12-74
AP-12/6/12
UWUCCAP- 2/5/13
Senate App- 2/26/13
LSC #_____
Action AP-12/6/12

REQUEST FOR APPROVAL TO USE W-DESIGNATION

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

( )   Professor _____

( )   Phone_____ Email _____

( )   Writing Workshop? (If not at IUP, where? when? _____

_____

( )   Proposal for one W-course (see instructions below)

( )   Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

( )   Department Contact Person   Calvin Masilela

( )   Phone   7-2250 or 7-3036_____ Email cmasilel@iup.edu

( )   Course Number/Title RGPL/GEOG 412 Community Planning Practicum/Research Seminar

( )   Statement concerning departmental responsibility

( )   Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

( )   Professor(s) _____

( )   Phone_____Email _____

( )   Course Number/Title _____

( )   Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) _____

Department Chairperson _____

College Dean _____ 12/4/12

Director of Liberal Studies _____

UWUCC Co-chair: _____ Gail Sechrist _____

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I.   "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)

II.   Copy of the course syllabus.

III.   Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages.   Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

This course centers on writing. The students are seniors in Regional Planning or Geography who are expected to bring the knowledge and tools they have learned during their tenure in our program to an original research paper, but more than that, to delve deeply into the writing process as an important part of either academic or professional success. Planning in Plain English is a writing and grammar textbook for professional writing from which exercises are drawn and against which writing is both peer and professor evaluated. The central piece of writing for the course is a 20 page term paper. It is drafted and revised in stages throughout the semester and returned to the student for rewriting. Additional written assignments include in-class projects that are individually rewritten for class-participation credit and a reflective essay that is key to a portfolio grade.

A. Writing Assignments					
Assignment Title	# Total Pages	Feedback Process	Graded	Opportunity for Revision	Percent of final Grade
Research Topic + Abstract	1	Peer Review Rubric	Yes	Yes	14% with bibliography
Questionnaire	1-2	In class group work (shortcomings are discussed)	Yes	Yes	1%
Content Analysis	1-2	In class group Work (shortcomings are discussed)	Yes	Yes	1%
Literature Review Draft	6-10	Peer Review Rubric Professor review	Yes	Yes	14%
Methodology and Analysis Draft	9-12	Professor Review	No	Yes	Delayed grading
Final Paper Draft	20+	Professor Review	No	Yes	Delayed grading
Portfolio	4-5	Committee Review	Yes	No	20%
Final Paper	20+	Professor Review	Yes	No	29%
Total	33-40+			Yes	79%

There are written exercises used for class discussion in the text "Plain English" that help students : "Write Simple Sentences;" "Write Active Sentences;" " Use Simple Words-Avoid Jargon;" "Explain Technical Information (highlight the main point and use specific examples);" and "Using Bullets, Writing Policies."

Examples of scoring rubrics and the instructions for the major assignment are found in the syllabus.

What kind of research do urban planners, geographers and social scientists do and why? How can a researcher turn a *topic* of interest into *researchable questions* or *hypotheses*? How do researchers get good answers to the questions they have framed? What goes into a *research design*? How do planners and geographers access library books from an on-line library catalogue? Journal articles from an on-line journal database? Text, images, and data from the worldwide web? How do planners, geographers and social scientists do archival research, observation, ethnographies, interviews, surveys, case studies, experiments and focus groups. Which research methods are appropriate in which situations? How do researchers use *multiple* research methods to triangulate on a problem? What does it take to design, conduct, and analyze person-to-person, mail, and phone surveys? How do researchers effectively communicate research findings through written reports, charts, maps, tables, visual representations of quantitative information, images, PowerPoint presentations, and oral briefings?

Research Seminar introduces you to the process of formal inquiry and helps you develop the skills you need to read and evaluate the research of others. It introduces you to the development of structured questions to guide your inquiry, bibliography research to set your inquiry in the context of the work of other scholars, research design and the selection of research methods, and takes you through the development of a research proposal. This course does not fully address data collection or analysis skills, although you will learn how to prepare yourself to work with a statistician or other data analyst.

