

# URBDP 512 A Au 18: Research Seminar

[Jump to Today](#)

 [Edit](#)

## DEPARTMENT OF URBAN DESIGN AND PLANNING

### URBDP 512 RESEARCH SEMINAR

**Meeting time:** Tu/Th 1:30-2:50

**Location:** Gould 110

**Professor:** Branden Born (410H)

**TA:** Katya Kolesova (eskole@uw.edu)

**Office hours:** Born: 3:00-4:00pm Tuesdays and Wednesdays; Kolesova: 11:00am-12:00pm Thursdays. Both also available by appointment.

### Course Description

This course focuses on introducing students to the fundamentals of applied research. Regardless of future pursuits, academic or professional, understanding how to ask and answer questions of interest to our field is a fundamental skill. This course is designed to prepare students for professional practice or academic advancement, and through it they will prepare a master's thesis or professional project proposal.

The class meets twice weekly and will regularly combine lecture, readings, homework, and in-class small group discussions.

### Course Objectives

There are several learning objectives for students in this class. At the end of the class, students should:

- Understand the terminology of research, including its purposes, forms, and associated methods.
- Have developed familiarity and skill in framing, planning, designing, executing, and presenting research in the planning field.
- Know about basic and intermediate quantitative and qualitative research methods and designs.
- Understand and have experience in conducting literature reviews, developing purpose statements, and introducing others to their work.
- Understand the process of developing a research proposal, and the thesis process.

Materially, students will have a fully developed thesis or professional project proposal done by the end of the class. This will include the introduction, purpose statement, literature review of no fewer than 25 articles or similarly academically relevant pieces of literature, and a basic methods section.

## Requirements, Grading, and Coursework

This class meets twice a week. There is required reading for most course days, including a textbook and articles supporting your literature review, which you will be developing over the quarter. Students are expected to attend each class, have read the assigned material, and be prepared to discuss their work. You should plan on approximately three hours of work outside of class per hour inside class, per week. This means about nine hours of work every week outside of class, though it could be more if you choose to advance your thesis work accordingly.

There will be several formal assignments and regular opportunities to work in groups to advance your thinking on your thesis/project. **You should come to class fully prepared, having done the reading and the homework. If you have not done the required preparation, you will slow down your group and the class. Regular lack of preparation on your part will lead me to asking you to not attend class until you finish your preparations.** Ultimately, not doing homework and readings will very quickly lead to a failing grade. Of course, I don't expect any of this to happen!

You are strongly recommended to choose your thesis topic and use it to develop the work of this class, which includes a thesis proposal as an outcome. Homework will be due in two forms: through the course Canvas site, and students are to bring a paper copy to class for reference and possibly to hand in. The assignments are designed to emphasize important elements in developing research questions, methods, and proposals. They provide students an opportunity to put considerable thought into, and present, meaningful professionally-oriented deliverables. **In fairness to your fellow students and the graders, we STRONGLY prefer no late homework; we will deduct 10% for each day homework is late.** This also allows for more timely and constructive feedback, as well.

Our weekly pattern will generally be that Tuesday will include short, focused homework for in-class work/discussion (bring copy for discussion in class). Thursdays will have longer homework assignments, also handed in (Canvas and bring copy to class) for grading. The class will be divided class into learning groups in the first week of class to discuss the homework and your proposal development progress in class.

Grades will be calculated based on the assignments, class participation, one midterm exam, a poster for presentation of your work, and the final proposal paper and presentation as follows (this may change slightly)

Assignment	Percent
Assignments	40
Midterm Exam	15
Participation	20
Final Proposal	20
Final Presentation and Research Poster	5

## Disabilities and the Classroom

Differently-abled students are always welcome in my class. If you have a disability that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on exams or assignments, please contact Disabled Student Resources through the UW website, and they will be able to provide you with information and arrangements for reasonable accommodation.

## Academic Integrity

It should go without saying, but the work you do in this class represents you, and any work submitted must, in fact, be yours. I encourage you to make it of the highest quality—it will benefit you in many ways to do so, not the least of which will be to significantly advance your required thesis or professional project. Cheating or plagiarism of any kind will not be accepted and students found in violation will be referred to the CBE Dean's office following college policy.

