ENVD 3122
RESEARCH ISSUES & METHODS IN DESIGN & PLANNING
2012 SYLLABUS

Fall 2012, Location: HLMS 201: T/Th 2:00-3:15 pm
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Web Site: please consult "desire to learn" and other updates at www.kevinjkrizek.org/courses/

CONTENTS

1. BROAD OUTLINE FOR COURSE AND MODULES

The course is divided into five modules. Each module will last between two and four weeks and have key assignments. The modules include:

1. The purpose of research in planning and presenting information
2. Using secondary data for regional and neighborhood analysis
3. Eliciting information from people and their behavior
4. Involving public and group decision-making
5. Spatial characteristics, mapping, and assessment

2. COURSE AIMS

OVERVIEW

In planning and designing a city, park, neighborhood or other, how do we know if it works? What are ways to learn of human behavior vis-à-vis the built environment? What type of data is available to inform important decisions? Are there common analysis protocols for such data? What are tricks to the trade of presenting these findings? In what way does research add value to the planning process?

Learning about the different ways cities and the city planning process can be captured is one of longstanding interest to urban planners and has also garnered much recent attention among the public. Many courses—many of them for upper classmen in allied fields—address many of the above matters. This course is designed for second year students in the Environmental Design program and comports with skills and assignments as part of the studios.

COURSE GOALS AND OUTCOMES

The course aims to demonstrate how to use research tools employed in the profession of urban planning and allied professions. Those tools may at times have only a very modest effect but can be useful combined with the efforts of others (different professions, community members).

By the end of the course, you will be able to:
1. Recognize key concepts and debates pertaining to the practice of research issues and methods in urban planning.
2. Appreciate the many types of ways to analyze and collect data—both primary and secondary.
3. Understand and employ basic research methods to analyze urban data.
4. Be familiar with a number of tools for assessing how built environments or programs are assessed.

3. LOGISTICS

READINGS

There will be one textbook used throughout the course:

The Planner's Use of Information (2nd edition), Edited by Hemalata C. Dandekar. Planer's Press, American Planning Association. (hereafter referred to as PUI)

Other readings will be required, listed below in the readings section, and posted online.
In advance of most class sessions, you will be expected to read one chapter and one additional article or application.

OTHER

CONTACTING THE INSTRUCTOR

The best way to communicate with Professor Krizek and get a quick response is by attending office hours (please see: www.kevinjkrizek.org, under "contact"). I will do everything within my power to be available during these times, although sometimes important meetings are scheduled at that time without my consent. E-mail is also a suitable medium for communication, although I apologize for rarely being able to provide you the immediate reply we have come to expect from this medium. Both TAs are more than happy to meet with you to discuss course-related matters and to answer your questions via e-mail. I ask you to touch base with them first and then if they cannot respond to your question, they will contact me.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at
http://www.colorado.edu/policies/classbehavior.html   and at
http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

ACADEMIC INTEGRITY

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at
http://www.colorado.edu/academics/honorcode/

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

RELIGIOUS OBSERVANCES AND TIMELINESS

Short illnesses, family events, etc. should be addressed using the flexibility of being able to drop a single assignment. That is, assume you will be sick some time and don't wait until the end to hand in assignments; an illness of a day or two is not an excuse for a late paper. If you do have a significant illness that incapacitates for several weeks you need to inform the teaching assistants ASAP and provide appropriate documentation from a medical professional.

Campus policy regarding religious observances requires that we will make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Those with religious holidays that make it impossible to hand in something need to inform the Teaching Assistants in writing at least a week in advance. See full details at http://www.colorado.edu/policies/fac_relig.html

DISCRIMINATION AND HARASSMENT

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

TECHNOLOGY IN THE CLASSROOM

We will not evaluate participation, only outputs. However, when you are in the classroom, we expect you to be fully present. Using electronic devices (e.g., phones, laptops, tablets, and other gadgets capable of connecting to the internet or phone system) during class time—other than for taking notes— make it terribly difficult for you to be fully present. Unless you have explicit permission from me, you are expected to store such devices and use technology only for taking notes. Think of this as a plea, request or guideline that helps foster a respectful learning environment for all. To learn more about why this is useful please see Professor Stephen Chew's five terrific short videos on metacognition: http://www.samford.edu/how-to-study/

