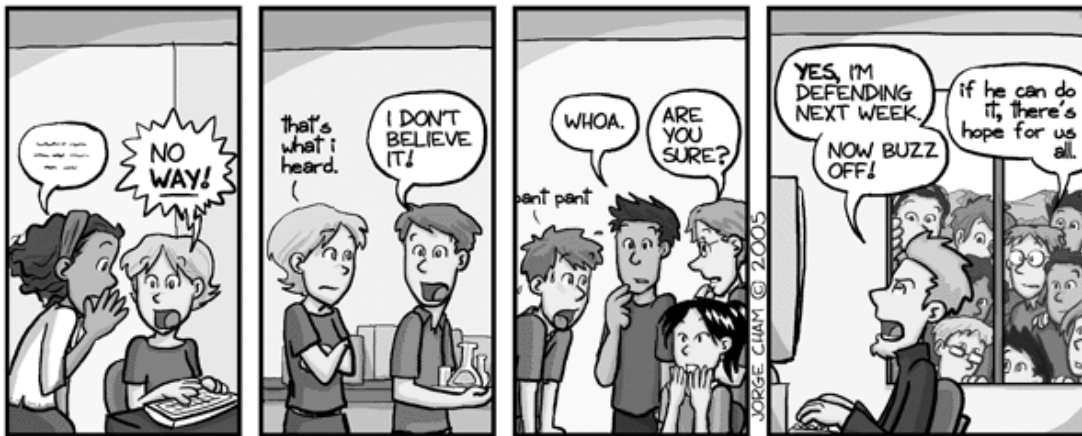Fall 2015
**CIRP 5380 Research Questions in Planning**
Dr. Enid Arvidson
Thursday, 7:00-9:50 p.m.
Architecture Building room 401
Department of Planning and Landscape Architecture
College of Architecture, Planning, and Public Affairs
University of Texas, Arlington

fall 2015 office hours: Wednesday 3:00-5:00 by appointment            phone (direct line): 817-272-3349*
office location: Architecture Building 326                                              email: enid@uta.edu*



∝ **Course Description**

This course is intended to assist students in preparing their research for their master's thesis (T) or professional report (PR). In so doing, we work on: a) honing relevant knowledge and skills derived throughout the MCRP coursework (this includes substantive knowledge as well as technical, verbal and written communication skills), and b) applying these skills and knowledge to formulate a T or PR proposal.

Towards the broader goal of formulating a T or PR proposal, the objectives of the course are to:
 • understand the difference between a thesis and professional report
 • produce a T or PR proposal which includes the various sections outlined on p. 2 of this syllabus
 • identify a Chair and potential members of the T or PR committee
 • obtain approval from your T or PR Chair to circulate the proposal to the rest of your committee members

∝ **Student Learning Outcomes**

By the end of the semester, students will:
 • identify the T or PR committee Chair and possible committee members
 • apply relevant knowledge and skills derived throughout MCRP coursework to develop the T or PR proposal
 • recognize the typical organization and contents of a T or PR proposal and apply them in producing a complete professional-quality version of the T or PR proposal
 • be familiar with some technical aspects of the T or PR process such as IRB procedure, correct formatting of text, avoiding plagiarism, etc.
 • express the selected research topic in written and verbal form

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*Email is the preferred form of contact. If you contact me by phone and leave a message, it may take several days to reply.
Please note I will not reply to email or phone messages with questions regarding things that are clearly covered in the syllabus.

## ✺ Course Requirements

The overall goal and requirement is to complete a professional-quality T or PR proposal. A proposal typically includes the following sections, and the weekly assignments throughout the course are aimed at producing a proposal that includes these sections:

