Course Overview
This course deals with urban transportation planning and policy. The course is an overview of transportation planning issues largely in a metropolitan context. Because urban transportation is a broad field, the course will be a survey of several topics of importance in urban transportation planning.

In the first part of the course, we will establish a common understanding of policy-making processes, identify critical issues in transportation policy, and review the history of U.S. transportation policy at the federal, state, and local level. We then discuss how transportation planners understand and plan for movement within cities, including the four-step transportation modeling process and activity-based modeling, the use of disaggregate data and geographic information systems in planning and the regional transportation planning process. Finally, we discuss a variety of policy issues related to the transportation system: public transportation, land use impacts of transportation investments, transportation and energy, urban transportation finance, social and environmental justice issues, environmental regulation of transportation and energy and air quality associated with the transportation sector. Case study examples and examples from the United States and other countries will be used throughout the course.

At the completion of this course, students should have a basic understanding of urban transportation planning and policy in its multiple dimensions. Students should also have developed an in-depth knowledge of an area of transportation planning that is the subject of their research paper.

This course is a required course for Urban Planning students in the online program and on-campus students who are pursuing the specialization in Transportation and Land Use. It also meets an elective core requirement in Section B.2 (The Built Environment: Land Use/Growth Management/Design/Transportation/Housing/Real Estate) for students in the on-campus Master of Urban and Regional Planning. It is open to graduate students and advanced undergraduates in related disciplines.

Objectives of the Course
After successful completion of this course, students should be able to:
1) Develop a basic understanding of urban transportation planning processes and policy in its multiple dimensions.
2) Show a common understanding of transportation policy-making processes.
3) Identify and analyze critical issues in transportation policy and planning and the historic development of a metropolitan region.

1 Office hours are in-person or virtual through the Zoom platform. Office hour sign-up link: https://calendly.com/rsteiner-2/office-hours-1. The link to my personal meeting room: https://ufl.zoom.us/j/7335356063?pwd=VWYxRlljcFV2RzTSULWVJnSE1zZz09; Meeting ID: 733 535 6063; Passcode: P1E32h; One tap mobile: +1-312-626-6799,,7335356063# US (Chicago)
2 TA office hours sign-up link: https://calendly.com/gao-shangde; Please signup before meeting.
4) Review the history of US transportation policy at the federal, state, and local level and consider the elements that might be applicable in other country contexts.

5) Discuss how transportation planners understand and plan for movement within cities, including the regional transportation planning process, four-step transportation modeling process, activity-based models, and the use of geographic information systems (GIS) and a variety of disaggregated data in transportation planning.

6) Discuss a variety of policy issues related to the transportation system: public transportation, land use impacts of transportation investments, transportation and energy, the geography of urban transportation finance, social and environmental justice in transportation, and transportation and the environment.

7) Apply concepts of transportation policy and planning to a specific transportation planning policy context.

Structure of the Course
This course will include a wide range of topics that we will discuss through a variety of methods. Each new topic is introduced with a lecture, special readings, and, as appropriate, presentations by guest lecturers. The course consists of four elements: reading assignments, lectures and class discussion, an in-class presentation, and written assignments. Because so many topics are being presented in this course, I will attempt to respond to areas of special interest to members of the class. This will be possible through the written assignments and the presentations.

In conjunction with the University of Florida’s emphasis on technology in teaching, E-learning in Canvas will be used in this class. Students should already be familiar with word processing, and Internet-browsing software. E-learning in Canvas (http://elearning.ufl.edu) may be new to some of you but it is relatively simple to use. If you do not know how to use E-learning in Canvas or have trouble accessing materials or submitting assignments, contact the UF Computing Help Desk directly (https://elearning.ufl.edu/student-help-faqs/) or (352) 392-4357.

To further engage both online and on-campus students, we share eLearning sections with all students in this course. In this setting, online and on-campus students can get full involvement in the learning environment by participating in the class discussion and responding to comments and questions raised by their peers. In the meantime, for those who get COVID-19 and must isolate off-campus during this time, the online environment offers a backup plan where students continue to participate virtually in the on-campus course.

