

USP 533 – Planning Methods 1 (4 credits)
Fall 2023, Mondays and Wednesdays 2 pm-3:50 pm
Vanport Building 264
Prof. C.N.E. Corbin
Email: ccorbin@pdx.edu

Office Hours: Mondays 4:30-6 pm (In Person or Online)
Thursdays 12-1:30pm (Online Only)
<https://ccorbin.youcanbook.me/>

WHAT WE'RE STUDYING



The work of planners involves people, data, and data analysis. We have to define problems, ask the right questions, collect and process information, develop alternative solutions, and provide a well-grounded rationale for decision-making. Fortunately (or unfortunately), there is rarely one way to analyze an issue; likewise, there is rarely, if ever, one correct outcome of an analysis. An effective planner is inquisitive, willing to work with community members and leadership to identify and define problems, interested in trying new methods of collecting information, and able

to explore and critique policy alternatives. This work involves more than just data collection and number crunching (and, in fact, many times, we do not have access to sufficient quantitative data). Planning at its core requires strong interpersonal skills, which ensure relevancy, gain support, and provide persons of all walks of life/perspectives an opportunity to be part of the process. Such skills include one-on-one communication along with the ability to work as a team member and with public groups. Finally, a planner must know how to effectively communicate the results of his/her work so that decision-makers and the public at large understand the issue and can make sound decisions.

This course is intended to introduce you to fundamental primary (and generally though not exclusively field-based and qualitative) research methods and techniques used in planning practice. We begin by considering the special nature of planning problems as “wicked” problems that can be formulated in multiple ways. The awareness of multiple frames for defining controversial issues is kept in mind as we develop primary data collection instruments and consider analysis from many angles. You will gain hands-on experience in some of the key skills of fieldwork and collecting and analyzing qualitative data, including observations and interviewing. You will also be given an opportunity to practice teamwork skills and hone your professional writing and oral presentation skills.

LEARNING OUTCOMES

This class is formative and foundational for the rest of the MURP experience, in several different ways. One is that this class exposes you to the basics of the planning process and important planning research tools. In addition, the class lays the groundwork for ongoing prioritization of equity both in interpersonal work as well as in planning practice. Finally, this class is typically a cohort-building opportunity.

Our specific learning objectives are:

1. Apply the planning research process, starting with defining the problem/opportunity/goal and analyzing existing conditions.
2. Develop a good interview plan and guide, implement interviews, and analyze interview data.
3. Design a survey that minimizes survey error and asks good survey questions.
4. Prioritize equity in research, by understanding inequities as rooted in systemic oppression and by applying an equity lens.
5. Reflect on bias, validity, and reliability challenges as related to qualitative methods, and identify ways to overcome those challenges, such as triangulation.
6. Employ "best" practice and case study research to make planning recommendations.
7. Document and reflect on your researcher positionality and initiate a practice of reflective planning and critical reflexivity.
8. Develop positive strategies for effective teamwork.

Note: Many of these directly connect to the 10 overall MURP student learning outcomes of the whole program. This class serves as an introduction; you will revisit many of the learning outcomes in future classes. Link to MURP Learning Outcomes <https://www.pdx.edu/urban-studies-planning/murp-student-learning-outcomes>

TEAMS

You will primarily work in teams this quarter, although there are some individual assignments.

COURSE MATERIALS

Readings and other course materials are all found on the Canvas course site. **Make sure to monitor Canvas for updates.**

COURSE MATERIALS

I plan to make our shared time together pretty interactive! While I will do some presenting, I will also be using a variety of engagement techniques, e.g., polling, small group breakouts, etc. Come to class prepared to participate actively! A portion of your grade in this class will come from your active participation-see below. In addition, I will often give tips on assignments in class and lots of opportunities for unpacking learning goals. If you have to miss class, you don't need to tell me but do contact your team members. I will typically post slides after class each M/W. Please review those on your own and check in with your team about what you missed.

ASSIGNMENTS & KEY DATES

While you will work in teams, there is also an emphasis on individual work in this class. This is to enable you to individually practice all of the skills from class, and also to enable me (the professor) the opportunity to gauge each of your individual progress.

There is typically ONE assignment due per week, either a team or individual assignment, though on a few weeks, there is more than one item due. While this may sound like a lot, the idea is that I have separated all the skills, learning objectives, and the overall project into many small parts, so you will do a little bit each week. All of the assignments culminate into a final presentation, followed by our own class reflections.