| Section of Proposal | Description of What Is Included |
|---|---|
| **Front matter:**<br>   **Signature Page**<br>   **Title Page**<br>   **Abstract**<br>   **Table of Contents**<br>   **List of Figures/Tables** | • The title should convey the topic and type of study pursued in the PR or T.<br>• See the UTA Graduate School's "Instructional Pages" for details on what to include in the front matter. Also, see the UTA Graduate School's "Thesis Template" for details on what to include on the title page. Both documents can be download through the links in Blackboard.<br>• See sample signature page in the "Guidelines for Preparing a Professional Report or Thesis for the Master's in City and Regional Planning" (available for download through Blackboard) |
| **Section 1: Introduction (2-3 pages)** | The Introduction sets the stage and includes:<br>• background information — explain to your committee the context(s) in which your study is situated, where your study is coming from.<br>• clear statement of the problem or research question that your study addresses — this should be clearly stated in its own subsection or paragraph.<br>• relevance or rationale of your study — explain the "so what?" of your study, how your study is linked to the contexts in which your study is situated.<br>• expected contributions — your study should make an original contribution — explain how your study is different from previous studies on this topic, what you hope to add to existing knowledge or practices. Note: BE MODEST! You are not going to solve the world's problems with your study. Use language that is appropriate to the contributions you *hope* or *aspire* to make.<br>• limitations of your study — identify important parts of your topic your study does not address.<br>• an overview of the sections of your proposal. |
| **Section 2: Review of the Literature (3-7 pages)** | The Review of Literature considers significant previous work that is relevant to and should inform your study. Its purpose is twofold: i) to demonstrate to your committee that you are familiar with what has already been done on your topic, and ii) to provide a basis for your study, so that you don't reinvent the wheel and so that you *do* make a relevant contribution to your topic. The Review should:<br>• for T: cover scholarly studies, and identify and describe a debate, limitation, unresolved issue, lacuna, or some other opening, in existing scholarly work to which you can make an intervention or contribution.<br>• for PR: cover professional studies, and identify and describe the state of the art for your issue, such as benchmark plans or studies, or best practices, from the past or from other communities or cities, upon which you can build or draw.<br>• explain how your study expects to interact with and contribute to, but is different from (i.e., makes an original contribution to) previous work on your topic.<br>• avoid including everything you've ever read, or everything ever published, on your topic. You should report only on previous work that your committee needs to know about and that is directly relevant to your narrowed focus.<br>• avoid stating your opinion. Instead, summarize existing work from within its own parameters. It is okay to describe shortcomings or oversights of existing work, especially if other studies, or if your own study, address these oversights or shortcomings. |
| **Section 3: Methodology (1-3 pages)** | The Methodology section describes the techniques and procedures by which your original contribution is expected to be achieved. Original contributions for most studies are empirical, and the methodology thus involves some kind of "data" acquisition, analysis, and interpretation (how "data" is defined varies from study to study and can range from numeric data to texts, hence the quote marks). Data analysis and interpretation can be quantitative or qualitative or a mix. An effective methodology section should:<br>• describe your overall approach such as qualitative and/or quantitative, and identify the specific approaches you are using, such as action research, regression analysis, GIS mapping, archival textual research, etc.<br>• indicate how your methods are related to your research question and suited to your stated objective.<br>• describe how you intend to select the data, such as how you plan to select people to interview, or archival texts to analyze, or geographic data to map, etc. Be aware if you need IRB approval.<br>• describe how you expect to analyze your results. Be sure to connect your analysis back to your Review in Section 2 so that your findings are related to existing knowledge. |
| **Section 4: Conclusion (2-3 pages)** | The Conclusion wraps things up and includes:<br>• a summary of the previous sections.<br>• description of expected outcomes, implications, and/or limitations of your study.<br>• a chapter outline of your T or PR and brief description of what is included in each chapter.<br>• an Action Plan and Schedule of Deliverables — this should include a list of specific tasks necessary to complete your proposed T or PR, listed in order of completion with anticipated completion dates (work backwards from your defense deadline in the semester you intend to graduate to develop your schedule). Be sure to inquire and learn about important deadlines that the UTA Graduate School or SUPA may have, as well as timing constraints of your committee Chair. |
| **Bibliography** | Bibliography should include only sources you cite in your proposal — it should not include everything you've consulted for your study (in the T or PR itself, the bibliography should also include only sources you cite in the T or PR). Be sure your bibliography includes *all* sources you cite in the proposal (double check to be sure), and is properly formatted according to Turabian or some other stylistic convention. |

### ❧ Required Textbooks and Other Course Materials

Required texts for this class, available from the UTA Bookstore, are:

Walliman, Nicholas. 2011. *Your Research Project: Designing and Planning Your Work, 3rd Edition*. Thousand Oaks: Sage. ISBN: 9781849204620

Turabian, Kate, Wayne Booth, *et al.* 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed*. Chicago: University of Chicago Press. ISBN: 9780226816388

Macris, Natalie. 2000. *Planning in Plain English*. Chicago: APA Planners Press. ISBN: 1884829406

Additional Readings:
In addition to the required texts, a few additional readings are required and are available either as links or as downloadable PDF files on Blackboard, under the "Course Materials" menu item.

Also, links to several important websites are available under the "Course Materials" menu, including the following (students are responsible for all information contained within these links):
• UTA Thesis template and other thesis information (also useful for the professional report)
• UTA resources for help with writing and research (including plagiarism information and tutorial)
• Graduation calendar with deadlines

### ❧ Structure of this Course and Role of the Chair of Your PR or T Committee

This course is conducted as a seminar which serves as a 'support group' designed to guide you on the technical aspects of research design and proposal development. To successfully develop your proposal, you MUST identify and work closely with the Chair of your PR or T committee during your participation in this course. Your Chair determines the appropriateness of your topic. As course instructor, I cannot make this determination for you. Particularly for a thesis, you need to be aware of your Chair's preferred structure, content, and sequencing of proposal sections and content; it may differ from information provided in this course. It is fundamentally important that you and your Chair communicate so that you will succeed in compiling your proposal by the end of this semester.

### ❧ Description of Major Assignments with Due Dates

1. **In-class participation**: Each student is expected to attend class, and participate in and make quality contributions to in-class discussions and activities. In addition, participation consists of five things:

    i. participate in the various in-class activities in a prepared way. **DUE: weekly and various — see course calendar for specific due dates.**

    ii. once per semester, lead the in-class discussion of the weekly readings. **DUE: see due dates on sign-up sheet**

    iii. complete six peer reviews during the semester of your classmates' polished drafts. Peer reviews are completed on Blackboard under the "Peer Review Assignments" menu item. Peer reviews are done three times during the semester, and each time you must review two peers' drafts, totaling six peer reviews during the semester. Each peer review involves writing a short essay in the space provided by Blackboard, detailing a supportive critique of the paper you are reviewing. Criteria to be considered in the essay are available via Blackboard. All students are expected to complete all aspects of the peer reviews. **DUE: October 1, October 29, and November 19.**

    iv. make a polished in-class presentation of your proposal work twice during the semester, once at midsemester and again at the end of the semester. The AACU Oral Presentation rubric is used to evaluate the oral presentations. See the sections at the end of the syllabus for evaluation rubrics. **DUE: midsemester presentations due in class October 15 or 22; final presentations due in class December 3.**

v. complete in-class peer reviews of classmates in-class presentations **DUE: midsemester presentations due in class October 15 or 22; final presentations due in class December 3.**