## My Expectations of Us

The classroom is a special environment for collaborative learning. My classroom style is relatively casual and friendly, though demanding: sometimes I can be quite frank in my assessments. It is important for you to understand that you need not agree with me, nor other students in the class. However, it is essential to the learning environment of the classroom that respect for others and the general goals of academic freedom of inquiry are maintained. The classroom is a place in which differences of opinion should be expressed in a manner that supports the learning process of everyone in the class. The classroom is a learning environment in which students and faculty may collectively and individually learn to reason with clarity and compassion, and share of themselves without losing their identities. Student conduct must be consistent with these classroom norms.

## Use of Electronics/Technology in the Classroom

Research has clearly shown better retention and understanding of material when notes are taken by hand. At the same time, various forms of technology are a reality in our classroom, and provide significant benefit in a variety of ways. However, both student feedback and research shows that when computers are used in class for off-task activities it significantly disturbs the students surrounding the computer user, as well as obviously taking that person off-task. My experience has shown it almost impossible for people to stay on task with regard to classroom technology. **Thus, this class has a no-technology policy for lecture and discussion.** You may use computers, tablets, and the like in your small group work and in your own work time. Take the opportunity to be in the present and reflect on your use of technology. We love appropriate technology, and the appropriate use of such technology.

## Required Texts and Resources

John Creswell, 2014. Research Design: Qualitative, Quantitative, and Mixed Method Approaches, 4<sup>th</sup> edition. Sage. (Required, and 5th edition ok, too)

Sections from Paul Leedy's Practical Research, posted to Canvas as necessary.

Pat Thompson's writing blog, Patter: <https://patthomson.net> [.\(https://patthomson.net\)](https://patthomson.net)

Raul Pacheco Vega's resource pages/blog: <http://www.raulpacheco.org/resources/>  
[\(http://www.raulpacheco.org/resources/\)](http://www.raulpacheco.org/resources/)

University of Wisconsin Writer's Handbook: <https://writing.wisc.edu/Handbook/index.html>  
(<https://writing.wisc.edu/Handbook/index.html>)

Strunk and White, The Elements of Style. (Own this. Available used for less than five bucks). Not the best for style, but good basics. Move beyond it when you are ready. Not before.

UW's Mendeley citation manager page: <http://guides.lib.uw.edu/research/mendeley>  
(<http://guides.lib.uw.edu/research/mendeley>)

## **Weekly Schedule (Please refer to Weekly Page for additional information)**

### **Week 1**

#### **9/27 Thursday: Introduction**

Lecture:

Intro to class, purpose (introduction to research design, context of research in thesis/prof. proj. development of proposal), intro students, student identification of topics

Reading:

- Chapter 1 (prior to class): Selection of a Research Approach 1-24

Homework:

1. Come to class with 2-3 topics of interest and worksheet done for each
2. What research approach are you likely to pursue and why?

In Class Discussion:

Introduce yourself (name, program, year, specialization, two possible research topics)

### **Week 2**

#### **10/2 Tuesday: Part 1. Preliminary Considerations**

Lecture:

## Research Approaches, Designs, Research Topic and Question(s), Use of Theory

### Reading:

- Chapter 2: Review of the Literature (also Patter blog and RaulPacheco.com)
- Chapter 3: The Use of Theory

### Homework:

1. Two-three working titles for your topics from last week
2. Topic to questions, based on your titles, for at least two of your topics
3. How will you address theory in your work?
4. Professional project or thesis? Who is your client/who might be your chair?
5. Start your search: preliminary list of 25 articles due in one week!

In Class Discussion: (Branden will announce groups)

Share in groups the results from Homework: what are your topics? Titles? Approach you are likely to take? Use of theory? PP or Thesis? Client/chair?

## 10/4 Thursday

### Lecture:

Literature Searches and Proper Citation (and Mendeley Citation Manager?) (KK)

The Literature Review (What's it for and how do you conduct one?) (BB)

### Reading:

- Chapter 4: Writing Strategies and Ethical Considerations
- Raul Pacheco blog on writing summaries for articles (AIC method and three forms of write-up depending on relevance of work)
- <http://guides.lib.uw.edu/research/mendeley> (<http://guides.lib.uw.edu/research/mendeley>) as resource, but also watch Research Commons presentation (the main info is in the first 27 min, the rest is Q&A)
- Optional but helpful: raulpacheco.com, patter blog, Zerubavel's Clockwork Muse, all for lit search and writing strategies. [Practical Research Ch 5: Planning Your Research Design.](#) ▾

### Homework:

1. Description of ethical considerations of your proposed work

In Class Discussion:

None (probably)

### **Week 3**

#### **10/9 Tuesday**

Lecture:

Introduction and Purpose Statements

Your Elevator Speech and Writing Article Summaries (BB)

Reading:

- Chapter 5: The Introduction
- Chapter 6: The Purpose Statement
- Articles for your literature review/annotated bibliography
- Elevator Speech materials and examples: <http://www.apa.org/science/about/psa/2014/06/elevator-pitch.aspx> (<http://www.apa.org/science/about/psa/2014/06/elevator-pitch.aspx>)
- <http://blogs.nature.com/soapboxscience/2012/10/24/an-elevator-pitch-for-a-research-project> (<http://blogs.nature.com/soapboxscience/2012/10/24/an-elevator-pitch-for-a-research-project>)

Homework:

1. Writing strategies exercise (Scheduling? Location? Pomodoro?)
2. List of 25 articles from literature search (in Mendeley, shared with with BB/KK and submitted as Excel sheet), begin short summaries (between one and five)

In Class Discussion:

Literature search experiences, writing strategies, and ethical concerns in your proposed topic/question ideas

#### **10/11 Thursday**

Lecture:

Working consult/discussion on Introduction and Purpose Statements, Research Questions and Hypotheses

**Reading:**

- Chapter 7: The Research Questions and Hypotheses
- Articles for your literature review/annotated bibliography
- Optional but strongly recommended (skim what you are familiar with): [Practical Research, Ch 3: The Problem: Heart of the Research Process](#) ▾

**Homework:**

1. Five articles added to annotated bibliography (now at 5-10 done, add your summaries into the Excel spreadsheet that you started developing for the Homework 4. Also keep working on your Mendeley and add your annotations in the Notes section)
2. Your Elevator Speech for intro and purpose (first version!)

**In Class Discussion:**

Revising research questions, Elevator Speeches

**Week 4****10/16 Tue: Part 2: Designing Your Research****Lecture:**

Developing Research Questions and Hypotheses

**Reading:**

- [Practical Research, Ch 6: Writing the Research Proposal](#) ▾
- Chapter 7: The Research Questions and Hypotheses
- Articles for your literature review/annotated bibliography

**Homework:**

1. First draft of Purpose Statement
2. Revisions to research questions

**In Class Discussion:**

Discussion and group review of purpose statements

Open discussion on experience of process thus far in preparing proposal materials, challenges, successes.

**10/18 Thursday**

Lecture:

Considerations in Quantitative Proposals I

Reading:

- Chapter 8: Quantitative Methods
- Optional: Practical Research [Ch 9](#) ▾ -[Ch 10](#) ▾ on Quantitative Research and Methods
- [RPV blog on Literature Mapping](http://www.raulpacheco.org/2016/12/mind-mapping-as-a-strategic-research-and-writing-tool/) (<http://www.raulpacheco.org/2016/12/mind-mapping-as-a-strategic-research-and-writing-tool/>)
- Articles for your literature review/annotated bibliography

Homework:

1. Five articles added to annotated bibliography (now at 10-15 done)
2. First version of Literature Map (see Raul Pachego-Vega blog, others)

In Class Discussion:

Summarize your early understanding of your literature using your literature map draft

**Week 5****10/23 Tuesday (BB at ACSP Conference)**

Lecture:

Considerations in Quantitative Proposals II

Reading:

- Chapter 8: Quantitative Methods
- Review Chapter 5: The Introduction
- Review Chapter 6: the Purpose Statement
- Articles for your literature review/annotated bibliography

Homework:

1. Research Questions “finalized”
2. Identify two possible chairs, two additional seconds for committee (why these? Review their websites, writing)

In Class Discussion:

None (probably)

### **10/25 Thursday (BB at ACSP Conference)**

Lecture:

Quantitative Proposals Wrap-up, Considerations in Qualitative Proposals I

Reading:

- Chapter 9: Qualitative Methods
- Articles for your literature review/annotated bibliography
- Optional Practical Research, Ch 7: Qualitative Research
- Optional review Practical Research, Ch 6: Writing the Research Proposal

Homework:

1. First draft of your proposal introduction (2-5 pages)
2. Five articles added to annotated bibliography (now at 15-20 done)

In Class Discussion:

None (probably)

## **Week 6**

### **10/30 Tuesday**

Lecture:

Considerations in Qualitative Proposals II

Reading:

- Chapter 9: Qualitative Methods
- Articles for your literature review/annotated bibliography

Homework:

1. Your updated Elevator Speech with intro, purpose, questions

In Class Discussion:

Elevator Speeches

## **11/1 Thursday**

Lecture:

Considerations in Qualitative Proposals III

Reading:

- Review Chapters 8 and 9 as necessary
- Articles for your literature review/annotated bibliography

Homework:

1. Preliminary methods description: data needs, availability and collection, recording and treatment, analysis, decision rules and interpretation,
2. Five articles added to annotated bibliography (now at 20-25 done)

In Class Discussion:

Sharing methods draft ideas, midterm review questions

## **Week 7**

### **11/6 Tuesday: Midterm Exam**

In class exam covering material to date

### **11/8 Thursday: Using Word as a Tool for Document Design and Logic CHANGED TO 11/20 TOPIC: Some Practical Matters on Managing Committees**

Lecture:

Writing the Proposal, Writing the Thesis, Working with Your Committee 20-30 min

Reading:

Leedy Chapter 12: Technical Details: Style, Format, and Organization of the Research Report

Homework:

1. 5 articles added to annotated bibliography (now at 25-30 done)
2. Second version of Literature Map

In Class Discussion:

## **Week 8**

### **11/13 Tuesday: Using Word as a Tool for Document Design and Logic**

Lecture:

Phil Hurvitz, Using Word as a Tool for Document Design and Logic

Reading:

- Articles for your literature review/annotated bibliography

Homework:

1. Be working on Literature Mapping, drafting Methods Section

In Class Discussion:

None

### **11/15 Thursday: Refining your Research Question(s)**

Class Work Session/Discussion:

PhD Student Panel: From Topic to Question—My Adventure

Reformulation and Refinement of Your Questions

Reading:

- Review as necessary, patter blog, etc. Very helpful to review now that you know what you are missing!

Homework:

1. Final Literature Map: you should now have the most complete, and connected, and substantive version.

In Class Discussion:

Literature Story based on your Literature Map: describe your literature to your group.

## Week 9

### 11/20 Tuesday: Working Session

Lecture:

Reading:

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Homework:

1. Methods Section draft

In Class Discussion:

### 11/22 Thursday NO CLASS: THANKSGIVING BREAK

Lecture:

None!

Reading:

- Preparing a conference poster, see: (and follow links liberally)
- <https://nau.edu/undergraduate-research/poster-presentation-tips/> [\(https://nau.edu/undergraduate-research/poster-presentation-tips/\)](https://nau.edu/undergraduate-research/poster-presentation-tips/)
- <http://colinpurrington.com/tips/poster-design> [.\(http://colinpurrington.com/tips/poster-design\)](http://colinpurrington.com/tips/poster-design)
- <http://www.bioinformaticszen.com/post/genotype-from-phenotype/> [\(http://www.bioinformaticszen.com/post/genotype-from-phenotype/\)](http://www.bioinformaticszen.com/post/genotype-from-phenotype/)

- <http://www.eval.org/p2i> [\\_ \(http://www.eval.org/p2i\)](http://www.eval.org/p2i)

Homework:

1. Elevator speech on your proposal completed

In Class Discussion:

None!

## **Week 10**

### **11/27 Tuesday: Graphic Communication, Preparing a Conference Poster**

Lecture: Katie Idzorek

(Meeting in computer lab 007, Digital Commons)

Reading:

- TBD

Homework:

1. Poster storyboard mock-up

In Class Discussion:

None

### **11/29 Thursday**

Discussion and Work Session:

Course wrap-up, questions, consults on posters and presentations

Reading:

- Review poster and elevator speech materials as necessary

Homework:

1. Poster (pdf file) posted before Sunday midnight.
2. Lit review draft

In Class Discussion:

None

## **Week 11**

### **12/4 Tuesday**

Lecture:

In-class final presentations

Reading:

None

Homework:

1. Email elevator speech (2-3 minutes) to Katya

In Class Discussion:

None

### **12/6 Thursday**

Lecture:

In-class final presentations

Course evaluations

Reading:

None

Homework:

1. Final proposal, including introduction and purpose statement, literature review, and methods. Due Monday (was Friday)!

