Fall 2016
**PLAN 5380 RESEARCH QUESTIONS IN PLANNING**
Dr. Enid Arvidson
Thursday, 7:00-9:50 p.m.
Architecture Building room 404
(Graphics Communication Lab in room 103E)
Department of Planning and Landscape Architecture • CAPPA
University of Texas, Arlington

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**Profile**............. https://www.uta.edu/profiles/enid-arvidson        **Fall 2016 office hours**....... Friday 5:00–7:00 p.m. by appt
**Fall 2016 office hours**... Wednesday 3:00–5:00 p.m. by appt



### ❧ 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
- build skills in writing and research
- build skills in the use of graphics techniques to visually convey key elements of the T or PR
- identify a Chair of the T or PR committee and have them "sign off" on your proposal by end of semester

### ❧ Student Learning Outcomes

By the end of the semester, students will:
- have identified and established a working relationship with the Chair of their T or PR committee
- be able to 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 have applied them in producing a complete professional-quality version of the T or PR proposal
- be familiar with technical aspects of the T or PR process such as IRB procedure, correct formatting of text, avoiding plagiarism, etc.
- be able to use Adobe Photoshop and InDesign to prepare informative and visually-attractive presentation and report graphics
- 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.

## ❧ 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 downloaded 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:
- Eco, Umberto. 2015. *How To Write a Thesis*. Cambridge, MA: MIT Press. ISBN: 9780262527132

- 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

- Williams, Robin. 2014. *The Non-Designer's Design Book, 4th ed*. San Francisco, CA: Peachpit Press. ISBN: 9780133966152

Additional Materials:
- 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.

- Optional online course: "Writing for Planners" (this course is behind a paywall, and students are responsible for the fee associated with viewing this course): https://courses.planetizen.com/course/writing-planners

- Optional text: Davidson, Michael and Fay Dolnick. 2004. *A Planners Dictionary*. Chicago: APA Planners Press. ISBN: 9781884829956

- 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):
  - o UTA Thesis template and other thesis information (also useful for the professional report)
  - o UTA resources for help with writing and research (including plagiarism information and tutorial)
  - o 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 various aspects of research design and proposal development. The more personal responsibility you take for the readings and assignments in this course, the more effective you'll be in successfully developing your proposal. To successfully develop your proposal, you also 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 and Examinations

1. **In-class participation**: Each student is expected to attend class, and participate in and make quality contributions to in-class discussions and activities. 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.  lead the in-class discussion of the weekly readings once per semester. **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 constructive 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: September 29, October 27, and November 17.**

iv.  make polished in-class presentations of your proposal work twice during the semester, once at midsemester and again at the end of the semester. The presentations must include presentation graphics developed in the Graphics Communication Lab. 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: mid-semester presentations due in class October 13 or 20; end-of-semester presentations due in class December 1.**

v.  complete in-class peer reviews of classmates in-class presentations **DUE: mid-semester presentations due in class October 13 or 20; end-of-semester presentations due in class December 1.**

2.  **Identify and formalize your committee Chair**: By mid-September, 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 mid-October, each student must have a confirmed Chair of their PR or T committee. By the end of the semester, each student must have their Chair "sign off" on their proposal by obtaining their Chair's signature on 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 6 (selection of Chair) and December 1 (signature of Chair on Proposal sheet)**.

3.  **Graphics Communication Lab**: Students are required to attend seven lab sessions during the semester. The Lab is intended to build skills in using and applying graphics techniques, especially Adobe Photoshop and InDesign, to prepare visually-attractive and information-rich presentation and report graphics to be used in your PR or T proposal. Class ends early on the evenings the Lab is held.

4.  **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**.

5.  **Description Summary of Personal Journal**: At the end of the semester, each student must submit a brief (2-3 double-spaced pages) Description Summary of the journal. The Description Summary should include interesting or illuminating excerpts, summaries, reflections, or learning experiences, from the journal. Do NOT submit the journal itself. The writing in the Description Summary must be of professional quality and properly formatted according to the writing and formatting guidelines in Turabian—these things will affect your grade. **DUE on Blackboard: by 7 p.m. December 1**.

6.  **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, printed copy, 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: See syllabus entries for Sept 22, Oct 20, and Nov 10 for information about due dates. Final polished proposal, printed copy, due in class to instructor December 1.**

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. 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, all UTA Graduate students can use the UTA Writing Center http://www.uta.edu/owl/graduate/index.php.