2. **Identify and formalize your committee Chair**: By September 17, each student should identify a committee Chair and schedule a meeting with this faculty to discuss their PR or T idea and confirm the faculty's willingness to serve as Chair. By October 8, each student should have a confirmed Chair of their PR or T committee, and might also identify potential members of the committee. By the end of the semester, each student should have their Chair "sign off" on their proposal, using the MCRP Proposal Signature sheet (a copy of this sheet is available at the end of this syllabus and on Blackboard as downloadable PDF). **Due: October 8 (selection of Chair) and December 3 (signature of Chair on Proposal sheet)**.

3. **Personal Journal**: Throughout the semester, each student must maintain a personal journal, making at least 1 entry per week (daily entries are recommended to keep constant engagement with your ideas). Entries can be either electronic or handwritten. In your entries, you should practice the writing strategies discussed in the assigned readings. Entries should focus on: a) experiences that arise as you take the course, such as ideas or insights about your T or PR, b) reflections on your life in graduate school, c) struggles with making sense of things you've read or with fitting them into your overall project, d) great ideas or to-do notes, etc. The journal is an opportunity to write and work privately, knowing that no one else will read it, to experiment with different "voices," ideas, lines of argument, etc. The journal is private and does not need to be handed in. **DUE: daily but never submitted to instructor**.

4. **Description Summary of Personal Journal**: At the end of the semester, each student submits a brief (2-3 double-spaced pages) Description Summary of their journal. The Description Summary should include interesting or illuminating excerpts, summaries, reflections, or learning experiences, from the journal. The writing in the Description Summary must be of professional quality and properly formatted according to the formatting guidelines in Turabian. **DUE on Blackboard: December 3**.

5. **T or PR proposal**: A major aim of the course is to produce a T or PR proposal, which is accomplished progressively in steps throughout the semester via various written assignments and in-class activities. The material discussed in the course, along with knowledge and skills from previous coursework, as well as additional independent reading on your topic, should all inform the writing of the proposal.

   Before submitting your final proposal, you must run it through the SafeAssign feature of Blackboard for plagiarism detection, and generate a clean report (see the Academic Integrity section of this syllabus for more information).

   The complete polished proposal is due to the instructor on the last day of class. Please submit printed copies only. The complete polished proposal must include all items listed on p. 2 of this syllabus, plus the MCRP Proposal Signature sheet signed by your Chair. Intermediate versions are uploaded to Blackboard for Peer Review.

   The MCRP Proposal Rubric is used to evaluate the final written version of the proposal at the end of the semester. See the sections at the end of the syllabus for evaluation rubrics. **DUE: Polished version of "Section 1-Introduction" due no later than September 25 for peer review; polished version of "Sections 1 & 2-Intro & Lit Review" due no later than October 23 for peer review; polished version of "Sections 1, 2, and 3- Intro, Lit Review, & Methodology" due no later than November 13 for peer review. Completed polished proposal due to instructor December 3.**

NOTE: All written assignments and presentations for this class <u>must be of professional quality</u>. This means carefully editing and proof-reading your written work before handing it in, for typing, stylistic, spelling, grammatical errors, and for clarity of thought, as well as for plagiarism (see section below on Academic Integrity for more information about plagiarism). These things <u>will</u> affect your grade. If you have questions

about style, consult Turabian's *Manual*, or *The Chicago Manual of Style*, or Strunk & White's *The Elements of Style*. All stylistic and formatting aspects of your paper, including your bibliography, must conform to the stylistic format listed in Turabian or be consistent with some other recognized style (e.g., APA, or MLA). If you would like help with a paper draft, any UTA student can use the UTA Writing Center.

### ❧ Grading Policy

The MCRP Proposal Rubric is used to evaluate the final written version of the proposal at the end of the semester. The AACU Oral Presentation rubric is used to evaluate the oral presentations. See the sections at the end of the syllabus for these rubrics.
- In-class participation (due weekly and various)                                                        25%
- Confirmation of PR or T committee Chair (due October 8) and their
  signature on Proposal sheet (due December 3)                                                      15%
- Description Summary of personal journal (due December 3)                                      25%
- Polished version of completed proposal (due December 3)                                        35%

### ❧ Attendance Policy

- Regular class attendance is expected of all students (of course, real life is tolerated; if you must miss a class, please let the instructor know ahead of time)
- Students are responsible for all course information, content, and assignments that may be missed due to absence

### ❧ Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and unauthorized collaboration. Detailed descriptions of cheating, plagiarism, and collusion are found on the Office of Student Conduct website, http://www.uta.edu/conduct/academic-integrity/index.php. Academic dishonesty is prohibited by UTA (see http://catalog.uta.edu/academicregulations/dishonesty/#academicintegritytext).

