



Bicycle Transportation

PPPM 4/538 - SPRING 2019 (CRN 34877 / 348970)

Course Day and Time: M/W 2:00 - 3:50PM

Location: 276 ED

<p>Instructor: Marc Schlossberg schlossb@uoregon.edu Office Hours: Tuesdays 3-5:00 (sign up on-line: marcschlossberg.youcanbook.me) Office Location: 147B Hendricks Hall</p>	<p>GE: Miranda Menard mmenard@uoregon.edu Office hours: TBD</p>
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Purpose of the course and Course Description

The purpose of this course is to give students the opportunity to explore the various elements involved in planning and advocating for increased utilization of bicycles as a form of urban transportation. The focus will be on three main areas: 1) Policy and planning; 2) design, safety, and legal issues; and 3) social change. The class will consist of a combination of teaching and learning approaches, including the use of lectures, guest lectures by practitioners, in-class exercises, and out-of-class hands-on assignments.

I have six learning goals for you in this class:

1. To leave with a passion for bicycle transportation issues
2. To be able to assess any street for its bicycle-friendliness and identify opportunities for improvement
3. To see yourself as an active community change agent, now or in the future
4. To work on a real community project that has the possibility of being implemented
5. To develop experience and comfort in collaborative teams
6. To engage theory and idealism with practical limitations of practice via an applied project

Important Caution: You will be expected to be active learners and participants. I assume that the reason you are here is to learn and it is my belief that the best way for you to learn is for you to push yourself into thinking in new ways. I see my role, then, as a facilitator in your learning process, guiding you through ideas and concepts that may be new to you, but with the expectation that you will grab the concepts and run with them. That is, I'm not expecting you to regurgitate facts and definitions back to me. I want you to think and actively interact with me and other students.



Course Schedule (some changes may occur based on schedules of invited guest speakers)

Date	Topic	Assignment
4/1	Introduction	Student Survey Due (in class assignment)
4/3	Scope of Bicycle Planning I	
4/8	Design exercise	n.m.
4/10	Dave Reesor (confirmed)	n.m.
4/15	Scope of Bicycle Planning II	Field Report Assignment Given
4/17	European Lessons	
4/22	Transportation Planning & Group Work	
4/24	Transportation Disruption: AVs, TNCs, & Micromobility	
4/29	Transportation Disruption: AVs, TNCs, & Micromobility & Field Report Debrief	Field Report Due
5/1	Speaker: Lindsey, Peace Health Bikes (confirmed) - Bringing an e-bike to try!	Bikeshare Assignment Due n.m.
5/6	Transportation observations from Ecuador and Argentina: Planning Graduate Students: Corrie Parish & Miranda Menard	n.m.
5/8	Photoshop Lesson: TBD	n.m., n.m.
5/13	Group work and check in	
5/15	Group share? 3-minute presentation	
5/20	Bicycle Planning, Policy & Design	
5/22	Guest Speaker: Mia Birk (unconfirmed)	Book Report Due. Can be turned in early!
5/27	No Class – Memorial Day	No Class – Memorial Day
5/29	AMA – what else do you want to know?	
6/3	Group Work	
6/5	Wrap up - content	
6/10	2:45pm Final Presentations	

Student Assessment

	PPPM438	PPPM538
Field observation report	20%	20%
Bikeshare paper	10%	10%
Book Report	10%	10%
Weekly quizzes	10%	10%
Presentation	25%	20%
Final report	25%	30%

Readings

There are two types of readings: a book and articles.

Required Book (not available at the UO Bookstore): Joyride: Pedaling Toward a Healthier Planet by Mia Birk.

“Course pack” available on-line through Canvas.

In general, you should read for main points and themes rather than specific facts. When key terms or facts are present, however, you may want to make sure you understand what they mean. You will be responsible for keeping up with the readings and for understanding them without prodding from the instructor. Office hours are a good time to seek clarification of key concepts or just to discuss readings or other thoughts. I often DO NOT refer to readings directly in class – I, and your classmates, operate under the assumption that you are interested in the course material and will do the readings as assigned. Your familiarity with the readings will help make our in-class time a richer and more engaging experience. If you need help in improving your writing, please talk to the folks at Academic Learning Services (541) 346-3226. They exist to help and you pay for it already, so why not take advantage and improve your writing?

