**Florida Atlantic University**

**School of Urban and Regional Planning**

**URP 4924 RI: Honors Urban Design Capstone**

**Spring**

Class Meetings

TBD

Room: Social Sciences Building, Room XXX, Boca Raton Campus

3 Credit Hours

Pre-Requisite: URP 4922, Urban Design Studio II

**Instructor:** Dr. John L. Renne; Dr. Diana Mitsova or other full time SURP faculty

**Office Location:** Building 44, Room 284 or Room 273

**Office Hours: TBD**

**Contact Phone Number:** 561-297-4281 (office); 561-297-4285 (office)

**Email:** [jrenne@fau.edu](mailto:jrenne@fau.edu); [dmitsova@fau.edu](mailto:dmitsova@fau.edu)

**Course Description**

Completion of an individual project involving student research and analysis of a problem or issue in planning and design. Refinement of writing and graphics skills or oral presentation. Emphasis on systematic work with regular deadline and ongoing feedback from the instructor.

**Note of Honors Distinction:** *URP 4924 RI: Honors Urban Design Capstone**is a required course in the undergraduate Honors-in-the-Major Program in Urban Design designed to fulfill the requirements for supervised honors planning project research. This course differs substantially from the non-Honors version. First, and most importantly, the course is an agreement between the student and instructor that they will work together collaboratively to ensure a significantly enriched learning experience in a manner consistent with other Honors-designated courses at FAU. Students admitted to the Honors-in-the-Major Program will complete an individual project involving student research/ analysis of a problem or issue in planning and/or urban design. This means the course will produce substantive work that reflects an interdisciplinary approach and meaningful connections among academic fields, research and direct access to sources of knowledge pertinent to the field, leadership, creative and critical thinking, and engagement with the world outside the university. Secondly, the writing component of the Honors Planning Project course will be much more demanding because it involves refinement of writing, graphic and oral presentation skills, and systematic work with regular deadline and ongoing feedback from the instructor.*

**Research-Intensive (RI) Designated Course**

*This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at* [*http://www.fau.edu/ouri*](http://www.fau.edu/ouri)*.*

**Time Commitment** As a project-based studio course, students can expect to spend time outside the scheduled meeting times reading and working on projects and written assignments for this course. Time management is a critical skill to build in order to not get behind in your coursework.

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Summarize the research process and understand data collection methodologies
2. Understand the importance of framing research questions
3. Design the appropriate study to answer the research question(s)

**Student Learning Outcomes**

Research projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

**SLO 1: Knowledge.** Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.

**SLO 2: Formulate Questions.** Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.

**SLO 3: Plan of Action.** Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

**SLO 4: Critical Thinking.** Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.

**SLO 5: Ethical Conduct.** Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.

**SLO 6: Communication.** Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes. Students are encouraged to present at OURI Annual Undergraduate Research Symposium <http://www.fau.edu/ouri/undergrad_symposium.php>.

**Required Books**

1. Farthing, Stuart*. 2015*[***. Research Design in Urban Planning: A Student's Guide***](https://us.sagepub.com/en-us/nam/research-design-in-urban-planning/book242833)*. London, UK: SAGE Publications, Ltd. Available as an app on Google Play****.***

2. Galvan, Jose L., and Melisa C. Galvan. Writing literature reviews: A guide for students of the social and behavioral sciences. Routledge, 2017.

**Course Assessments, Assignments, Grading Policy, and Course Policies**

Assessment of student learning outcomes in URP 4978 Honors Planning Project will cover three key areas with formal feedback from the instructor:

* Critical and analytical thinking skills
* Written communication
* Graphics skills and oral communication and presentation

All written assignments must be submitted as a hard copy at the beginning of the class in which they are due. The following grading system will be used to determine the final grade:

|  |  |
| --- | --- |
| Item | Percentage |
| Draft design proposal | 20 |
| Six draft chapters of the design project  (5 pts each) | 30 |
| Final Design Project | 30 |
| Final Presentation/ Defense | 20 |
| **Total** | **100** |

A grading rubric will be provided to the students for each assessment item. If you are pursuing Honors-in-the Major in Urban & Regional Planning or Urban Design, you need to obtain a minimum grade of B to pass this course. Final grades will be assigned as follows:

**Grade Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total  Points | 100-  93 | 92-  90 | 89-  87 | 86-  83 | 82-  80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Attendance:**

One hundred percent presence, participation, persistence, and production are essentialto your success in this studio. Attendance is mandatory and students are expected to be on time and anticipate desk crits to discuss progress on projects. Faculty will dropgrades for missed classes, unless cleared in advance or due to extenuatingcircumstances. Students should anticipate to work beyond studio hours, as demonstration ofprogress is expected at each new class. If meeting a requirement is not possible it is imperativethat the student notifies her/his professor as soon as possible to discuss the issue.

**Late Work Policy:**

Assignments submitted late will result in a lower grade (1/2 letter grade per day – no exceptions outside the extenuating circumstances). Late work will only be accepted if you have made arrangements with the faculty in advance, otherwise the assignment will receive a failing grade. Plagiarism will also result in a failing grade and will be reported to the appropriate University authorities.

**Incomplete Grade Policy**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all Canvas Forum posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct <http://www.fau.edu/studentconduct/>

**Communication Policy**

**Expectations for Students**

* Announcements
  + You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
* Email
* You are responsible for reading all of your course email and responding in a timely manner.

