

**URP6203 (Section 4403)  
Planning Research Design**

Class Meets:  
Mondays (Periods 6) (12:50-1:40) Rinker 220  
Wednesdays (Periods 6 and 7) (12:50-2:45) Rinker 220

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Office Hours: Mondays from 2:00-4:00 (please sign up at on my [office hour link](#) or by appointment  
E-learning in Canvas: <http://elearning.ufl.edu/>

**Course Overview**

This course is about how to do research in planning practice. It emphasizes the conceptualization of a research design, the selection of a study design and information-gathering strategies typically used in practice, including case studies, experimental and quasi-experimental design, survey methods, open-ended interviewing, and observation. It also deals with how to develop and use a conceptual framework that assures that the information gathered is pertinent and useful to answer the questions that may be addressed in a master's thesis or that a policymaker might ask. Thus, the course focuses on defining planning problems and suitable research question, the development of simple conceptual models, understanding the types of study designs and data collection methodologies available to understand problems, and to the overall strategies for the design and conduct of research.

Upon completion of this course, students should be able to frame research questions, understand the research process and the variety of study designs and data collection methodologies, conceptualize relationships within the research question, choose a study design and data collection methodology appropriate to the question being asked, and write grants and research proposals. While this course helps develop the skills to design a research proposal, it is not a substitute for the simple decision making that is required in defining a thesis or topic of research. That is, I can help you think about how to define the topic but ultimately each student needs to make some basic decision about what s/he wants to research and how to approach that research.

This course meets a core requirement for the Master of Urban and Regional Planning (MURP) and the Master of Historic Preservation (MHP). Graduate students in other programs could also benefit from this course.

**Structure of the Course**

Students learn research methods best by doing them. Therefore, the course is taught in the context of developing your ideas for your master's thesis or research project. The course involves a series of assignments where students develop and use the study designs and data collection methodologies to help develop information that is potentially useful in defining a research topic and in writing a research proposal on that topic. The course is offered as a flipped classroom. Students are asked to read the course readings for each class and review the lectures that are available online. During class, students can ask questions about the readings and other class materials and then show their mastery of the materials in the class. As such, class time is a combination of classroom exercises, discussion, student presentations and group learning.

**Teaching Philosophy**

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 are

important in professional practice: (1) *critical thinking*; (2) *presentation (verbal communication)*; (3) *evaluation and critique*; (4) *argumentation*; and (5) *written communication skills*.

Students are asked to exercise their *critical thinking skills* throughout the course. In the literature review, students read and analyze the perspective of the various authors, understand the assumptions being made by the author(s), summarize and present the arguments, and contrast the readings with other readings. In the writing assignments, students are asked to consider the diverse perspectives on their chosen topics and develop their own ideas. All students develop their *presentation skills* through the presentation of their research topic. In the weekly in-class discussions, students are required to respond to questions from the instructor and other members of the class. Each student is required to *evaluate* the arguments of the authors of various authors. In the research design, students are 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, planning 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.

Consistent with the expectations of professional conduct in this course, all written assignments, except minor in-class and notebook exercises, must be typed. Except for the noted exception, no hand-written assignments are accepted.

### Course Readings

The following books, which are available at the Florida Bookstore and other bookstores, are required for all students.

Kumar, Ranjit. (2014). *Research Methodology: A Step-by-Step Guide for Beginners. Fourth Edition*. Thousand Oaks, California: Sage Publications.

Sommer, Robert and Sommer, Barbara. (2002). *A Practical Guide to Behavioral Research Tools and Techniques, Fifth Edition*. New York: Oxford University Press.

Turabian, Kate L. (2013). *A Manual for Writers of Term Papers, Theses, and Dissertations* (Eighth Edition). Chicago: University of Chicago Press.

The following books, which are available on reserve at the Architecture and Fine Arts Library, are recommended for all students. I highly recommend the Hart book, which describes how to do a literature review, and is useful in organizing and expressing ideas, and mapping and analyzing ideas. The Booth book had been used as a primary text in the past. Some of the best parts of it have been incorporated into the Turabian book. It remains among the best sources on making an argument and supporting it.

Hart, Chris. 1998. *Doing a Literature Review: Releasing the Social Science Imagination*. Thousand Oaks: Sage Publications.

Booth, Wayne, Colomb, G. G., Williams, J. M., Bizup, J. & Fitzgerald, W. T. 2018. *The Craft of Research: Fourth Edition*. Chicago: University of Chicago Press. (available in e-book format).

Other readings shown in the syllabus have been placed on reserve in the library.

There are handouts in class, which represent an important part of the course. These handouts will be posted on Canvas or handed out during class, as appropriate. The schedule of assignments is noted on the class schedule below. **These are subject to change during the semester.** Please check the due dates carefully.