My expectations for all written work are:

1. Documents that are well written, well documented, avoid slang, are professionally toned without handwritten edits, have integrated graphics, spelling my name right if you choose to include it (you don't), and meeting the substantive requirements; and
2. Documents are of a tone, quality, thoughtfulness, and seriousness that could be given to a Mayor or transportation planner/engineer to influence decisions. (If you have no idea what any of this means, ask.)

The Field Observation Report will be a report based on some bicycle observation and possible count fieldwork you will do. The focus of this assignment is to investigate key intersections or corridors off-campus (mostly), or marketing/outreach efforts that do not support more people getting to and from campus by bike as good as they possibly could. The key to this assignment is to spend about 2 hours observing a single spot or a corridor or issue, seeing what happens, making notes, and coming up with some ideas on how to make the thing you are observing better.

Here are some suggested places / items you can observe; choose one of the areas from one of the four categories below:

- **Possible Corridors**
 - Ferry Street bridge going northbound at end of day commute time (around 4-6pm)*** (Eugene CARPOCOLYPSE SITE!)
 - Freeway on-ramp on 6th & Lawrence at end of day commute time *** (Eugene CARPOCOLYPSE SITE!)
 - Franklin, anywhere
 - Hilyard between 13th and 24th
 - 15th east of campus
 - Agate, 19th to 24th
 - University 15th-18th
 - University 18th-25th
 - 11th between Hilyard and Willamette
- **Possible Intersections**
 - 19th and Alder
 - 18th and Alder
 - Hilyard and Franklin
 - 13th and Kincaid
 - 14th and Kincaid

- 15th and Kincaid
- 18th and Hilyard
- 15th and Hilyard
- 13th and Hilyard
- University and 13th (when class gets out – my personal favorite)
- University and 15th
- Agate and 13th
- **Wayfinding & Outreach**
 - Ask 20 random souls on campus if they know if it is possible to bike to Valley River Center (or the Whitaker) and if so, how would one get there from campus? Then think about outreach or wayfinding (signage), look around campus, and comment.
 - Ask 20 random souls on campus if they have used bikeshare in Eugene or campus and what they think, whether they have used it or not
- **Other**
 - Choose any other path, corridor, or intersection that is off-campus, but important for how people can get to or from campus.

The report can be in the form of a written memo, an infographic, a short documentary video, a digital animation, or other possible approach that communicates your observations and insights clearly. Feel free to ask the instructor if you have a different idea. *Pretend that your audience for this report is a member of the City Council or the Director of Transportation Services at the UO who is looking to make some new transportation policy decisions. Showcase your work in a way that communicates your observations and thoughts so that you will be taken seriously. Avoid jargon and casual language.* I may ask the authors of the best products to share their work with local university or city transportation officials. And most of all, ask yourself: why is this important” or “who cares” when deciding what to include.

Your work should synthesize and present your data in an easy to understand format and include a narrative that explains the data and the larger observations. Your description should include the physical characteristics of the area – land uses, what the stretch of road or intersection connects to, and basic time of day and weather types of facts.

If writing a paper:

- Your final paper should not exceed 3 well-formatted single-spaced pages. Margins should be at least 1” on each side. Font size should be 11 or 12-point. Captions on images or tables or charts can be 9, 10, or 11 points. Including color pictures is required (they count as part of your 2 pages). Sometimes including an annotated map or aerial photograph to show where you observed in a larger spatial context may be helpful, but be sure that there is an actual benefit to including such an image because it takes up a lot of space – use that space or image wisely. *Full attention should be given to writing a clear, professional, well-formatted report*

If making an infographic:

- You can make something up to 11x17

If making a video:

- Try making it 3-5 minutes in length, using a combination of text on screen or voice-overs to communicate your message.

The Bikeshare Paper: Take the bikeshare to do something that is a regular part of your day (or use the opportunity to add a new destination to your life and use bikeshare to get there). If you do not have an account with PeaceHealth Rides, you will need to sign up. As a UO student, you can sign up for a free version or a \$5/month version – look at the differences. Write a 1-page paper about your experience, from registering to using the system, including anything you like, didn't like, would change, things that surprised you, etc.

For the book report assignment on Joyride, please respond to the following:

1. Having a great idea or vision of how the world should be is one thing, getting that vision put into practice is another. Using at least three examples you found most interesting or compelling, describe how Mia Birk translated an idea for more biking in Portland to reality.
2. Reflect on larger insights, lessons learned, and/or questions that the book brought up for you.

