

# PLANNING RESEARCH DESIGN

URP 6203 (704C) ~ 3 CREDITS ~ SUMMER 2020

*“Research is formalized curiosity. It is poking and prying with a purpose.” – Zora Neale Hurston*

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**OFFICE HOURS:** Tuesdays 2:00p to 4:00p or by appointment  
By phone or Zoom (link will be posted on Canvas HomePage)

**CLASS MEETING TIMES AND LOCATION:** Online Delivery

**COURSE DESCRIPTION:** Emphasizes research design and literature research; student presentations at appropriate stages in thesis work.

**PURPOSE OF COURSE:** Asking and answering questions about the world around us is at the core of planning as an applied social science. Research is a tool that planners use, and the goal of this course is to equip students with the tools necessary to conduct and analyze research as part of their academic and professional practice. The course focuses on defining planning problems and suitable research questions, the development of simple conceptual models, understanding the types of study designs and data collection methodologies available to understand problems, and the overall strategies for the design and conduct of research. Upon completion of this course, students should be able to:

- Frame research questions,
- Identify steps in the research process,
- Evaluate social science study designs and data collection methodologies,
- Conceptualize relationships within the research question,
- Evaluate and select an appropriate study design and data collection methodology, and
- Write research proposals.

**REQUIRED TEXTS:** The required text for the course is:

- Zina O’Leary. (2017). *The essential guide doing your research project, 3<sup>rd</sup> Edition*. SAGE Publications, Inc. ISBN: 978-1-4739-5208-9 (The text is available for sale through Amazon, the UF Bookstore, and other vendors.) The Kindle version of the book is acceptable.

In addition to readings from the course textbook, **supplemental readings** will be assigned. Supplemental readings are posted to the course’s Canvas webpage. Students should complete all readings in preparation for each class meeting.

**RECOMMENDED TEXTS:** The following texts are recommended for the course:

- Howard S. Becker. (2007). *Writing for social scientists, 2<sup>nd</sup> Edition*. The University of Chicago Press. ISBN: 978-0-226-04132-2.
  - Chapters 1, 7, and 8 are available via Course Reserves.
- Lawrence A. Machi and Brenda T. McEvoy. (2012.) *The literature review, 2<sup>nd</sup> Edition*. SAGE Publications, Inc. ISBN: 978-1-4522-4088-6.
  - Chapters 3 and 5 are available via Course Reserves
- Joseph M. Williams and Joseph Bizup. (2016). *Style: lessons in clarity and grace, 12<sup>th</sup> Edition*. Pearson. ISBN: 978-0-1340-8041-3.
  - It is strongly recommended that you purchase a style guide. This is the one I recommend.

## **HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE URBAN PLANNING PROGRAM**

As required course in the graduate program, Planning Research Design relates to three important department student learning outcomes:

- To assemble and analyze ideas and information from prior practice and scholarship, and from primary and secondary sources.
- To prepare clear, accurate, and compelling text, graphics, and maps for use in documents and presentations.
- To develop research design proposals that uphold the ethical and normative principles used to guide planning research in a democratic society.

**COURSE GOALS:** By the end of this course, students should be able to:

- Demonstrate the logic and need for research design
- Identify and assess the main research designs in social science research
- Conduct the research proposal writing process
- Communicate with peers and professionals using planning and research terminology
- Understand the importance of ethics and human subjects review in planning research

**COURSE COMMUNICATIONS:** It is your responsibility to check Canvas regularly for announcements related to the course. Readings and changes to the syllabus will be posted on Canvas with appropriate notice.

If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

I will answer your email as quickly as possible but please allow up to 24 hours for a reply during the week, and 48 hours for a reply on weekends. Proper email etiquette is expected.

## COURSE POLICIES:

**ATTENDANCE POLICY:** Attendance in virtual synchronous class meetings with the instructor will be required on occasion. We will also have weekly check-in meetings. The times and days for these meetings will be based on the results of a poll given at the beginning of the semester.

Requirements for class attendance and make-up quizzes, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**ASSIGNMENT POLICY:** Assignments will be posted on Canvas well in advance of their due dates. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted by posting on Canvas. **Late work will not be accepted.** It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas. See the Note on Computer or Canvas Problems below.

**MAKE-UP/ASSIGNMENT EXTENSION POLICY:** Missed deadlines for unexcused reasons will result in a zero. Examples of unexcused reasons include, but are not limited to, forgetting to do an assignment, being too busy with other coursework, or going on a family vacation. If you are sick or have an emergency that prevents you from submitting an assignment at the scheduled time, it is your responsibility to contact me as soon as possible. Documentation of the illness or emergency may be required. If you need to schedule an extension, please email me with a

detailed explanation and attach documentation. Extensions will be given at my discretion. Scheduling extensions is the responsibility of the student.

All assignment deadlines are posted on the syllabus and in Canvas at the beginning of the semester. If you know that you will have excused absences (for example, religious holidays, field trips, professional conferences, participation in official university activities), it is your responsibility to communicate any deadline conflicts well in advance, per UF Attendance Policies.