Teaching Philosophy
Transportation is a part of our daily lives. We often take for granted that the decisions we make about transportation apply across all populations. The framework for transportation planning has developed over several decades. Recent changes in cities – the emergence of the shared economy and e-commerce, the changes in employment to include the gig economy, the electrification of the economy in response to the climate crisis, and changes in location decisions – all affect the transportation sector in a variety of ways. More recently, the emergence of COVID-19 virus has disrupted our way of life in many ways. That disruption has had both direct and indirect impacts on transportation. Throughout this course, I will challenge you to go beyond the changes in your own lives to consider how these short-term and long-term changes are affecting how we travel in communities, how certain subsets of the population travel, and ultimately how our transportation system operates.

The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. The exercises have been designed to develop the following skills that will be important in professional practice: (1) critical thinking; (2) presentation (verbal) communication; (3) evaluation and critique; (4) argumentation; and (5) written communication skills. Consistent with the expectations of professional conduct in this course, all written assignments, except minor in-class exercises, must be typed. No hand-written assignments will be accepted.

Students will be asked to exercise their critical thinking skills throughout the course. In the summary of the readings and in the class discussion, they will read and analyze the perspective of the various authors, understand the assumptions being made by the authors, summarize and present the argument to the class, and contrast the readings with other course materials. In the writing assignments, students will be asked to consider the diverse perspectives on transportation and develop their own perspectives. All students will develop their presentation skills through the presentation of their research papers and the debate. In the weekly class discussions, students will be required to respond to questions from the instructor and other members of the class. Each student will be required to evaluate the arguments of the authors of the required readings. In the research paper and in the comments of the readings, students will be required to develop a basic argument and present it in a manner that is easily understood (thus
developing good written communication skills). These skills are important because, in professional practice, transportation professionals need to write in a manner that clearly states the goals of the writing, develops the argument persuasively and is written in a manner that is easily understood.

Course Readings
The following book, which can be purchased at the University Bookstore and online, is the required text for the course:


Additional required readings, available online, are listed in the syllabus. Supplemental readings may be added to the course as needed and will generally be added to the University of Florida Library Reserve Readings.

Additional Readings
The field of transportation planning is well-documented on sources on the internet. Here is a partial list of organizations that can provide a national perspective on certain aspects of transportation planning. This list is only partial but can be helpful in identifying best practices, and diverse perspectives on transportation topics.

- **Bureau of Transportation Statistics** was organized within the US Department of Transportation in the early 1990s to centralize the development, organization and dissemination of transportation information and statistics. The website links to a wide range of official federal and state transportation documents and data.

- **Transportation Research Board** is one of six major divisions of the National Research Council—a private, nonprofit institution that is the principal operating agency of the National Academies in providing services to the government, the public, and the scientific and engineering communities. The mission of the TRB is "to promote innovation and progress in transportation through research." "In an objective and interdisciplinary setting, TRB facilitates the sharing of information on transportation practice and policy by researchers and practitioners; stimulates research and offers research management services that promote technical excellence; provides expert advice on transportation policy and programs; and disseminates research results and encourages their implementation."

- **National Conference of State Legislatures** develops bipartisan policy research, training resources, and technical assistance for state legislators and staffs. They provide summarizes of state legislation on a variety of transportation-related (and non-transportation-related) legislation.

- **Bloomberg CityLab**, which was recently purchased from the Atlantic, had an ongoing series on the *Future of Transportation* that was published in 2014. CityLab "informs and inspires the people who are creating the cities of the future — and those who want to live there." They routinely have an entire section on transportation topics. Bloomberg also has a separate section on **Hyperdrive**, which includes features on the future of transportation.

- **Reason Foundation** advances a free society by developing, applying, and promoting libertarian principles, including individual liberty, free markets, and the rule of law in a variety of policy areas, including transportation.

- **Eno Center for Transportation** is a neutral, non-partisan think-tank that promotes policy innovation and provides professional development opportunities across the career span of transportation professionals.