**Support Services and Online Resources**

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| --- | --- |
| Office of Information Technology Online Help Desk: | <https://helpdesk.fau.edu/TDClient/Home/> |
| FAU Libraries: | <http://www.fau.edu/library/> |
| Center for Learning and Student Success: | <http://www.fau.edu/class/> |
| University Center for Excellence in Writing: | <http://www.fau.edu/UCEW/> |
| Office of Undergraduate Research and Inquiry: | <http://www.fau.edu/ouri/> |
| Student Accessibility Services: | <http://www.fau.edu/sas/> |
| Office of International Programs and Study Abroad: | <http://www.fau.edu/goabroad/> |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: <http://www.fau.edu/sas/>.

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau,edu/counseling/>

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)

**Course Schedule**

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| --- | --- | --- | --- |
| **Week** | **Date**  (subject to change) | **Required readings** | **Homework due** |
| **1** | 6-Jan | **Research Design in Urban Planning**:  *Chapter 1: The Design of Planning Research* |  |
| **2** | 13-Jan | Chapter 3: Policy Issues and Research Questions |  |
| **3** | 20-Jan | Chapter 4: A Justification For Your Research Question | One-page summary of the research topic. |
| **4** | 27-Jan | Galvan & Galvan, 2017 (**Writing literature reviews: A guide for students of the social and behavioral sciences**) | Draft Design Proposal Due |
| **5** | 3-Feb | Chapter 5: Descriptive Questions: scope, claims, and sampling  Chapter 6: Explanatory Questions: starting points, claims and sampling | DUE: **Chapter 2**. Literature review  A minimum of 10-page paper describing and explaining the essence of existing studies, reports, legislation, articles, papers, books etc. |
| **6** | 10-Feb | Chapter 7: Methods of Data Generation in Research | DUE: **Chapter 3**. Design Context  A minimum of 10-page paper reviewing the planning context of the place assigned to plan for (status of plans, special studies, identification of needs, etc.), complete with figures, charts, tables and maps) |
| **7** | 17-Feb | Chapter 8: Data Analysis | DUE: **Chapter 4**. Problem Statement and Design Methodology  3-10 pages. Methodology and detailed work program. |
| **8** | 24-Feb | Chapter 9: Ethics of Research | DUE: **Chapter 5**. Data Analysis and Design Background (a minimum of 5 pages describing the results of the analysis) |
| **9** | 3-Mar | Discussion and feedback from the instructor | DUE: **Chapter 6**. The Design Project  A minimum 10-page paper that contains your proposed plan/design. |
| **10** | 10-Mar | Discussion and feedback from the instructor | DUE: **Chapter 1**. Introduction  A minimum 10-page paper reviewing the subject of your design project (what is the rationale, what issues do you address) |
| **11** | 17-Mar | Discussion and feedback from the instructor |  |
| **12** | 24-Mar | Discussion and feedback from the instructor |  |
| **13** | 31-Mar | Discussion and feedback from the instructor |  |
| **14** | 7-Apr | Discussion and feedback from the instructor | The final draft of the document, revised chapters, acknowledgements, appendices, list of figures and tables etc. |
| **15** | 14-Apr | Discussion and final feedback from the instructor | Final commentsback from Instructor |
| **16** | 21-Apr | Presentation/ Defense | **Urban Design Capstone Project Due** |

**Integration of SLOs and Assignments**

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| --- | --- |
| **SLOs** | **Assignment Requirements and Assessments** |
| **SLO 1:**  **Knowledge** | Common base of knowledge required for effective professional practice in the field of planning including policy and organizational contexts. Students will demonstrate knowledge of key theories of planning, and multidisciplinary interpretative views of human settlements. Students will also show knowledge of tools and practical skills needed to analyze planning problems related to environmental issues, transportation, economic development, historic preservation, and urban design, and understand urban and regional trends. Knowledge of written, oral communication, and advanced visualization techniques are also required to incorporate research findings in planning documents and presentations. |
| **SLO 2:**  **Formulate Questions** | Students are required to develop a problem statement in which they specifically address their research questions. The students are expected to present a clear concise statement of the research problem. When appropriate, the students should be able to break down principal problems into smaller solvable sub-problems. |
| **SLO 3:**  **Plan of Action** | Students will create a plan of action that will encompass the following elements: (i) scope of the study; (ii) literature review; (iii) planning context; (iv) problem statement and design methodology; (v) data analysis and design background; (vi) developing a design project. The students will develop hypothesis if needed, identify research methods and experimental designs, and select appropriate statistical techniques. Using the course timeline as a template, each student is expected to develop her/his own planning project management plan with specific tasks related to the topic in consideration. |
| **SLO 4:**  **Critical Thinking** | Students will demonstrate critical thinking skills by taking into consideration multiple perspectives, examining implications and consequences of an action or planning alternative; ability to use evidence and reasoning to distinguish between categories or rank them, ability to apply standards and make judgments according to established personal, professional, or social rules or criteria, ability to build predictive models and transform knowledge. Peer reviews will be used for the initial drafts |
| **SLO 5:**  **Ethical Conduct** | All students are required to familiarize themselves with the Code of Ethics of the American Planning Association. Student projects involving primary data collection through surveys and interviews will be required to complete CITI training. |
| **SLO 6: Communication** | Students will be required to professionally write and present a research proposal, a research report (e.g., analysis, findings and recommendations), and be prepared to present all stages of their planning project as outlined in SLO3. Students are expected to demonstrate knowledge of technical report writing, visualization, and presentation. |