Fall 2017

Research Questions in Planning PLAN-5380

Architecture Building Graphics Communication Lab room 103E
Department of Planning and Landscape Architecture • CAPPA
University of Texas, Arlington

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Course Description:

Application of writing, verbal, and graphic communication skills to research design in planning. This course assists students in preparing their research for master's thesis (T) or professional report (PR). To achieve the above goals, the students would also be able to:

1. Differentiate between a T and a PR
2. Craft proposals that reflect the requirement for each category (T or PR)
3. Create posters and proposals that are balanced in terms of written content as well as graphics
4. Contact faculty for chairing their thesis or professional report committees

Student Learning Outcomes:

Upon completion of this course, students will:

- Apply knowledge and skills acquired throughout the MCRP curriculum to develop the T or PR proposal
- Work with Adobe Photoshop and InDesign to hone their visual, graphic composition, and presentation skills
- Designate a committee Chair to supervise their PR or T

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- Produce a T or a PR proposal consisting of a research question, methodology, data, analysis, and conclusion or findings
- Organize and compile this information in different sections including introduction and problem statement, literature review, data collection, analysis, and expected findings
- Present the proposal to a larger audience both graphically and in writing
- Acquire University IRB approval in case the proposal involves human subjects
- Be more familiar with the global dimensions of planning practice and culture
- Adhere to university policies and procedures to ensure compliance with and avoid potential ethical misconduct, i.e., plagiarism

Course Requirements

The main goal is to first opt for either a T or PR and then try to develop a high-quality proposal for it. Regardless of which of these two options you choose, your proposal should cover the following sections:

Cover Page

- **Title:** Should reflect the study's content and type

- **Abstract:** Consult UTA Graduate School's thesis template for details and content

- **Table of Contents:** Consult guidelines for preparing a PR or T for a Master of City & Regional Planning degree from the planning program's website

- **List of Tables/Figures:** Refer to above sources for details

- **Signatures:** Consult the thesis template for the Graduate School's regulations for details

Introduction   2-3 pages

- **Background Information:** Provide a broad overview of your study

- **Research Problem:** Express your research question and the nature of the problem your study seeks to address

- **Significance & Contribution:** Discuss why you think your study is important to the field of planning

- **Subsections:** Introduce the research content and what each section includes

Literature Review 5-7 pages

- **Scope:** A narrow question allows you to express your research focus clearly and concisely. You are not expected to solve all problems facing our cities. You are however, expected to identify a gap in what other researchers have done, thereby conduting your own research.

- **Acknowledge Previous Work:** Situate your study within the context of what other scholars have done before. Acknowledging the accomplishments of other researchers will help you to better present your own work.

- **Authorities in the Field:** While you are not expected to cite all references in your field of study, you should acknowledge the main authorities, which is one way of demonstrating mastery of the literature and keeping abreast of how your field of study is unfolding.

- **T vs. PR/Theory vs. Practice:** The difference between *Theory* and *Practice* provides one way to distinguish between a T and a PR. If you seek to write a T, you will immensely benefit and learn from scholarly publications relevant to your research questions. If you are planning to write a PR, however, you will learn a great deal from best practices, successful implementation strategies, and case studies. Consult your Chair and committee members for further clarifications and questions. In a nutshell, *confirmatory* vs. *explanatory* studies another way of thinking about the difference between a T and a PR. By hypothesis or theory testing you can confirm or reject what you set out to do in your thesis. Observing and analyzing best practices, on the other hand, would allow you to explain success and its components in-depth.

- **Claim & Evidence:** As a researcher, you are expected to make astute observations, support your claims with evidence, and avoid bias throughout your entire research.

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Methodology   1-3 pages

- ## Research Method: Should reflect the study's content and type. You can use quantitative methods based on theory or hypothesis testing, or qualitative methods based on in-depth interviews or ethnography, participant observation, or even mixed methods which is a combitation of both techniques.