There is a rhythm to the class. Come prepared and well-read with notes. You will join your team and work through the first draft of the assignment in class. Teams will do a share-in/short presentation of your draft and receive feedback from the class, instructor, and possibly the client. Teams will incorporate the feedback, and one team member will submit the final draft by the designated date for the final team grade

via Canvas. The graded assignment will also receive feedback from the instructor, and that can be incorporated into the final presentation and report.

The assignments and their rubrics are located on Canvas. Please do NOT get ahead in assignments as I will give complimentary instruction in class, and because we may gain insight from the client and from our own fieldwork, which could shape the specific details of the later assignment directions and expectations).

EVALUATION OF STUDENT LEARNING

Your overall grade in class is out of 100 points, and is based on roughly:

- 20% Individual Assignments (roughly)
- 50% Team Assignments (roughly)
- 10% Class participation. Class participation is worth 0.5 points per day (about 20 classes, or 10 points). In addition, the midway and final teamwork/reflexivity surveys are each worth 5% (you get full credit if you complete them).
- 20%: Final Presentation

You can check your overall progress and grade in the class by navigating to "Grades" on the Canvas site.

Individuals will get individual grades and feedback for their individual assignments, while all team members will receive the same grade and feedback for team assignments. (If I learn from student feedback, including the final teamwork survey, that there has been an unfair distribution of work within a group or other signification problems, it may affect individual students' grades on teamwork. My goal is that teams avoid that kind of situation.)

GRADING SCALE

A = 95-100	B+ = 87-90	C+ = 77-79	D+ = 67-69	F = 0-62
A- = 91-94	B = 83-86	C = 73-78	D = 63-66	
	B- = 80-82	C- = 70-72		

POLICIES AND STUDENT RESOURCES

See Student Resources, and Class Policies/Agreements are located in Canvas.

STUDENT FEEDBACK

- I welcome your feedback about the class and on your learning throughout the quarter; please visit me during office hours.
- Please also complete the course evaluations at the end of the quarter. Tell me what worked and what can be improved.

PARTICIPATION AND PROFESSIONALISM

Professionalism takes many forms. Being a good academic community member requires that you:

- Complete all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog and reviewing the Agreements for Multicultural Interactions in the Classroom.
- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help

UNAUTHORIZED DISTRIBUTION OF COURSE MATERIAL

Students are prohibited from distributing text or images from the Canvas site—e.g., cutting and pasting comments from a discussion board—without the prior consent of the instructor or student poster.

TECHNOLOGY ACCESS

Proficiency in the use of Canvas, PSU email, and other computer tools such as ZOOM or part of the Google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost:<https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service>

SUBMITTING WORK ONLINE

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. **Acceptable file formats are MS Office formats (e.g., Word, Excel, PowerPoint) or PDF files.** Individual assignment instructions may contain a required file format.

POLICY ON ACADEMIC INTEGRITY

Students are expected to be ethical not only in the classroom (physical and virtual/digital) but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own by copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the [PSU Code of Student Conduct and Responsibility](#). University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to the guidelines set. Please see me if you ever have any questions about how to cite your work.

Students are responsible for knowing both in-class behavior and rules governing the use of materials in academic work. Plagiarism includes both other students' work and Wikipedia (or anything from the internet) that is not properly cited. Any student found plagiarizing work or violating any part of PSU's academic integrity policy will receive no credit for the assignment.

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the [Disability Resource Center \(DRC\)](#) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

The DRC is located at 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

TITLE IX SUPPORT & RESOURCES

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or Schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Rebecca Lawrence titleixcoordinator@pdx.edu
Or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Mike Walsh walshme@pdx.edu
Or in person at Smith Memorial Student Union (SMSU) 825 W Broadway, Suite 433

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator, or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX, please complete the required student module *Creating a Safe Campus* in your Canvas.