All students are expected to pursue their academic careers with academic honesty and integrity. Students in this course who choose to engage in academic dishonesty are subject to disciplinary sanctions, including the possibility of failure in the course and dismissal from the University.

Students sometimes plagiarize because they do not know how and when it is appropriate to cite the work of others. The most common examples of plagiarism include:
- word for word copying of sentences or paragraphs without quotation marks and clear citation of the source
- closely paraphrasing sentences or paragraphs without clear citation of the source (rewrite ideas in your own words and also then cite the source)
- drawing upon or using another person's ideas, work, data, or research without clear citation of the source

"It wasn't intentional" is NOT an excuse.

UTA offers a tutorial on plagiarism and it is strongly advised that all students take this tutorial (http://library.uta.edu/plagiarism/index.html). In addition, there are many useful websites that provide information about plagiarism (see, for example, http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

Before submitting your proposal for this course, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your SA Score and Report. You are looking for a SA Score of 15% or less. Even if your score is less than 15% — AND ESPECIALLY IF IT IS NOT — please review the matches one by one to be sure: i) all your sources are properly cited, ii) paraphrasing is completely in your own words, and iii) all verbatim quotations are set off by quotation marks. You should make revisions and run your paper

through as many times as necessary to generate a clean SA Score ("clean" = 15% or less and all matches taken care of). Running your paper through without the bibliography will reduce your SA Score.

## ❧ Course Calendar

**The course is organized into four modules, corresponding more or less to the four sections of the proposal.**

**Overview of the four modules:**

| Module | Dates | Topic | Major Assignments Due |
|---|---|---|---|
| **1** | Sept 3-Sept 24 (4 weeks) | Introduction: Formulating the Topic, Stating the Problem, and Selecting a Chair | 1. Annotated bibliography of completed MCRP theses<br>2. Selection of and meeting with Committee Chair<br>3. Polished draft of "Section 1: Introduction" |
| **2** | Oct 1-Oct 22 (4 weeks) | Literature Review: Becoming Knowledgeable About Previous Work On Your Topic | 1. Polished draft (one document) of proposal, which includes: "Front Matter," "Section 1: Introduction," "Section 2: Review of the Literature," and bibliography<br>2. In-class presentation of your proposal thus far |
| **3** | Oct 29-Nov 12 (3 weeks) | Methodology: Methods and Techniques for How You Intend to Make Your Original Contribution | Polished draft (one document) of proposal, which includes: "Front Matter," "Section 1: Introduction," "Section 2: Review of the Literature," "Section 3: Methodology," and bibliography |
| **4** | Nov 19-Dec 3 (3 weeks) | Conclusion: Winding Things Up and Developing a Timeline | 1. Polished final draft (one document) of proposal, which includes all material described on p. 2 of the syllabus.<br>2. In-class presentation of your proposal |

**Detailed schedule of the four modules:**

**August 27 (week 1):** **Introductions, review of syllabus, difference between a professional report and thesis.**

## MODULE 1 — Formulating the Topic, Stating the Problem, and Selecting a Chair: The Introduction

**September 3 (week 2):** **What previous MCRP have students done, and identifying your own topic**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Search the UTA Dissertations and Theses database for Master's Theses from the MCRP program.<br>2. Brainstorm about your own PR or T topic.<br>3. Write in your journal. | Bibliography of 4 completed MCRP Theses, including annotation of two of the four entries | Discuss your bibliographies and the assigned readings |

**Readings due:**

1. Turabian, ch. 1 "What research is and how researchers think about it." Consult parts II & III *pro re nata (prn)*

2.  Walliman, ch. 1 "Research and the research problem"

3.  Macris, "Introduction" & ch. 1 "Knowing your readers"

4.  G. Stacks, E. Karper, *et al.* 2015. *Annotated Bibliographies*. Purdue, IN: Purdue University OWL.

5.  UTA's MCRP Program. 2015. *Guidelines for Preparing a Professional Report or Thesis for the Master's in City and Regional Planning*. Arlington, TX: CAPPA/UTA (download from Blackboard)

6.  UTA Library Tutorial on the Research Process, http://libraries.uta.edu/video/instruction/researchprocess/researchdecisiontree2.htm

7.  A. Forsyth. 2008. "Getting started on an exit project or thesis in planning." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

### September 10 (week 3):  Identifying your topic (continued), and formulating a research question

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Write a 1-2 page description of your PR or T idea as you've figured it out thus far. Frame your description as an applied research question if you are working on PR or in terms of conceptual or applied research question if you are working on a T (see Turabian, ch. 1). Ask the appropriate question(s) of your topic (see Turabian, ch. 2), particularly how does your topic fit into a larger story or context? Cite sources as appropriate.<br>2. Brainstorm about a Chair for your PR or T committee (consult faculty research profiles for their interests and specializations).<br>3. Write in your journal. | Bring enough printed copies of your 1-2 page description for everyone in the class including the instructor. | Engage in Dunlap's feedback tool. |

**Readings due:**

1.  Turabian, ch. 2 "Moving from a topic to a question to a working hypothesis." Consult parts II & III *prn*

2.  PALA and PAD Faculty research profiles (see weblinks under this week's readings)

### September 17 (week 4):  The Intro: Continue to define the research question and statement of purpose
####      Guest Lecturer: Ann Foss, UPPP Doctoral Candidate