Your final paper should not exceed 4 double spaced pages or 2 well formatted single-spaced papers. Margins should be at least 1" on each side. Font size should be 11 or 12-point. Captions on images or tables or charts can be 9, 10, or 11 points. The book was not pre-ordered at the UO Bookstore – you must find it through other bookstore options. There are many used copies available on-line for a penny plus \$4 for shipping. (And double check that you spell her name right.)

The Quizzes will be available on Canvas and will be due by the start of Monday class.

The Group Report and Presentation will come from a group project re-thinking access by bicycle to and from campus. Groups will be formed focusing on neighborhoods to the east, west, north, or south of campus or of parts of campus itself. Each group is to evaluate and propose improvements to: 1) the overall bicycle network surrounding your area, including non-campus destinations that people in your area should be able to access by bike; 2) key segments, corridors, and/or intersections that could use specific design changes; and 3) marketing/informational/wayfinding material that would increase awareness and support for more people to bike more of the time.

Key UO people will be paying attention to your efforts, including David Reesor and Josh Kashinsky from UO Transportation Services. David will be speaking in class and Josh has offered to be a resource for data, ideas, feedback, etc. as needed (Josh Kashinsky: jkash@uoregon.edu). Other key people from campus and/or the city may be present for your final presentations.

A class period or two may be allocated for group members to work together, but you are expected to use considerable additional outside-of class time to put together a presentation and report that reflects your group's plan. The report should be highly visible, including photographs of specific locations, maps, and other visual ways of communicating your plan. Each group will present their final projects as posters. **This is an extremely serious project and your ideas will be heard directly by city leaders and community members.**

I will try to arrange sessions for those who would like to learn the basics of Photoshop. And there are 'Media Coaches' available on the second floor of Lawrence Hall who can help you with Adobe Photoshop, InDesign, or Illustrator; these coaches are students who love these pieces of design software and volunteer their time helping other students learn.

There will be a group assessment form given to each person where you will have the opportunity to rate your group's effort as a whole, your individual effort, and the effort of the other group members. These evaluations, as well as the final product produced, will be key factors in determining individual grades for the group work.

Groups made up of graduate students are expected to produce work that reflects and shows evidence of your more advanced knowledge and skills reviewing research literature, plan evaluation, and case study investigation. In addition, your report should include an Annotated Bibliography, that includes at least 12 sources related to some aspect of bicycle transportation or a related sub-discipline of transportation relevant to your group's work. For each source, type out a proper APA formatted bibliographic entry (consult a librarian or numerous print or on-line sources on how to do this) and a short paragraph (3-5 sentences) describing the work. At least 6 sources must be from academic journals (using the TRIS database is a good starting place). The other sources could be from books, popular magazine articles, government reports, or reports produced by advocacy organizations. All the sources should hold together.

Grading

- Anything turned in after class begins will automatically have 10 points off and will lose 10 additional points per day including each weekend day.
- Anything that exceeds the page limit of an assignment will receive an automatic 25-point deduction.
- If you turn in an assignment that is on its surface unprofessional, you will receive a maximum 50% on the assignment. Primary examples of blatant unprofessionalism include: papers with toner problems (faded text or poor color quality), text with hand-written edits, hand-written names, or other basic formatting and communication that you would never turn into a job supervisor. In general, papers will be uploaded via Canvas, so these should be non-issues.
- If you choose to include my name on your assignment (not required) and you spell it incorrectly, you will receive a maximum of 70% on your assignment. The same is true for the paper about Joyride and its author. Professional Tip: If you are unable to spell the name correctly of the person you are turning your work in to, there is no reason to expect that the content of that work has been carried out with any more thought and care. In the professional world, people are busy and all too happy to dismiss some piece of work over the slightest of things. Do not give me (or them) an easy excuse.
- **Submit papers via Canvas**, but if there is some reason you need to turn something in on paper, you may re-use paper that is blank on one side for all assignments except the final report. Please **do not email assignments**.
- Assignments can be turned in early.
- Inform your instructor as early as possible if you are facing a delay for some reason.

Grading Scale and Explanation

98-100	A+
93-98	A
90-92	A-

87-89	B+
83-86	B
80-82	B-

77-79	C+
73-76	C
70-72	C-

67-69	D+
63-66	D
60-62	D-

<60	F

Grade Ranges

- 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 indicates a passing grade, when a student has earned a letter grade of C- or better (undergraduate student) or B- or better (graduate student)

Additional Information

Writing Assignments

I take writing very seriously because good writing is in your best interest and because it should be a fundamental outcome of a University education. Good writing is clear and jargon free. Good writing begins paragraphs with a topic sentence and supports that point with examples. Good writing begins with a roadmap of the rest of the paper and ends with a summary of the key points. Good writing is difficult, takes many drafts, and often takes an outside reader to critique the work. Use your words carefully and deliberately.

