



PPPM 621, Research Methods in Planning II Fall 2015 (CRN 15136)

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Class time: 2:00pm-3:20pm, T/Th

Location: 230 Lawrence

Office hours: Rebecca Lewis, Tuesday and Wednesday, 11-1
Ren Thomas, Monday and Tuesday 10-11:30

Course Overview

This course is the second sequence of the Research Methods courses (Research Methods I and II). It is specifically designed to help graduate students in the CRP program develop their professional project proposal and report. Research Methods I exposed students to various frameworks and techniques for conducting applied social science research in the planning field. This second course of the sequence will help students finalize their research proposal, which presents:

1. An articulated justification for the proposed research
2. A clearly defined research question(s)
3. A well-grounded literature review providing context from previous academic and professional work on the topic
4. A rigorous research methodology
5. A practical analytical plan

Throughout this term, each student is expected to identify a faculty member who will serve as their professional project committee chair. Students should familiarize their committee chair with their project ideas and seek the chair's evaluation of their project proposal at the end of the term.

Course Objectives and Learning Outcomes

The purpose of this second course of the sequence is to help students finalize their research proposal. Students will identify a research question, summarize previous work on the topic, identify appropriate research methods and finalize their research proposal to complete their professional project. Hence, the learning outcomes are to:

1. Understand how to synthesize a body of literature and identify a key research question
2. Apply their understanding of methods into an applied research project
3. Learn to develop a clear research proposal

Students will also need to complete the PPPM professional project evaluation form and receive feedback and acknowledgement from their advisor on the quality of their research proposal.

In other words, this class is going to give you a lot of feedback, help you understand better what you are doing, and most of all, make you work!

Note: Given the variability in the stages of students' research process it is possible for a student to waive this course on either of the following conditions: 1. A student already has a research proposal that receives his or her committee chair's endorsement or 2. A student will take an advanced research method class with equivalent credit hours as a substitute for Research Methods II.

Course Structure

This class operates as a seminar with students actively participating in discussions and presentations. This course will involve lectures, presentations by students, class discussions, and extensive feedback from faculty regarding student's research proposals. In the first section of the term, students will hone research methods and literature review skills relevant to their professional projects. In the second section, students will present their own research proposals to the class.

Besides presenting on one's own research progress and working on finalizing one's own research proposal, a student is expected to come to every class and provide constructive suggestions and evaluation of their peer's research work. The following activities take place in a typical class starting the second class of week 6.

- Students will present professional project proposal (and preliminary research results) for 15-20 minutes, including Q&A time. Two students will present per class.
- Students in the audience use an extensive evaluation form provided by the instructors to evaluate the presentation. Students spend approximately 5 minutes or so determining the level of quality of a fellow student's presentation for each of the 8 research design criteria. Provide notes or justification to support your evaluation. The evaluation form is due at the end of each class and will be shared with the presenting student.

- The entire class will engage in class discussion for about 15 minutes. The discussion serves as a brainstorm session for the presenting student to receive constructive advice on how to make the proposal (or project) better.
- Each student summarizes the content of the discussion session using a summary table provided by the instructors. The summary form is due at the end of the class.
- An electronic copy of the presentation is due on Canvas to the instructors after class.

Course Assessment and Assignments

Each student's grade for this class will be based on his or her performance of completing the following assignments.

Methodological Literature Review – 15% (Due October 13)

- Review at least three articles and two planning reports in your area of interest
- Discuss the target audience, methodology and methods used by the authors, limitations of the methods and methodology, presentation of the research results, and recommendations
- Take a critical approach:
 - How is the report/article structured?
 - Do the authors answer their research questions?
 - What are the limitations to their methods and findings?
 - How are the findings presented? Are they easy to understand?
 - How did the authors address ethical and diversity concerns?
 - How do the authors' recommendations relate to the existing policy or planning framework?
 - For professional reports, are the recommendations appropriate for the individuals/community/neighbourhood? Are there any considerations for implementation of a plan/program/policy?

Alternative Research Methods Assignment – 15% (Due October 27)

- In groups of 2-3, students will brainstorm a number of different methodologies that could be used to answer their research question(s) (October 20). Each methodology will incorporate a least two methods
- For the assignment, students will prepare two alternative methodologies for their research question(s). Compare and contrast the two:
 - What are the strengths and weaknesses of each approach?
 - What is the dominant approach in the existing planning literature? Do you take a similar approach, and if not, why not?
 - Is there existing data, or must data be collected?
 - What group(s) are being selected to participate in the research approach, and what groups(s) are being excluded?
 - How long will it take to complete each step?
 - What ethical issues or diversity considerations should be addressed, e.g. risks/benefits to participation?
 - What are your anticipated results?