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Sketch your Introduction by expanding your 1-2 page paper from last week. Draw on information in: a) assigned readings, b) feedback from the in-class exercise, and c) description on p. 2 of this syllabus.<br>2. Identify a Chair for your committee, and schedule a meeting with them.<br>3. Write in your journal. | If your paper was not discussed last week, then bring enough copies of your paper for everyone in the class including the instructor. All students are required to attend class even if your paper was discussed last week. | Continue Dunlap's feedback tool. All students are required to attend class even if your paper was discussed last week. |

**Readings due:**

1.  Turabian, ch. 5 "Planning your argument." Consult parts II and III *prn*

**September 24 (week 5):  Finalize "Section 1: Introduction"**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Finalize "Section 1: Introduction" by drawing on: a) information in assigned readings, b) feedback from in-class exercise, and c) description on p. 2 of this syllabus.<br>2. Meet with the Chair of your committee if you have not already done so.<br>3. Write in your journal. | Upload your polished draft of "Section 1: Introduction" to Blackboard for Peer Review — click on "Peer Review Assignments" menu item. Upload is available from 6:30 a.m. Sept 23 until 6:30 a.m. Sept 26. After the close of the upload period, you will not be able to upload your polished draft for Peer Review and you will receive a zero on this assignment. | Discuss assigned readings, questions about your Introductions, and Peer Review. |

**Readings due:**

1. Peer Review Criteria (we will discuss this in class — you do not need to conduct the peer review until next week)

2. S. Lowell. 2002. *Helpful Hints for Effective Peer Reviewing.* Lewiston, ME: Bates College Writing Program. http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWcritique.html

3. Macris, ch. 2 "Organizing your document"

4. Turabian, chs. 6 & 7 "Planning a first draft" & "Drafting your report." Consult parts II and III *prn*

5. Walliman, ch. 7 pp. 275-291 only, "Preparing the research proposal and starting to write"

6. A. Forsyth. 2012. "The long and short of writing." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

7. K. Foss, & S. Foss. 2008. "Accomplishing the mission: Creating a partnership with your advisor." In S. Morreale and P. Arneson (eds). *Getting the Most from Your Graduate Education: A Student's Handbook*. Washington, D.C.: National Communication Association, pp. 59-70.

8. A. Forsyth. 2008. "Managing up: Your thesis or project committee as a trial run for the world of work in planning." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

9. A. Forsyth. 2011. "Managing your academic adviser." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

## MODULE 2 — Becoming Knowledgeable About Previous Work On Your Topic: The Literature Review

**October 1 (week 6):  The Lit Review: How to find useful sources and engage previous work**
**Guest speaker, Mitch Stepanovich, on UTA Library research resources**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Begin a library or internet search to identify key previous work on your topic (T — look for articles, books, other scholarly sources; PR — look for benchmark studies, professional reports, best practices) .<br>2. Meet with the Chair of your committee if you have not already done so.<br>3. Bring a laptop (if you have one) to follow along on the Library resources tour.<br>4. Write in your journal. | Complete your reviews of two of your classmates' papers — click on the "Peer Review Assignments" menu item to access your two papers to review. Reviews are completed online. The two peer reviews must be done any time between 7 a.m. Sept 26 and 6 p.m. Oct 1. After the close of the peer review period, you will not be able to review your assigned peers' papers, and you will receive a zero on this assignment. | 1. Discuss assigned readings<br>2. Guest speaker |

**Readings due:**

1. Turabian, chs. 3 & 4 "Finding useful sources" & "Engaging sources." Consult parts II & III *prn*

2. Macris, chs. 3 & 4 "Writing simple sentences" & "Writing active sentences"

3. A. Forsyth. 2008. "Skills in planning: Writing literature reviews." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

**October 8 (week 7):**     **The Lit Review continued: Learning about previous work so that you can make an original contribution to it**
**Texas APA Conference — Galveston**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Continue your library or internet search. Always write as you read (see Turabian p. 46 and all of ch. 4). Also, start developing your bibliography now, using proper formatting (see Turabian Part II), and add to it each time you consult a potential source, including a brief annotation about the source.<br>2. Prepare a 1-2 page write-up of the literature you've thus far consulted. Beware of plagiarism when you summarize other authors' works (see Turabian pp. 78-82).<br>3. Revise your "Section 1: Introduction" based on peer-review feedback.<br>4. Start creating your "Front Matter" pages (see p. 2 of this syllabus)<br>5. Confirm the Chair of your committee and maintain communication with them about your PR or T.<br>6. Write in your journal. | Bring three printed copies of your 1-2 page initial Literature Review to class. | 1. Discuss assigned readings<br>2. Small group break-out sessions to engage in Dunlap's feedback tool. |

**Readings due:**

1. Turabian, chs. 9, 11, and 12, "Revising your draft," "Revising sentences," and "Learning from your returned paper." Consult parts II and III *prn.*

