

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 297P – PLANNING REPORT PRELIMINARY PROPOSAL
FALL 2019

Instructor:	Dr. Chao Liu
Email:	chao.liu01@sjsu.edu (best contact method)
Office hours:	By appointment
Class days/time/location/website:	URBP 297P-01 7:30 – 10:15 pm on five Tuesdays: 8/27, 9/3, 9/10, 9/24, and 10/29 (Clark Building 303A)
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 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 the same quality required to pass the Preliminary Proposal assignment in URBP 297P.

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 2a and 2c.

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

2c. 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:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Chicago: University of Chicago Press, 2013. (New copies on Amazon for about \$13.00. ISBN 9780226816388)

Bhattacharjee, Anol, *Social Science Research: Principles, Methods, and Practices*. Tampa: University of South Florida, 2012.

This is a free open access e-textbook available at:

http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

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.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. (Straightforward advice on planning and writing research reports.)

May, Tim. *Social Research: Issues, Methods and Process*. 4th ed. Berkshire: Open University Press, 2011. (A more theoretical discussion of the research process.)

Rugg, Gordon, and Marian Petre. *Gentle Guide to Research Methods*. Buckingham: Open University Press, 2007. (Lots of practical tips on academic research projects, written in a breezy, lighthearted style.)

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

Auerbach, Carl F., and Louise B. Silverstein. *Qualitative Data: An Introduction to Coding and Analysis*. New York: New York University Press, 2003. (This book lays out simple, practical strategies for designing a qualitative study and the process of coding and analyzing the data.)

Berkowitz, Susan. "Chapter 4: Analyzing Qualitative Data." In *User-Friendly Handbook for Mixed Method Evaluations*, edited by Joy Frechtling and Laure Sharp, prepared for the National Science Foundation, 1997. Chapter 4 is available at www.nsf.gov/pubs/1997/nsf97153/chap_4.htm and the full report is at www.nsf.gov/pubs/1997/nsf97153/start.htm.

Burnard, P., et al. "Analyzing and Presenting Qualitative Data." *British Dental Journal* 204, no. 8 (2008): 429 – 432. The article is available at www.nature.com/bdj/journal/v204/n8/full/sj.bdj.2008.292.html.

Dillman, Don A. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. Hoboken, N.J.: Wiley & Sons, 2009. (Lots of practical advice on designing surveys. There's a more recent 2014 edition, too, though the SJSU library doesn't own a copy.)

Gill, Paul, et al. "Methods of Data Collection in Qualitative Research: Interviews and Focus Groups." *British Dental Journal* 204, no. 6 (2008): 291-296. This article is available at www.nature.com/bdj/journal/v204/n6/full/bdj.2008.192.html.

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.)

Stewart, K., et al. "Qualitative Research in Dentistry." *British Dental Journal* 204, no. 5 (2008): 235-239. This article is available at www.nature.com/bdj/journal/v204/n5/full/bdj.2008.149.html.

Course Requirements and Assignments

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

Graded Assignments	% of course grade	CLOs Covered	Due Date
Draft Preliminary Research Proposal	10%	1 & 2	10/22
Final Preliminary Research Proposal	90%	1 & 2	12/10

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

Policy on Late and Missing Assignments

Late penalties are as follows:

- For the draft Preliminary Proposal assignment, late work will be penalized one point for each week late (e.g., from a score of 4 to a score of 3).
- For the final proposal, the late penalty is one full letter grade (e.g., from an A- to a B-) for each day late.

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 the Final Preliminary Proposal to 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). (As a reminder, the two draft preliminary proposals are already graded on a 4-point scale.)

I then use these scores and the weights for each assignment shown in the table above to calculate a final, numerical grade for the course based on the 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, 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](http://www.sjsu.edu/gup/syllabusinfo/) 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

Finally, you can use TurnItIn.com as a tool to help you identify any text that may be plagiarized, so that you can fix the problem before submitting the assignment. When you submit assignments to Canvas, the system will generate a “report” that highlights all text that TurnItIn.com identifies as possibly plagiarized. The report will give you a “score” that shows how much text has been flagged. Please note that the TurnItIn.com reports are helpful but not perfect – they tend to highlight lots of material that isn’t actually plagiarized, and the reports can also potentially miss problematic text. Therefore, it is recommended that you ignore the numeric score and instead carefully review all text that is highlighted in the report, to see if anything needs revision.

You are encouraged to submit draft papers to Canvas well before the assignment due date, so that you can check the TurnItIn.com report and make any needed revisions before the assignment is due. If you submit a draft for this purpose, add a note in Canvas that says “draft only – not for review.” (I promise that I won’t look at these reports.) For instructions on how to find your TurnItIn.com reports in Canvas, see <https://community.canvaslms.com/docs/DOC-3120>.

If you still have questions after using all these online resources, 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 must 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.

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COURSE SCHEDULE

Notes: The schedule is subject to change with notice by email or in-class announcement

August 27 – Class meeting 1

Topics covered

- Introductions & course overview
- Research in planning: what is it, why do it, and how to do it?
- How to develop a research question
- Finding Literature

September 03 – Class meeting 2

Topics covered

- Components of the Preliminary Proposal

September 10 – Class meeting 3

Topics covered

- Choosing research methods
- Using sources ethically
- Strategies for reading technical articles

September 24 – Class meeting 4

Topics covered

- The process of revising drafts
- How to provide constructive peer reviews
- In-class peer review activities (instructions will be available on Canvas)

October 22 - Draft Preliminary Research Proposal #1 due (Submit to Canvas by 11:59pm)

October 29 – Class meeting 5

Topics covered

- More on what to expect in URBP 298A/B
- Quick review of citation formatting
- In-class peer review activities (instructions will be available on Canvas)

December 10 – Final Preliminary Proposal due (Submit to Canvas by 11:59pm)

*– Written critique of your peers' Draft Preliminary Proposal
(Submit to Canvas by 11:59pm)*