ASSIGNMENTS

There are three components to assessment, described here and explained in more detail at the end of the syllabus. The total number of points available is 100. These assignments include:

Assignments – There will be four individual assignments, one for each main section of the course; you are able to drop the low score for one of them. In other words, you will be assessed on the grades for the top three assignments.   **[3 assignments x 15 = 45 points]**

Learning Refinement Opportunities (LROs) – There will be two LRO's; each will ask you to answer several types of questions about the readings and other material discussed in class. The questions may ask you about one text, or ask you to compare texts on a specific issue. We aim not to quiz you on esoteric details, but you will need to call upon the specific information in the texts or lectures to support the general claim of the essay you seek to advance. To do well on the exams it is better to know some of the material very well, rather than all of the material superficially. You need to construct well crafted arguments. Again, you should read the texts for the general arguments they are making rather than mastering all of the detail. The LROs assess your ability to accurately engage in a close reading of the texts and to think critically about them as well as practice many of the analysis that is presented.   **[2 LROs x 25 = 50 points]**

Exercises – We will engage in a variety of in-class exercises throughout the semester. The exercises are not directly graded, per se. But, your participation in them is key. Should we observe that you have not participated in or satisfactorily completed some of the exercises— even one or two of them—we reserve right to evaluate your overall spirit towards such at our discretion.   **[overall exercise assessment = 5 points]**

The University prohibits me from allowing individual students to submit additional work for extra credit. In addition, I *do not* grant 'incompletes' unless they fully comport with University protocol.

SUBMISSION OF ASSIGNMENTS, FORM OF

All assignments and LROs must be submitted on-line. We will not be accepting hard copies of any assignment.

SUBMISSION OF ASSIGNMENTS, TIMING

In fairness to all students, no late assignments will be accepted (read: this means "0" points will be assigned for work turned in after the deadline). The *only* exception is for documented family and/or medical emergencies. Thank you for respecting this edict.

The content and schedule of various topics, readings and assignments for semester follows. This schedule is subject is change; we will provide you with adequate advance notice. Note: **Specific readings and dates for the assignments will change from the below.** We will always keep an updated version of the syllabus on the class website and will also announce changes in class.

wk	Dates	Topics	Readings	Assignments Exercises LROs
		The purpose of research in planning and presenting information		
1	Aug 28,30	-Roadmap -Knowledge inventory of class -Role of data and analysis -What is data?	-PUI: 1 -PUI: A Planning Case Study	Ex: Pre-survey
2	Sep 4,6	-Orientation and types of data -Purposes of analysis	-Hox and Boeije	
3	Sep 11,13	-What is important to present? -Presentation skills	-PUI: 10 -Tufte	Assignment 1
		Using secondary data for regional and neighborhood analysis		
4	Sep 18,20	-Demographics, population, and census data	-PUI: 3	
5	Sep 25,27	-Economic profiles	-	Assignment 2
		Eliciting information from people and their behavior		
6	Oct 2,4	-Person observation -Social life of small places video	-Krizek, downtown mapping	Ex: observing people
7	Oct 9,11	-Purpose & sampling of surveys -Administration of surveys	-PUI: 2 -Survey research	
8	Oct 16,18	-Designing questions for surveys -Coding and descriptive statistics	-PUI: 4, 2	LRO #1
9	Oct 23,25	-Interview and focus groups	-Lindlof and Taylor, Asking Listening and Telling (ch 6) -Gaber and Gaber, Focus Group Research (ch 4)	Assignment 3
		Involving public and group decision-making		
10	Oct30, Nov1	-Group dynamics	-PUI: 5	
11	Nov 6,8	-Planning support systems and group decision-making (place matters)	-PUI: 6, 11	Ex: group decision-making
12	Nov 13,15	-Public meetings and politics (interactive theatre project)		Assignment 4
13	Nov 20,22	Fall break		

Spatial characteristics, mapping, and assessment			
14	Nov 27,29	-Web GIS and mapping	-PUI: 7	-
15	Dec 4,6	-Health impact assessment	-www.designforhealth.net	Ex: Preliminary HIA
16	Dec 11,13	-Project evaluation	-Kruekeberg and Silvers, Evaluating and Selecting Programs (Ch 6)	LRO #2

6. ADVICE ON ASSESSMENT & GUIDELINES FOR PRODUCING QUALITY WORK

GRADING CRITERIA

Assignments: We will typically grade the assignments in three different ways.