- ## Data: Your whole research depends on your data and how you plan to collect it. Regardless of whether you choose quantitative or qualitative methods, you need to discuss how and from where you are planning to collect it,

- ## Analysis: Like data, you also need to discuss your analytical approach and why you chose what you chose. You can use variou statistical methods like regression analysis, or spatial analysis with GIS, etc., or use content analysis if your data include interviews and texts.

- ## Research Limitations: Every research has certain limitations. By acknowledging these limitations in your research methods section, you will alert the reader about possible risks associated with generalizability due to small sample size for example.

Conclusion & Findings   2-3 pages

- **Revisit Your Research Purpose:** Remind readers what you set out to do when you launched your research;
- **List Study Findings :** Summarize your finding and how they reflected your research questions;
- **Study Implications:** Discuss potential implications your study might have for other relevant issues;
- **Presentation:** Present your findings both in writing (for your proposal-report) and graphically (your poster);
- **Deadlines:** Double check with your Chairs to make sure you will not miss graduation deadlines.

References

- **Bibliography:** Include all sources you cite in your proposal.
- **Format:** Use a proper citation format for all your sources
- **Plagiarism:** Remember to cite everything to avoid plagiarism

Assignments:

This course prepares you to think about planning research both critically and creatively. More than anything else, conducting research combines scientific rigor with artistic taste. Besides a research question, appropriate method, and analytical savvy, you also need to communicate your work to your audience. That is why in this course, you will learn basic research skills with some rudimentary familiarity with graphic communications.

To these ends, you will complete a number of group and individual assignments. Obviously, like everything else, practice makes perfect. So, the more you practice and keep at it, the better you get at this. The course is set up to give you enough time to practice the research side as well as the communications side (written, oral, and graphic). To kick things off and after a brief introduction about how to conduct research, you will dive in and start your team project.

Assignment 1

For the first assignment, the class will break into four teams. The main purpose in doing this group work is to practice storytelling. Effective planners are good storytellers. Each team will be assigned a chapter from James Scott's (1998) ***Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed***. The teams should read their assigned chapters and then present them on 36" x 48" poster boards in the following format:

Substance:

1) The research question or theme your chapter addresses
2) A brief introduction that summarizes the chapter and its key points
3) The method by which the author has done research about the question
4) Key findings (or conclusion)
5) A few pictures that would help you to more effectively convey the chapter content

Analysis

1) Think of the key actors or key players in your chapter; draw a diagram or two connecting those actors and/or their intentions in a meaningful way. Any type of graphic representation of the ideas or concepts you discovered in your chapter will help better understand its complex multiple layers
2) You can also use statistics, infographics, etc. (tables, charts, bar graphs, scatter plots and so forth) as supplemental information that could more convincingly support your key story and argument

3) You can certainly use photos, maps and other graphic instruments to support your key story

Poster Layout

1) You will receive instructions for layout. Note that due to large size, you should come up with sufficient content so that your poster will not look empty. With the image area you have available for your story, you have plenty of space to add content, photos, maps and other supplemental information. A good poster is one that conveys the story to the audience effortlessly so the viewer can connect the dots and follow the story line easily. To organize your story better, you need to have headings and subheadings. Your font size should look fairly large for a poster this size. Try to use the image area efficiently to balance between the usable area and the empty space and the margins around your content. These are just general pieces of advice. You will receive more detailed instructions later. All posters should be designed and formatted on InDesign and Photoshop. You will learn to use Photoshop for image construction and then transferring it to InDesign. The idea is to have your texts (narratives), photos, etc. ready and bring and work on them in class on mock-up posters. Try different alternatives and ultimately pick one that looks best both in terms of substance and style.

Book Chapters for Assignment 1

Chapters 2, 4, and 7 of "*Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*" are assigned for your first assignment. Each team will focus on one of the three chapters:

Chapter 2: *Cities, People and Language:* The author juxtaposes two starkly different schools of thought in planning in order to persuade the reader. He argues that gridiron plans in cities like Chicago impose 'simplification' and 'legibility' to the otherwise physically complex and labyrinth-like built environment. Governments, according to the author, use similar systems for controlling their constituencies. Try to present the main points made in the chapter through the examples provided by the author both narratively and graphically.