In Class Discussion:

None

## Course Summary:

Date	Details	
Thu Sep 27, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416425">Homework 1: Read Creswell Chapter 1 the Selection of a Research Approach (https://canvas.uw.edu/courses/1226047/assignments/4416425)</a>	due by 11:59pm
Tue Oct 2, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416427">Homework 2: Preliminary considerations (https://canvas.uw.edu/courses/1226047/assignments/4416427)</a>	due by 1:30pm
Thu Oct 4, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416428">Homework 3: Ethical considerations (https://canvas.uw.edu/courses/1226047/assignments/4416428)</a>	due by 1:30pm
Tue Oct 9, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416429">Homework 4: Writing strategies &amp; list of 30 articles/references (https://canvas.uw.edu/courses/1226047/assignments/4416429)</a>	due by 11:59pm
Thu Oct 11, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416430">Homework 5: Five article summaries &amp; elevator speech (https://canvas.uw.edu/courses/1226047/assignments/4416430)</a>	due by 1:30pm
Tue Oct 16, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416431">Homework 6: First draft of purpose statement and revisions to research questions (https://canvas.uw.edu/courses/1226047/assignments/4416431)</a>	due by 1:30pm
Thu Oct 18, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416432">Homework 7: Five article summaries &amp; first version of literature map (https://canvas.uw.edu/courses/1226047/assignments/4416432)</a>	due by 1:30pm
Tue Oct 23, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416433">Homework 8: Research questions finalized &amp; identify committee chair/members (https://canvas.uw.edu/courses/1226047/assignments/4416433)</a>	due by 1:30pm
Thu Oct 25, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416434">Homework 9: First draft of Proposal Intro &amp; five article summaries (https://canvas.uw.edu/courses/1226047/assignments/4416434)</a>	due by 1:30pm
Tue Oct 30, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416413">Homework 10: Update elevator speech (https://canvas.uw.edu/courses/1226047/assignments/4416413)</a>	due by 1:30pm
Thu Nov 1, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416414">Homework 11: Preliminary methods description &amp; five article summaries (https://canvas.uw.edu/courses/1226047/assignments/4416414)</a>	due by 1:30pm
Tue Nov 6, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416435">Mid-Term (in class): bring pencils and black or blue pens (https://canvas.uw.edu/courses/1226047/assignments/4416435)</a>	due by 11:59pm

Date	Details	
Thu Nov 8, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416416">Homework 12: Five article summaries &amp; second version of literature map (https://canvas.uw.edu/courses/1226047/assignments/4416416)</a>	due by 1:30pm
Tue Nov 13, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416417">Homework 12: Literature map &amp; methods section (no hand-ins! keep working!) (https://canvas.uw.edu/courses/1226047/assignments/4416417)</a>	due by 1:30pm
Tue Nov 20, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416418">Homework 13: Draft methods section (https://canvas.uw.edu/courses/1226047/assignments/4416418)</a>	due by 1:30pm
Tue Nov 20, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416419">Homework 14: Final literature map (https://canvas.uw.edu/courses/1226047/assignments/4416419)</a>	due by 1:30pm
Sun Nov 25, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416420">Homework 15: Final revised elevator speech (https://canvas.uw.edu/courses/1226047/assignments/4416420)</a>	due by 11:59pm
Tue Nov 27, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416421">Homework 16: Poster storyboard mock-up (https://canvas.uw.edu/courses/1226047/assignments/4416421)</a>	due by 1:30pm
Thu Nov 29, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416422">Homework 17: Literature review draft (due Nov 29) (https://canvas.uw.edu/courses/1226047/assignments/4416422)</a>	due by 6:00pm
Sun Dec 2, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416423">Homework 18: Poster upload (due Dec 2) (https://canvas.uw.edu/courses/1226047/assignments/4416423)</a>	due by 11:59pm
Tue Dec 4, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416424">Homework 19: Send me your elevator speech video via Canvas and if that doesn't work, email (https://canvas.uw.edu/courses/1226047/assignments/4416424)</a>	due by 1:30pm
Tue Dec 4, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4436807">Presentation of Proposal and Poster (https://canvas.uw.edu/courses/1226047/assignments/4436807)</a>	due by 11:59pm
Fri Dec 7, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416412">Class participation (https://canvas.uw.edu/courses/1226047/assignments/4416412)</a>	due by 11:59pm
Mon Dec 10, 2018	 <a href="https://canvas.uw.edu/courses/1226047/assignments/4416426">Homework 20: Final Proposal! (https://canvas.uw.edu/courses/1226047/assignments/4416426)</a>	due by 12pm