The assignments in this class can be written in a combination of first and third person, using 1st person only when the opinion of the author is necessary otherwise the focus should be on the points being made, not the person making them:

- Field observation: 3rd person
- Bikeshare: 1st person
- Joyride: combination
- Final report: 3rd person

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with 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.” In this class, this means ***incompletes will only be given only for medical or personal emergencies***; they will not be given simply because a student did not complete final assignments on time. Plan accordingly.

Instructor Availability

I am generally available during office hours (in room 147B Hendricks Hall). It is typically best if you sign up for office hours in advance, so that you don’t have to wait and I know to expect you. If you have a question or need assistance outside of those times, please email me. I receive an impossible amount of email, so relying on your colleagues for answers about process and administrative details and such may be more effective than expecting a quick email response. As we will model in class, it is also wise to work with a fellow student in developing your project as well – peer feedback can be really helpful if

both sides are open to critique. There will also be a couple days where I will be out of Oregon that may impact office hours or class time. For classes that I may be out of town for, I will arrange for another expert to lead the class.

Missed Class Policy

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available. Some class slides may become available on Blackboard, but the timing of posting can be variable. If you are not going to be in class, you must turn in your assignment to my box prior to class. *Do not email me your assignment.*

Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Working together is awesome and recommended as long as your own work is submitted.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question. I'd prefer you seek out other resources, such as a librarian, if you have a question about plagiarism.

STUDENTS WHO PLAGIARIZE WILL FAIL THIS CLASS and will be reported to the central University. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Classroom Standards

- One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Please read the University of Oregon Affirmation Of Community Standards later in this syllabus. Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status (OAR 571-003-0025 (1)(c)) of any kind will not be tolerated. If you have questions about what constitutes discrimination or sexual harassment, you can contact the Office of Affirmative Action and Equal Opportunity (346-3123).
- When disagreeing with someone on something that has been said, it is important to focus your critique on the content and not the person delivering the content.

Final Comments

- You are adults and will be treated as such and you are expected to behave as such.

- If you feel the need to sleep in class (hopefully not an issue, but we've all been there), please leave class to do it.
- If you know you will turn in something late, it is helpful to inform the instructor. It may not reduce the amount of points lost due to being late, but the courtesy can influence how assignments and you are evaluated over the long term.
- If you ask me if it is ok to turn something in late and I say "OK", you will still lose points per the specifications above.
- Cheating is unacceptable and will result in a failing grade in this course and may result in your expulsion from the University. This includes plagiarism. It is your responsibility to understand what this means. If you have questions about what constitutes plagiarism, 1) type in "plagiarism" at the UO Home Page and follow the links that come up; 2) seek guidance from Academic Learning Services (346-3226); 3) talk to a librarian; or 3) please talk to the instructor.
- Be courteous with turning off cell phones.
- Do not use computers or other gadgets to e-mail or text in class. If you have important business to do, please step out of class to take care of it, and come back when ready to participate in class.
- If you bring a laptop to class, that is ok, but it is really rude to be doing non-class activities in class. Don't be surprised if I ask you to leave class if I find you doing this. If class is that boring or uninteresting, or if you simply have things that are a higher priority than attending class, we would all prefer if you just don't come.
- Please remember what grades mean: C = meets expectations; B= Exceeds expectations; A = Outstanding. You start the term with zero points and earn them, rather than starting with a perfect score only to have points taken away.
- This list used to not exist, but has developed and grown each year in reaction to real life situations. It does not apply to 95% of students and I hope no one in class inspires me to add a new item for next year!
- Finally, I am continuously inspired by the ability of students to do excellent work and commit themselves to making positive change in the world. So, despite all the stern points above, I look forward to an amazing term of learning, ideas, and making positive change happen.

Additional Student Resources

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| • Office of Student Life | 346-3216 |
| • Disability Services | 346-1155 |
| • International Student & Scholars | 346-3206 |
| • Academic Learning services | 346-3226 |
| • Office of Multicultural Affairs | 346-3479 |

Grading Rubric Example (will vary by specific assignment)

Criteria	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
EVALUATION					
Addressing each portion of assignment Will vary					
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 below) Clearly structured and organized Professional tone Grammar, referencing & presentation					

WRITING: Detailed Feedback	Weaknesses or Deficiencies
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	