- **The Urban Institute** "gathers data, conducts research, evaluates programs, offers technical assistance overseas, and educates Americans on social and economic issues — to foster sound public policy and effective government." Their Metropolitan Housing and Communities Policy Center addresses housing and place. "With an emphasis on place — from cities and suburbs to tribal lands — [they] investigate the factors that shape the quality of life in American Communities". Their cross-center initiative on *Inequality and Mobility* addresses access to opportunities for communities of color, immigrants, and women.

- **Brookings Institution** - is a nonprofit public policy organization based in Washington, DC who is “devoted to independent, in-depth research that leads to pragmatic and innovative ideas on how to solve problems facing society”. They have a Cities and Region program in **Infrastructure**.

- **Smart Growth America** is an organization comprised of national, state and local partners that advocate for Innovative State Transportation Policy that “s to improve safety, enhance economic opportunity, improve reliability, preserve system assets, accelerate project delivery, and help to create healthier, more livable neighborhoods.”

- **Center for Transit-Oriented Development (CTOD)** is a national organization providing innovative practices, policy reform, research, analysis, and investment tools to support the implementation of transit-oriented development.
- **Transportation for America (T4)** "is an advocacy organization made up of local, regional and state leaders who envision a transportation system that safely, affordably and conveniently connects people of all means and abilities to jobs, services, and opportunities through multiple modes of travel."

- **Association of Metropolitan Planning Organizations (AMPO)** - is a “nonprofit, membership organization established in 1994 to serve the needs and interests of ‘metropolitan planning organizations (MPOs)’ nationwide. Federal highway and transit statutes require, as a condition for spending federal highway or transit funds in urbanized areas, the designation of MPOs, which have responsibility for planning, programming and coordination of federal highway and transit investments."

- **American Public Transportation Association (APTA)** is an organization that has represented public transportation organizations since 1882. Their "membership is engaged in every aspect of the industry – from planning, designing, financing, constructing and operating transit systems to the research, development, manufacturing and maintenance of vehicles, equipment and transit-related products and services. Additionally, academic institutions, transportation network companies, transit associations and state departments of transportation are APTA members."

- **Streetsfilm** a non-profit that "produces short films showing how smart transportation design and policy can result in better places to live work and play". In recent years, they have established a youtube channel for the films. They have also developed a StreetsBlog that reports on transportation topics from many large cities (New York, Los Angeles, Chicago, Denver, St. Louis), a few states (California, Texas, Chicago), the Southeast Region, and the rest of the United States.

- **Pedestrian and Bicycle Information Center (PBIC)** is funded by the Federal Highway Administration (FHWA) and the National Highway Traffic Safety Administration (NHTSA) to provide information on bicycling and walking. Since 1999, the PBIC’s "mission has been to improve the quality of life in communities through the increase of safe walking and bicycling as a viable means of transportation and physical activity."

- **League of American Bicyclists** "represents bicyclists in the movement to create safer roads, stronger communities, and a bicycle-friendly America. Through information, advocacy, and promotion, [they] work to celebrate the freedom cycling brings…."

- **Association of Pedestrian and Bicycle Professionals (APBP)** "is a community of practitioners working to create more walkable, bikeable places. [They] foster peer knowledge sharing, advance technical expertise, and support the professional development of our members."

- The **New York Times** has a series on the “Future of Transportation. As a student, you are eligible to get a free subscription to the New York Times.

**Student Responsibilities and Grading**

Grades will be based upon five components: a policy/planning research paper, a metropolitan transportation profile, policy debates, class attendance and participation, and attendance at a transportation meeting, and weighted as follows:

<table>
<thead>
<tr>
<th>Assignment and due date</th>
<th>Points</th>
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<tr>
<td>Planning/Policy Research Paper</td>
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<tr>
<td>Paper Topic Paragraph – September 24 at 11:55 p.m.</td>
<td>10</td>
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<tr>
<td>Outline of Paper – October 15 at 11:55 p.m.</td>
<td>40</td>
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<tr>
<td>Paper (Introduction, Literature Review, and Methodology) – November 12 at 11:55 p.m.</td>
<td>160</td>
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<tr>
<td>Abstract – December 11 at noon</td>
<td>40</td>
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<tr>
<td>Paper (with revised Introduction, Literature Review and Methodology) – December 11 at noon</td>
<td>250</td>
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<tr>
<td>Presentation on Research Paper – December 4 at 11:55 p.m. (presentation in class on December 5)</td>
<td>80</td>
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<tr>
<td>Policy Debates (1 debate @ 200 points) – as assigned; paper due on Monday evenings at 11:55 p.m.</td>
<td>200</td>
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<tr>
<td>Class Attendance and Participation – ongoing</td>
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<td>Transportation-Related Data – September 4 at 11:55 a.m.</td>
<td>10</td>
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<tr>
<td>Travel Diary – September 18 at 11:55 a.m.</td>
<td>10</td>
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<tr>
<td>Pedestrian Data Counts – October 23 at 11:55 a.m.</td>
<td>20</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>150</td>
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<tr>
<td>Transportation Meeting – December 11 at noon</td>
<td>30</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
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Assignments
Unless otherwise specified, all assignments should be submitted to E-learning in Canvas by 11:55 p.m. on the due date. Like all professional work, all written assignments (except minor in-class assignments) must be type-written. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please talk to the instructor.

Policy Debates: Students will be required to participate in a policy debate on current transportation issues. The format for the debate is a two-minute opening argument for the pro-side and a two-minute opening argument for the con-side followed by questions from class members. Students may also take an additional minute to provide an overview prior to the start of the debate. During the week prior to the debate, students will be asked to volunteer to take part in the debate. Upon reading the required reading(s) associated with the class (and other authoritative sources available on the web), each participant in the debate will prepare a two-to-four page, double-spaced position paper outlining the arguments both for and against the question of the debate. During the discussion, be prepared to present your position and make arguments supporting or rebutting that position and respond to questions and comments. The grade will be based equally on the written and oral arguments. Your research paper cannot be on the same topic as your debate paper unless you complete your debate early in the semester. Since the merger of online and on-campus students on eLearning, on-campus students will have access to policy debates uploaded by online students after class. On-campus students are encouraged to comment on or join in online students’ discussion posts.

Transportation Meeting: During the semester, each student will be required to attend one meeting (or at least two hours of a longer meeting) of a transportation policy making body in the region where you live, have lived, would like to live, or are otherwise interested in, and summarize what happened during the meeting. Following COVID-19, some of these meetings offer a hybrid option (e.g., Zoom, GoToWebinar). Sometimes these meetings are canceled if the agenda is too short or if the committee does not have a quorum. As such, please be sure to plan to attend these meetings in advance and as early as possible in the semester. With this assignment, please submit a link to the meeting agenda (if available), or to the meeting minutes, a one- to two-page summary of what you observed, heard or learned, and any other comments on what you observed in the meeting. While you could listen to a recording of the meeting, I would prefer that you attend the meeting in person or participate in the meeting at the time it takes place so that you could truly participate, as appropriate. If attendance at a transportation meeting is a part of your work, I would prefer that you attend a meeting of another organization in your region.

The policy making bodies could include: a metropolitan organization (MPO), a regional planning organization (RPO), the Citizens Advisory Committee (CAC) to the MPO, the Technical Advisory Committee (TAC) to the MPO, a Community Traffic Safety Team (CTST), Bicycle/Pedestrian Advisory Board (B/PAB), an advisory board that works with a regional transit system, airport or other modal transportation organizations, and other meetings as approved by the instructor (for example, you may be able to use a discussion by the County or County Commission on transportation issues associated with a project, a meeting on the transportation element of a local government comprehensive plan to meet this requirement). Generally, you can find meeting agendas and other related information on the agency website.

Your instructor will not accept excuses at the end of the semester that you were not able to attend any of these meetings because you could not find one that fits your schedule. If you absolutely can't attend any of these meetings, let the instructor know by the end of the second module, so we can make other arrangements. Failure to turn in a summary of one of these meetings by the end of the course will result in zero (0) for this assignment.

