

Course Syllabus: USP 558 - Planning Workshop Winter & Spring 2025

This is intentionally a working Google Doc. Please be flexible. While we have prepared as best as we can, we may modify specifics in this syllabus. We will communicate that in multiple ways.

Welcome Message

Congratulations on making it to this phase of the MURP program. We are so glad to have you all in the program, and see bright futures for you as planners. We, as your instructors, are excited to collaborate with you all in Workshop 2025! This is an exciting step in your journey through the MURP program, and we are looking forward to getting to know you better and work with our clients on inspiring planning projects.

Instructors:

- Lead faculty instructor: Dr. Greg Schrock, gschrock@pdx.edu
- Practitioner instructor: Stephanie Wright, stwright@pdx.edu
- Faculty co-instructor, Dr. Connie Ozawa, ozawac@pdx.edu

Prerequisite:

Successful completion of ALL core courses required for the MURP degree (except USP 559, which must be completed by graduation). Please double check your Degree Planning Form! Occasional exceptions are allowed on a case-by-case basis with permission from the instructor, especially for dual degree students. Check well in advance!

Class Canvas site: <https://canvas.pdx.edu/courses/97307/> (winter)

We will use this site heavily, for resources, dropboxes, etc. Visit often!

We have done our best to make sure this syllabus matches with the Canvas site, but we are human and in this complex class, we overlook things. If we have- please ask!

Class Miro board:

https://miro.com/app/board/uXjvLyzNQFE=?share_link_id=40544960859

Class meeting time and place:

Mondays/Wednesdays, 4:40-6:20 pm, Urban Center 270

We will start by meeting every class time for the full allotted time. As we progress, we will shift to once per week for all-class meetings. Team check-ins will occur weekly, unless otherwise agreed upon.

In-Person Class:

Due to the very interactive nature of Workshop, we are hosting our full-class sessions in-person and you should plan to attend as such. There will not be an online attendance option except under limited, instructor-approved circumstances.

For team check-ins (noted in the schedule), your team will decide whether to meet in person or online. Those will sometimes involve instructor check-ins. We will finalize a plan

for those by early February. We suggest you have your first client meeting in person, as it can help build rapport, and after that online meetings may be easier, but that is up to you and your client's preference.

For winter weather or other such things, we will follow [PSU's Inclement Weather](#) or other relevant policies/announcements, and shift to fully online or reschedule class, depending on the specific nature. We will try to announce any changes with time for you to adjust.

Course Description:

This workshop is intended to serve these primary purposes:

- It is the capstone for the MURP program and provides an opportunity for students to integrate the skills and perspectives of the core courses with individual interests;
- It offers students the opportunity to experience a planning project from conceptualization to final product and to work with and for a client; and
- It is an opportunity to bring to life the [AICP Code of Ethics](#).

Workshop is guided by these central principles:

- **The final product is essential.** Each student will be expected to make significant contributions towards the development of a final, high quality product by the conclusion of the spring term.
- **Your client is a critical partner.** You are creating a product for a client, and your task is to provide them with the product they want and need. Draft Scopes of Work (SOWs) developed with clients will be shared at the dates listed below and then presented to the faculty. The final Workshop product will be due at the end of spring term, according to the schedule at the end of this syllabus.
- **This is an opportunity to engage in the kind of planning that made you want to be a planner.** As an entry-level planner, it may be some time before you have the opportunity to decide what kind of planning you're engaged in, and planning problems you might pursue. Workshop is a chance to connect your motivation for being a planner to your practice.
- **The planning process has reflection at its core.** Evidence of serious and careful "reflection in action" is expected of every student. At the heart of the Workshop experience is the opportunity to make choices, to experience the consequences of those choices, and to choose appropriate "next steps."
- **The objective for Planning Workshop is to develop planning products that will contribute to the achievement of local and regional goals for racial equity and social justice, sustainability, and enhanced quality of life.** The Portland-Vancouver metropolitan region is our home and the context for Workshop projects. Projects elsewhere in Oregon or the Pacific Northwest may be considered, though consequent logistical issues need to be clearly understood and anticipated.
- **Professional practice.** The Workshop is different from any other class you've ever taken. It is professional practice, you are here to meet the expectations of the

profession and of your client, and your team depends on your commitment and accountability to the needs and goals of the project. Faculty act as mentors, coaches, and resources for group and project processes and methods. Everything you hand in should be done as if for an employer, and as expected of a professional planner.