### Student Responsibilities and Grading

Students are graded on four major assignments, the notebook, class participation and the in-class presentation on their research topic, and meet the attendance requirement as outlined below. A total of 1000 points are assigned for the semester. For the class attendance and participation and the notebook, the requirement is tallied and then converted to points based upon the percentage of points received for that portion of the grade.

Assignment	POINTS
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Class Attendance and Participation	100
Major Assignments	
Major Assignment 1: Defining a Researchable Planning Problem	150
Major Assignment 2: Literature Review	150
Major Assignment 3: Interviewing	150
Major Assignment 4: Research Design	250
Notebook (including Notebook Assignments)	0
Notebook 1: Schedule of Activities	10
Notebook 2: Strategy for Literature Review	10
Notebook 3: Review of Completed Thesis/Master's Research Project	10
Notebook 4: Identifying Variables and Constructing Hypotheses	10
Notebook 5: Conceptualizing a Study Design	10
Notebook 6: Conceptualizing a Research Instrument/Data Collection Strategy/Selecting a Sample	10
Notebook 7: Review and Critique of the Work of a Colleague	10
Notebook/Blog/Working Files	30
In-class Presentation	100
TOTAL	1000

All written assignments (except minor in-class assignments and journal entries in your notebook) must be typewritten and turned in through the Canvas system. Like all professional work, all assignments must be turned in on time. Grades on late assignments may be lowered by one grade for each day they are late. See details on assignments below. 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/UGRD/academic-regulations/attendance-policies/>.

All students in the Urban and Regional Planning program are required to attend at least two master's thesis or project defenses before they graduate from the program. Attendance at these defenses must be documented in writing in the student file (using the departmental forms) and confirmed before you are allowed to graduate. As a part of the attendance and participation portion of this course, students are required to attend one thesis or project defense during the semester.

### **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, and synthesis of ideas, originality and creativity. Meeting deadlines matters, too! The university allows me to give a grade of "A," "A-," "B+," "B," etc. An "A-" means that a student almost, but not quite, achieved "A" work.

I use the following grading scale:

Grade	Percentage Earned on Assignments	Grade Points
A+	97.5-100	4.0
A	93.5-97.4	4.0
A-	90.0-93.4	3.67
B+	87.5-89.9	3.33
B	83.5-87.4	3.00
B-	80.0-83.4	2.67
C+	77.5-79.9	2.33
C	73.5-77.4	2.00
C-	70.0-73.4	1.67
D+	67.5-69.9	1.33
D	63.5-67.4	1.00
D-	60.0-63.4	0.67
E	<59.9	0.00
WF		0.00
I		0.00
NG		0.00

S-U		0.00
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For greater detail, see the Graduate School Grade Policy regulations at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Each deadline must be honored or the grade may be lowered accordingly. I realize that you have many demands upon your time and that at times it may be difficult to meet all deadlines for this course. I am also be more sympathetic to a request for an extension one week before a deadline than one day before it.

### ***Class Attendance and Participation***

The most important requirements for this course are CLASS ATTENDANCE and CLASS PARTICIPATION. Attendance is mandatory, on time. **Tardiness counts as a partial absence.** If you expect to miss a class, please notify the instructor in an e-mail through Canvas in advance of class time. Excessive absences may justify a lower grade, expulsion, or a failing grade.

Students are expected to be prepared for class and participate in the class discussion. Each student should complete the readings and review the lectures prior to class and be prepared to clarify understanding in the class discussion, class exercises or contribute to thoughtful discussion of issues. If you have problems with the readings, you should see the instructor during office hours. Students are asked to actively participate in exercises, in-class presentations and other explorations of various aspects of the research of all students in the course.

For the last couple of years I have used a flipped classroom. In order to facilitate this, I need to trust that all students have completed all of the readings and are prepared to discuss the material for that week. In order to assist the instructor in preparing for the classes each student is required to submit questions or comments that will assist the instructor in preparing for the class. Please submit the questions by 11:59 pm on Sunday for the classes during that week. Students are allowed to take a break in the preparation of these questions during one week of the semester, excluding the first week and last two weeks of class.

Students are strongly encouraged to meet with the instructor to discuss the activities they will complete during the semester. This is especially important for students who are beyond the third semester of the program and are attempting to graduate in the current semester or early fall semester. The assignments (both major and notebook) may be modified based upon an agreement between the instructor and each student on the content of the assignments.