You must also choose a topic that you already know something about — this is not a time to "research something new." As you review the literature you need to recognize what is known, and, more importantly, what is not known about your topic. You need to know where the latest information on your topic is located; who the leading voices are in the field and what the ongoing discussions are about. During this course, you will apply the skills and insights you learn by developing an implementation-ready research proposal. This includes:
- Choosing your own personal area of interest
- Brainstorming and then writing researchable questions
- Placing your inquiry in the context of what is already known though bibliographic research the most appropriate way of proceeding with your research
- Using accepted research methods and ethical standards
- Writing your research proposal

Course Description: This senior seminar and workshop constitute capstone course that focuses on recent research in the major field. Students carry out an applied research project on a topic of local or regional importance.

Objectives: By the end of the semester the students will be able to:
1. Develop an independent research project in planning or geography.
2. Demonstrate the ability to respond critically and analytically in writing to material relevant to their research topic (this is the definition of a good literature review);
3. Use primary or secondary data to illuminate or answer a hypothesis that will contain data subject to statistical analysis (students will demonstrate information literacy skills including the ability to access, evaluate, interpret, and use information from a variety of sources).

4. Develop a vocabulary of research terms, understand the ethics and problems of human research, and know some of the basic data sources for research in planning and geography.
5. Design a research project using appropriate multiple research methods that demonstrate the ability to synthesize information and is and ideas;
6. Write a clear research report and successfully present the report to a peer audience (will demonstrate effective written and oral communication skills).
7. Understand ethical issues in social science and public policy research and demonstrate intellectual honesty in their own work;
8. Give an effective oral report supported by PowerPoint.
9. Develop a portfolio of past work that is reflective of both their own journey and the strengths and weaknesses of the planning or geography program.

Required Texts:
    1. J. Gaber and S. Gaber (2007). Qualitative Analysis for Planning & Policy: Beyond the Numbers. Planners Press, Chicago.
    2. N. Macris (2000). Planning in Plain English. Planners Press, Chicago.
Recommended Text:
    1. B. Gomes and J. P. Jones III (eds.) (2010). Research Methods in Geography, Wiley-Blackwell.

Evaluation: The course grade will be awarded and weighed as follows:

Class Participation (w)	50 points
Research Topic and Portfolio List Items (w)	50 points
Abstract and 10 Bibliography Citations (w)	60 points
Literature Review analysis draft (w)	100 points
Term Paper (w)	200 points
PPT Presentation	100 points
Portfolio (w)	140 points
Total	**700 points**

Grading Scale:
    A = 90% - 100%
    B = 80% - 89%
    C = 70% - 79%
    D = 60% - 69%
    F = below 60%

Both the portfolio and the term paper should be submitted in digital and hard copy format.

Policies:
1. Please turn off your cell phone as a courtesy to both your instructor and your peers.
2. Try to be on time. Perpetual lateness will require intervention.

Tentative Preliminary Schedule:
August   28   Introduction
                30   Overview to Research and Research Methodology --- G&G, Chapter 1

September	04	Research Process
	06	No Class – **COE Conference**, New York City, NY
	11	Library Resources/Literacy – Meet at Stapleton Library
	13	Types of Research
		• **Research Topic and Written Abstract Due**
	18	Field Research --- G&G, Chapter 2
		• **Design and write a questionnaire using the formats explained in your text.**
	20	Photographic Research --- G&G, Chapter 3
		• **Content Analysis**
	25	Focus Group Research --- G&G, Chapter 4
		• **Portfolio List Items Due**
	27	Content Analysis --- G&G, Chapter 5
October	02	Getting the Big Picture
	04	The Road Map: Research Objectives
	09	Literature Review
		• **Abstract and 10 Bibliography citations Due**
	11	Presentation of Literature Review – Guest Presentation
	16	No Class – **Pa APA** Conference, Erie, PA
	18	Individual Meetings
	23	Individual Meetings
	25	Individual Meetings
		• **Literature Review Draft Due**
	30	AICP Ethics
November	01	Writing
	06	Writing
		• **Methodology and Analysis Draft Due**
	08	Individual Meetings
	13	Writing
	15	No Class- **Career Day**
		• **Final Paper draft**
	20-22	**Thanksgiving Break**
	27	Developing PowerPoint Presentations
	29	PowerPoint Presentations
December	04	PowerPoint Presentations
	06	PowerPoint Presentations
	13	Presentations/**Final Paper** and **Portfolio Due, Dec. 13, 10:15-12:15**