- **Teamwork.** Each Workshop team will consist of four to six students. The process of forming teams will be facilitated by the instructors, with student input and participation. Ideally, each team will have people with a mix of skills and people to fill different roles. There is understandably often some anxiety about team selection, team dynamics, teamwork, etc. Some of you may feel anxious, and we are especially aware that BIPOC, LGBTQ+, first gen and other students may have additional concerns about team dynamics. We know you have had a lot of team experiences before coming into Workshop, and we will start the class with a sort of reset button. In Workshop, we ask you to join in a spirit of collaboration and camaraderie and shared prosperity, not of scarcity or competition. We are planning to facilitate a process of team selection, community agreements, and accountability check-ins. We will also facilitate some coaching and individual reflection and team check-ins on leadership, positionality, healthy boundaries and relationships, giving/getting feedback with kind candor, accountability, and anti-oppression.
- **Community engagement.** Each project is expected to have some kind of community engagement. We ask clients, especially public agencies and larger non-profit organizations, to provide a budget for community engagement. For student teams working with a client that is a community-based organization, smaller non-profit or otherwise is not able to provide a budget, student teams can request funding from the Toulon School of Urban Studies and Planning.

Winter Term Class Meeting Schedule (Subject to Change; Check Back for Updates)

Monday/Wednesday 4:40-6:20 pm. This is a brief overview only; see Canvas for more details.

Wk #	Date	Topics/Activities- in greater detail	Resources to Review Before Class	Due (See Canvas for details)
Week 1: Past Workshops and Project Review				
1	Jan 6	Kick-Off <ul style="list-style-type: none"> • Introductions and Ice Breaker • Overview of Workshop • Past workshop project review • Lessons learned from previous cohorts/ reflection • Sign up to review one 2025 proposal 	<ul style="list-style-type: none"> - Review 1 past MURP Workshop project - Watch 3 mini Workshop videos - Review advice from past cohort (Miro) - Review leadership resources (Canvas) 	Bring a few comments to class on the Workshop project that you reviewed
	Jan 8	<ul style="list-style-type: none"> • Meet the clients • Proposal review and overall debrief 	<ul style="list-style-type: none"> - Review 2025 Workshop client proposals (Canvas) 	Due in Class: Share out on assigned proposal Due by Fri 1/9: Complete skill/role and project survey
Week 2: Scope of Work (SOW) and Teamwork				
2	Jan 13	<ul style="list-style-type: none"> • Team assignments • Teamwork and reflective practice • Team agreements • First team meetings - work on team agreements 	<ul style="list-style-type: none"> - Teamwork resources 	Work on Team Agreements
	Jan 15	<ul style="list-style-type: none"> • Upcoming schedule • Scope of Work • Teamwork: scope of work • Agendas 	<ul style="list-style-type: none"> - SOW examples - Communications and agendas examples 	Setup initial client meeting Kickoff event invites
Week 3: Effective Meetings and Project Management				
3	Jan 20	<i>[No class- MLK Holiday]</i>		

Wk #	Date	Topics/Activities- in greater detail	Resources to Review Before Class	Due (See Canvas for details)
	Jan 22	<ul style="list-style-type: none"> Preview and plan for Kickoff event Inclusive outreach and events- refresher More on Teamwork Team meetings 	<ul style="list-style-type: none"> Meetings and facilitation resources Project management resources Public event resources 	Fri 1/24: Team agreements due
Week 4: Getting Going				
4	Jan 27	<ul style="list-style-type: none"> Check-in Kickoff Prep/practice 	<ul style="list-style-type: none"> Kickoff event presentations from 2024 	
	Jan 29	<ul style="list-style-type: none"> Team Check-Ins (No All Class Meeting) Check in on draft SOWs 		Wed 1/29: Share draft SOW with client and instructors
Week 5: Kick Off Event				
5	Feb 3	<ul style="list-style-type: none"> Kick-Off Event - Faculty/TSUSP community event 		Mon 2/3: Presentation on your project
	Feb 5	<ul style="list-style-type: none"> Team Check-Ins Debrief event, SOW check-in 		Fri 2/7: Final SOW due
Week 6: Equity and Engagement				
6	Feb 10	<ul style="list-style-type: none"> Carrying equity throughout your project (Quincy Brown, We All Rise; Gabi Brazzill, Nelson\Nygaard) Community & Stakeholder engagement /PI Plan elements Ethical Community Engagement tips inc consent/IRB 	<ul style="list-style-type: none"> Review past MURP Workshop projects for examples of PI strategies and materials, equity Ethical Community Engagement tips 	
	Feb 12	<ul style="list-style-type: none"> Team Check-Ins Check in on PI plans 		
Week 7: Existing Conditions				

