, county, special district, or partnership of governments for an entire academic year. This year's project in Hermiston will examine potential development opportunities for a site near downtown.

This year, students will be divided into groups of 4-5; each group will approach the project using an equity lens in combination with one of five topic areas to focus team efforts around:

1. Affordable Housing
2. Climate Resilience
3. Racial Justice
4. Rural Economic Development
5. Sustainable Transportation

In this project, you will integrate information from all three fall core classes into a final report and a presentation delivered during the final week of class to City of Hermiston staff. This project

aligns with key course objectives 2 through 6. In addition, this project will foster critical teamwork and team management skills that will foster your success in both the upcoming Community Planning Workshop and your future career.

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

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

CLASS PARTICIPATION

Attendance: You are expected to attend every class, and 3 percentage points of your overall grade reflect class attendance and class participation. You are permitted two unexcused absences. Beyond that, you will lose one attendance/participation point for every unexcused absence. For example, if you miss three classes, you will earn two attendance participation points; if you miss four classes, you will earn one point; if you miss five classes, you will earn zero points.

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. I will provide make-up assignments for each class; 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.

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

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

EXPECTATIONS FOR ASSIGNMENTS

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

A few general guidelines for assignments:

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

STATISTICS IN PLANNING ANALYSIS

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

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

GRADING

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

OVERALL AND ASSIGNMENT GRADES:

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

Assignments and overall grades correspond to the following standard of professional work: an A (94+) represent the highest quality professional work; an A- (90-93) constitutes good professional work; B+ (85-89) competent professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that

generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals.

Assignment details and rubrics will be posted on Canvas.

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

LATE OR MISSED WORK POLICY

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

Each student will be granted one “oops token”, an opportunity to submit an assignment up to one week late for any reason and no questions asked.

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

COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. Per university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

COURSE POLICIES

ATTENDANCE AND ABSENCE

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

CLASSROOM BEHAVIOR

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

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

Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on

our strengths. We are returning with a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

UNIVERSITY COVID PROTOCOL: NO EATING OR DRINKING IN CLASS

Eating and drinking in classrooms is not currently allowed at UO. We ask that class members step outside when they need to eat or drink, take medication, or anything else that necessitates taking off masks. Please feel free to do this whenever you need to—there is no need to ask permission around this. Students who may have mobility issues that make this guidance challenging should contact me.

In addition, being back in person may feel more challenging for some of us, for a variety of reasons. If you need to step outside of the room momentarily to take care of your own physical or mental needs, please feel welcome to do so.

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. Some activities, will, however, require a computer. Please bring a tablet or laptop to class each day to engage in class activities.

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

Please speak to a classmate if you miss material.

TROUBLE WITH TECHNOLOGY?

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 and Technology Support also is available by phone or live chat:

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

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

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

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

²http://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/>

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.

COURSE COMMUNICATION

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

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

I will also use Canvas to communicate if there are any COVID-related course interruptions.

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 and Technology Support also 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://annebrown.youcanbook.me> in advance so that you do not have to wait. I do my best to be responsive to email, but I encourage you to rely on your colleagues first for questions about course assignments and administrative details rather than waiting for an email response. I generally try to respond to emails within 48 hours of receipt. If you have not heard from me within 48 hours, please email me again.

WHY SHOULD YOU REACH OUT TO ME?

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

STUDENT OFFICE HOURS

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

During student office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a students' 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.

KEEPING OUR CLASS SAFE

As the university community continues to balance learning and health during the COVID-19 pandemic, it is essential that each of us exercises care by doing symptom self-checks, and by not attending class when ill, or when you or someone you live with must quarantine. We will also be establishing a class seating chart. Each student will be assigned a permanent seat for the duration of the quarter to aid contact tracing if/when necessary.

Please review [university exposure scenarios and guidance for students and employees](#). When in doubt, stay home!

COVID CONTAINMENT PLAN

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support**. Here is information critical to how the UO is responding to COVID-19.

PREVENTION

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

- Must to comply with [vaccination policy](#)
- Must [wear face coverings](#) in all indoor spaces on UO campus
- Complete weekly [testing](#) if not fully vaccinated or exempted
- [Wash hands](#) frequently and practice social distancing when possible
- Complete daily [self-checks](#)
- Stay home/do not come to campus if feeling [symptomatic](#)
- Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

CONTAINMENT

If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status.

Specifically:

Vaccinated/asymptomatic students: Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)

Unvaccinated or partially vaccinated students: 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.

Symptomatic students: stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provide to arrange for immediate COVID-19 testing.

Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

SUPPORT

The following resources are available to you as a student.

- [University Health Services](#) or call (541) 346-2770
- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Corona Corps](#) or call (541) 346-2292
- [Academic Advising](#) or call (541) 346-3211
- [Dean of Students](#) or call (541)-346-3216

GOOD CLASSROOM CITIZENSHIP

- Wear your mask and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

COURSE RECORDINGS

We will make a recording of class content each day so that students who must miss will have a resource to refer to, and students who attended will have a resource to go back to and strengthen their learning. I will strive to record the parts of our class sessions when I am primarily sharing information, and when we as a class we are applying it, and will post those recordings in weekly Canvas modules. I will typically pause recordings when we break out into discussions or activities.

As recording our time together can sometimes change how students feel about participation, I will let you know when we are recording. Federal privacy law (FERPA) restricts the sharing of recordings that identify students outside this class. Please note that recording or sharing the recordings I make without written permission from me is also a violation of the Student Conduct Code.

All course recordings and lecture slides will be made available on the course Canvas page following class.

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.

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING

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

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.

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

Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

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](#).

ADDITIONAL STUDENT RESOURCES

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

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

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

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

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

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	http://lgbt.uoregon.edu/
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216
SAFE Hotline for Survivor and Victim Support	541-346-SAFE
Veteran Support	https://dos.uoregon.edu/veterans