Chapter 4: *The High-Modernist City: An Experiment and a Critique:* This chapter critically examines the power of Modernist planning in correcting the so-called mistakes or flaws of pre-modern city. The author revisits a number of influential figures from Baron Haussmann to Le Corbusier and from Lucio Costa to Oscar Niemeyer who made their marks on what the author calls the High-Modernist city. Focus on the gist of the story and how to capture the stark contrasts the author tries to depict. Use both narratives and graphics to tell your story.

Chapter 7: *Compulsory Villagization in Tanzania: Aesthetics and Miniaturization:* This chapter discusses a different type of planning. According to the author, since most of the rural population in

Tanzania was outside the reach of the government, the imposed colonial agricultural policy provided them with a control mechanism. Even though the pilot farms were socially rejected, they were implemented. By featuring the details highlighted in this chapter, try to introduce the key themes both narratively and graphically. Author's examples of the villagization schemes in Tanzania and other supplemental information, give you good leads for further exploration.

Chapter 9: *Thin Simplification and Practical Knowledge: Metis:* This chapter distinguishes between the practical or local knowledge and the scientific or expert knowledge. The author provides several examples of imposed scientific policies in the absence of local knowledge. By neglecting the idiosyncratic power of metis, governments either deliberately or inadvertently often wipe out the long-standing traditions and old practices in agriculture and planning. Try to glean examples where you can demonstrate these juxtapositions both narratively and graphically.

Note:

Note that your task is to convey the main story depicted in your assigned chapter to the audience both narratively and graphically. Be creative and use maps, photos or any other information that you think would support your storytelling more persuasively on your poster. You should organize and divide the space you have available on your poster into different themes and sub-themes. But most importantly, you need to convey to your audience what the chapter is about? What research question(s) the author has addressed? What method he has used? And, what conclusion he has reached?

To be persuasive and convincing, you can use different techniques. For example, you can highlight contrasts or emphasize similarities and dissimilarities, or any apparent tension the author discusses in his chapter. There will be class discussions on the basics of poster composition and using InDesign in class before submitting your first assignment. This will be an ongoing discussion throughout the semester. So, do not miss classes.

Assignment 2

Identify a topic and formulate a research question

- The topic should reflect your previous studies, courses or research
- A clearly focused research question/hypothesis that is worth asking and capable of being answered
- Precise definition of the key terms in the research question(s) or hypothesis that will allow them to be clearly observed, measured and identified throughout the study
- Collect documents on the topic and reexamine it in light of the collected documents
- Write an intro with a statement of purpose

- Write a clear statement of the overall purpose of the proposed research, its significance and why it is worth investigating
- A proposed table of contents as a guide to the possible scale and shape of the final piece of narrative

Finalize your **introduction**

Give an **overview of the literature** on your topic

- A list of references which relate to the proposal (use at least 4-5 sources) reflecting the detail and organization of the referencing system required by the institution where the proposal is submitted for funding
- Sources should be accessible and you should have permission to use them
- An awareness of key research which has already been in a particular area including:
  - What conclusions were reached in previous research, by whom, and when?
  - Whether these conclusions were are in agreement or in conflict with each other (?)
  - The main argument surrounding the problem
  - Significant gaps in previous research in this area

Choose an appropriate **research methodology** (identify techniques and data sources)

- A broad description of any particular theoretical framework to be used in this analysis and the reasons for its use in this study;
- A brief statement describing how the sample population will be selected for the study and the reason for the approach to selection and the reasons for it;
- A pilot study in which the research instruments are trialed and evaluated, and an analysis is carried out of the trialed data;
- Highlight possible research limitations including threats to liability and validity, and how they will be dealt with;
- Consideration of ethical issues involved including whether informed consent needs to be obtained, and how;

Put it all together (report your expected findings, possible contributions to the field, or notes on best practices) and make the final revisions

Evaluation Rubrics for PR or T: Please note that the content of your work will be evaluated on the basis of the following criteria:

- Purpose

- Problem Definition
- Analysis/Evidence
- Technical Quality
- Organization
- Graphics Communication and Professional Quality
- Language
- Grammar, Spelling, Punctuation, etc.
- Use of References

Dates	Topic	Assignments Due
Aug. 31	Select a team of 3 to 4 people; work on your assigned chapter; work with your group on your chapter; compose a poster presentation;	1. Work on group assignment (warm-up project); 2. Polished draft of **Section 1: Introduction**
Sep. 14	Choose your own topic;	Work on **Introduction**: Formulate the Topic, State the Problem
Sep. 28 (Draft)	**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: Literature Review**, and Bibliography
Oct. 12 (Poster+ Lit. Rev.)	Write and re-write as writing is thinking Select a Chair for your Committee	1 Mid-semester presentations 2. Meet with YOUR Committee Chair
Oct. 26 (Draft)	**Methodology**: Methods and Techniques (Try Different Methods);	1. Polished draft (one document) of proposal, which includes: Front Matter, Section 1: Introduction, Section 2: Literature Review, **Section 3:Methodology**, and bibliography
Nov. 2 (Poster+ Method.)	What Method is More Appropriate for your Research and Why?	2.
Nov. 9	1. **Conclusion & Findings** 2. Developing a Timeline	1. Polished **final draft** (one document) of proposal, which includes all material described under course requirements in the syllabus 2. End-of-semester presentations

Nov. 16	Paper Review	Fine Tuning and Quality Control (Flow, Grammar and Spell Check)
Nov. 23	THANKSGIVING	HOLIDAY
Nov. 30	Poster + Paper Review	(Desk Crit Review)
Dec. 6	Last day of classes	Final Pin-up

Weekly Schedule

Week 1. Thursday, August 24th First Day of Class: Discuss *Syllabus*, *Assignments*, *Expectations*

Week 2. Aug. 31. Read assigned chapters from James Scott's book (**Seeing Like a State**) and also Paltridge's article on **thesis writing**; Form teams of four.

Tasks & Assignments

- **Read** Paltridge's chapter on *thesis & dissertation writing*
- **Select** a team of 4 people; Read your assigned chapter and work on your storyboards for composing a poster presentation
- **Work** on poster presentation for your assigned chapter (group project)
- **Communicate** in words, and graphically through pictures, tables, drawings, etc. what your chapter is talking about (in class activity)
- **Check out** examples of ULI competition posters to get an idea of what effective posters look like

Paltridge, Brian. 1997. Thesis & Dissertation Writing: Preparing ESL Students for Research. *English for Specific Purposes*, Vol. 16, No. 1, pp. 61-70.

Week 3. Sep. 7. Read your assigned chapters beforehand and come to class prepared. We will discuss Paltridge's chapter and each of your assigned chapters the first half of the class, and will discuss the elements of a good poster and some preliminary Photoshop, InDesign demo the second half of the class. In the meantime, make sure you have discussed within your group the chapter's content, have it summarized based on the following topics for a 24" x 36" size poster:

- Purpose
- Problem definition
- Organization
- Evidence
- Technical Quality
- Graphic Communication and Professional Quality
- Language and Grammar
- References (online sources or otherwise; cite everything that is NOT yours from text to graphics, etc.)

Tasks & Assignments

- **Bring** your chapters' summaries to class with the above detailed information ready to be laid out on your posters (due in class)
- **Bring** blank 24" x 36" posters with your pieces of texts, graphics, photos, other illustrations, to be pasted on your blank poster (in-class)
- **Look** at examples of ULI competition posters (in-class activity)
- **Finalize** your poster layout; bring glues and tapes, scissors, cutters, markers, etc. (in-class activity)

Week 4. Sep. 14. Identify your T or PR topic and write maximum 2 pages on what your research question(s) is and the bigger context it fits in. Read Cadman's article and *Ch. 2 of Becoming an Urban Planner*