Wk #	Date	Topics/Activities- in greater detail	Resources to Review Before Class	Due (See Canvas for details)
7	Feb 17	<ul style="list-style-type: none"> Existing conditions (EC) refreshers and examples PI specific methods refreshers - surveys, etc 	- View past MURP Workshop projects for examples of Ex. Condition	
	Feb 19	<ul style="list-style-type: none"> Team check-ins 		Fri 2/21 Draft PI Plan due
Week 8: Client-consultant relationships and check-ins				
8	Feb 24	<ul style="list-style-type: none"> Discussion: Client-consultant relationships Preparing for individual and team assessments 	Feedback tips	
	Feb 26	<ul style="list-style-type: none"> Team Check Ins Individual check-ins 		Fri 2/28: (Individual) Assessment of individual and teamwork due
Week 9: Document Design and Production				
9	Mar 3	<ul style="list-style-type: none"> Data analysis tips/ document design 		
	Mar 5	<ul style="list-style-type: none"> Team Check Ins Individual check-ins 		Fri 3/7: Draft EC report Final PI plan
Week 10: Team Progress Reports				
10	Mar 10	<ul style="list-style-type: none"> Team progress report (time in class) 		Mon 3/10: (Team) Winter term teamwork progress report due
	Mar 12	<ul style="list-style-type: none"> Team check-ins Progress report and team assessment check-ins, existing conditions 		Fri 3/14: Individual contribution self-assessment due

Wk #	Date	Topics/Activities- in greater detail	Resources to Review Before Class	Due (See Canvas for details)
11	Mar 17-19	Exam week: No class.		
12	Mar 24-26	Spring Break: Rest and rejuvenate!		

Spring Term Class Meeting Schedule (Subject to Change; Check Back for Updates)

We ek	Date	Topics/Activities- in greater detail	Due (Check Canvas for details)
1	Mar 31	All Class Meeting	
	Apr 2	Team check-ins	
2	Apr 7	No class meeting	
	Apr 9	Team check-ins	
3	Apr 14	All Class Meeting	Desk review of EC final Due Apr 18: Draft eval framework analysis
	Apr 16	Team check-ins	
4	Apr 21	No class meeting	Desk review of PI Round 1 summary
	Apr 23	Team check-ins	
5	Apr 28	All Class Meeting	
	Apr 30	Team check-ins	
6	May 5	M: No class meeting	Due May 9: Recommendations draft due
	May 7	W: Team check-ins	
7	May 12	All class meeting	<ul style="list-style-type: none"> • Desk review PI Rd 2 • Due May 16: Report draft • Schedule client final presentations
	May 14	Team check-ins/Desk review of working drafts	
8	May 19	No class meeting	
	May 21	Team check-ins, instructor comments on drafts	

9	May 26	No class meeting (Memorial Day)	Plan client final presentations (invite instructors) before end of term
	May 28	All class meeting, presentation run-through	
10	June 2	All Class Final Faculty/USP Presentations	Due June 2 Final Presentations
	June 4	Use team time to self debrief presentation feedback and complete team reflections	Due June 4th: Reflections and tips for next year cohort
11	June 9-13	No class meeting. Turn in final Workshop items!	Due June 13 (or earlier): Final report

Performance Evaluation:

Planning Workshop is graded on a Pass/No Pass basis, meaning that there is no letter grade issued for the course as a whole. However, in order to receive a passing grade you will need to accumulate at least an 80% grade on the elements below, which include a mixture of individual and team elements. More information on each grade element, including grading rubrics, will be provided on the Canvas site. You will receive separate grades at the end of each term.