2. Macris, ch. 5, "Using simple words and avoiding jargon"

3. Walliman, ch. 4, "Information and how to deal with it"

4. University of Ottawa. 2007. "Writing a literature review." Ottawa: Academic Writing Center.

**October 15 (week 8):**     **The Lit Review continued**
**Midsemester Presentations begin**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Continue your library or internet search. Revise and expand your write-up of the literature by drawing on: a) information in assigned readings, b) feedback from in-class exercises, and c) description on p. 2 of this syllabus. Identify contending perspectives, and/or gaps, in existing work to which you can make an original contribution or intervention. <br> 2. Merge "Section 1: Introduction" with your write-up of the literature. Also merge your bibliography and "Front Matter" pages, so that you have only one working document. <br> 3. Thesis writers should apply the UTA Thesis Template to their document. Professional Report writers are not required to apply the Template but you may want to consider using it to lend a professional look to your PR. <br> 4. Prepare and <u>rehearse</u> a 7 minute in-class presentation of your project thus far (Intro + Lit Review). The presentation should include no more than 3-4 key take-away ideas (see Turabian ch. 13). We will use the oral presentation rubric to evaluate these presentations. <br> 5. Maintain communication with the Chair of your committee. <br> 6. Write in your journal. | 7 minute in-class presentation of your project thus far (Intro + Lit Review) | 1. Discuss assigned readings <br> 2. Begin midsemester presentations including peer assessment of presentations |

**Readings due:**

1. Turabian, ch. 13, "Presenting research in alternative forums." Consult parts II and III *prn.*

2. Macris, chs. 6 and 7, "Explaining technical information" and "Using lists"

**October 22 (week 9): Finalize "Section 2: Review of the Literature"**
**Midsemester Presentations conclude**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Finalize "Section 2: Review of the Literature" by drawing on: a) information in assigned readings, b) feedback from in-class exercises, and c) description on p. 2 of this syllabus. <br> 2. Merge "Front Matter," "Section 1: Introduction," "Section 2: Review of the Literature," and your bibliography, so that you have one document. Review! Proofread! Copyedit! <br> 3. Rehearse your 7 minute in-class presentation if you did not present last week <br> 4. Maintain communication with the Chair of your committee. <br> 5. Write in your journal. | 1. If you did not present last week: 7 minute in-class presentation of your project thus far (Intro + Lit Review). All students are required to attend class even if you presented last week. <br> 2. Upload your polished proposal draft (which includes "Front Matter," "Section 1: Introduction," "Section 2: Review of the Literature," and bibliography) to Blackboard for Peer Review. Upload is available from 6:30 a.m. Oct 21 until 6:30 a.m. Oct 24. After the close of the upload period, you will not be able to upload your polished draft for Peer Review and you will receive a zero on this assignment. <br> 3. Submit your proposal draft to your Chair for feedback and comment | Conclude midsemester presentations including peer assessment of presentations. All students are required to attend class even if you presented last week. |

**Readings due:**

1. Review Turabian, parts II & III continued *prn*

2. Review Macris *prn*

**MODULE 3 — Methods and Techniques for How You Intend to Make Your Original Contribution: Methodology**

**October 29 (week 10):**   **How do you propose to carry out your project: the Methodology**
                              **Guest Speaker, Mary-Colette Lybrand, on UTA IRB process**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Review research techniques from previous courses.<br>2. Review the techniques used in the studies you reviewed in Section 2 of your proposal.<br>3. Discuss methods and techniques with the Chair of your committee.<br>4. Identify appropriate techniques for your own project.<br>5. Write in your journal. | Complete your reviews of two of your classmates' papers. The two peer reviews must be done any time between 7 a.m. Oct 24 and 6 p.m. Oct 29. After the close of the peer review period, you will not be able to review your assigned peers' papers, and you will receive a zero on this assignment. | 1. Discuss assigned readings<br>2. Guest speaker |

**Readings due:**

1.  Turabian, chs. 8, "Presenting evidence in tables and figures." Review and consult entire book *prn.*

2.  Review Macris *prn*

3.  Walliman, ch. 6, "Honesty and research ethics"

4.  G. Wisker. 2007. "Choosing appropriate research methodologies and methods." From *The Postgraduate Research Handbook, 2nd ed*. Basingstoke: Palgrave Macmillan.

5.  Complete the UTA Human Subjects Protection Training at:
    http://www.uta.edu/ra/real/loginscreen.php?view=7

**November 5 (week 11):**   **Methodology continued: Identifying techniques and data sources**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Continue identifying techniques for your research project. Identify what empirical evidence (data) you will use and how you will collect data.<br>2. Prepare a 1-2 page write-up of the techniques and methods you're intending to use for your project. Include the typical elements of a Methodology section (use descriptions on p. 2 of this syllabus as a guide).<br>3. Revise your proposal draft based on peer-review and Chair feedback.<br>4. Maintain communication with the Chair of your committee.<br>5. Write in your journal. | Bring three printed copies of your 1-2 page Methodology write-up to class. | 1. Discuss assigned readings<br>2. Small group break-out sessions to engage in Dunlap's feedback tool. |

**Readings due:**

1.  Walliman, ch. 5, "Research methods"

2.  R. Stake. 1998. "Case Studies," from N. Denzin and Y. Lincoln (eds.), *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage.