## ❧ 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 end of the syllabus for these rubrics.

- In-class participation (due weekly and various)                                                   20%
- Confirmation of PR or T committee Chair (due October 6) and their
  signature on Proposal sheet (due December 1)                                              10%
- Graphics Communication Lab inc professionally-designed
  presentation and report graphics                                                                20%
- Description Summary of personal journal (due December 1)                          15%
- Polished version of completed proposal (due December 1)                             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

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

## ❧ Academic Integrity and SafeAssign

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 1-Sept 22 (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** | Sept 29-Oct 20 (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. Mid-semester presentations |
| **3** | Oct 27-Nov 10 (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 17-Dec 1 (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. End-of-semester presentations |

**Detailed schedule of the four modules:**

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**August 25 (week 1):**     **Introductions, review of syllabus, difference between a professional report and thesis, importance of writing well, introduction to Lab Sessions**

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

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**September 1 (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. Search Planners Press for "Best Practices" books<br>3. Brainstorm about your own PR or T topic.<br>4. Write in your journal. | Properly-formatted bibliography of 2 completed MCRP Theses, and 2 Planners Press "Best Practices" books, including annotation of two of the four entries | Discuss your bibliographies and the assigned readings<br><br>Lab: no Lab |

**Readings due:**

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

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

3. Eco, chs. 1 & 2 "The Definition and Purpose of the Thesis" and "Choosing the Topic"

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

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

6. 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)

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

8. UTA's Thesis and Dissertation Information webpage, http://library.uta.edu/etd

9. UTA's Thesis Manual, https://www.uta.edu/gradstudies/_documents/General%20Information/Monograph%20style%20thesis%20dissertation%20final2.26.16.pdf

10. UTA's Examples of Elements of Theses, https://www.uta.edu/gradstudies/_documents/General%20Information/Examples%20of%20Elements%20of%20Theses%20and%20Dissertations%20final2.26.16.pdf

## September 8 (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.<br><br>Lab: no Lab |

### 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 PA Faculty research profiles (see weblinks under this week's readings)

## September 15 (week 4):  The Intro: Continue to define the research question and statement of purpose

| Preparation for Class (in addition to assigned readings) | Assignments Due in Class | In-class Activities |
|---|---|---|
| 1. Revise and build 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 him/her.<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.<br><br>Lab: no Lab |

### Readings due:

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

## September 22 (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 10 p.m. Sept 22 until 6:30 a.m. Sept 25. 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.<br><br>Lab: no Lab |

**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. C. Lau. 2015. "Writing Tips for Planners." From *UrbDeZine,* Los Angeles, Los Angeles, CA: UrbDeZine. http://losangeles.urbdezine.com/2015/09/08/writing-tips-planners/

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.

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

**September 29 (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 25 and 6 p.m. Sept 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 <br><br>  Lab: no Lab |

**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. Eco, ch. 3 "Conducting Research"

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

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**October 6 (week 7):**     **The Lit Review continued: Learning about previous work so that you can make an original contribution to it**

| 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. | 1. Bring three printed copies of your 1-2 page initial Literature Review to class.<br>2. Selection of Committee Chair must be confirmed | 1. Discuss assigned readings<br>2. Small group break-out sessions to engage in Dunlap's feedback tool.<br><br> Lab: Lab starts at 8:35 p.m. |

**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.  Eco, ch.4 "The Work Plan and the Index Cards"

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

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**October 13 (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<br><br>Lab: Lab starts at 8:35 p.m. |

**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"

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**October 20 (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 10:00 p.m. Oct 20 until 6:30 a.m. Oct 23. 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.<br><br>Lab: no Lab |

**Readings due:**

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

2. Review Macris *prn*

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

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**October 27 (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 23 and 6 p.m. Oct 27. 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<br><br>Lab: Lab starts at 8:35 p.m. |

**Readings due:**

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

2. S. Farthing. 2016. "Methods of data generation in research." From *Research Design in Urban Planning: A Student's Guide*, 123-48. Thousand Oaks, CA: SAGE.