Individual Grade Elements- 40%	
<ul style="list-style-type: none"> • 10% Teamwork Assessment - Peer/Self • 20% Individual Contribution Self-Assessment • 10% Class Participation 	
Team Grade Elements- 60%	
<u>Winter</u>	<u>Spring</u>
<ul style="list-style-type: none"> • 5% Team Contract/Agreement • 5% Faculty and TSUSP Event • 15% Scope of Work • 15% Public Involvement (PI) Plan • 15% Existing Conditions Report • 5% Teamwork Progress Report 	<ul style="list-style-type: none"> • 5% Draft Evaluation Framework • 5% Draft Recommendations • 10% Draft report • 10% Final TSUSP Presentation • 25% Final Deliverables • 5% Advice for next year’s class

At certain points we will conduct a “desk review” of your work to ensure that you are making progress toward your final deliverables. Desk review means not graded, and we likely won’t give detailed comments, but we do want to talk it through in our team meetings.

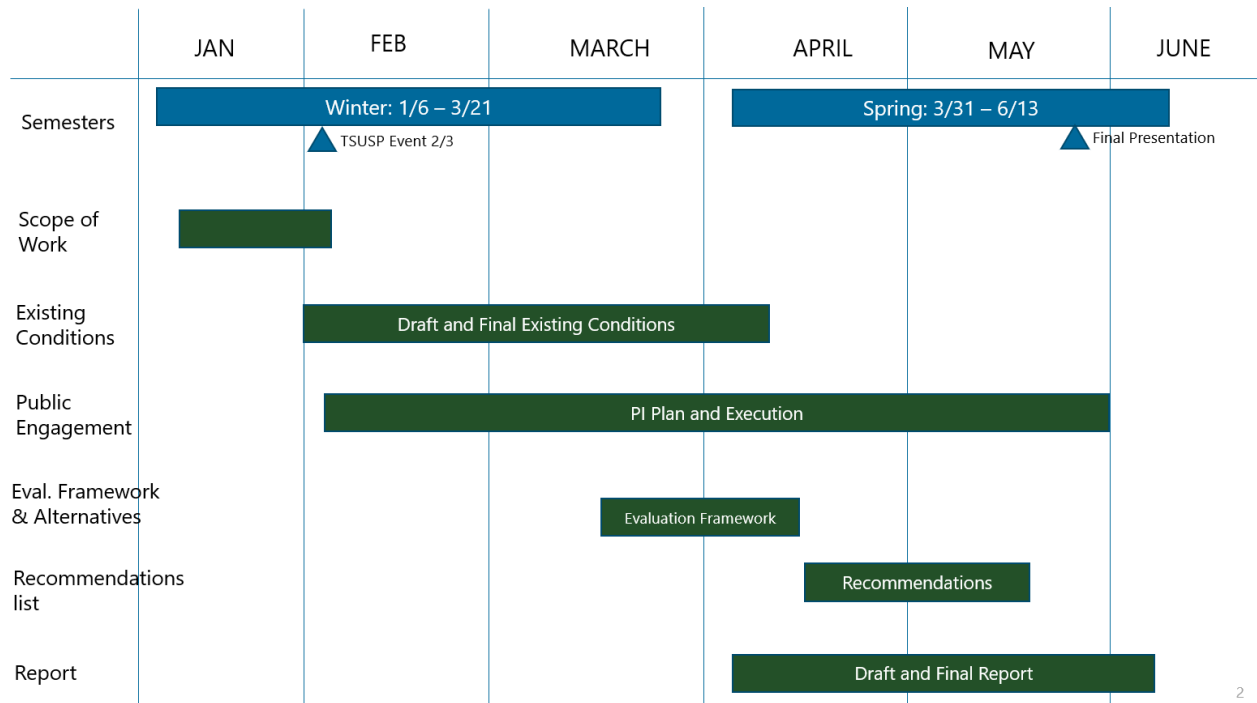
Our Roles and Guidance on Deliverables

We will be acting less like teachers and more like facilitators, mentors, coaches, and sort of

like supervisors. Past classes have asked for more critical feedback, so we will be doing that this year!

