Instructor: Dr. Kevin Fang  
Office location: WSQ 218A  
Email: kevin.fang@sjsu.edu  
Office hours: By appointment until spring break  
Tuesday’s 3:30-4:15, 7:15-8:00 after spring break  
Class days/time: Class meets on five (5) Tuesday’s:  
February 13, March 20, April 3, April 17, May 8 from 4:30pm-7pm  
Classroom: Dudley Moorhead 359  
Class website: On Canvas  
Prerequisites: None  
Units: 1  

**Course Catalog Description**  
Advanced research and proposal writing. Students conduct background research and develop a preliminary research proposal that demonstrates their capacity to do independent research, analysis, and writing about a complex planning problem.  

**Course Description and Learning Objectives**  
This course provides students with the skills and knowledge to prepare the preliminary research proposal required to enroll in URPB 298A. Students will learn how to frame effective research questions and identify appropriate peer-reviewed literature relevant to their research topic. In addition, the class explores the question of how to identify which research methods might be appropriate to answer a research question. Finally, students will develop their skills at providing constructive feedback on a colleague’s writing.  

Upon successful completion of the course, students will be able to:  
1) Conceptualize problems from complex, real-world situations so the problems are meaningful to the intended audience and research-worthy.  
2) Identify and summarize appropriate peer-reviewed literature relevant to a proposed area of research.  
3) Prepare constructive, tactful feedback to help colleagues improve their writing.
Note that MUP students who entered the program in Fall 2012 or later must pass URBP 297P with a grade of C or higher in order to enroll in URBP 298A. In addition, if students decide that they wish to work in URBP 298A on a topic different from the one they write about for the 297P Preliminary Research Proposal, then before the semester they take URBP 298A, they must prepare a new Preliminary Research Proposal that is assessed by the URBP 298 Faculty Coordinator as being of passing quality.

Remember also that in order to register for URBP 298A, you must have passed the Writing Skills Test (WST) or have a bachelors or masters degree from a California State University campus. If you have not yet met this requirement, you should register for a WST test date immediately (http://testing.sjsu.edu/wst/).

Course Learning Objectives

This course partially covers the following PAB Knowledge Components:

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

2.a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

2.c.) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

A complete list of the PAB Knowledge Components can be found at: http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Required Course Texts

There are two required text books for this course.


This is a free open access e-textbook available at: http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

The book is also available in Arabic, Chinese, and Korean at: http://scholarcommons.usf.edu/oa_textbooks/3/
Supplementary Texts

The books listed below are about the research design process in general. All are available as e-books through the SJSU library.


The readings below will be helpful for learning about qualitative and survey methods. (For advice on quantitative methods and policy analysis, the textbooks from URBP 204 and URBP 236 are a good starting place.)


Josselson, Ruthellen. *Interviewing for Qualitative Inquiry A Relational Approach*. New York: Guilford Press, 2013. (Lots of very specific, practical advice about how to design and conduct an in-depth interview designed to understand another person’s experience. The book does not discuss how to analyze the data collected.)
LeCompte, Margaret Diane, and Jean J. Schensul. *Analyzing and Interpreting Ethnographic Data.* Walnut Creek, CA: AltaMira Press, 1999. (A good book for learning about how to analyze interview or other qualitative data.)


**Course Assignments and Grading Policy**

The main goal of this course is to prepare a Preliminary Proposal for your Planning Report project. You will complete a draft and final version of the Preliminary Proposal.

I will read the draft version of the Preliminary Proposal for feedback only.

**Your final grade in the course will be based on the final version of the Preliminary Proposal as judged on its readiness to serve as a starting off point for you in the 298-series.**

Additionally, as part of the course, you will be asked to provide peer feedback to portions of classmate’s proposals. Failure to provide peer feedback will result in a one-third letter grade deduction for each instance of peer feedback not provided.

**Late Assignments**

Late submissions of the draft proposal and portions of the proposal submitted for peer review are not guaranteed feedback.

The final proposal may be submitted late with a penalty of one-third of a letter grade per day. The deadline to turn in a late final proposal is Thursday, May 24 at 11:59pm.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/).
Plagiarism and Citing Sources Properly

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

**Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.**

**If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.**

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

**Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.
URBP 297P: PLANNING REPORT PRELIMINARY PROPOSAL

SPRING 2018

COURSE SCHEDULE

Tuesday, February 13
Class Meeting 1 of 5
Intro to the Planning Report
Developing a Research Question
Finding Literature

Tuesday, March 20
Class Meeting 2 of 5
Components of the Preliminary Proposal

Tuesday, April 3
Class Meeting 3 of 5
Choosing Research Methods
Writing Tips

Tuesday, April 17
Class Meeting 4 of 5
Citations and Plagiarism
Peer Review Activity #1

Tuesday, April 24
Draft Preliminary Proposal Due
Submit to Canvas by 11:59pm

Tuesday, May 8
Class Meeting 5 of 5
Looking Ahead to the 298-series
Peer Review Activity #2

Friday, May 18
Final Preliminary Proposal Due
Submit to Canvas by 11:59pm