Research Proposal Presentation – 20% (Week 6-8)

- 15-20 minute presentation
- Submit slides on Canvas

Research Proposal – 35%

- One on one meeting with instructor – October 29
- Draft Research Proposal - November 3
- One on one meeting with instructor – November 24
- Final Proposal to instructors and committee chair – December 3
 - Maximum 10 pages long (excluding references)
- Signed proposal Evaluation from committee chair (by email) – December 10

Class Engagement – 15%

- Participating in small group and class discussion (entire term)
- Peer Evaluations on research proposal presentations (Week 6-8)
- Peer Evaluation on Draft Research Proposal – November 10
- Attending class (maximum 2 unexcused absences)

Readings

There is no textbook for this course. Instructors may post readings on Canvas related to course topics for the day.

You may refer to the textbooks from PPPM 620 for guidance:

- Creswell, J. (2009) *Research Design: qualitative, quantitative and mixed methods approaches, 3rd ed.* Sage Publications, Inc.
- Booth, W. et al. (2008) *The Craft of Research, 3rd ed.* University of Chicago.
- Patton, M.Q. (2002) *Qualitative Research and Evaluation Methods, 3rd ed.* Sage Publications, Inc.

Course Policies

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. We will use the email function in Canvas to communicate with you. It your responsibility to check email and messages for class updates.

Late Assignment Policy

All assignments will be submitted electronically. No hard copies are requested. When applicable, assignments turned in late with no documentation will be marked down ten percent for every day (24-hour period) they are late. **Assignments submitted one minute past the deadline will be graded as late.**

Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances. Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation.

Missed Class Policy

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es). Please consult with classmates for class notes. You are allowed two unexcused absences in this course. For each unexcused absence beyond the second one, students will lose 1 point off their final course grade. Excused absences require official documentation.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. We reserve the right to evaluate your submissions using plagiarism software like SafeAssign. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:

<http://library.uoregon.edu/guides/plagiarism/students/index.html>.

How to Avoid Plagiarizing

When directly quoting another author, the writer must:

- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)], the format of an in-text citation varies by citation style.
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).
- A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals see: <http://libweb.uoregon.edu/guides/citing/index.html>

When paraphrasing another author, the writer must:

- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.

Disability Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Equity and Inclusion Statement

As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in that many of your professional project topics may relate to issues of equity and inclusion. Throughout the term, instructors will challenge you to consider how your topic relates to equity and inclusion and encourage you to consider a broad range of literature and methods.

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can

assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

Discrimination and Sexual Harassment

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell us about a situation, we may have to report the information to our supervisor or the Office of Affirmative Action and Equal Opportunity. Although we have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Week	Date	Topic	Assignment due
1	Sept. 29	Overview Survey of students' current research progress and methodology Description of Methodological Literature Review Discussion	
	Oct.1	Student presentations on summer progress (5-6 students). Each student has about 10 minutes.	Short research presentation
2	Oct.6	Student presentations on summer progress (5-6 students). Each student has about 10 minutes.	Short research presentation
	Oct.8	Methods Refresher based on student survey	
3	Oct.13	Methodological Literature Review Discussion	Methodological Literature Review discussion
	Oct.15	Methods Refresher based on student survey	
4	Oct. 20	Alternative Methods – Group Brainstorming Discussion	
	Oct. 22	NO CLASS – ACSP Conference	
5	Oct.27	Alternative Methods Group Discussion Professional report requirements	Alternative Methods Assignment Due
	Oct. 29	Meeting with Instructors about Draft Research Proposal	Bring Draft Research Proposal to meeting
6	Nov. 3	Student presentations	Draft Proposal Due
	Nov. 5	Student presentations	

7	Nov. 10	Student presentations	Proposal Peer Evaluation Due
	Nov. 12	Student presentations	
8	Nov. 17	Student presentations	
	Nov. 19	Student presentations	
9	Nov. 24	Meeting with Instructors about presentations and final proposals	
	Nov. 26	NO CLASS – THANKSGIVING	
10	Dec. 1	Group reflection Writing a workplan Research ethics	
	Dec. 3	Professional report requirements Structuring your research findings Course wrap-up	Final Research Proposal due to Committee Chair and instructors
11	Dec. 10		Signed Proposal Evaluation Form due to instructors