**COURSE TECHNOLOGY:** Students are required to have access to a computer and consistently reliable internet access for the duration of the course. The types of software used for the course include, but are not limited to, Microsoft Word, Microsoft PowerPoint, VPN access, and bibliographic management software, such as RefWorks or EndNote (available from the UF Libraries). Many software applications are available to UF students at UF Apps: <https://appsufl.edu/>. For assistance with UF Apps, contact the UF Computing Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP - select option 2.

**CANVAS PROBLEMS POLICY:** If you have Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.
- After contacting the HelpDesk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.
- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly. Students will not be penalized for system or network outages.

## UF POLICIES:

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.disability.ufl.edu](http://www.disability.ufl.edu)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the

instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Students submitting an accommodation letter must also schedule a meeting with me to discuss and develop a plan to ensure that access needs are met.**

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code."* You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

You will complete all work independently unless given explicit permission to collaborate on course assignments. We will be using TurnItIn, a plagiarism detection program. **Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course.** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, please read the [Student Honor Code and Student Conduct Code](#).

**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 read the [UF Netiquette Guide for Online Course](#).

**COURSE EVALUATIONS:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**COMPLAINTS:** Should you have any complaints with your experience in this course, please visit <https://distance.ufl.edu/student-complaint-process/> to submit a complaint.

**MATERIALS AND SUPPLIES FEE:** None

## OTHER RESOURCES:

Resources available for online students include the following:

- *Counseling and Wellness Center*
- *Disability Resource Center*
- *Dean of Students Office*
- *Online Library Help Desk*

Please find information about Getting Help at <https://distance.ufl.edu/getting-help/>

## GRADING POLICIES:

Grades will be based on evidence that students have completed assigned reading, participated actively in all activities, completed all assignments, and completed class activities throughout the semester. All completed tasks will be evaluated based on content, critical thinking, and communication. Details of each assignment, including rubrics, are posted on the Canvas site.

**Please note that “A” grades require performance beyond the minimum or average – e.g., quality, depth, synthesis of ideas, originality, or creativity.**

Information on current UF grading policies may be found at:

<https://catalog.ufl.edu/graduate/regulations/#text>

The following table outlines the point-accruing components of the course. The total points earned will be summed and divided by the total points in the course: 1,000

<b>Assignments</b>	<b>Points</b>	<b>Approx. % of Total Grade</b>
<b>Assignment 1: Thesis or MRP Evaluation</b>	50	5%
<b>Assignment 2: IRB-02 Training and Certification</b>	50	5%
<b>Assignment 3: Identify and Refine Research Interest</b>	50	5%
<b>Assignment 4: Write Preliminary Research Topic</b>	50	5%
<b>Assignment 5: Strategize the Literature Review</b>	50	5%
<b>Assignment 6: Write a Literature Review</b>	100	10%
<b>Assignment 7: Conceptualizing a Study Design</b>	100	10%
<b>Assignment 8: Data Collection Strategy</b>	50	5%
<b>Assignment 9: Presentation</b>	100	10%

<b>Assignment 10: Research Proposal</b>	200	20%
<b>Writing Journal (60 points before/after break)</b>	120	12%
<b>Quizzes (8 @ 10 points each)</b>	80	8%
<b>Total</b>	1,000	100%

**URP 6203 GRADING SCALE:** All grades will be posted directly into the Canvas gradebook. Any discrepancies with points displayed in the gradebook should be pointed out to me. There is no curve for this course and grades will not be rounded up. *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

<b>Points</b>	<b>Grade</b>
940 – 1000	A
900 – 939	A-
870 – 899	B+
840 – 869	B
800 – 839	B-
770 – 799	C+
740 – 769	C
700 – 739	C-
670 – 699	D+
640 – 669	D
600 - 639	D-
Below 600	E

**STUDY AND SUCCESS TIPS:**

- Read the material and listen to lectures. Take notes. Interact with your notes and materials early and often.
- Engage your classmates and study as actively as possible.
- Do not fall behind or procrastinate your studies. You cannot cram the night before and expect to do well.
- Check Canvas announcements/emails daily. I will post important and helpful information as announcements or emails.

- Have a positive attitude! Planning is an exciting and dynamic profession! You are learning knowledge and skills that will help you be a more engaged member of your community.