### ***Major Assignments***

Students are required to complete four major assignments during the semester. These assignments include defining a researchable planning problem, literature review, interviewing and a research design. The first three assignments are worth 150 points and the final assignment is worth 250 points. The final assignment includes the preparation of a draft and then the final assignment; up to 50 points will be given for successful completion of the draft assignment by the due date and the other 200 points will be allocated for the revised final document. Unless you are instructed otherwise, all assignments will be written with a memorandum to the instructor. If you are not certain what constitutes the proper form for a memorandum, please see the instructor or complete internet searches to find information on the format of a memorandum (see, for example, the handouts from the Purdue Online Writing Lab: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/memos/index.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/index.html) (Use the links on the right side of the page to review the various parts of this handout.)) or the information on the University of Maryland Writing Resources website. Please follow the instructions on the required elements of each major assignment. Also, let the instructor know if there are certain aspects of your research with which you need additional assistance.

Failure to turn in assignments in a timely manner may result in a lowered grade. Failure to complete more than one major assignment by the due date may justify a failing grade. Students should plan to complete all assignments by the due date so that they can receive written comments from the instructor on their work.

If you do poorly on a major assignments 1-3, you may revise it and re-submit it for a new grade as long as the assignment is resubmitted in the e-learning system within two weeks of when the assignments is returned.

## **Notebook**

The completion of a thesis or masters research project is accomplished through a disciplined approach to both defining and completing the research. One method to ensure that you keep materials related to your research in a single place is to use one of the many electronic organizational tools that keep track of documents, calendars and notes, including Evernote, Google Keep and Microsoft OneNote. To develop a disciplined approach to research, each student is required to keep a notebook/blog or other method to track their progress towards defining a research topic. Upon completion of this course, this notebook/blog or other method can be used to document the completion of the various sections of the final thesis or project, including the research proposal.

Each student will generally be required to complete one assignment each week; this assignment may be a notebook assignment, a major assignment, or an in-class presentation. Because assignments are submitted via the e-learning system, students may have notes and other supporting documents (e.g., lists of references, draft conceptual documents, copies of articles) that are developed as a part of the assignment. These backup documents should be kept in the notebook to document the development of ideas throughout the semester. The notebook can be in paper or electronic format but students should be able to show the instructor how they manage their research materials. To ensure that I can access your notebook, I have assigned a checkpoint immediately before spring break to have you submit your notebook. This allows your instructor to provide you with feedback on it and to ensure that we have access to your materials.

Hart (1998) discusses the managing information and keeping records in Appendix 4 (Hart 1998: 216). He recommends that the following items be kept in a ring binder: proposal, correspondence, notes, and mind maps. He also recommends that the following items be kept in a notebook: search diary, and research diary. The notebook is the beginning of the preparation of the ring binder and notebooks because students work on the literature search and the preparation of the proposal during the semester. Thus, the notebook should include the types of records that Hart discusses. Students should include literature searches, research notes and correspondence and take-home and in-class assignments in the notebook. In addition, I would strongly recommend that students keep a weekly log of the activities related to their thesis; this will be facilitated through the development of a schedule early in the semester. The activity log may include notes on articles related to their topics, ideas about their thesis and other activities (including preparation of assignments) related to the thesis.

In the past, the notebook has been evaluated based upon written documents; however, given the variety of electronic technology available, students can provide documentation through the use of electronic methods means (e.g., blogs, website, a series of electronic documents, scans of written documents; Microsoft OneNote, Google Docs). If a student chooses to use electronic methods for the notebook, they are ultimately responsible for ensuring that the documents are easily accessible to the instructor. If necessary, the instructor is willing to sit down with any student to review the notebook to accomplish the goals of this assignment. I have a variety of Apple products (Macbook Pro, I-Phone and I-Pad) for my own personal use but you can invite me to review your calendar and other notes and documents using tools available in Apple's programs. I also have an Evernote account. Other organizational tools are possible so long as you can invite the instructor to review them.

Consistent with the instructor's desire that students learn from each other and engage in constructive criticism of peer work, we will occasionally meet in smaller groups based upon the general research interest of students or other criteria as appropriate to that assignment. The purpose of these smaller groups will be to encourage students to organize research groups that continue beyond this semester through the completion of the master's thesis. As a part of one notebook assignment, each student will be required to complete a review of the presentation and written work of a classmate. This requirement goes above and beyond a request that students provide hand-written comments at the time of classmate's presentations. Each student will review the draft of Major Assignment 4 and the in-class presentation for Assignment 4 and provide comments that address the research issue that the presenter is attempting to address.