Term Paper Outline Your term paper should be 20 pages in length. It should reflect an issue of local, regional, or broader significance in your discipline. The syllabus timetable and your readings outline the approach to such a paper and we will discuss it in class. The scoring rubric I will use is below. What may differentiate this paper from others that you have written is that you must propose and answer a real world question using data? The data may be primary or secondary. Some of the topics from earlier years included a content analysis of conservative and liberal newspapers on their treatment of global warming, the spatial diffusion of the West Nile

virus in Pennsylvania, the frequency of non-conforming land use in a zoned (Indiana Borough) and non-zoned (White Township, e.g., Kovalchick dump site) municipality, the incidence of contamination downwind from Homer Center coal-fed electrical generating plant, a survey of college students on drinking habits by various demographic categories, or impact of IUP on the local economy. All of these projects require extensive data collection, data entry, human subjects review – hence it is vital you immediately develop your topic and have it approved.

Assessment Criteria for your Final Report
The final research paper will consist of the following headings/sections, to be used as an outline for your paper.

Section 1: Introduction
- Introduction to your study, (including Relevance statement)
- Purpose of and audience for the study
- Research question(s) or hypotheses
- Limitations of the study
- Definition and terms

Section 2: Review of the Literature (see below)

Section 3: Research Methodology
- Description of research design/plan
- Description of research/data collection methods
- Justification of choice of research/data collection method(s)
- Addressing any ethical issues in your research
- Addressing sources of bias

Section 4: Results and Discussion
- What you expect to find and why you expect those results
- What it would mean if your expected results do not occur and what your next steps would be

References (in proper APA reference format)

Rubric for a Professional Abstract

In general, abstracts will be graded on the four criteria below (column headings), worth two points each. Several of your peers will blind review your abstract and grade you for each category. These scores and their comments should help you to refine your abstract.

Point Value	Descriptive Title	Problem and Purpose	Importance of Results	Professional Presentation
2	Title is complete and informative, and written in a professional tone	The nature of the problem you are tackling is clear and the specific answer you are looking for is apparent	It is clear to the reader why the problem you are researching is something they might care about	Abstract is typed, proof read, and printed on an appropriate medium
1	Title is informative and appropriate, yet is somewhat incomplete, contains errors, or is written in an unprofessional tone	Purpose or problems are partially incomplete or you use jargon to describe	Your contributions are unclear	Abstract contains several errors, or has handwritten edits
0	Title is absent, or neither informative nor appropriate	Section is absent	Section is absent, more than half incomplete, or not relevant to the paper	Abstract is handwritten, contains numerous errors, or otherwise unacceptably presented

Literature Review Rubric
Description of Assignment:
You are to locate research articles on your pre-approved topic. You are to write a 6 – 10 page summary the general theme(s) of these articles as it pertains to your topic. A bibliography, listing the articles should also be included (this does not count toward your page limit). This summary should serve as the background/foundation for your survey instrument. The typed summary should adhere to APA format.

Grading of Assignment:
The following rubric will be used to assess your literature review. To calculate your grade, take your total points earned and divide by 32 (the total points possible), resulting in a percentage, the percentages as a whole number is your score. 100 points possible. At least two of your peers and your professor will review the paper and make suggestions for revision. Your professor will also grade it. You may accept the grade given or revise the paper for a second grade.