Class Attendance and Participation. An important requirement for this course is class attendance and participation. Attendance is mandatory on time. Please arrive to class on time and stay until the end of the class. Tardiness or an early departure will count as a partial absence. Late submissions will receive reduced points depending upon when they are submitted. Late arrivals and departures distract your colleagues and your instructor. If you expect to miss a class, please notify the instructor via e-mail (in Canvas) in advance of class time. Excessive absences may justify a lower grade, expulsion, or a failing grade. Requirements for class attendance and make-up assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students will be expected to be prepared for the course and participate in the discussion. The following rules apply to the discussion (whether in person or online):
• Be critical of ideas, not people
• Listen to everyone’s ideas even if you don’t agree
• Try to understand all sides of an issue
• Talk through issues, don’t try to change other’s minds
• Stay focused; stick to the subject
• Avoid overly long stories, anecdotes, or examples
• Don’t dominate the conversation; let all participate
• Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening/reading, responding, asking questions, and making comments to others in the class. Each student should complete the readings prior to class and be prepared to clarify understanding in the class discussion or contribute to thoughtful discussion of issues. If you have problems with the readings, you should see the instructor during office hours so that we can discuss this. If you are not comfortable talking in class, try to talk to the instructor during office hours.

In recent years, I have used a flipped classroom. To facilitate a flipped classroom, I will need to trust that all students have completed all of the reading and are prepared to discuss the material for that week. To assist the instructor in preparing for each class, students will be required to submit questions, comments or reflections that will assist the instructor in preparing for the class. COVID has changed many of our patterns of daily activity and with it our travel patterns. Additionally, the textbook is now six years old and in some cases the materials are dated. As such, this is an opportunity to draw attention to materials (e.g., websites, podcasts) that address the topic for discussion in a specific week. Please submit the questions by 11:55 a.m. on Monday for the discussion on Tuesday. The discussion will be due on the day before class at 11:55 am. Students will be allowed to take a break in the preparation of these questions during two weeks of the semester, excluding the first and last classes where students are making presentations. For the weeks with small assignments (i.e., Travel Diary and Pedestrian Data Counts), the discussions are optional as an opportunity to earn extra points. The instructor may call upon students to clarify their comments and questions.

Distractions are a part of our daily activities, and they often result from electronic technology (e.g., laptops, tablets, cellphones). The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should plan to minimize the interference of technology during class. Students will turn off and put away cellphones and other hand helds, tablets and other devices that are not a direct part of the educational experience. If you are expecting an urgent call, please let your instructor know so that you do not disturb the class when the call comes in. Any student who misuses technology may receive a lower or failing grade or be kicked out of the class. To facilitate learning, the instructor has learned a variety of methods to more actively engage students. Nonetheless, we are all learning how to actively engage each other as we go along. If you have any ideas that would improve your learning experience, please do not hesitate to discuss it with the instructor.

Research Paper: Every student is required to complete a term paper on a transportation topic of his or her choice. The preparation of this paper will be a useful exercise in preparing for your thesis, research project, dissertation, and your professional work. Students will be required to define and investigate a topic of their choice in depth. Each student should plan to meet with the instructor before October 23 to discuss his/her paper topic. If you have a particularly complicated topic, or project, and would like to write a paper with another member of the class, please let the instructor know so we can discuss this option. Papers are expected to be 18-25 double-spaced pages long (with margins no greater than 1 inch on each side and no larger than a 12-point font size), with citations of at least 8 different sources (not including Wikipedia or other websites used to define concepts).

A one-paragraph topic statement describing your research is due Sunday, September 24. In the topic statement, state your research question and the data that you expect to use to explore that research question. A paper outline including a restatement of your research topic, an outline of your paper, and a properly formatted list of at least 5 references is due Sunday, October 15. The first three chapters (introduction, literature review/background, and methodology) are due on Sunday, November 12. The final paper is due Monday, December 11 at noon. As you prepare the final paper be sure to revise the first three chapters based upon comments from your instructors. PLEASE NOTE: On-campus students must submit an electronic copy of the final paper via Canvas AND, if possible, a hard copy in the departmental office. During the last two class meetings, you will give a short presentation (no more than 15
minutes, or less depending upon the number of students in the course) about your paper. This presentation should include a description of the topic, the method used and a brief explanation of the principal findings and their implications for theory and practice.