On the weeks during which a notebook assignment is due, the assignment are generally be due approximately one hour (noon; 12:00 p.m.) before class on Monday, except as noted in syllabus. Early in the semester, some of the assignments are due at noon on Wednesday. If you hand it in on time *and* you have adequately addressed the assignment, you will receive a full credit toward this part of your grade. If the assignment does not adequately address the questions in the assignment or the assignment is not turned in on time, students will

receive partial credit for the assignment. If the assignment is not turned in on time, students have the option of turning the assignment in late for partial credit or not completing the assignment and receiving no (0) points. **Failure to complete any of the notebook assignments will result in a grade of zero (0) for the applicable assignment.** Except as noted on the syllabus, all notebook assignments should be in the form of a memorandum to the instructor. For many of the notebook assignments, the assignment involves filling out a table or other formatted content; as such, the memorandum should summarize what you did in the assignment, what you learned in preparing it and inform the instructor of the aspects of your research with which you need additional assistance.

The grading of the notebook portion of the grade will be based upon the combination of the weekly assignments (70% of grade) and the organization and completeness of the notebook (30% of the grade) when it is submitted at the end of the semester.

### ***In-Class Presentation***

All students will be required make a formal in-class presentation on their research topic at the end of the semester. Presentations will be scheduled once the enrollment in the course is established. The length of the presentations depends upon the number of students in the course. The purpose of the presentation is for students to get feedback from classmates and the instructor on their research; as such, the presentation should focus attention on issues in the research rather than simply describing the research topic.

This presentation should be of the level that you would make in a professional setting. If you need assistance in preparing a presentation, please let me know so that I can provide resources on how to make a successful presentation. I can also provide a tutorial on doing effective presentations. If you already have identified your thesis or master's research project (MRP) chair, you are welcome to invite them to the presentation.

### ***Electronics Policy and Course Communications***

Electronic technology is a part of our daily activities but it is important to keep it in the correct place in our daily lives. Laptops and other electronic technology **MUST NOT BE USED** in class except for taking notes related to this class. It is not permissible to use the web, read or write email, watch movies, and other distracting activities during class. Failure of even a few people to abide by this policy could result in the banning of laptop use during class lectures, discussions, and presentations. Additionally, the use of I-Pads or other electronic devices not necessary to accommodate the above policy could result in the instructor taking possession of such device until the end of the class period.

### ***Use of Other Reference Material***

In written work, the format of all references should follow the format of used by the *Journal of the American Planning Association* (JAPA) and based upon *Publication Manual of the American Psychological Association* (APA), *Sixth Edition* (2009), *The Chicago Manual of Style, 15<sup>th</sup> Edition* (2003) and the Turabian book. This method is called the *parenthetical citations – reference list style* or the *reference list style*; sometimes it is called the “*author-date style*”, because the author’s name and the date of publication are critical elements of for identifying sources (Turabian *et al.*, 2007: 216).” In brief, the references are as shown above and throughout the class schedule (except for references to the required texts). Citations should appear in the text as follows: (Kumar 2005) when using an idea from the text; or (Kumar 2005: 98) when using a specific quote on the indicated page (in this case, page 98). The University of Wisconsin – Madison Writing Center has a great summary of how to use the APA format (see <http://writing.wisc.edu/Handbook/DocAPA.html>) and APA has a searchable website (<https://www.apastyle.org/>) on a variety of topics. The *Chicago Manual of Style Online* also includes some basic information on their website ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).

### ***Assistance for Writing Papers***

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://www.cwoc.ufl.edu/>) and the University Writing Program (<http://writing.ufl.edu>) at the University of Florida can assist you in several different aspects of writing. You can use the writing lab to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. Students

can schedule an appointment (<https://writing.ufl.edu/writing-studio/for-students/>) or calling (352) 846-1138. Tutoring service is provided at Tigert Hall during day time or Library West at evening depending on the availability of tutors

Many other universities offer online handbooks on writing. I have found the following three particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<http://www.wisc.edu/writing/Handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). I found the following handouts particularly helpful while editing papers; <http://writing.wisc.edu/Handbook/CommonErrors.html> and <http://www.wisc.edu/writing/Handbook/ClearConciseSentences.html>. 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 see the instructor.

The following book presents similar information on how to improve your writing skills in an easy to use manner.

Williams, J. M. & Bizup, J. 2016. *Style: Lessons in Clarity and Grace, Twelfth Edition*. New York: Pearson.

### **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. Students are responsible for reading and abiding by the University's student code of conduct (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) and the University Honor Code. 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 or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment. The Honor code (see page 12 of <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>) specifies a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. 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 are unclear about what constitutes plagiarism, please make an appointment with me to discuss this. You can also consult the above website and the graduate catalog for further information. In the context of this course, if you directly quote someone or use an idea from another source, you must attribute that idea or words. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you are unclear about what constitutes plagiarism or other aspects of academic honesty, please make an appointment with the instructor to discuss this.

### **Campus Resources for Students/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 requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities 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 me of any request no later than the end of the second week of the course.