Rubric:

	Rating				Score
	4	**3**	**2**	**1**	
ASSIGNMENT BASICS					
Articles	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single source.	
SUMMARY					
Theme	Well organized, demonstrates logical sequencing and structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.	
Background/Foundation	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered.	
Research Question	Research question(s) are formed through the literature review and clearly stated.	Research question(s) are formed through the literature review.	Research question(s) were not formed but could be formed through the literature review.	Research question(s) were not formed and are not apparent from the literature review.	
Reference Sheet	Information is cited properly and in APA format.	Information is cited properly.	Information is cited, but has errors.	Information is not cited or is cited incorrectly.	
PRESENTATION					
Length	Adheres to 5 – 10 page criteria.	Exceed or does not meet 5 – 10 page criteria by ½ page or less.	Exceed or does not meet 5 – 10 page criteria by ½ to 1 page.	Exceed or does not meet 5 – 10 page criteria by more than 1 page.	
Format	Font, spacing, and APA format are correct.	Font and spacing, font and APA, or spacing and APA are correct.	Font, spacing, or APA format is correct.	Font, spacing, and APAP format are incorrect.	
Grammar	There is 1 or less grammatical error.	There are 2 grammatical errors.	There are 3 grammatical errors.	There are 4 or more grammatical errors.	
TOTAL POINTS					

Class Presentation Scoring Rubric
Class presentation should be timed to 10-15 minutes.
Use PowerPoint or overheads to represent work.
Start with a thesis statement or purpose of your research.
Present your major findings or conclusions in graphic, cartographic, or tabular form.
Summarize your conclusions.
Three to five slides should be enough.

Early Presentation   _____

Clear thesis statement or purpose   _____
>   I understand what the research is trying to find
>   I understand why that may be important:

Relevant analysis   _____
>   The analysis relies on primary or secondary source data:
>   The analysis directly relates to the questions of research:
>   The data analysis uses appropriate techniques:

Well formulated chart, map, graph, or table   _____
>   Clear Title:
>   Source:
>   Easily read and appropriately labeled:
>   Informs:

Clear conclusion or summary   _____
>   The question raised is answered:
>   The logic of the answer is clear:

Total   _____

Portfolio

A portfolio is a compilation of you work as a student in the department and is an important part of this class. A portfolio will consist of four to six products you have developed during your tenure with us. Examples would be mapping projects, remote sensing projects, term papers, design projects, or county plans. The paper for this course may be included. For each project preface it with a brief description of the course you did it for and it's content.

In addition to each project, you will write a four to five page preliminary essay that answers the following questions:
1. How did you select your major;
2. What two or three department courses did you feel were the most important to your education as a planner or geographer - why;
3. What courses did you feel fell short of your expectations – why;
4. What area of the discipline do you fell is lacking in our course offering;
5. How would you rate your overall satisfaction with-
     a. The department (1-10 and why)
     b. The major (1-10 and why).
6. Any final words.

Submissions should be digital and hard copy. For those things you do not have in digital format, the department will process them for you, but get them to me early. If you want to keep a copy of the portfolio for job interviews, make your own copy. We are archiving all student portfolios.

Statement of Departmental Responsibility

Writing Intensive – RGPL/GEOG 412 Community Planning Practicum/Research Seminar

This course will be offered once a year as the Department's capstone course, therefore the completion of a research paper or a project white paper will be one of the central objectives of the course. The department will maintain the Writing Intensive character of the course by:

1. Making a concerted effort to assign instruction of the course to a faculty member who has participated in IUP's Writing Workshop.

2. Create a departmental Writing Intensive culture for the course by requiring that any faculty member who teaches the course review the Writing Intensive application documents included in this packet. This will also provide continuity should there be more than one instructor assigned to teach the course. Only one instructor has taught the course per academic year for the last several years.

3. Create a departmental Writing Intensive culture for the course by requiring that any faculty member who teaches the course review the syllabus of record, past semester syllabi, and past semester sample writing assignments so that they maintain the writing character of the course.