General Workshop Schedule

Your main product is your project report. There are several steps to get there. Below is an overview of the flow of a typical project. We do not have specific dates on here on purpose; it is more meant to give a general sense! You may find it useful to share this with your client.



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Some deliverables will be sent simultaneously to your client and instructors, while some will be submitted to instructors first. Instructors will give input that can be folded into the deliverable and then sent to the client.

Expectations for All Workshop Documents

- You are NOT required to submit hard/paper copies to the professors, USP, or the library- you only need to get copies if your client/your team wants them (and if the client wants them, make sure they budget for the printing costs). (Exception- public events may require posters, etc).
- Submit to Canvas assignment tabs as relevant
- All documents must include names of authors/team, title, page numbers and dates.
- Documents that are internal to class need not be designed.

For all public-facing documents

- Please follow these [Accessibility guidelines from PSU Library](#) which have tips for people using screen readers and people with color blindness. Also Accessibility toolkit: <https://opentextbc.ca/accessibilitytoolkit/>

- Please follow general planning and professional best practices and use a standard practice regarding: accessibility (for screen readers, various languages, etc.), writing, organization, grammar, citations/references, headings/subheadings, image titles and captions, high quality visuals, etc. You should draw on lessons learned in all your classes at PSU, including in Workshop, and in your professional experience. We will have in-class discussions and resources in both winter and spring term. You may wish to access the Writing Center resources.
- Professional citation of references: Use numbered endnotes or footnotes (See if your client has a preference, or a standard practice in their world).
 - We don't require a specific style- but you should be internally consistent in your team/deliverables. The OWL at Purdue website has a wealth of resources about APA, MLA, and Chicago styles of citation, as well as other information about assignment types and writing strategies.
<https://owl.english.purdue.edu/owl/section/2/>.
- Guidance from PSU library: Consider adding a Creative Commons License to your MURP reports. The students retain their copyright but the Creative Commons license provides guidance on how the material can be distributed and reused. Information about Creative Commons Licenses can be found here:
<https://creativecommons.org/share-your-work/>
 - Here are the four standard licenses. The licenses may be used in conjunction with one another. This site provides information on choosing and adding the license to work - <https://creativecommons.org/choose/>
 - [Attribution 4.0 International \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/): Allows others to copy, distribute, display, perform, and modify your copyrighted work, but only if they give you credit.
 - [Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/): Allows others to copy, distribute, display, perform, and modify your work, but only for noncommercial purposes and only if they give you credit.
 - [Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\)](https://creativecommons.org/licenses/by-sa/4.0/): Allows others to copy, distribute, display, perform, and modify your work, but only if they give you credit and apply this same license to any works they make based on your work.
 - [Attribution-NoDerivatives 4.0 International \(CC BY-ND 4.0\)](https://creativecommons.org/licenses/by-nd/4.0/): Allows others to redistribute

Course Mechanics:

This is not like a typical graduate class. Faculty and Workshop participants share responsibility for this course. We will organize our work through a combination of standing and, as needed, ad hoc committees.

- **Social Committee (1 person per team):** This committee will occasionally bring snacks and other sustenance. They may plan social, fun outings after Workshop ends as relevant. They can request small amounts of all-class time for ice breakers, etc.

- **Event Planning Committee (1 person per team):** This committee will help create agendas/plans and communications for the main all-Workshop events we have, including personally inviting (over email and phone) clients/faculty members/MURP alumni/other community members to participate in reviews and presentations. The instructors are available to provide support with the logistics of events, upon student request.

