

**COLLEGE OF DESIGN, CONSTRUCTION, AND PLANNING - UNIVERSITY OF FLORIDA
DOCTORAL PROGRAM**

Course Number DCP7911 Section 0655

ADVANCED DESIGN, CONSTRUCTION AND PLANNING RESEARCH I

SPRING 2016

Class meets: Wednesdays 11:45 am–2:45 pm (periods 5–7) in RNK0106

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Office hours: By appointment: students are encouraged to set up appointments with professors.

Course overview:

This course is designed to help PhD students navigate the dissertation process. It is also intended to provide opportunities for students to become critical and astute readers of other people’s research. DCP 7911 is a survey course that covers the basic elements of dissertation research, including (1) research formulation and design, (2) research approaches and methods, and (3) data analysis, as well as (4) how to formulate and write a dissertation proposal. Its focus is on ‘operationalization’ of doctoral research: how to proceed iteratively from topic to question to literature review, to hypotheses, to research plan and method. Students will focus on a research topic of their own choice, with feedback from peer students and faculty in a workshop setting, to develop the knowledge and skills necessary to produce a research proposal and start a successful dissertation project in the field of Design, Construction, and Planning. The goal of the course is for students to develop a preliminary research proposal for their own dissertation or for a research grant proposal by the end of the course.

Course structure:

The course is organized in three distinct and interrelated modules as follows:

PART I	Research Topic Formulation and Design
Topic 1.1 (Jan. 6)	Finding a research question
Topic 1.2 (Jan. 13)	Engaging the literature
Topic 1.3 (Jan. 20)	Formulating hypotheses
Topic 1.4 (Jan. 27)	Selecting a research design
Jan. 31st at noon	Submission for Workshop I due
Topic 1.5 (Feb. 3)	Proposal Development Workshop I: Research Topic Formulation (Introduction, Nature of Problem, Research Questions, Literature Review (including process and matrix), Hypotheses)

PART II

Research Approaches and Methods

Topic 2.1 (Feb. 10)

Survey design, sampling and sample bias

Topic 2.2 (Feb. 17)

Case study methods; Ethnographic methods

Topic 2.3 (Feb. 24)

Historical research methods

March 2

UF Spring Break, no class

March 6 at noon

Submission for Workshop II due

Topic 2.4 (March 9)

**Proposal Development Workshop II: Research Design and Methods
(and revision of Research Formulation)**

PART III

Data Analysis

Topic 3.1 (March 16)

Data, measurements and data sources

Topic 3.2 (March 23)

Regression analysis

Topic 3.3 (March 30)

Time series policy analysis Choice theory and modeling

April 3 at noon

Submission for Workshop III due

Topic 3.4 (April 6)

**Proposal Development Workshop III: Data Analysis (and revision of
Research Formulation, Design and Methods)**

Topic 3.5 (April 13)

Student presentations

Final Presentation (Apr 20)

Student presentations

April 25 at noon

Submission of Final Research Proposal Report

Readings:

Required textbook:

- O'Leary, Zina, 2010, *The Essential Guide to Doing Your Research Project*, SAGE Publications Ltd, ISBN: 9781848600119 (hereafter O'Leary)

Other required readings:

- PDFs of other required readings are available on the e-learning site.

Reference books:

- Booth, Wayne, Gregory Colomb and Joseph Williams (2008) *The Craft of Research* 3rd edition. The University of Chicago Press (hereafter Booth)
- Creswell, John (2003) *Research Design. Qualitative, Quantitative and Mixed Methods Approaches* 2nd edition. Sage Publications (hereafter Creswell)
- Fellows, Richard and Anita Liu (1997) *Research Methods for Construction* Blackwell Science. (hereafter Fellows). Note: this book is available in NetLibrary (see: <http://www.uflib.ufl.edu/netlibrary.html>)
- Kumar, Ranjit (2010) *Research Methodology A Step-by-step Guide for Beginners* 3rd edition. Sage Publications (hereafter Kumar)
- Meier, Kenneth J., Brudney, Jeffrey L. and Bohte, John (2011) *Applied Statistics for Public and Nonprofit Administration*, Eighth Edition, Cengage Learning (hereafter Meier)
- Roberts, Carol (2010) *The Dissertation Journey* 2nd edition. Corwin (hereafter Roberts)
- Turabian, Kate (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th edition. The University of Chicago Press (hereafter Turabian)