At times students may experience periods of increased stress when challenges related to decisions, goals and relationships arise. Often these experiences are accompanied by thoughts and emotions that produce sadness, anxiety, frustration, anger and confusion. If you are experiencing excessive stress in your life that are affecting your ability to meet the deadlines for this course, please speak to the instructor or make use the following resources available at the University of Florida:

- Health and Wellness
  - U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
  - Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- University Police Department, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- Academic Resources:
  - E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), <https://lss.at.ufl.edu/help.shtml>
  - Career Connections Center, Reitz Union, 352-392-1601. Career assistance and counseling. <https://career.ufl.edu/>
  - Library Support, <http://cms.uflib.ufl.edu/ask> . Various ways are available to receive assistance with respect to using the libraries or finding resources.
  - Teaching Center, Broward Hall, 392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
  - Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
  - Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. 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. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

### **Changes**

As the course develops, I may make changes in the readings or assignments, and scheduling. Similarly, changes may be made to the schedule if I am required to take out-of-town travel. If there are topics that you are interested in that you do not feel are adequately covered in the course, let me 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 discussion on those new ideas. If you define a new topic, this presentation may substitute for the required presentation.

## Class Schedule

### **Monday, January 6**

#### **Introduction to Course**

**Syllabus handed out**

**Complete Course Questionnaire**

#### **Strategies for Completing a Master's Thesis**

#### **Overview of Research Process (Module 1)**

#### **Use of Sources and Citation Format (Module 1)**

*Required readings for this class:*

Kumar, Chapters 1 and 2

Sommer and Sommer, Chapter 1

Turabian, Chapters 1, 2, 15, 18 and 19

The University of Wisconsin – Madison Writing Center. (2009). APA Documentation. (2009). retrieved from:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

The University of Wisconsin – Madison Writing Center (2010, January 20). American Psychological Association (APA) Documentation. Retrieved from:

[http://writing.wisc.edu/Handbook/American\\_Psychological\\_Association\\_\(APA\)\\_Documentation\\_M.pdf](http://writing.wisc.edu/Handbook/American_Psychological_Association_(APA)_Documentation_M.pdf)

American Psychological Association (APA) (2015). APA Style. Retrieved from; <http://www.apastyle.org/>

Harvard College Writing Program. (n.d.) "Avoiding Plagiarism" Harvard Guide to Using Sources. Retrieved on December 18, 2018 from: <https://usingsources.fas.harvard.edu/avoiding-plagiarism>.

- Notebook Assignment 1 (due on Monday, January 13):** Develop a schedule of activities related to your thesis with a focus on this semester. This assignment can be in any format you choose, but at a minimum it should show the activities you plan to complete each week, including class assignments, readings, and presentations; this means that you should identify a format that is consistent with the manner in which you organize your activities. In a memorandum it should also include a general overview of the activities you plan to complete during this semester and in each of the subsequent semesters until you graduate.

In this assignment, you should not simply copy the course syllabus and show the readings; I already know your assignments. I want to know what you are going to do that is related to your thesis including the class assignments. If you are using an electronic method of keeping track of your activities, provide a link to it. In the memorandum describe how you expect to track your progress towards completion of your activities.

- Major Assignment 1: Defining a Researchable Planning Problem assigned (due Monday, January 27)
- Notebook Assignment 3 assigned (due before class on Monday, February 3)

### **Wednesday, January 8**

#### **Formulating a Research Problem (Module 1)**

*Required reading to be completed before class:*

Kumar, Chapter 4

Turabian, Chapter 5

*Recommended reading:*  
Booth *et al.* Chapter 4

### **Monday, January 13**

#### **What does it take to complete a Master's thesis?**

Guest Speakers: Seth Wood (Fall 2019) (not confirmed)

### **Wednesday, January 15 (We will meet in the Architecture and Fine Arts Library Conference Room)**

#### **Planning Data Sources**

Guest Speakers: Ms. Ann Lindell or Ms. Ann Baird, Architecture & Fine Arts Library, and Mr. Joe Aufmuth, GIS Librarian, Marston Science Library

*Required readings to be completed before class:*

Kumar, Chapter 3  
Sommer and Sommer, Chapter 3  
Turabian, Chapters 3 and 4

*Supplemental readings:*

Booth *et al.*, Chapter 5 and 6 and Appendix on Finding Sources (pp. 297 – 315)  
Hart, Chapters 1-3 (skim examples) and Appendix 5 (p. 219))

- Notebook Assignment 2 (due before class on Wednesday, January 22): Developing a strategy for your literature review.