3. Review Macris *prn*

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

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**November 3 (week 11):   Methodology continued: Identifying techniques and data sources**
                         Texas APA Conference, November 2-4, 2016, San Antonio

| 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.<br><br>Lab: no Lab |

**Readings due:**

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

2. Eco, ch. 5 "Writing the Thesis"

3. Review Turabian *prn*

4. Review Macris *prn*

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**November 10 (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. | 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 10:00 p.m. Nov 10 until 6:30 a.m. Nov 13. 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. | Lab: double Lab starts at 7 p.m. |

**Readings due:**

no readings are assigned this week

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

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**November 17 (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 13 and 6 p.m. Nov 17. 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<br><br>Lab: Lab starts at 8:35 p.m. |

**Readings due:**

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

2. Eco, ch. 6 "The Final Draft"

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 24 (week 14):  Thanksgiving**

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## December 1 (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 plus Poster<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 including Poster as visual aid<br><br>Lab: no Lab |

**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 Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/)

**Disability Accommodations**: UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

> **The Office for Students with Disabilities, (OSD)** http://www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at http://www.uta.edu/disability.

> Counseling and Psychological Services, (CAPS) http://www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit http://uta.edu/eos.*

**Title IX Policy**: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* http://www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**Academic Integrity**: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *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.*
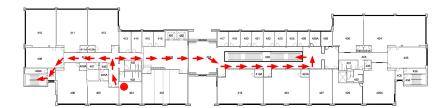
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's 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. Additional information is available at https://www.uta.edu/conduct/.

**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 face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course.  Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week**: For semester-long courses**,** 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, which is located at the northwest corner of this building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.



UNIVERSITY OF
**TEXAS**
ARLINGTON

ARCHITECTURE BUILDING
FOURTH FLOOR
EVACUATION PLAN
ROOM 404
SCALE: N.T.S.

● YOU ARE HERE

**Thursdays 8:35PM - 9:50PM, ARCH 103E**
**AUG 25th and OCT 6th to NOV 17th\***

# PLAN 5380 Graphics Communication Lab

In this lab students will build skills in the use and application of graphics techniques for the preparation of a professional poster displaying the elements of their professional report proposals as well as for the design of info-graphics and a visually attractive professional report or thesis cover.

The lab will make extensive use of Adobe Photoshop and InDesign, two industry standards widely used by planners in graphics communication. For gaining basic knowledge in composing with fonts and text, we will also use parts of the text book by **Williams, Robin**. *The Non-designer's Design Book: Design and Typographic Principles for the Visual Novice.* Pearson Education, 2004.

Visualization work should be built upon **ACCURATELY** prepared contents, and the intention is to use graphics communication skills to add value to **PREVIOUSLY RESEARCHED** and **ACCURATE** contents by making them strongly presentable, communicative, and informative.

There will be 6 (Oct. 6th, Oct. 13th, Oct. 27th, Nov.10th (7:00-10:00pm), Nov. 17th) lab sessions held in the Computer Lab room ARCH 103E from 8:35pm to 9:50pm on the following dates:

## INTRODUCTION TO THE LAB SESSIONS

### Session August 25th

The syllabus, lab goals, required readings, course materials and a few operational details of the lab will be presented. For students to become familiar with the expected outcomes of the lab examples from planning practice e.g., planning posters and reports will be displayed.

(30 minute presentation in the Lab after Dr. Arvidson's intro to the class).

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\* Changes will be possible, please follow this syllabus for the dates and hours for lab sessions.

# LOGO DESIGN
## (INTRODUCTION TO PHOTOSHOP)

**Goals:**
i. To gain a general understanding of the visual composition of a planning poster and introduce Photoshop.
ii. To Identify the items that should be located on the poster for your professional report or thesis (reviewing a poster example according to these items):

Logo | Title | Abstract | Research Question | Summary of Literature supporting your claim/justification | Research design/ method of collecting evidence | Deliverables | References

iii. To analyze an example of a planning poster to identify its components and characteristics (re: Williams (2014) p11-78):

Proximity, Alignment, Repetition, and Contrast techniques (Williams 2014) | Images | Diagrams | Info-Graphs

iv. Basic Introduction to Photoshop

How to make a new sheet and prepare the initial adjustments | Color Palette LIKE https://color.adobe.com/explore/ | Designing the project's logo (Convert Format to PNG | Selection tool | Layer Adjustment & Effect, importance of font)

**Assignment#1-Logo Design:**
Each student prepares and delivers a personal logo made in Photoshop. This is one of the items that should be included in the final poster.
Assignment due: October 13th, 5:00pm and the file should be uploaded to the BB under the Lab Assignments section.