Reading Assignments:

Topic 1.1:

- O’Leary: chapters 4, 5
- Wicker, Alan W. 1985. Getting out of our conceptual ruts: Strategies for expanding conceptual frameworks. *American Psychologist*, 40/10: 1094-1103.

Topic 1.2

- O’Leary: chapters 6, 15

Examples of Systematic Literature Review:

- Annear, Michael, Keeling, Sally, Wilkinson, Tim, Cushman, G., Gidlow, B. and Hopkins, H. 2014. Environmental influences on healthy and active ageing: A systematic review. *Ageing and Society*, 34(4): 590-622.
- Choi, Young-Seon. 2011. Chapters 2, 3 and 4 (“The Review” pp. 3-33). From, *The Physical Environment and Patient Safety*. (Doctoral Dissertation). Atlanta: Georgia Institute of Technology.
- Thomson, Hilary J & Sian Thomas. 2013. The effect direction plot: Visual display of non-standardised effects across multiple outcome domains. *Research Synthesis Methods*, 4: 95-101.
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Topic 1.3

- O’Leary: chapters 1, 2, 3
- Platt, John R. 1964. Strong inference. *Science*, 146 (3642): 347-352.

Topic 1.4

- O’Leary: chapters 7, 8, 9

Topic 2.1

- Paul Atkinson, Amanda Coffey and Sara Delamont, A debate about our canon, *Qualitative Research* 2001 1: 5, DOI: 10.1177/146879410100100101

Topic 2.2

- O’Leary: chapter 11
- Dilanthi Amaratunga, David Baldry, Marjan Sarshar, Rita Newton, 2002, Quantitative and Qualitative Research in the Built environment: application of “mixed” research approach,” *Work Study*, Vol.51 Iss: 1, pp. 17-31

Topic 2.3

- O’Leary: chapter 12
- Francis, Mark, 2001, A case study method for landscape architecture. *Landscape Journal*, 20.1: 15-29
- Campbell, Scott, 2003, Case studies in planning: Comparative advantages and the problem of generalization, University of Michigan Working Paper Series.

Topic 3.1

- Meier: chapter 2, 15, 16, 17
- Newman and Kenworthy, Winter 1989, Gasoline consumption and cities: A comparison of U.S. cities with a global survey, *APA Journal*, Winter 1989 (paper available in E-Learning)

Topic 3.2

- Meier: chapters 18, 19, 21.
- Gomez-Ibanez, Jose A. Summer 1991, A global view of automobile dependence, *APA Journal*, issue: 379 (paper available in E-Learning)
- Brindle, Ray. 1994. Lies, damned lies and “automobile dependence - Some hyperbolic reflections. *Australasian Transport Research Forum*, Vol. 19, Papers pp.117-131. Transport Research Centre, University of Melbourne. (paper available in E-Learning)

Topic 3.3

- Meier: chapters 20 and 22.

Topic 3.5

- Introduction to choice theory and logit models (reading available in E-Learning).
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Workshop Assignments

There will be three workshops in the class. The purpose of the workshop is for peer students and faculty to give feedback to students' ongoing work on their Final Project (see below). The workshops are partially constructed along the lines of "writers workshops," in that the author of the document is not allowed to say anything about his/her own proposal, but simply listens to the commentary, discussion and feedback of the group based on their prior reading of the proposal.