### **Monday, January 20**

**No Class; Martin Luther King Day**

### **Wednesday, January 22**

#### **Reviewing the Literature (Module 2)**

*Required readings to be completed before class:*

Kumar, Chapters 3 (review)  
Sommer and Sommer, Chapter 3 (review)  
Turabian, Chapters 3 and 4 (review)

*Supplemental readings (review):*

Hofstee, Erik. (2006) "Literature Review" Constructing a Good Dissertation: A Practical Guide to Finishing a Master's, MBA or PhD on Schedule. Available at: <http://www.exactica.co.za/book-chapters.php>

University of Toronto. (2013). "Literature Review: A Few Tips on Conducting It" Available at: <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

University of North Carolina at Chapel Hill Writing Center. (2010-12). "Literature Reviews" Available at: <http://writingcenter.unc.edu/handouts/literature-reviews/>

Harvard Graduate School of Education. (2011, Fall) "Truce Be Told," Ed. Harvard Ed. Magazine. Available at: <https://www.gse.harvard.edu/news/ed/11/09/truce-be-told>

- Major Assignment 1: Defining a Researchable Planning Problem due Monday, January 28

- Major Assignment 2 assigned: Literature Review (due on Monday, February 10).

**Monday, January 27 (Module 3)**  
**Identifying Variables/Constructing Hypotheses**

*Required reading to be completed before class:*  
Kumar, Chapters 5 and 6

- Notebook Assignment 4 (due before class on February 17): Identifying Variables and Constructing Hypotheses

**Wednesday, January 29**  
**Conceptual Modeling (Module 3)**

*Required readings to be completed before class:*  
Robert Mayer and E. Greenwood, *The Design of Social Science Policy Research*, 1980; Chapter 7: Conceptual Framework, pp. 121-154. (on reserve)

- Notebook Assignment 3 (due before class on Monday, February 4)

**Monday, February 3**  
**The Research Design (Module 4)**

*Required readings to be completed before class:*  
Kumar, Chapter 7  
Turabian, Chapter 5

*Supplemental readings:*  
Hart, Chapter 4  
Booth *et al.* Part III (Chapters 7-11)

*Review:*  
Sommer and Sommer, Chapter 1, pp. 1-12.

**Wednesday, February 5 (Module 4)**  
**Selecting a Study Design**  
**Experimental and Quasi-Experimental Research**  
**Simulation**

Kumar, Chapter 8  
Sommer and Sommer, Chapter 6

- Notebook Assignment 4: Identifying Variables and Constructing Hypotheses due before class on February 17.

\*\*\* Major Assignment 2: Literature Review due before class on Monday, February 10.

**Monday, February 10 (Module 4)**  
**Selecting a Study Design – Other Approaches**  
**Action Research**  
**Case Studies**

*Required readings to be completed before class:*

Kumar, Chapter 8 (review)

Sommer and Sommer, Chapters 7, 13 and 14

*Recommended reading:*

Yin, Robert. 2003. "Introduction" and "Designing Case Studies" Chapters 1 and 2 in *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage Publications, Inc. (on reserve)

- \*\*\* Major Assignment 3: Interviewing assigned (due before class on Monday, March 24)
- As a part of Major Assignment 3: Develop at least six questions for your key informant and bring them to class on Wednesday, February 12. Note that for the final assignment, you will need to develop additional questions (See Kumar, Chapter 9)
  
- Notebook Assignment 5 assigned (due before class on February 24): Conceptualizing a Study Design

### **Wednesday, February 12 (Module 5)**

#### **Selecting a Method of Data Collection – Interviews and Questionnaires**

*Required readings to be completed before class:*

Kumar, Chapter 9

Sommer and Sommer, Chapter 9

*Supplemental Readings:*

Patton, Michael. (2002). *Qualitative Research and Evaluation Methods*. Chapter 7: Qualitative Interviewing. Thousand Oaks, CA: Sage Publications. (Good explanation of the types of questions you can and should ask in your interview.) (on reserve)

Flynn, Pat. (2013) Top 10 Tips for "Conducting an Exceptional Interview-Updated" The Smart Passive Income Blog with Pat Flynn. Available at: <http://www.smartpassiveincome.com/how-to-conduct-an-exceptional-interview/> (good checklist for how to prepare for an interview.)

Wallace Foundation. (2013). Workbook G: Conducting In-person Interviews Available at: <https://www.wallacefoundation.org/knowledge-center/Documents/Workbook-G-In-Person-Interviews.pdf> (see pages 17-19 (on writing questions) and pages 26-29 (on in-person interviews and probing); much of the rest is about training interview teams)

Kansas, University of, Work Group for Community Health and Development. (2013). "Conducting Interviews" The Community Tool Box. Available at: [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1047.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1047.aspx) (good overview of various types of interviews; see box on "Points to Remember".)

