COURSE DESCRIPTION AND OBJECTIVES

This class examines the importance of walking and bicycling as means of transportation that equitably advances health, economics, access, and quality of life. We will consider the possibilities when politics, policies, planning, projects, programs and people focus on prioritizing our public ways for people. We will draw heavily on Portland's experience, but also include research and practices from other US and international cities. There is a separate, optional lab course associated with this course, USP 411/511. The lab can only be taken simultaneously or subsequent to with this course; however this course can be taken without the lab. The objectives of this course are as follows:

- Learn a general process for developing bicycle and pedestrian master plans;
- Gain knowledge of the principles and practice of programs and infrastructure that support active transportation
- Explore policy and performance measures as mechanisms to achieve safer and more comfortable places to walk and bike
- Advance local tactical urbanism and placemaking projects through course assignments
- Explore current sources of information regarding mode choice, route choice, attitudes and activity related to bicycling and walking as transportation
- Become familiar with strategies to improve the safety of vulnerable road users.

COURSE WEB SITE

I will be using the D2L site for this class to post readings, lecture slides (after class), and other relevant files and information. This is also the place to turn in assignments. If I make adjustments to the flow of the syllabus, based on the availability of guest speakers, or your level of interest in different subjects, I may change the weekly course topic and/or reading recommendations. I will announce these changes in class and D2L.

READINGS

There are two main readings for the course.

- IBPI & Alta Planning+Design, Creating Walkable + Bikeable Communities: A user guide to developing pedestrian and bicycle master plans, 2012. (on D2L, and referred to as "User Guide" below)

Other readings are listed in the schedule and available through the course D2L site. To accommodate the guest lecturers or changes in schedule, readings described in this syllabus may be changed. If this occurs, a notice will be placed on D2L in advance. Please set your email to receive correspondence through this portal.
ASSIGNMENTS AND GRADING

Our assignments will be advancing your practical knowledge and community ideas in the Better Block PSU pathway. The ideas will be introduce in the first week.

This class depends largely on group assignments. In the first week I will endeavor to group students with a variety of skills, by asking you to describe your level of experience with Geographic Information Systems, Excel, Adobe Suite products and design.

Details on the assignments will be posted on the course D2L site. In some cases, the requirements for 465 students will differ from those for 565 students.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>465</th>
<th>565</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Activity and Behavior Monitoring (group)</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 2: Community Engagement Plan Framework (group)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 3: Project Priority and Facility Selection Criteria (group)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 4: Master Plan Review (individual)</td>
<td>30</td>
<td>--</td>
</tr>
<tr>
<td>Assignment 4: White Paper (individual)</td>
<td>--</td>
<td>30</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total points</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Assignment Grades.** These will be based on a rubric for each assignment and scored in accordance with the point value for the activity.

*Late assignments will be marked down – one-third of a grade per day late.* “One-third of a grade” is, for example, from A to A-, B+ to B, etc. (or 3.3% using the scale below). As with incomplete grades, I generally do not allow students to turn things in late without assessing this penalty, except in unusual circumstances, e.g. medical emergencies. Having too much work in other classes or at work/internship does not count. All students have those challenges.

**Final Grades.** Your final grades will be calculated according to the following process:

1. I will total the scores on each assignment.
2. I will normalize the grades and convert your final total to a letter grade according to the following scheme:
   - 90-100 ⇒ A- to A
   - 80-89 ⇒ B- to B+
   - 70-79 ⇒ C- to C+
   - 60-69 ⇒ D- to D+
   - 0-59 ⇒ F

"Free Rider" Problem. Group assignments are a reality of the professional world. I plan to give a
single grade to all members of a group, but understand they there may be substantial "outlier" behavior by particular group members. Within 4 days after handing in the final report, upload a peer evaluation form rating the contribution of each team member, if you believe the contributions were not equally made by members of your team. I expect that most of these peer evaluation forms will not lead to changes in grades. However, if there appears to be consensus that one group member did not pull his or her weight (or alternatively, that one member was crucial to the team’s success) I will adjust an individual’s assignment grade up or down according to the peer evaluation form. Please be fair in rating others. A copy of the peer evaluation form can be downloaded from the course D2L site.

**Class participation.** I will be taking attendance, and I will ask you to participate in conversations about the reading and course content regularly. If you don't participate it will be difficult to get points in the ‘class participation’ category. If there is a consistency in the peer evaluations across all assignments, I will also use the peer evaluations to inform this metric.

**TITLE 9 REPORTING OBLIGATION**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals. For more information about Title IX, please complete the required student module Creating a Safe Campus in your D2L.

**OTHER STUFF**

I support the use of laptops or tablets in class for taking notes and other tasks related to class, but not for unrelated purposes. Guest speakers will be taking valuable time out of their schedules to share their experience and knowledge with you. Out of respect, please give them your full attention. If people abuse this privilege, I will change my policy and prohibit use of such devices.

If you have a disability and are in need of academic accommodations, please notify me immediately to arrange needed support.