To make the workshop work, please follow the following procedure:

First, students are required to send their written ongoing proposal (single space with 12 font size) to all students and faculty by noon the Sunday before the workshop day (see schedule for actual dates). Student are expected to read and comment on each proposal submitted. **If a proposal is not submitted on time, it will not be discussed during the workshop.**

Second, a lead discussant will be assigned for each student's proposal. The lead discussant will provide written and oral constructive criticism (i.e. strengths, limitations, potential directions or alternative approaches, major challenges, opportunities, etc.) of the assigned proposal. Following the lead discussant's comments, the other peer students will also comment on the proposal.

Workshop assignments accounts for 40% of the final grade. The grade will be based on the quality of your proposal submission as well as the written and oral comments you gave to other students' work.

Final project

The final project report should be either a proposal seeking funding from NSF or other federal agency (e.g. HUD, EPA, NIH), or a thesis/dissertation proposal that, at the minimum, covers the following contents:

- 1) Research Questions: What specific research questions do you intend to seek answers to, why are these research questions important? Please limit your research questions to two or at most three.
- 2) Research Goals and Objectives: What are the goals and objectives of your research? What is the scientific rationale? What theories inform the research questions and/or research approach? What are the scientific merits (e.g. advancement of theory or methodology) and impacts to the society?
- 3) Literature Research: put the research questions in the context of the literature. What has been done and what is the research gap? Be critical.
- 4) Research Hypotheses: what are the null hypotheses and alternate hypotheses?
- 5) Research approaches and methodology: What are your research framework and research methodologies? Why do you choose the proposed research approaches and research methodologies? What other approaches and methodologies could be used, and what's the pros

and cons of using the ones that you proposed? Address the internal validity and external validity issues of your research design. How specifically do you test your research hypotheses?

- 6) Data sources: describe what data are needed and how to get them. If you are using primary data like a survey, please design a sample survey. If you are using secondary data, please identify the sources and possible issues of data quality. Please address the sample bias issue and how to address the bias issue?
- 7) Expected Results: What do you expect the final results of your research to be? What types of analyses do you propose?
- 8) Policy/practical implications: what does your research mean to policies and/or professional practice?
- 9) Conclusions

The final project accounts for 60% of the final grade, and consists of both the final report and the final presentation.

Class Attendance

Students are expected to attend all classes and labs and to stay until the class period ends. Role will be taken at each session; more than two unexcused absences will result in the loss of a letter grade. In the case of illness or a family emergency, a schedule for the completion of make-up work must be determined with the instructor as soon as possible upon a student's return to class. Failure to comply with the agreed upon schedule will result in a failing grade for that project.

UF and General Policies

Academic Honesty: Students in the class are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered/failure grades and/or referral to the proper offices of University Administration. The following are some examples that are considered to be academic dishonesty:

- copying graphics or texts from any sources for your report without crediting the original source;
- representing someone else's work as your own;
- allowing someone else to represent your work as his/her own;
- Multiple submissions of the same or similar work without prior approval;
- Cheating in exams (e.g., looking at books or notes in a closed-book examination).
- Falsifying information such as changing or leaving out data, such as manipulating or misreporting statistics for a research project; altering work after it has been submitted; hiding reference materials, etc.

Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Accommodating students with disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office

will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester; but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Netiquette: communication courtesy. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please refer to: <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

Religious observances. Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that she can accommodate these events.

Special consideration. The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed due to religious observance, verified illness, or absence due to circumstances beyond your control. Reconsideration of subjective judgments of an individual student's work will be done only if all students in the class can be and are given the same consideration.

Sexual harassment. Sexual harassment is reprehensible and will not be tolerated by the University. It subverts its mission and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the university community that creates an unacceptable working environment.

Stress. The academic year presents many opportunities as well as challenges, sometimes resulting in increased stress. If at any time you feel anxious or stressful, please contact the instructor or the university's Counseling + Wellness Center at <http://www.counseling.ufl.edu/cwc/Default.aspx>.