3.  Review Turabian *prn*

4.  Review Macris *prn*

### November 12 (week 12):  Finalize "Section 3: Methodology"

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Finalize "Section 3: Methodology" by drawing on: a) information in assigned readings, b) feedback from in-class exercise, and c) description on p. 2 of this syllabus. <br> 2. Integrate the Methodology section into your revised proposal to create a full draft of Sections 1, 2, and 3, plus Front Matter and bibliography. Don't forget to revise, review, proofread, and copyedit! <br> 3. Maintain communication with the Chair of your committee. <br> 4. Write in your journal. | 4. Upload your polished proposal draft (which includes "Front Matter," "Section 1: Introduction," "Section 2: Review of the Literature," "Section 3: Methodology," and bibliography) to Blackboard for Peer Review. Upload is available from 6:30 a.m. Nov 11 until 6:30 a.m. Nov 14. After the close of the upload period, you will not be able to upload your polished draft for Peer Review and you will receive a zero on this assignment. | |

**Readings due:**

no readings are assigned this week

## MODULE 4 — Winding Things Up and Developing a Timeline: The Conclusion

### November 19 (week 13):  Concluding the proposal process and staying on track

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Begin process of revising your proposal based on: a) peer review feedback, b) feedback from Chair, c) material covered in the course, d) content on p. 2 of this syllabus. Copy edit and proofread entire proposal for format, source citations, and style. <br> 2. Draft your conclusion, action plan, and schedule of deliverables, basing the content on the description on p. 2 of this syllabus. <br> 3. Rewrite your Introduction with 20-20 hindsight of how you now understand your project. <br> 4. Begin running your draft proposal through SafeAssign to ensure a "clean" originality report. <br> 5. Maintain communication with the Chair of your committee. <br> 6. Write in your journal. | Complete your reviews of two of your classmates' papers. The two peer reviews must be done any time between 7 a.m. Nov 14 and 6 p.m. Nov 19. After the close of the peer review period, you will not be able to review your assigned peers' papers, and you will receive a zero on this assignment. | Discuss assigned readings |

**Readings due:**

1.  Turabian, ch. 10, "Writing your final introduction and conclusion." Review and consult entire book *prn.*

2.  Walliman, ch. 7 pp. 292-337 only, "Preparing the research proposal and starting to write"

3.  Review Macris *prn*

4.  Sample Timeline and Schedule of Deliverables

5.  A. Forsyth. 2008. "Resolving to graduate on time: Troubleshooting your urban planning exit project or thesis." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

6.  A. Forsyth. 2008. "Common problems with proposals for the exit project or thesis in planning." From *Interchange: Planetizen Blog*, Los Angeles, CA: Planetizen.

7.  D.W. Sehy. 1990. "A Kubler-Rossian analysis of the stages of self-deception in the completion of master's and doctoral theses." *Journal of Polymorphous Perversity*, 7(2): 5-9*.*

**November 26 (week 14):**  Thanksgiving

**December 3 (last class):   End of semester presentations**

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Finish running your draft proposal through SafeAssign to ensure a "clean" originality report.<br>2. Finalize the proposal based on readings and feedback throughout the semester. Base the proposal content on the section descriptions on p. 2 of this syllabus.<br>3. Prepare and <u>rehearse</u> a 5 minute in-class presentation of your project. The presentation should include no more than 3-4 key take-away ideas. We will use the oral presentation rubric to evaluate these presentations.<br>4. Finalize Description Summary of Journal | 1. 5 minute in-class presentation of your project<br>2. Complete polished draft of proposal (bring printed copy to class)<br>3. Proposal Signature Sheet signed by your Chair (bring printed copy to class)<br>4. Description Summary of Journal (upload PDF copy to Blackboard) | End of semester presentations |

**Readings due:**

no readings are assigned this week

### ❧ UTA's Required Information for the Syllabus

**Drop Policy**: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Records and Registration: <http://www.uta.edu/records/courses/policies/add-drop-withdrawal.php>

**Americans with Disabilities Act**: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability/>, or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX**: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit <http://www.uta.edu/titleIX/>

**Academic Integrity**: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code, stated here <http://www.uta.edu/conduct/>:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication**: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

**Student Feedback Survey**: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS).

Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/ier/Surveys/sfs/>.

**Final Review Week**: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures**: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/current/academic-support/sss/>