Intro or Statement of Purpose + Identify your Committee Chair

Tasks & Assignments

- **Read** *Cadman's* article and also *Becoming an Urban Planner's* section on "what planning topics interest you?" Read from p. 99 onward. Try to see if any of the suggested broad topical areas interest you: urban design; economic development planning; historic preservation; community engagement & empowerment; environmental resources planning; GIS; land use, law & code enforcement; transportation planning; planning for sustainability. Remember that these are NOT topics but broad areas from which you can choose a topic
- **Choose** *your own topic*; Try to narrow it as much as you can, and work on Introduction: Formulate the Topic, State the Problem
- **Read** Chapter 2 of *Becoming an Urban Planner* (APA Publication, pp. 32-54): communicating in words, communicating through pictures, being comfortable with number, drawing, planning and Urb. Des. (due in class)
- **Read** *The Craft of Research*: pp. 35-46 (*Topics to Questions*) (due in class)
- **Think** about the themes you were working on your assigned chapters from Scott's book for your own topics (e.g., research area and question, purpose, organization, evidence, method of data collection, some graphic content, etc. (in-class activity)
- **Remember** that this is *work in progress*

Becoming an Urban Planner: A Guide to Careers in Planning & Urban Design. Bayer, Frank & Valerius. 2010. American Planning Association. Wiley & Sons.

Cadman, Kate. 1997. Thesis Writing for International Students: A Question of Identity. English for Specific Purposes, Vol. 1, No. 1, pp. 3-14.

Week 5. Sep. 21. Group Assignment Due: Class presentation

Read on: The Craft of Research from pp. 48-62 (from Questions to Problems)

Week 6. Sep. 28. Finalize & Finish Intro & Lit Review (6-8 pages)

Write a literature review on the topic of your interest (a literature review is both a summary and explanation of the complete and current state of knowledge on a limited topic as found in academic books and journal articles). Discuss what kind of work has been done on the topic and identify any kind of controversies within the field. After a thorough review of the literature identify any directions research can take in the future (For your literature review, you have to consult at least ten sources) (5-7 pages, double spaced) + the introduction (at least a page long).

Week 7. Oct. 5. Start Methodology. Present the Lit Review Section

Week 8. Oct. 12. Continue working on Methodology and Methodology-related issues including the IRB (Internal Review Board for those involving interviews); talk to your chair about your methodology and read on: The Craft of Research (pp. 175-198 on *Communicating Evidence Visually*)

Week 9. Oct. 19. Turn in your Methodology (1-3 pages)

Week 10. Oct. 26. Think about expected findings (2-3 pages)

Week 11. Nov. 2. Work on your findings and revise your proposal as you see fit

Week 12. Nov 9. Work on the entire proposal and make your final adjustments to it

Week 13. Nov. 16. Put it all together and get ready for final presentation and final story boards (posters): ONE 36" x 48" poster + Proposal or Thesis Report (roughly 14-19 pages long); both electronic and bound copy

Week 14. Nov. 23. **THANKSGIVING- UNIVERSITY CLOSED**

Week 15. Nov. 30. Poster Review

Week 16. Dec. 6. Final Pin-up-Final Presentation (jury will grade; you will grade too!) Grading Rubrics will be distributed in class)

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) **15%**
- Confirmation of PR or T committee Chair (due October 12) and their signature on Proposal sheet (due December 1) **10%**
- Graphics Communication Lab inc professionally-designed presentation and report graphics **25%**
- Group assignment **20%**
- Polished version of completed proposal (due end of semester) **30%**

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.

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

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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.

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/resources/index.php.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Librarian to Contact:

Architecture	Mitch Stepanovich	stepanovich@uta.edu
		817-272-2945

"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –First M. Last."

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

LIBRARY library.uta.edu

RESOURCES FOR STUDENTS

Research or General Library Help

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Librarians by Subject library.uta.edu/subject-librarians

Research Coaches http://libguides.uta.edu/researchcoach

Resources

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

FabLab fablab.uta.edu/

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) http://library.uta.edu/scholcomm

Special Collections library.uta.edu/special-collections

Study Room Reservations openroom.uta.edu/

Teaching & Learning Services for Faculty

Copyright Consultation library-sc@listserv.uta.edu

Course Research Guide Development, Andy Herzog amherzog@uta.edu or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson peace@uta.edu

Digital Humanities Instruction, Rafia Mirza rafia@uta.edu

Graduate Student Research Skills Instruction, Andy Herzog amherzog@uta.edu or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay gtrkay@uta.edu

Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian.