Dates	COURSE MATERIALS	
<p>Week 1 Wednesday 9/27</p>	<p>Introduction</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Community of Scholars Agreements • Gaber & Gaber Chapter 1 pp1-13 <u>only</u>. Note the "planning research act," when to do primary research, distinctions between qualitative from quantitative research methods, how to choose the right methods, and assessing and enhancing validity and reliability. • Review Resource Folder <p><u>Planning Ahead</u></p> <ul style="list-style-type: none"> • Citi Program: Group 1 Human Subjects Researcher & 3 Modules: <ol style="list-style-type: none"> 1. Research with Persons who are Socially or Economically Disadvantaged 2. Gender and Sexuality Diversity (GSD) 3. Research with Subjects with Physical Disabilities & Impairments <p>Complete and submit PDF of CITI completion document by Sunday, 10/22, by 6PM</p> <p><u>In Class Assignment</u></p> <ul style="list-style-type: none"> • Info Cards 	<p>Meet Our Client & Research Team</p>
<p>Week 2 Monday 10/2</p>	<p>Positionality</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Milner IV, Richard H. "Race, Culture, and Research Positionality: Working Through Dangers Seen, Unseen, and Unforeseen. <i>Educational Researcher</i> 36, no 7 (2007): 388-400. • Sweet, Elizabeth. "Cultural Humility: An Open Door for Planners to Locate Themselves and Decolonize Planning Theory, Education, and Practice." <i>EJournal of Public Affairs</i> 7, no. 2 (August 23, 2018): 1–17. <p><u>Media</u></p> <ul style="list-style-type: none"> • Kimberlé Crenshaw, The Urgency of Intersectionality TEDWomen 2016~19 mins https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en • Positionality in Qual Research 2016 ~11 mins https://www.youtube.com/watch?v=C9wVgU9Ppk8 <p><u>Canvas Assignment(s):</u></p> <ul style="list-style-type: none"> • Individual Assignment: Positionality Reflection Due Sunday, 10/8, by 6pm 	

<p>Wednesday 10/4</p>	<p>Teamwork</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Working Effectively in Groups PDF • Anti-Oppressive Facilitation: Making Meetings Awesome for Everyone PDF • 10+ Tools for a Better Anti-Racism Conversation https://concordacademy.org/tools-for-better-anti-racism-conversations/ • Making Group Contracts https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts <p><u>In Class Assignment(s)</u></p> <ul style="list-style-type: none"> • Team Assignment: Team Agreements/Contract 1st Draft w/ Share in and feedback <p><u>Canvas Assignment(s):</u></p> <ul style="list-style-type: none"> • Team Assignment: Final Team Agreements/Contract due Sunday, 10/8, by 6pm 	
<p>WEEK 3 Monday 10/9</p>	<p>Ethics & Equity</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Planning for Equity Policy Guide https://planning.org/publications/document/9178541/ • City of Portland Racial Equity Toolkit https://www.portlandoregon.gov/oehr/article/592297 • Accessibility Toolkit: Rethinking Disability & Accessibility for a More Inclusive Outdoors. https://willamettepartnership.org/wp-content/uploads/2020/10/AccessibilityToolkit_forLM_2020_Reduced.pdf • By the Numbers: Using Disaggregated Data to Inform Policies, Practices and Decision-Making PDF <p><u>Review</u></p> <ul style="list-style-type: none"> • PSU Institutional Review Board https://sites.google.com/a/pdx.edu/research/integrity/hrpp • AICP Code of Ethics https://www.planning.org/ethics/ethicscode/ 	

	<ul style="list-style-type: none"> Ethical Principles in Planning https://www.planning.org/ethics/ethicalprinciples/ Curry-Stevens, Ann, Amanda Cross-Hemmer, N. Maher, and Julia Meier. "The Politics of Data: Uncovering Whiteness in Conventional Social Policy and Social Work Research," 2011. <p>Media</p> <ul style="list-style-type: none"> Camara Jones, Allegories on Race and Racism TEDx Emory 2014 ~20 mins https://www.youtube.com/watch?v=GNhcY6fTyBM Equity Doesn't Happen by Accident 2020 ~5mins https://www.planning.org/equity/voices-of-equity/ <p>In Class Assignment(s)</p> <ul style="list-style-type: none"> Racial Equity Toolkit Worksheet w/ Share in and feedback 	
<p>Wednesday 10/11</p>	<p>Existing Conditions</p> <p>Readings</p> <ul style="list-style-type: none"> Jacobs, Allan B. <i>Looking at Cities</i>. First Edition. Cambridge, Mass: Harvard University Press, 1985. Clues Pages 30-83. Conducting a Land Use Inventory Chapter 3 <p>Interactive Tools</p> <ul style="list-style-type: none"> Portland Neighborhood.com https://portlandneighborhood.com/ <p>Resources</p> <p>Pick one example Existing Conditions. Skim through it and note the organization, range of topics addressed, type of data included kinds of maps/images/table/graphs/etc. Possible examples (or skim one of interest to you)</p> <ul style="list-style-type: none"> City of Milwaukie Comprehensive Plan Adopted 2020 https://www.milwaukieoregon.gov/sites/default/files/fileattachments/planning/page/75331/adopted_comprehensive_plan_document_aug_2020.pdf Comprehensive Economic Development Strategy for the Confederated Tribes of the Umatilla Indian Reservation https://ctuir.org/media/1smb1zr4/ctuir-ceds-2017-21-final-draft_0.pdf 	