First, did you do all parts of the assignment using criteria taken directly from the assignment descriptions—if it's a bullet, it will be an item I look for though I may combine some bullets in actual grading (some are really steps along the way to a larger product).

Second we assess how well you completed the work, using three categories:
1. Great, well chosen, terrific, and complete
2. Interesting, very competent
3. You ran out of time, things are missing or not so well done
4. It is best if you come to speak with us

Third, we will use criteria taken directly from the assignment descriptions (the bullets or numbered components), using the matrix along the lines of the below (this is used as an example, specific assignments may or may not comport exactly with the below rubric).

	Very good (High Pass)	Good (Pass)	OK (Low Pass)	Needs Work (Not passing)
Overall	Hits on almost all of basic content (what this is depends on the assignment) + Memorable	Hits on almost all of the basic content + Writing Interesting to read	Hits on some basic content	Hits on a small amount of basic content (one item) and/or Numerous digressions/errors
Argu-ment	Argument is coherent, well organized, interesting, well qualified, with adequate evidence, and memorable—engages the reader with a lively mind	Argument is coherent, well organized, interesting, well qualified, with adequate evidence	Argument is fairly coherent and well organized with some evidence and qualifications	Some confusion/ vagueness/parts that don't make sense/missed the point
Sources	Sources are cited (using author/date page); used critically*	Sources are cited; some are used critically	Some sources are missing	Sources are not cited
Writing	Writing/graphics largely free from errors	Perhaps some writing errors, but none critical for	More than a few writing errors that may impede	Many careless writing errors that may impede

		comprehension	comprehension	comprehension
Graphics and fonts (if used)	Easy to read fonts. Graphics that are legible and convey information well. Layout that is striking and imaginative	Easy to read fonts. Graphics that are legible and convey information well.	Adequate font size or shape. Adequate graphics though there may be weaknesses in content and/or execution	Tiny and hard to read fonts; graphics that are either difficult to understand or do not convey useful information

*Critical use of sources reflects consciousness of the sources of evidence and methods used in the reading/lecture and whether they can answer a question appropriately.

This link is also helpful in providing a more global view of grading:
http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html

FONTS AND LAYOUT

I have set page limits not word limits for some assignments in this class. Line spacing and font size is relevant and I recommend using 1.5 line spacing and 11 pt font. You might use something smaller for a label. You need to provide adequate margins to allow easy comprehension and to provide space for comments in grading. Do not put too many characters on a line. Typically comprehension is easier with ragged layouts—that is don't line up both sides of text but let the spacing between characters fall more naturally. Also, remember that faculty are typically older than you and our eyesight is often worse—it's a real strain to read tiny fonts and your materials will be treated much less sympathetically if they are hard to read.

WRITING INSTRUCTIONS

I advise students to do one of the following activities before handing in any project: (a) put the piece aside for at least a few hours and then go back and edit it for clarity, or (b) get a sympathetic friend to edit it for clarity, or (c) read it out loud and change any sentences that don't make sense. I do this in my own work as a consideration to those who are reading it (and a few things still slip through)!

Where you cite sources you should use the author-date-page or parenthetical reference/reference list style of citation generally used in the social sciences. For example in the text you list only the author, date and page e.g. (Goldsmith 1994, 3). You then list the full details for the source alphabetically by author's name in a reference list at the end.

All quotes quoted directly should include the page number in the citation e.g. (Goldsmith 1994, 3). Also cite with a page number all ideas not quoted directly but coming from a specific part of a document. Only when you refer very generally to an entire work should you merely cite the author and date, for example, (Marris 1987).

For more information see a style manual such as Kate Turabian's (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press) although you should note that she shows two kinds of citation (footnote and bibliography, and parenthetical reference/reference list); either is fine. Choose one and stick to it.

I am very concerned that findings are based explicitly on evidence. You will receive a low grade if you fail to cite sources or if they are not listed systematically in the reference list. More about evidence is explained in Booth et al.'s (2008) *Craft of Research* (Chicago: University of Chicago Press).