Plagiarism and cheating will not be tolerated. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person’s theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.pdx.edu/dos/psu-student-code-conduct

Original source: http://www.lib.pdx.edu/instruction/sharons_originals/citationplag.html#plag
Current Library link about plagiarism: http://library.pdx.edu/tutorials/citation/7
GRADING POLICIES

Incomplete grades. I will only assign an incomplete (I) grade when circumstances are consistent with PSU's policy on incomplete grades, shown below. “Circumstances must be unforeseen or beyond [your] control.” In other words, I do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach me as soon as possible about entering into a written agreement for an incomplete grade. From the PSU Bulletin:

“A student may be assigned an I grade by an instructor when all of the following four criteria apply:

Quality of work in the course up to that point must be C level or above.

1. Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

2. Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an “Incomplete” grade given to enable a student to do additional work to raise a deficient grade.

3. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.”
### SCHEDULE AND READINGS

Additional readings may be assigned and provided via the D2L Site.

Note: Some links to journals may only work from PSU computers. All assignments are due at 5 pm except Assignment 4.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment Distributed</th>
<th>Assignment Due</th>
<th>Topic and Readings (BEFORE class)</th>
</tr>
</thead>
</table>
| 1    | 4/2  |                        |                | • Introduction to Better Blocks PDX  
|      |      |                        |                | • Course Overview  
|      |      |                        |                | • Bicycle and Pedestrian planning overview |
| 2    | 4/9  | Assignment 1: Activity and Behavior Monitoring | • History of bicycle and pedestrian planning  
|      |      |                        |                | • Local planning in a regional and statewide context  
|      |      |                        |                | • Existing Conditions: Facility availability and use  
|      |      |                        |                | Read: Part 1 Alliance Report  
|      |      |                        |                | Read: Chapters 1 and 2, User Guide  
| 3    | 4/16 |                        |                | • Existing Conditions: Secondary data  
|      |      |                        |                | • Vision, Goals and Objectives  
|      |      |                        |                | Read: Part III Alliance Report  
|      |      |                        |                | Read: Chapters 3, 5 and 6, User Guide  
| 4    | 4/23 | Assignment 2: Community Engagement Plan Framework | • Evaluating Facility Quality  
|      |      |                        |                | • Community engagement and cultural competency  
|      |      |                        |                | Read: Chapter 4, User Guide  
|      |      |                        |                | Read: Read: Martin, Vaughn (2010). Cultural Competence: The Nuts and Bolts of Diversity & Inclusion  
|      |      |                        |                | Read: Racism Rears its Head on Williams Project <http://bikeportland.org/2011/07/21/racism-rears-its-head-on-williams-project-56633>  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment Distributed</th>
<th>Assignment Due</th>
<th>Topic and Readings (BEFORE class)</th>
</tr>
</thead>
</table>
| 5    | 4/30 | - # 1                  |                | • Recommendations: Policy, Program, Networks, and projects  
|      |      | - Topic or Plan Name for # 4 | | • Bicycle Tourism  
|      |      |                         |    | Read: One Chapter of NCHRP 552 (on D2L)  
|      |      |                         |    | Read: Part 4 Alliance Report  
|      |      |                         |    | Read: Chapter 7 User Guide  
|      |      |                         |    | Resource: The Economic Significance of Bicycle-Related Travel in Oregon: 2012, Dean Runyan Associates |
| 6    | 5/7  | Assignment # 3, Project Priority and Facility Selection Criteria | - # 2 | • Bicycle Research: Barriers and Facilities  
|      |      |                         |    | • Part 2: Facility types and project selection  
|      |      |                         |    | • Project Prioritization and Performance Measures  
|      |      |                         |    | Read: Chapter 8 and 9, User Guide  
|      |      |                         |    | Read: Anything authored by Nathan McNeil |
| 7    | 5/14 | Assignment 3, Project Priority and Facility Selection Criteria | - # 2 | • Vision Zero - Safety Analysis and Countermeasures  
|      |      |                         |    | • Placemaking; Activating Public Spaces and Individualized Marketing; If you build it, will they come?  
|      |      |                         |    | Scan: Nacto Complete Streets Design Guide  
|      |      |                         |    | Read: ODOT Drive Less Save More: Southtown |
| 8    | 5/21 | - 565: List of references for # 4  
|      |      | - 465: Plan review outline |                  | • Visual Communications  
|      |      |                         |    | • Green Loop  
|      |      |                         |    | Read: Open Streets Guide  
|      |      |                         |    | Read: Tactical Urbanism Guide |
| 9    | 5/28 |                         |                  | • Safe Routes to School, Safe Routes for Seniors  
|      |      |                         |    | • Trail Planning and Design  
| 10   | 6/4  | - # 3                  |                | • Implementation, monitoring and funding  
|      |      |                         |    | Read USDOT Strategic Agenda |
| Finals Week |      | - # 4 to D2L at end of Exam Time for this class | | |