	<ul style="list-style-type: none"> • City of Vancouver Anti-Displacement Strategy, Appendix A: Existing Conditions, (Note: This was a MURP Workshop Project) https://www.cityofvancouver.us/sites/default/files/fileattachments/community_and_economic_development/page/39111/rv_appendix_a_-_existing_conditions.pdf • Portland Specific Plan https://www.portlandonline.com/portlandplan/index.cfm?c=58776 <p><u>In Class Assignment(s)</u></p> <ul style="list-style-type: none"> • Racial Equity Toolkit Worksheet 1st Draft w/ Share in and feedback <p><u>Canvas Assignment(s)</u></p> <ul style="list-style-type: none"> • Team Assignment: Racial Equity Tool Kit Worksheet Due Sunday, 10/15, by 6 pm 	
<p>Week 4 Monday 10/16</p>	<p>Reconnaissance & Field Observations</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Gaber & Gaber Chapter 2: Field Research • Gaber & Gaber Chapter 3: Photographic Research <p><u>In Class Assignment(s)</u></p> <ul style="list-style-type: none"> • Site/Field Observations Prep • Creation of Participant Observation Log • Select posts for Participation Observations on sites. 	
<p>Wednesday 10/18</p>	<p>Interviews & Focus Groups</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Section 4: Key Informant Interviews • Bardach, Eugene. "Gaining Access and Engaging Assistance." In <i>A Practical Guide For Policy Analysis: The Eightfold Path To More Effective Problem Solving</i>, 2nd edition., 89–102. Washington, D.C: CQ Press, 2004. • Sands, R., Bourjolly, J., & Roer-Strier, D. (2007). Crossing Cultural Barriers in Research Interviewing. <i>Qualitative Social Work</i>, 6(3), 353-372. • BetterEvaluation.org Stories https://www.betterevaluation.org/en/evaluation-options/stories 	<p>No class 10/18 Conduct Fieldwork Week</p>

	<p><u>Media</u></p> <ul style="list-style-type: none"> Using In-Depth Interviews (IDIs) In your Research: Qualitative Research Methods I 2016 ~5mins. https://www.youtube.com/watch?v=Pb3UlqAMwKA <p><u>Assignment(s)</u></p> <ul style="list-style-type: none"> Citi Program: Group 1 Human Subjects Researcher. Complete and submit PDF of CITI completion document by Sunday, 10/22, by 6PM Conduct Participant & Field Observations and Land Use Analysis 	
<p>Week 5 Monday 10/23</p>	<p>Interviews & Focus Groups</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> Trauma Informed Interviewing Techniques PDF Trauma Informed Interviewing Techniques PDF A Guide to GPRA Data Collection Using Trauma Informed Interviewing Skills PDF Gaber & Gaber Chapter 4 Focus group Research <p><u>Media</u></p> <ul style="list-style-type: none"> Preparing for Focus Groups: Qualitative Research Methods I 2016 ~5mins https://www.youtube.com/watch?v=VSwtvkTsOvI <p><u>Assignment(s)</u></p> <ul style="list-style-type: none"> Conduct Participant & Field Observations and Land Use Analysis <p><u>Assignment(s)</u></p> <ul style="list-style-type: none"> Conduct Participant & Field Observations and Land Use Analysis Participant & Field Observations and Land Use Analysis Due Sunday, 10/29, by 6pm 	<p>No class 10/23 Conduct Fieldwork Week</p>
<p>Wednesday 10/25</p>	<p>Survey Design</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> Miller, T. Citizen Surveys, parts 1-4 https://plannersweb.com/2013/11/citizen-surveys-taking-communitys-pulse-part-1/ 	