### **Monday, February 17 (Module 5)**

#### **Selecting a Method of Data Collection - Focus Groups**

*Required readings to be completed before class:*

Sommer and Sommer, Chapter 9

David W. Stewart and Prem N. Shamdasani, *Focus Groups: Theory and Practice*. Sage Publications, 1990. Introduction, pp. 9-29. (on reserve)

**Wednesday, February 19 (Module 5)**  
**Selecting a Method of Data Collection – Surveys and Sampling**

Guest Speaker: Mark Girson, University of Florida Bureau of Economic and Business Research (BEBR)

*Required reading to be completed before class:*  
Kumar, Chapters 9 (review), 10 and 12  
Sommer and Sommer, Chapters 9, 10 and 17

*Supplemental Readings (on reserve in library):*  
Kansas, University of, Work Group for Community Health and Development. (2013). "Conducting Surveys" The Community Tool Box. Available at: [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1048.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1048.aspx) (good overview of various types of interviews; see box on "Points to Remember".)

Taylor-Powell, E. (1998, May) "Sampling" University of Wisconsin-Extension Program Development and Evaluation. Available at: <http://learningstore.uwex.edu/Assets/pdfs/G3658-03.pdf> (click "view pdf" in lower left of screen)

Fink, Arlene. *The Survey Handbook Second Edition* Volume 1 of *The Survey Kit Second Edition* 2003, Sage. Chapter 1: What is a Survey: When Do You Use One?, pp. 1-25.

Bourque, Linda and Eve P. Fielder. *How to Conduct Self-Administered and Mail Surveys*. (Volume 3 of *The Survey Kit Second Edition*) 2003. Chapter 1: Overview of Self-Administered Questionnaires, pp. 1-26.

Bourque, Linda and Eve P. Fielder. *How to Conduct Interviews by Telephone Surveys* Volume 4 of *The Survey Kit Second Edition* 2003. Chapter 1: Overview of Telephone Surveys, pp. 1-30.

Oishi, Sabine Mertens. *How to Conduct In Person Interviews for Surveys* (Volume 5 of *The Survey Kit Second Edition*) 2003. Chapter 1: Overview: The Five Ws – Who? What? When? Where? Why? pp. 1-9.

- Notebook Assignment 5 (Conceptualizing a Study Design) due before class on February 24

**Monday, February 24**  
**Selecting a Method of Data Collection – Content Analysis, Big Fuzzies, Personal Documents/Archival Data and Secondary Sources (Module 6)**

*Required readings to be completed before class:*  
Kumar, Chapter 9 (Review)  
Sommer and Sommer, Chapters 5, 11, 12 and 15

- Notebook/Blog (draft due before class on February 26): Submit a link to your electronic notebook, submit your paper notebook, or describe what you are doing for your notebook in Canvas.

**Wednesday, February 26 (Module 6)**  
**Selecting a Method of Data Collection – Observations**

*Required reading to be completed before class:*  
Kumar, Chapter 9 (review)  
Sommer and Sommer, Chapter 4

Taylor-Powell, E. & Steele, S. (1996, August) "Program Development and Evaluation, Collecting Evaluation Data: Direct Observation" University of Wisconsin-Extension Program Development and Evaluation. Available at: <http://learningstore.uwex.edu/Assets/pdfs/G3658-05.pdf>

Jacobs, Allen. "Looking at Cities" Places 1, 4 (1984) Available at: <http://escholarship.org/uc/item/12x6z4vr>

*Skim reading (on reserve):*

Allan Jacobs. *Looking at Cities*. Harvard, 1985, pp. 14-83.

Chapter 2: Observing and Interpreting Naglee Park,

Chapter 3: Clues

WEAR COMFORTABLE WALKING SHOES. IF WEATHER PERMITS WE WILL TAKE A WALK

- Major Assignment 4: Research Design assigned (draft due April 6; assignment due April 27)
- Notebook Assignment 6 assigned (due Monday, March 17) Conceptualizing a Research Instrument/Data Collection Strategy/Selecting a Sample

**Monday, March 2 and Wednesday, March 4**  
**No Class—Spring Break**

**Monday, March 9**  
**Choosing a Study Design and Data Collection Methodology (in class exercise)**

**Wednesday, March 11**  
**Evaluation Research (Module 6)**

*Required reading to be completed before class:*

Kumar, R. (2011) *Research methodology: A step-by-Step guide for beginners*. Los Angeles: Sage Publications;  
Chapter 18 (on-reserve)

Taylor-Powell, E. & Hermann, C. (2000, May) "Collecting Evaluation Data: Surveys" University of Wisconsin-Extension Program Development and Evaluation. Available at: <http://learningstore.uwex.edu/assets/pdfs/G3658-10.PDF> (click "view pdf" in lower left of screen)

- Notebook Assignment 6: Conceptualizing a Research Instrument/Data Collection Strategy/Selecting a Sample due before class on Monday, March 16.