OTHER RESOURCES

Environmental Health & Safety (http://www.uta.edu/ehsafety)

The table below provides comparative information to assist the choice between a *professional report* and a *thesis*.

Comparative Aspect	Professional Report (PR)	Thesis (T)
Professional Orientation	Recommended for students seeking a career in professional practice, desiring more professional experience, and/or doing an internship.	Suggested for students who enjoy research and/or intend to seek another advanced academic degree, career in research or private consulting.
Timing	- Before penultimate semester identify a PR Committee chair and 2 Planning faculty members. - Use internship project or assignment to develop PR's topic. - In penultimate semester, register PLAN 5380 —Research Questions in Planning to develop a professional report proposal.	- Before penultimate semester identify a Thesis Committee chair and 2 Planning faculty members. - In penultimate semester, register PLAN 5380 —Research Questions in Planning to develop a thesis proposal. - Last semester, complete and defend thesis.

	• Last semester, complete and defend PR. • Must follow Graduate Studies Office Deadlines for graduation. https://www.uta.edu/gradstudies/	• Must adhere to Graduate Studies Office deadlines, forms, and thesis guidelines for graduation. https://www.uta.edu/gradstudies/
Written Product's Length	• 25- 50 pages (average). • Follow APA or Chicago Manual of Style and be of high professional quality.	• 50-125 pages (average 100 pages). • Follow Graduate Studies Office's templates: http://grad.pci.uta.edu/students/services/thesis/
Summary of Presentation/ Defense	• PR is defended before three committee members. • Student must coordinate schedule for defense. • Student does a 10 + minute Power-point presentation. • Presentation is open to the public and evaluated by the committee members using a PR Assessment Rubric.	• Thesis is defended before three committee members. • Student must coordinate schedule for defense. • Student does a 10 + minute Power point presentation • Defense is open to the public and evaluated by the committee using a Thesis Assessment Rubric.
Product & Audience	• Solution to a planning issue via a planning product (e.g., master plan, economic analysis report, bike plan, street revitalization action plan, neighborhood asset inventory, etc.). • Product: applied research; literature review of benchmark studies, best practices and reports from cities, regional or planning organizations, think tanks, etc. • Provides best practices analysis and planning recommendations, plan or proposal to client. • Audience: well identified client or user (e.g., city, county, NGO, etc.).	• Original empirical research or evaluation research, using quantitative, qualitative, or case study research or a mixed methods approach. • Product: original research, literature review of academic scholarly literature and/or policy analysis. • Provides policy recommendations • Audience: Thesis committee and policy users.
Required Courses/ Credit Hours	PLAN 5380 Questions in Planning, 3 hrs PLAN5397 Professional Report, 3hrs	PLAN 5380 Questions in Planning, 3 hrs PLAN 5698 Planning Thesis, 6 hrs
Supervisory Committee	Student solicits and engages a Planning faculty member to be the chair of the PR Committee and under his/her direction, the student selects the other two Committee members from among the Planning Graduate Faculty.	Student solicits and engages a Planning faculty member to be the chair of the Thesis Committee and under his/her direction, the student selects the other two Committee members from among the Planning Graduate Faculty.
Grading	• PLAN5380 course letter grade determined by instructor. • PLAN 5397 pass/fail determined by committee. Contingent on satisfactory completion of revisions provided at the student's defense.	• PLAN5380 course letter grade determined by instructor. • PLAN 5398 pass/fail determined by committee. Contingent on satisfactory completion of revisions provided at the student's defense.