# VISUAL PRESENTATION OF PROPOSAL IDEA
## (PHOTOSHOP)

**Goals:**
To convert the proposal's research question/ idea to a graphical diagram via InDesign & Photoshop:

Introduction to InDesign: Layout, line adjustment, material importing, packaging

Research Idea Diagram Development by InDesign and Photoshop

**Assignment#2-Idea Diagram included in the draft submitted for Peer Review:**
Each student prepares the visual diagram(s) that illustrates the idea behind the professional report or thesis. This is one of the items that should be included in the final poster. Also, the draft of sections 1 and 2 that is submitted for peer review will include this diagram.
Assignment due: October 20th, 5:00pm and the file should be uploaded to the BB under the Lab Assignments section in addition to being included in the Peer Review draft of sections 1 and 2.

# October 20th NO LAB SESSION

## VISUAL PRESENTATION OF DATA
### (PHOTOSHOP)

**Session 4 — October 27th**

**Goals:**

To visually display data.

Info-graphs are the graphical techniques for visually displaying data from bars and charts. In this session students will learn to convert a simple bar chart to an info-graph.

▯ Application of graphical icons in converting Excel charts to Adobe's info-graphs

▯ Create a bar chart in Excel

▯ Import the Excel chart into Photoshop and develop the info-graph

**Assignment#3-Infograph(s) included in the draft submitted for Peer Review:**

Each student designs the info-graph(s) displaying data related to the proposed study. This is one of the items that should be included in the final poster. Also, the draft of sections 1, 2, and 3 that is submitted for peer review will include the info-graph(s) and revised idea diagram.

Assignment due: November 10th, 5:00pm and the file should be uploaded to the BB in addition to being included in the Peer Review draft of sections 1, 2, and 3.

# November 3rd NO LAB SESSION - 2016 ACSP Conference

## VISUAL PRESENTATION OF CASE STUDY & POSTER DESIGN
### (INDESIGN & PHOTOSHOP)

**Session 5 — November 10th**

**Goals:**

Learn to graphically display location-related factors of your proposed study such as nodes, maps, land uses, etc,

▯ Importing maps from google Earth/Map to Photoshop

▯ Improving graphical quality and making spatial node in Photoshop

To learn how to layout the poster and its elements using InDesign and Photoshop:

▯ Sheet Composition-Proximity, Alignment, Repetition, and Contrast

▯ Text and Image Imports and Integration (all the discussed items in session 2 including the assignments)

▯ Color Palette

▯ Text Check Spelling

On November 10th,
The Lab hour will be
7:00-9:50pm

**Assignments on the following page**

3

**Assignment#3-The Case Study Map(s):**
Each student prepares and delivers a case study map(s) and/or other spatial characteristics of the case study. This is one of the items that should be included in the final poster.
Assignment due: November 17th, 5:00pm and the file should be uploaded to the BB under the Lab Assignments section.

**Assignment#5-Poster Design:**
Each student designs and delivers the first draft of the professional report or thesis poster. The poster should be uploaded to BB for Peer Review.
Assignment due: November 17th, 5:00pm and the file should be uploaded to BB under the Lab Assignments section in addition to the Peer Review.

## Session
# November 17th

# COVER DESIGN
## (INDESIGN & PHOTOSHOP)

**Goals:**
To compose a visually pleasing cover for the final professional report.
A well-designed report cover attracts audiences to open, browse it, and read it. It conveys, at a glace, the work's reputation. Following Williams (2014) on Proximity, Alignment, Repetition, and Contrast techniques and through the use of Adobe InDesign, students will learn to compose the cover page of their final report.

 Logo | Full Name of University and College | The Study's Title | Student Full Name | Advisor Full Name | Semester

**Assignment#6-Final Cover and Poster:**
Each student designs and delivers the final cover of the professional report or thesis poster.
Assignment due: December 1st, 5:00pm. At this point each student uploads files of both cover and revised poster to BB under the Lab Assignments section.

# December 1st

# POSTER PINUP AS VISUAL AID FOR STUDENT'S FINAL PRESENTATION IN DR. ARVIDSON'S CLASS:

(Final presentation may include guest jury and be open to all the CAPPA's Planning master students)

# 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

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**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

_____                        _____

_____                        _____

_____                        _____