**Monday, March 16 (Module 7)**  
**Introduction to Speculations/Claims, and Reasons and Evidence**

*Reading to be completed before class:*

Charles Lave and J. March, *Introduction to Models in the Social Sciences*. Chapter 2: An Introduction to Speculations, pp. 10-49 (on reserve)

University of North Carolina Writing Center. "Argument" <http://writingcenter.unc.edu/handouts/argument>

Dartmouth Writing Program. "Logic and Argument"

[http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/logic.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/logic.shtml)

*Recommended Reading:*  
Booth *et al.* Chapters 7-11

**Wednesday, March 18 (Module 7)**

**The Evaluation of Speculation/ Acknowledgements and Responses, and Warrants**

*Required reading to be completed before class:*

Charles Lave and J. March, *Introduction to Models in the Social Sciences*. Chapter 3: The Evaluation of Speculations (on reserve)

*Supplemental Readings:*

Booth *et al.* Chapters 7-11 (review)

- \*\*\*\* Major Assignment 3: Key Informant Interview due before class on Monday, March 20.

**Monday, March 23 (Module 7)**

**Writing a Research Proposal  
Identifying Sources of Funding**

Guest Speaker: Dr. Sobha Jaishankar, Assistant Vice President for Research (not confirmed)

*Required readings to be completed before class:*

Kumar, Chapter 13

**Wednesday, March 25 (Module 8)**

**Ethical Issues in Research - Institutional Research Board (IRB) Approval**

Guest Speaker: Ivana Simic, Assistant Director, University of Florida IRBs (not confirmed)

Kumar, Chapter 14

Sommer and Sommer, Chapter 2

Additional Readings TBD

**Monday, March 30 (Module 7)**

**Validity and Reliability in Research Design (Module 8)**

*Required readings to be completed before class:*

Kumar, Chapter 11

Sommer and Sommer, Chapter 16 (review)

*Review:*

Kumar, Chapters 7-10

Sommer and Sommer, Chapters 4-15

**Wednesday, April 1 (Module 7)**

**Selecting a Study Design and Research Approach  
Processing and Displaying Data  
Writing and Editing Research Reports  
Putting it All Together**

*Required readings to be completed before class (skim):*

Kumar, Chapters 15–17  
Sommer and Sommer, Chapters 20–22  
Turabian, Chapters 6 – 8 (skim).

*Recommended Reading:*

Booth *et al.* Chapters 12-16

- Draft of Major Assignment 4 due before class on Monday, April 6
- Notebook Assignment 7: Review of presentation and research design of classmate assigned (due one week after presentation or with notebook on Monday, April 27).

**Monday, April 6**

**Student Presentations**

**Wednesday, April 8**

**Student Presentations**

**Monday, April 13**

**Student Presentations**

**Wednesday, April 15**

**Student Presentations**

- \*\*\*\* Major Assignment 4: Research Design due in Notebook on Monday, April 24 at 12:00 p.m. (noon)

**Monday, April 20**

**Student Presentations**

**Wednesday, April 22**

**Student Presentations**

**Final Exam Week**

Notebooks due in Instructor's mailbox or on e-learning on Monday, April 27 at 12:00 p.m. (noon)

## Schedule of Assignments

<b>Assignment</b>	<b>Due Date</b>
Notebook Assignment 1	Monday, January 13
Notebook Assignment 2	Wednesday, January 22
Major Assignment 1	Monday, January 27
Notebook Assignment 3	Monday, February 3
Major Assignment 2	Monday, February 10
Six Questions for Major Assignment 3	Wednesday, February 12*
Notebook Assignment 4	Monday, February 17
Notebook Assignment 5	Monday, February 24
Draft of Notebook	Wednesday, February 26**
Notebook Assignment 6	Monday, March 16
Major Assignment 3	Monday, March 23
Draft of Major Assignment 4	Monday, March 30
Notebook Assignment 7	One week after presentation/April 27
Major Assignment 4	Monday, April 27***
Notebook	Monday, April 27****

Unless otherwise indicated, all assignments are to be submitted via e-learning (Canvas) by approximately one hour before the start of class on the due date (12:00 p.m. (noon) on Monday or Wednesday for all assignments).

\*Bring these questions to class. See Class Schedule section of syllabus for details.

\*\* This is a test to ensure that the instructor can access your notebook.

\*\*\* Assignments due both online and to the instructor's mailbox by 12:00 p.m. (noon) on the date due.

\*\*\*\* If you are using a printed notebook, please submit to the instructor's mailbox by 12:00 (noon) on the due date.