# MCRP Evaluation Rubric for Proposal for Thesis or Professional Report

| Content | Exemplary proposal | Satisfactory proposal | Unsatisfactory proposal |
|---|---|---|---|
| Front Matter including: <br> • Signature Page <br> • Title Page <br> • Abstract <br> • Table of Contents <br> • List of Figures/Tables | • Title clearly conveys topic and type of study pursued in the PR or T <br> • Abstract: <br>   ○ concisely describes the study <br>   ○ briefly and concisely states the research question or problem <br>   ○ briefly and concisely describes the major reasons or justification for the study, highlighting an answer to "so what?" <br>   ○ briefly and concisely describes the research design and methodology <br>   ○ briefly and concisely states the expected product or outcome <br> • All front matter correctly follows format and content described in UTA Graduate School's "Instructional Pages" <br> • Title page correctly follows format and content described in UTA Graduate School's "Thesis Template" <br> • Signature page correctly follows content and format described in the "Guidelines for Preparing a Professional Report or Thesis for the Master's in City and Regional Planning" | • May contain a few errors and/or minor oversights or omissions | • Contains many errors and/or oversights or omissions. <br> • Requires major revisions to be Satisfactory. |
| Section 1: Introduction | • Clearly describes the study's background, the context(s) in which the study is situated, where study is "coming from" <br> • Concisely and distinctly (in its own subsection or paragraph) states the problem or research question that the study addresses <br> • Clearly describes the relevance or rationale of study, describing how the study relates to the background and context(s) of the study, and the "so what?" of the study <br> • Describes the expected original contribution(s) of the study, including how the study is different from previous studies on this topic and what the study hopes to add to existing knowledge or practice <br> • Describes the limitations of the study <br> • Presents an overview of the sections of the proposal | • Context, purpose, relevance, and/or original contribution of study are somewhat vague and/or confusing to the reader. <br> • Expected contributions are unrealistic or exaggerated. | • Context, purpose, relevance, and/or original contribution of study are unclear and/or irrelevant. <br> • Expected contributions are unrealistic. |
| Section II: Literature Review | • Summarizes and describes significant previous work that is relevant to the research question and study <br> • Contains evidence (such as past research, best practices, reports, publications) that supports the diagnosis of the problem and solution(s) offered <br> • Is organized by theme/argument/school of thought, not by author <br> • Describes how study intends to contribute to, but is different from (i.e., make an original contribution to), previous work on the topic <br> • Summarizes why the topic is important and what is already known about it | • Includes some extraneous or irrelevant literature on the topic that is not necessary to know. | • Includes irrelevant or unnecessary literature. <br> • Literature that is considered is not focused on the topic <br> • Opinions about the literature are given instead of summaries |
| Section III: Methodology | • Describes the techniques and procedures by which the study's original contribution is expected to be achieved. <br> • Describes the overall approach such as qualitative and/or | • Some procedures, techniques, and/or data sources may seem vague and/or not obviously | • Procedures, methods, techniques and/or data sources are not clearly described and/or are irrelevant or |

| | Exemplary proposal | Satisfactory proposal | Unsatisfactory proposal |
|---|---|---|---|
| | • quantitative, and identifies the specific approaches to be used (such as action research, regression analysis, GIS mapping, archival textual research, interviews, surveys, etc.)<br>• Specifies how the methods are relevant to the research question and appropriate for the study's stated objective<br>• Describes the type(s) of "data" to be used, and how the data will be acquired or gathered (such as how people are selected for interview, or archival texts for analysis, or geographic data for mapping, etc.)<br>• Provides evidence of knowledge of the steps necessary to secure permission from the IRB, if relevant, and how approval will be sought<br>• Describes how results will be analyzed, and how findings will be connected to the Review in Section 2 so that findings are related to existing knowledge | • relevant or feasible<br>• IRB information needs to be clarified<br>• Proposed analysis of results is sketchy | • not feasible<br>• IRB information has not yet been sought<br>• Proposed analysis of results is unclear |
| Section IV: Conclusion | • Summarizes the previous sections<br>• Describes expected outcomes, implications, and/or limitations of study<br>• Provides a chapter outline of the T or PR and brief description of what is included in each chapter<br>• Provides an Action Plan and Schedule of Deliverables, taking into account Graduate School and SUPA deadlines, as well as timing constraints of the T or PR committee chair | • Summary of proposal and/or expected outcomes and implications are somewhat vague and/or confusing to the reader<br>• Action Plan and/or Timeline need tweaking | • Summary of proposal and/or expected outcomes and implications are vague and/or irrelevant<br>• Action Plan and Timeline are not feasible |
| Bibliography | • Includes only sources cited in the proposal<br>• Is properly and consistently formatted according to Turabian or some other approved stylistic convention | • Includes only sources cited in the proposal<br>• Is properly and consistently formatted according to Turabian or some other approved stylistic convention | • Includes sources not cited in the proposal, or vice versa omits sources cited in the proposal. Formatting is inconsistent or sloppy. |
| **Style/Mechanics** | **Exemplary proposal** | **Satisfactory proposal** | **Unsatisfactory proposal** |
| Language and appearance | • Follows MCRP rubric on quality and clarity of writing<br>• Has a professional appearance | • May contain a few errors that annoy the reader but not impede understanding | • Contains many mechanical, grammatical and/or syntax errors<br>• It is impossible for the reader to follow the argument. |
| Style | • Follows Turabian/CMS (thesis) or some other approved style (professional report)<br>• Consistently and properly applies adopted style | • Occasional inconsistencies or lapses in style | • Inconsistent, inappropriate, or nonexistent application of stylistic conventions |
| Citation and plagiarism | • Consistently and appropriately cites other work and no hint of plagiarism | • Occasional minor lapses in the use of quotations and paraphrasing but no hint of plagiarism | • Mishandles quotations, paraphrasing, and/or citation<br>• Plagiarism may be suspected or can be demonstrated |

# ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority; looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g, a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

# ORAL COMMUNICATION VALUE RUBRIC

*for more information, please contact value@aacu.org*

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

Master's in City and Regional Planning
School of Urban and Public Affairs
University of Texas at Arlington

# PROPOSAL SIGNATURE SHEET FOR PROFESSIONAL REPORT OR THESIS

NAME OF CANDIDATE _____

TITLE OF PROJECT OR THESIS _____

_____

DATE _____

COMMITTEE MEMBERS' APPROVAL

TYPED NAME                                    SIGNATURE AND DATE

_____        _____

_____        _____

_____        _____