College for Design and Social Inquiry

School of Urban and Regional Planning

term fall 2018

**URP 4978**

**RI: Honors Planning capstone**

Credits: 3

Meeting time & place: To be decided

Instructor: Diana Mitsova (Honors Program Coordinator)

SURP full-time faculty

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Office hours: To be decided

SO 273, Social Sciences Building, Boca Raton

Or by appointment

**Course Description**

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| --- |
| 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 4978 Honors Planning Project is a required course in the undergraduate Honors-in-the-Major Program in Urban and Regional Planning or 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 Course Designation (RI) and Requirements**

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>.

**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.

**Course Objectives**

The course is conducted as a seminar/discussion/workshop. The instructor will discuss the requirements for completing each of the project components including introduction, literature review, planning context, problem statement, research methodology, analysis and findings, and the proposed plan. Students should always be prepared to discuss their project in front of their peers and assist peers with comments and suggestions.

Upon completing this course, students should be able to:

* Frame a research statement and design a research proposal
* Prepare a literature review to support their research statement
* Discuss and apply a proposed research methodology
* Apply the planning tools learned throughout their undergraduate studies to provide appropriate solutions to the planning and/or design problem
* Communicate effectively and coherently their deliverables

**Course Textbook and Readings:**

There is one required textbook for the course:

*Leedy P. D. and Ormrod J. E., Practical Research: Planning and Design, 9th Edition. 2009.*

In addition to the textbook, students are expected to visit the library and research planning books and materials relevant to their projects.

**ASSESSMENT**

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 research proposal | 10 |
| Six draft chapters of the research project  (5 pts each) | 30 |
| Final Research Project | 30 |
| Final Poster | 10 |
| Planning Portfolio | 10 |
| Final Presentation/ Defense | 10 |
| **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:

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| --- | --- |
| A | 94 and higher |
| A- | 90 - 93 |
| B+ | 87 - 89 |
| B | 84 - 86 |
| B- | 80 - 83 |
| C+ | 77 - 79 |
| C | 74 - 76 |
| C- | 70 - 73 |
| D+ | 67 - 69 |

|  |  |
| --- | --- |
| D | 64 - 66 |
| D- | 60 - 63 |
| F- | Less than 60 |

Grades that fall in between letter grade assignments will be rounded according to the following criteria: Grades that end with 0.5 or above will be rounded up and grades that end with any value below 0.5 will be rounded down. For example 93.50 will be rounded to 94, which is A. 93.47 will be rounded to 93, which is A-.

**Course Webpage and Communication**

A course website is available at FAU Canvas (<http://canvas.fau.edu/>). Course syllabus and necessary materials will be posted there. All course updates will be added on blackboard as an announcement. The instructor will use your FAU address to communicate with you. Check your FAU email regularly.

**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. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. 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. For more information, see the Code of Academic Integrity in the University Regulations at [http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf](https://exchange.fau.edu/owa/redir.aspx?C=86ea683053fe4e5ca4f1441cf8cadec8&URL=http%3a%2f%2fwww.fau.edu%2fregulations%2fchapter4%2f4.001_Code_of_Academic_Integrity.pdf)

*Incompletes***.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above.

**Course Schedule**

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| **Week** | **Date**  (subject to change | **Required readings** | **Homework due** |
| **1** | 6-Jan | Introduction and Course Overview  Discussion of Course Assignments and Evaluation Criteria |  |
| **2** | 13-Jan | Leedy and Ormrod, 2012  Chapter 1: What is Research? |  |
| **3** | 20-Jan | Leedy and Ormrod, 2012  Chapter 6: Writing the Research Proposal | One-page summary of the research topic. |
| **4** | 27-Jan | Leedy and Ormrod, 2012  Chapter 4 Review of the Related Literature | Draft Research Proposal Due |
| **5** | 3-Feb | Leedy and Ormrod, 2012  Chapter 2: Tools of Research | Visualization tools  Class workshop |
| **6** | 10-Feb | Leedy and Ormrod, 2012.  Chapter 3: The Problem: the Heart of the Research Process Planning context, ethics and values | 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. |
| **7** | 17-Feb | Leedy and Ormrod, 2012.  Chapter 5: Planning Your Research Project  Planning Approaches | DUE:Chapter 3. Planning 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) |
| **8** | 24-Feb | Leedy and Ormrod, 2012.  Chapter 12. Technical Details: Style, Format, and Organization of the Research Report | DUE: Chapter 4. Problem Statement and Research Methodology  3-10 pages. Methodology and detailed work program. |
| **9** | 3-Mar | Spring Break |  |
| **10** | 10-Mar | Discussion and feedback from the instructor | DUE: Chapter 5. Analysis and Findings  A minimum of 5 pages describing the results of the analysis |
| **11** | 17-Mar | Discussion and feedback from the instructor | DUE: Chapter 6. The Plan  A minimum 10-page paper that contains your proposed plan/design. |
| **12** | 24-Mar | Discussion and feedback from the instructor | DUE: Chapter 1. Introduction  A minimum 10-page paper reviewing the subject of your planning project (what is the rationale, why are you researching this topic, what is your argument) |
| **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 |  | **Final Project Due** |
| **17** | 28-Apr | Final Presentation/ Defense | **Final Poster Due**  **Planning Portfolio 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 research methodology; (v) analysis and findings; (vi) developing a plan. 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. |

**Florida Atlantic University’s Undergraduate Research Symposium:**

You are encouraged to submit the final research project to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: <http://www.fau.edu/ouri/undergrad_symposium.php>

**Statewide and National Opportunities to Present Your Research:**

Use the following link to find statewide and national opportunities to present the research:

<http://www.fau.edu/ouri/get_recognized.php>

**CLASSROOM RULES AND POLICIES – Late work, etc.**

The syllabus contains a set of deadlines intended to help timely completion of the planning project. The semester is short and some of the deadlines are close. Meeting the deadlines is essential for the successful completion of a research project. Make sure to run spelling and grammar check before you hand in your drafts, number the pages, and have a header or footer that shows at least the date and the title of your project. It is important to properly format and edit your papers before each scheduled submission. Coming to class sessions, keeping up with the readings, turning in assignments that are complete and on time, and abiding by the policies of academic integrity will help you do well in the course. All work must be submitted by the due date. Work not submitted on time (written) work will automatically be downgraded one full letter. Anything handed in more than a week late will result in an F for that part of the course. If you have any special circumstances or problems, please contact me as soon as possible. Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. Every effort will be made to work with students with unusual or unexpected obligations outside the course. Late works will be accepted as normal only if you are experiencing a major emergency (medical, death in the immediate family, etc.). In this case, you have to notify the instructor before the assignment due date. For medical emergencies, you need to provide a document from the doctor. In this course, you will consult outside sources while doing your assignments. Be very careful how you cite the sources. *Do not copy from any source or give direct quote without giving credit*. *Submitted papers will be included as source documents in the SafeAssign.com reference database solely for the purpose of detecting plagiarism of such papers.*

**CLASSROOM ETTIQUETTE - USE OF ELECTRONIC DEVICES IN THE CLASSROM**

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular phones and pagers, are to be disabled in class sessions.

**ACCESSIBILITY**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. For more information, please visit <http://www.fau.edu/sas/>.

**RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor if you need accommodations for other religious holidays.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-561 Jupiter 561-799-8700. Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.