The statement of the proposed research topic and the outline should include a clear statement of the research to be conducted, the importance of the research (it should answer the question, “so what?”), and the method you expect to use to gather the information (and/or the data source you expect to use). You may want to interview policymakers regarding the topic of your paper, you may manipulate data that is available through public sources, you may observe and count transportation activity, or you may choose to use a combination of these and other methods. Unless you choose to do a critical literature review, you will be required to do some original research. Summarizing someone else’s books or journal articles does not constitute graduate or advanced undergraduate work. If you choose to conduct interviews or surveys or other research that involves human subjects, you will be required to obtain permission to do so from the University of Florida Institutional Review Board (IRB-02). See http://irb.ufl.edu/irb02/ for additional information on their requirements. If you collect information from public officials, you are likely to receive an exemption, but you will still need to fill out the paperwork for IRB approval.

The paper, like all good research, should contain the following sections: (1) abstract or executive summary; (2) introduction – a summary of the topic and a brief introduction to the project; (3) background and literature review – explains the framework for understanding the research question; (4) methodology – explain the methodology used to gather your data for your project; (5) results/finding – explains what you learned when you conducted your research; (6) discussion – interprets the results in light of previous research (included in your literature review) on this topic (it may also include recommendations, if you have any); and (7) conclusion – summarizes the research and explains what the reader should do to respond to your results.

The literature review should categorize the previous research according to the results or arguments made by the authors. The literature review does not need to summarize every applicable article in detail (that would be an annotated bibliography). It should, however, define the terms of the debate on this topic and hint at the direction the paper will take. If you are using a different methodology than is usually used to understand well-documented relationships, be sure to include a discussion of methodologies in your literature review. If the paper is on a topic on which there is little literature but there are several policy studies, these prior studies should be summarized. The literature review should NOT focus on the case study used in your research; that material should be included in your results/findings. If you have a topic that requires an explanation of the existing regulations or other similar (but not your literature review) information, you might include a Background section before or after the literature review. Like the literature review, the background section should NOT include specific information on the case study of your research.

The data used in this paper can come from a variety of sources, including interviews with policymakers, analysis of primary or secondary data, observations of the situation being explored, or, other forms of data that support the argument that you are arguing. If you would like some assistance in the development of your topic or the data collection, please see the instructor or the teaching assistant. The topic of this paper can range from practical to theoretical. Local governments and the University often have topics of interest for research. Please see your instructor if you would like to discuss potential paper topics. For students who are struggling to define a topic, we would offer an alternative policy analysis with a defined framework. You may take a transportation planning concept and offer an alternative policy analysis with a defined framework. You may take a transportation planning concept and create recommendations about how that concept would be applied in practice in a selected region. If you are interested in this option, please discuss it with your instructor or your teaching assistant.

Use of Reference Material
In written work, the format of all references should follow the format used by the Journal of the American Planning Association (JAPA) and based upon Publication Manual of the American Psychological Association, Seventh Edition (2010) (see also, https://apastyle.apa.org/), and The Chicago Manual of Style, Online (see http://www.chicagomanualofstyle.org/home.html). If you use the Chicago Manual use the author-date system. Citations should appear in the text as follows: (Giuliano & Hanson, 2017) when using an idea from the text; or (Hanson, 2017: 10) when using a specific quote on the indicated page (in this case, page 10). A good source of information on

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3 Also, note that because the course textbook is an edited volume, the author of the chapter (Hanson) is used in the citation rather than the editors of the book (Giuliano and Hanson). See https://writing.wiscweb.wisc.edu/wp-content/uploads/sites/535/2018/07/UWMadisonWritingCenter_APADocumentation_2009_rev_27oct2017.pdf
the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: http://writing.wisc.edu/Handbook/DocAPA.html, under the “Frequently Asked Questions” about the APA Style at: https://apastyle.apa.org/learn/faqs or https://apastyle.apa.org/style-grammar-guidelines/citations. Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field. Please discuss this option with the instructor before you complete the outline of the paper.