The committee chair collects all completed evaluations and submits them to the Program Director

Student Name   **Defense Date:** _____

Evaluator _____

RUBRIC FOR PROFESSIONAL REPORT OR THESIS DEFENSE

Overall Assessment	A - High Pass	B - Pass	C - No Pass
Purpose	The study's central purpose or objective is readily apparent throughout the report.	The central purpose is clearly stated but the report digresses losing focus at times.	The central purpose or objective is not consistently clear throughout.
Problem Definition	The problem is clearly defined and situated in the literature and there is ample review of relevant research and/or planning practice addressing the problem.	The problem is defined but could be better situated in the literature or more review of research and/or relevant planning practice is necessary.	The problem is not clearly defined. No attempt to review research and/or planning practice addressing it.
Analysis /Evidence	The study effectively achieves its purpose; it's evidence competently supports the study's claims and the analysis is skillfully performed and presented. The interpretation of evidence and results is convincing. The reader gains important insights from the conclusions.	The study's objective is mostly achieved. It displays satisfactory analytical competence. Results are acceptable although the analysis may need further elaboration, or deeper examination of some issues or study variables. The interpretation of evidence and/or results may need further work. The reader gains some insights from the conclusions	The study's objective is not achieved. The analysis is not competently performed or is not appropriate to the problem. The paper needs a major overhaul.
Technical Quality	Choice of methods and analytical techniques are relevant to the problem and applied and executed with mastery.	Choice of methods and analytical techniques are relevant to the problem and are adequately applied and executed.	Choice of methods and analytical techniques are not relevant to the problem or improperly executed
Organization	The ideas are logically arranged. They flow smoothly and are clearly linked to each other. The reader can follow the line of reasoning. Headings and subheadings enhance the paper's organization	The ideas are logically organized. The reader is fairly clear about what the writer intends, but the paper may need better use of transitional sentences and/or of headings and subheadings.	The ideas are logical in some parts but fail to make sense together as a whole. The reader needs to read between the lines to follow the line of reasoning. It is difficult to understand. Headings and subheadings are inconsistently used.
Graphics Communication & Professional Quality	The graphics, tables, figures and their formatting are professionally executed. The product exhibits excellent graphic c o m m u n i c a t i o n s skills and overall high professional quality.	The graphics, tables, figures and their formatting are professionally executed. The product exhibits acceptable graphic c o m munications skills and overall professional quality.	The graphics, tables and figures and their formatting are not professionally executed. The product exhibits poor graphic communications skills and/or lacks acceptable overall professional quality.

Language	Writing and sentence construction is competent. Avoids passive voice and the use of jargon.	Writing and sentence construction is mostly competent, may use too much the passive voice or jargon.	Awkward phrasing, frequent errors in sentence structure. Many words are used inappropriately obscuring the intended meaning.
Grammar, Spelling, Punctuation, etc.	Free of errors or almost free of errors.	Occasional errors, but not sufficient to obscure meaning.	Too many errors. Meaning is not clear. The reader is confused and stops reading.
Use of References	Compelling evidence from professional legitimate sources provided to support claims. Attribution to authors and sources is consistent, clear, and fairly represented.	Claims are supported adequately with legitimate sources. Attribution for the most part, is clear and fairly represented.	Few or virtually no sources. Many statements seem unsubstantiated and citations to sources are missing suspecting potential plagiarism. The reader doubts the accuracy of some or much of the material presented.

Quality of References	All references are primarily from reputable professional sources and government agencies. The reader is confident that the information and ideas can be trusted.	The majority of references are from reputable professional sources and government agencies. The reader is uncertain of the reliability of some of the sources.	There are virtually no sources or the ones provided are not professionally reliable or incomplete.
Formatting Style	Uses accurately and consistently APA or Chicago Manual of Style in the paper and on the "References" page.	Occasionally misses APA or Chicago Manual of Style standards in the paper or on the "References" page.	There are too many errors in APA or Chicago Manual of Style formatting. The format is not recognizable.
Oral Presentation	The project was summarized clearly and questions specific to the project were responded appropriately.	The project was summarized, but ideas lacked fluidity. The student struggled with a few questions.	The summary of the project-rambled or was disorganized or unclear. The student could not respond to the majority of the questions.
Comments			
Requested Revisions			