## COURSE SCHEDULE:

Week of	Module	Readings & Assignments
May 11	Course Introduction	<b>Readings:</b> The Syllabus <b>Recommended:</b> Becker, Chapter 1 <b>Quiz #1: Syllabus Quiz</b>
May 18	Module 1 Overview of Research Process & Resources	<b>Readings:</b> O’Leary Chapters 1 and 2 <b>Lecture:</b> Overview of Research  <b>Assignment 1: Thesis or MRP Evaluation Quiz #2</b>
May 25	Module 2: Ethical Issues In Research	<b>Readings:</b> O’Leary Chapter 4 <b>Lecture:</b> Validity in Research Design <b>Assignment 2: IRB-02 Training Certification</b>
June 1	Module 3: Developing Your Research Question	<b>Readings:</b> O’Leary Chapter 3 <b>Lecture:</b> Formulating a Research Problem  <b>Assignment 3: Identify and Refine Research Interest Quiz #3</b>
June 8	Module 3: Developing Your Research Question	<b>Assignment 4: Write Preliminary Research Topic Statement</b>
June 15	Module 4: Reviewing the Literature	<b>Readings:</b> O’Leary Chapter 6 Frank, K., and Reiss, S. (2014). The rural planning perspective at an opportune time. <i>Journal of Planning Literature</i> , 29(4), 386-402.  <b>Recommended:</b> Becker, Chapter 8  <b>Lectures:</b> Summarizing the Literature Review and Podcast Recordings Parts 1, 2, and 3 <b>Assignment 5: Strategize the Literature Review Quiz #4</b> <b>Writing Journal Due</b>
June 22 – July 3	Summer Break	<b>Summer Break</b>



Week of	Module	Readings & Assignments
July 6	Module 4: Reviewing the Literature	<p><b>Recommended:</b> Machi and McEvoy, Chapters 3 and 5</p> <p><b>Assignment 6: Write a Literature Review</b></p>
July 13	Module 5: Types of Study Design, Part 1	<p><b>Readings:</b> O’Leary Chapters 7 – 8</p> <p>Gaber, J. (1993). Reasserting the importance of qualitative methods in planning, <i>Landscape and Urban Planning</i>, 26(1993), 137-148. <a href="https://doi.org/10.1016/0169-2046(93)90012-3">https://doi.org/10.1016/0169-2046(93)90012-3</a></p> <p>Clifton, K., Ewing, R., Knaap, G., &amp; Song, Y. (2008). Quantitative analysis of urban form: a multidisciplinary review, <i>Journal of Urbanism</i>, 1(1), 17-45. <a href="https://doi.org/10.1080/17549170801903496">https://doi.org/10.1080/17549170801903496</a></p> <p>Honey-Rosés, J. and Stevens, M. (2019). Commentary on the Absence of Experiments in Planning, <i>Journal of Planning Education and Research</i>, 39(3), 267-272. <a href="https://doi.org/10.1177%2F0739456X17739352">https://doi.org/10.1177%2F0739456X17739352</a></p> <p><b>Lectures:</b> Research Design; Qualitative v. Quantitative; Overview of Study Designs; Experimental Designs; Qualitative Study Designs.</p> <p><b>Quiz #5</b></p>

<b>Week of</b>	<b>Module</b>	<b>Readings &amp; Assignments</b>
July 20	Module 5: Types of Study Design, Part 2	<p><b>Readings:</b> O’Leary Chapters 9 - 11</p> <p>A Special Note on Case Studies</p> <p>Du Toit, J., Boshoff, N., &amp; Mariette, N. (2017). Normative versus actual methodologies in planning research: a hybrid picture, <i>Journal of Planning Education and Research</i>, 37(4), 477-487. <a href="https://doi.org/10.1177%2F0739456X16658095">https://doi.org/10.1177%2F0739456X16658095</a></p> <p>Madsen, R. (1983). Use of evaluation research methods in planning and policy contexts, <i>Journal of Planning Education and Research</i>, 2(2), 113-121. <a href="https://doi.org/10.1177%2F0739456X8300200207">https://doi.org/10.1177%2F0739456X8300200207</a></p> <p>Evans, K. (2018). Overcoming barriers to tiny and small home urban integration: a comparative case study in the Carolinas, <i>Journal of Planning Education and Research</i>, <a href="https://doi.org/10.1177%2F0739456X18788938">https://doi.org/10.1177%2F0739456X18788938</a></p> <p><b>Lectures:</b> Evaluation Research; Observing the Built Environment; Big Fuzzies; Case Studies and Planning Research</p> <p><b>Assignment 7: Conceptualizing a Study Design Quiz #6</b></p>
July 27	Module 6: Data	<p><b>Readings:</b> O’Leary Chapters 12 - 15</p> <p><b>Assignment 8: Data Collection Strategy Quiz #7</b></p> <p><b>Writing Journal Due</b></p>
August 3	Module 7: Putting It All Together	<p><b>Readings:</b> O’Leary Chapter 5 and 16</p> <p><b>Recommended:</b> Becker, Chapter 7</p> <p><b>Lectures:</b> Claims, Evidence, and Speculations Putting It All Together</p> <p><b>Quiz #8</b></p>
August 10	Module 7: Putting It All Together	<p><b>Finals</b></p> <p><b>Assignment 9: Final Presentations</b></p> <p><b>Assignment 10: Final Research Proposal</b></p>

**Summer C Holidays:**

- Memorial Day – May 25

- Summer Break – June 22 through July 2
- Independence Day – July 3 (Observed)

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.