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 Course 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/).

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.

Course Texts

Required
This class has two required books:


Additional short readings will be sent to the class by email.

Recommended
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 Requirements and Assignments

Your grade for the course will be based on the following assignments:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>% of Course Grade</th>
<th>CLOs Covered</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft Preliminary Research Proposal #1</td>
<td>10%</td>
<td>1 &amp; 2</td>
<td>9/27</td>
</tr>
<tr>
<td>Meeting with the instructor</td>
<td>5%</td>
<td>1 &amp; 2</td>
<td>9/28 – 10/11</td>
</tr>
<tr>
<td>Draft Preliminary Research Proposal #2</td>
<td>10%</td>
<td>1 &amp; 2</td>
<td>10/25</td>
</tr>
<tr>
<td>Written peer evaluations</td>
<td>5%</td>
<td>3</td>
<td>11/1</td>
</tr>
<tr>
<td>Final Preliminary Research Proposal</td>
<td>70%</td>
<td>1 &amp; 2</td>
<td>12/12</td>
</tr>
</tbody>
</table>

In addition to the graded activities listed in the table, you will complete several ungraded homework assignments designed to help you learn the course material.

The Preliminary Research Proposal Assignments

You will write two drafts and a final version of a preliminary research proposal. The proposal will include your proposed URBP 298 planning report’s research question and an explanation of its importance, an overview of the methods you anticipate using, and an annotated bibliography of at least 15 substantive sources related to your topic. The drafts will each be graded pass (A)/fail (F), and the final assignment will receive a letter grade from A to F. Additional instructions will be given on a separate handout.

Meeting with the Instructor

You must meet with me between September 28 and October 11 for an in-person or phone conversation to discuss my feedback on your Draft Preliminary Proposal #1. (I strongly encourage you to meet with me additional times during the semester as well.)

You will receive a pass/fail grade on this component of the class, based on whether or not you meet with me during the required time period. For the purposes of calculating the final course grade, as explained below, a passing grade gets s

Peer Evaluation

You will prepare written feedback on two or three of your classmates’ second proposal drafts. Additional instructions will be given on a separate handout. The assignment will be graded pass (A)/fail (F). Students who complete the assignment with a reasonable level of effort will receive a passing grade.
Policy on Late and Missing Assignments

Late penalties are as follows:

- For the two draft proposal assignments, late work will be penalized one letter grade for each week late (e.g., from an A to a B). (It’s very important to turn in the drafts on time so that you can get feedback from your peers during the in-class time set aside for this.)
- For the final proposal, the late penalty is one full letter grade (e.g., from an A- to a B-) for each day late.
- For the written peer evaluation assignment, you will receive a grade of C if you complete the work late but within a week of the due date; evaluations turned in later will receive no credit.

If life begins to overtake you such that you expect you will not be able to complete an assignment on time and you let me know well before the due date, contact me to discuss alternative arrangements that might reduce the grade penalty for lateness.

Calculation of Final Course Letter Grade

I calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A = 4.0, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0). I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 2.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.50 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

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. Other course structures will have equivalent workload expectations as described in the syllabus.

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 at http://www.sjsu.edu/gup/syllabusinfo/

Plagiarism and Citing Sources Properly

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.

**Citation Style**

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use footnotes and a bibliography.

**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
FALL 2016
COURSE SCHEDULE

Notes:

- The schedule is subject to change with notice by email or in-class announcement
- Readings are to be completed by the dates listed
- Assignments are due by class time on the dates listed (or by midnight, if it’s not a class meeting day)

August 30 – Class meeting 1

Topics covered

- Introductions & course overview
- Research in planning: what is it, why do it, and how to do it?
- Overview of the Planning Report process (what to expect in 297P, 298A, and 298B)
- Overview of 297P and the Preliminary Research Proposal assignment
- How to develop a research question

Reading

- Required: Turabian, Chapters 1 and 2 (on developing research questions)
- Recommended
  - Booth et al, Chapters 1 – 4 (the purpose of research and developing research questions)
  - Johnson, Chapter 3 (developing research questions)
  - May, Chapters 1 – 3 (philosophical & intellectual debates about the research process)

September 6 – Class meeting 2

Topics covered

- Choosing research methods
- Storyboarding the concept for your project (in-class exercise)

Readings

- Required
  - Johnson, Chapters 4 – 6 (designing methods)

To get ideas on methods books that you may wish to read for your project, review the recommended readings above and scan the UC Berkeley’s Environmental Design Library’s webpage “Thesis & Dissertation Research” list of research method texts at http://guides.lib.berkeley.edu/environmental-design-thesis/methods

- Recommended
  o May, Chapters 4 -7 (theoretical and practical discussion of various methods)
  o Rugg and Petre, Chapter 1 (nature of research and designing methods)

September 13 – Class meeting 3

MEET IN THE MLK LIBRARY, room 213

Due by class: Homework #1: Using Sources Ethically

Topics covered

- Finding library resources: presentation by SJSU Reference Librarian Toby Matoush
- Using sources ethically
- Strategies for reading technical articles

Required readings

- Turabian, Chapters 3 and 4 (finding and engaging with sources)
- UniLearnings’s “Reading Efficiently” and “Reading Critically” webpages. Start at http://unilearning.uow.edu.au/reading/1d.html. Follow the “next” buttons at the top left to read all the relevant pages. On the first page, be sure to click on the “Journal article” link at the bottom.

September 27 – Class meeting 4

Due by class: Draft Preliminary Research Proposal #1

Due by class: Homework #2: Freewriting on good and bad feedback

Topics

- The process of revising drafts
- How to provide constructive peer reviews
- In-class peer feedback on the draft preliminary proposals


September 28 to October 11 – Required meeting with Asha to discuss Draft #1

October 25 - Draft Preliminary Research Proposal #2 due

**November 1 – Class meeting 5**

*Due by class: Written critique of your peers’ Draft Preliminary Proposal #2*

Topics covered

- More on what to expect in URBP 298A/B
- Quick review of citation formatting
- Peer-group discussion of feedback on Draft Preliminary Research Proposal #2

December 12 – Final Preliminary Proposal due