Assistance for Writing Papers
The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (http://cwowc.ufl.edu/) and the University Writing Program (https://writing.ufl.edu) at the University of Florida can assist you in different aspects of writing. You can use the Writing Center to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through their Public Speaking Lab. Library Support (http://cms.uflib.ufl.edu/ask) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (http://writingcenter.unc.edu/handouts/), the University of Wisconsin (https://writing.wisc.edu/handbook/), and Purdue University (http://owl.english.purdue.edu/). The following handouts are particularly helpful while editing papers; http://writing.wisc.edu/Handbook/CommonErrors.html and https://writing.wisc.edu/handbook/style/. The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please speak to the instructor.

Grading
I expect that all graduate students should be able to accomplish the basic requirements for the course -- a “B” grade, but do not hesitate to mark lower when a student does not meet the expectation of adequately showing understanding of the material. “A” grades require performance beyond the minimum or average -- e.g., quality, depth, synthesis of ideas, originality, or creativity. Meeting deadlines matters, too! Each deadline must be honored, or the grade may be lowered accordingly. The instructor will also be more sympathetic to a request for an extension one week before a deadline than one day before a deadline.

The University of Florida allows instructors to give the following grades: A, A-, B+, B, B-, etc. A grade of “A-” on a specific assignment may indicate that the work is close to an “A” but the “A-” will be averaged with other grades to determine the final grade. An “A-” means that a student almost, but not quite, achieved “A” work. Requirements for class attendance and assignments and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

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<th>93%-100%</th>
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<th>83%-86.9%</th>
<th>80%-82.9%</th>
<th>77%-79.9%</th>
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<td>Letter grade equivalent</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
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<th>Percentage or points earned in class</th>
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<th>70%-72.9%</th>
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<tr>
<td>Letter grade equivalent</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
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For greater detail, see the Registrar’s Grades and Grading Policies at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Academic Honesty
Students MUST follow the University’s policy regarding unauthorized use of materials (i.e., cheating), prohibited collaboration, and the use of copyrighted materials. UF students are bound by the Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards...”
of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required for implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Conduct and Honor Code (https://sccr.dso.ufl.edu/students/student-conduct-code/) and the Regulations of the University of Florida (http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf) specify a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to an original author. If you use the same material in two courses without discussing this with your instructor, you may be engaging in self-plagiarism. If you are unclear about what constitutes plagiarism or other forms of academic dishonesty, please make an appointment with the instructor to discuss this. You can also consult the above website and the graduate catalog for further information.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations for Students with Disabilities
The instructor will respect the needs for accommodations for students with disabilities consistent with the University’s policy on such accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC; 352-392-8565, https://disability.ufl.edu/students/get-started/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students requesting an accommodation should follow this procedure as early as possible in the semester. I am happy to provide reasonable accommodations for students who register with the DRC, and ask that students inform the instructor of any request no later than the end of the second week of the course.

Campus Resources

Health and Wellness
- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit **U Matter, We Care website** to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the **Counseling and Wellness Center website** or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the **Student Health Care Center website**.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**Academic Resources**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

**Contacting the Instructor**

Please send all communication with the instructor through Canvas by selecting the "Instructor Role" from the address book. Any e-mails received outside of Canvas will not receive a response. Your instructor will attempt to respond to your emails within 24 hours on weekdays and within 72 hours on weekends. If you would like to discuss the course by phone or video conference with the instructor using Zoom Conference, please contact her by email to arrange an appointment and provide contact information.

**Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Evaluations are typically open during the last two to three weeks of the semester, but students will be given specific times when they are open. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**COVID and other Health Considerations**

COVID related practices: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. COVID-19 has presented an ongoing challenge because of the changing federal, state and university requirements. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), follow the instructions on when to isolate/quarantine. If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructors in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

**Changes**

As the course develops, I may make changes in the readings or assignments, and scheduling. If there are topics that you are interested in that you do not feel are adequately covered in the course, let the instructor know. This is your course, and we will make time for the exploration of new ideas, within the limits of time and reason. You should also be willing to invest some of your time into finding materials and leading discussions on those new ideas. If you define a new topic, this presentation will substitute for the required presentation.
Course Outline

MODULE 1: The Context of Urban Transportation (Weeks of August 21 and August 28)

Readings
Giuliano and Hanson, Chapters 1 and 2

Assignment
***During the first week: Go to the BTS website or other transportation related website and search for data on a topic that is of interest to you. Prepare a written explanation of data or a statistic about transportation that you learned about and submit it to Canvas by Monday, September 4. This should be a transportation statistic or other datum and not simply something new about transportation. During class, each student will briefly describe what s/he learned in these data sources.

Readings for Week of August 21 [No class for on-campus students]

Giuliano and Hanson, Chapter 1


Recommended Readings:

Federal Highway Administration (FHWA) (n.d.) Compendium of Uses. Retrieved from https://nhts.ornl.gov/compendium. (This website summarizes results from the 2017 NHTS by date and topic.)

US Department of Transportation (USDOT), Federal Highway Administration. (n.d.) National Household Travel Survey: Our Nation's Travel. Retrieved on June 17, 2017 from http://nhts.ornl.gov/publications.shtml?keyword=brief. (This search allows you to select a survey year (most are from 2001 and 2009) and a category of publication (e.g., report, journal, conference, or brief).


Readings for the Week of August 28:
Giuliano and Hanson, Chapter 2


MODULE 2: Transportation and Urban Form (Week of September 4)
The Impact of Communications and Information Technologies (Week of September 11)

Readings for Week of September 4:
Giuliano and Hanson, Chapters 3 and 9


Readings for the Week of September 11:
Giuliano and Hanson, Chapter 4


Recommended Readings:

Review:
Assignment: *** For September 19 class: Keep a journal of all trips taken this week and submit them to Canvas by Monday, September 18 at 11:55 a.m. At a minimum keep track, in tabular form, of the following information: origin, destination, time of travel, mode of travel, distance traveled, length of time, and any other information you consider important. Be prepared to discuss your journal in class on September 18.

MODULE 3: The Urban Transportation Planning Process/Characteristics of Travel and Techniques for Estimating Travel Demand/Activity-based Models (Week of September 18 and Week of September 25)

Readings for the Week of September 18
Giuliano and Hanson, Chapters 5 and 6


Review:

Readings for the Week of September 25
Giuliano and Hanson, Chapters 7


Review:
Pihl, E. & Rousseau, G. Introduction to Travel Demand Forecasting. Travel Model Improvement Portal (TMIP). Retrieved from https://tmip.org/content/introduction-travel-demand-forecasting


MODULE 4: Transportation Investments, Subsidy and Finance (Weeks of October 2 and October 9)

Readings for Week of October 2
Giuliano and Hanson, Chapters 8 and 9 (review)


Readings for the Week of October 9
Giuliano and Hanson, Chapters 10


Recommended Readings:


MODULE 5: Measure for Achieving Multimodal and Intermodal Balance: Planning for All Modes of Travel (Weeks of October 16 and 23)

Assignment
*** For Module 5: You will be required to collect data on bicycle and/or pedestrian activity in a location in your community. This assignment is due no later than October 23 at 11:55 pm. Please refer to Canvas “discussion” module for detailed requirements.

Readings for the Week of October 16:
Giuliano and Hanson, Chapter 14


Recommended Reading


Readings for the Week of October 23:


Recommended Readings:


**MODULE 6: Achieving Multimodal and Intermodal Balance: Planning for All Populations (Weeks of October 30 and November 6)**

**Readings for Week of October 30:**
Giuliano and Hanson, Chapter 13


**Recommended Reading**


**Readings for Week of November 6:**
Giuliano and Hanson, Chapter 8 (review)


Readings for the Week of November 13
Giuliano and Hanson, Chapter 11


Readings for Week of November 20 and November 27

Giuliano and Hanson, Chapter 12


**Recommended Reading**


**END OF SEMESTER (Week of December 4)**

**Student Presentations during class**

***Papers due in E-learning by noon on Monday, December 11***