Meeting space, Software and University/Public Infrastructure:

- Meeting space: We will use our assigned classroom for all-class meetings. For your own team meetings, you can use the 310, 311, or 312 conference rooms in the Urban Center if available (contact Erin Wennstrom), or other spaces around campus. 310-312 are booked for our use 4-6:30 Mondays and Wednesdays already.
- Lab and Classroom software:
 - CUPA Graduate Lab, 240, is open 9am-9pm for grad students (key card access) and has a variety of programs! Inc Adobe, GIS, etc.
- We are not able to provide all students with Adobe licenses or GIS (or other) for their own computers, though you are encouraged to access PSU labs that have those. (see above)
- There are lots of other free or publicly accessible programs as well, that you may find useful, and hopefully have learned about prior to Workshop, like: Canva (for flyer and other design needs), Otter.ai (for transcribing), Menti and Poll Anywhere (for polling), Google Forms/Qualtrics (for surveys).
- This is a class project, and it is not expected that you will be paid. Some clients have some budget to offset travel costs (not as relevant this year with all projects in the Portland metro) and to cover costs for thoughtful community engagement efforts, including food, participation incentives, and translation. If your client does not have funds (common this year), your options are: 1. Figure out reasonable, low and no cost engagement that is ethically sound, 2. Pool student resources (e.g. some course charge lab fees- we have considered it but have shied away from that), 3. Seek donations, 4. stay tuned re USP support.
- Others? Ask your classmates, the instructors, etc.

Class Expectations:

- You are expected to attend most class sessions or every one if possible, and to participate (having done the preparation). Participation is worth a share of the final grade. Of course, life happens and you may need to miss class occasionally due to illness, family emergencies, etc. This is fine and normal! Missing occasionally will not impact your grade, but missing frequently might. You do not need to notify the instructors for missing once or twice, but if something big comes up, please do. In general, it is your responsibility to figure out what happened in class (both by checking out Canvas and by asking peers) and in communicating with your teammates if you need to make up for any missed work. While the instructors cannot monitor your participation in your team meetings, we expect you to be reliable and respectful about attendance and participation at those as well, to be detailed in your team contracts.

- You re expected to meet the basics of student conduct in the PSU [Student Code of Conduct](#) and the [MURP Handbook](#)
- Some potential community agreements (we will refine these together):
 - Keep the room orderly and clean
 - Come on time and be prepared
 - *Do any of the prep work assigned in the syllabus or on Canvas before class.*
 - *Refer to the syllabus and Canvas site and other class materials first before asking questions about expectations, due dates, etc.*
 - *Take notes in class.*
 - Be present. Participate actively. Don't try to multitask. Practice professionalism in person and virtual meeting etiquette. (e.g. silence your phone. Video on- most of the time- when virtual)
 - Contribute to an inclusive space, e.g.
 - Move up, move up. Or take space, make space.
 - Reflect on your positionality, privilege and oppression.
 - Practice self and community care.
 - Give and accept feedback with kind candor.
 - Engage in active and reflective listening.
- This class is 3 credits in winter and we have scheduled class time for just over 3 hours/week. You WILL have some class time to meet in teams, but will also need out-of-class time. Expect to spend a total of 9-12 hours per week, including scheduled class time, on Workshop in Winter. Schedule that time in your calendar.
- This class is 6 credits in spring. We again have scheduled class time for 5 hours/week. You WILL have some class time to meet in teams, but will also need out-of-class time. Expect to spend 18-24 hours per week on Workshop in Spring. Schedule that time in your calendar.

Land Acknowledgement

Portland State University is located in the heart of downtown Portland, Oregon in Multnomah County. We honor the Indigenous people whose traditional and ancestral homelands we stand on, the Multnomah, Kathlamet, Clackamas, Tumwater, Watala bands of the Chinook, the Tualatin Kalapuya and many other indigenous nations of the Nch'i-wana. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants. To fulfill this intent, we aim to center Native stories, people, experiences, etc. in our Workshop projects, and to attempt to bring a decolonizing planning approach. We will also try to bring an equity approach that centers other people who have experienced oppression and marginalization. (this is open to student additions and edits!)

Access and Inclusion for Students with Disabilities:

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in

barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at

<https://www.pdx.edu/disability-resource-center>.

Title IX Reporting Obligations

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Response website or you may call a Confidential Advocate at 503-894-7982 or by scheduling on-line: psuwrc.youcanbook.me. You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to the Title IX Coordinator, Office of Equity and Compliance, or the Office of the Dean of Student Life.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with the University's Title IX Coordinator or the Office of the Dean of Student Life. Please complete the required student module Understanding Sexual Misconduct and Resources, which provides information about PSU

Academic Honesty

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. 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 – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student ConductCode . University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.