	<ul style="list-style-type: none"> • Dillman, Don A., Jolene D. Smyth, and Leah Melani Christian. "Chapter 9 Web Questionnaires and Implementation." In <i>Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method</i>, 301–50. Hoboken: John Wiley & Sons, 2014. • Dillman, Don A., Jolene D. Smyth, and Leah Melani Christian. "Chapter 10 Mail Questionnaires and Implementation." In <i>Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method</i>, 351–97. Hoboken: John Wiley & Sons, 2014. • Fowler, Floyd J. "Chapter 2 Types of Error in Surveys." In <i>Survey Research Methods</i>, 4th ed. SAGE, 2008. • Tip Sheet on Question Wording Harvard University Program on Survey Research https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf <p><u>In Class Assignment(s)</u></p> <ul style="list-style-type: none"> • Team Assignment: Key Informant & Focus Group Interview Plan 1st Draft 	
<p>Week 6 Monday 10/30</p>	<p>Survey Design & Questions</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Hughes, J., Abigail A. Camden, and Tenzin Yangchen. "Rethinking and Updating Demographic Questions: Guidance to Improve Descriptions of Research Samples." <i>Psi Chi Journal of Psychological Research</i> 21, no. 3 (Fall 2016): 138–51. • Rosenberg, Sarai. "Respectful Collection of Demographic Data." <i>Managing on the Margins</i> (blog), September 28, 2018. https://medium.com/managing-on-the-margins/respectful-collection-of-demographic-data-56de9fcb80e2 • Gaddy, Marcus and Kassie Scott, Principles for Advancing Equitable Data Practice https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice.pdf <p><u>Media</u></p> <ul style="list-style-type: none"> • Qualtrics Beginner Tutorial 2017 ~ 5mins. https://www.youtube.com/watch?v=hSo-ldj19k&t=1s • Google Forms Full Tutorial From Start To Finish - How To Use Google Forms https://www.youtube.com/watch?v=LxfPLPIowM 	<p>Client Visit</p>

	<p><u>Interactive tool(s)</u></p> <ul style="list-style-type: none"> • Create Surveys with Google Forms or Qualtrics https://portlandstate.atlassian.net/servicedesk/customer/portal/2/article/610468405 • Qualtrics Sample Size Calculator & Complete Guide https://www.qualtrics.com/blog/calculating-sample-size/ <p><u>In Class Assignment(s)</u></p> <ul style="list-style-type: none"> • Team Assignment: Interviewing Workshop • Key Informant & Focus Group Interview Plan and Guide 2nd Draft in class team presentations to Client and Feedback session. <p><u>Canvas Assignment(s)</u></p> <p>Team Assignment: Key Informant & Focus Group Interview Plan and Guide due Sunday, 11/5, by 6pm</p> <ul style="list-style-type: none"> • Individual Assignment: Midway Teamwork and Reflexivity Survey Due Sunday, 10/29, by 6pm 	
Wednesday 11/1	<ul style="list-style-type: none"> • Focus Group Workshop Part 1: Prep 	Conduct Focus Groups Saturday 11/4
Week 7 Monday 11/6	<ul style="list-style-type: none"> • Focus s Group Workshop Part 2: Debriefing • Prep for Zoom Focus Groups 	Zoom Focus Groups 11/11
Wednesday 11/8	<p>Analyzing Qualitative Data</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Berg, Bruce Lawrence. "Chapter 11 An Introduction to Content Analysis." In <i>Qualitative Research Methods for the Social Sciences</i>, 238–67. Allyn and Bacon, 2001. • Creswell, John W. "Chapter 18 Coding Text Data" and "Chapter 19 Coding Images and Pictures." In <i>30 Essential Skills for the Qualitative Researcher</i>, 152-173. SAGE Publications, 2015. <p><u>Media</u></p> <ul style="list-style-type: none"> • Welcome to Dedoose https://www.dedoose.com/resources/videos 	

	<ul style="list-style-type: none"> • What is MaxQDA https://www.maxqda.com/identical-on-windows-and-mac <p><u>Interactive tool(s)</u></p> <ul style="list-style-type: none"> • Otter AI https://otter.ai/ • Zotero https://www.zotero.org/ <p><u>In Class Assignment(s)</u></p> <ul style="list-style-type: none"> • Survey Questions & Design Workshop <p><u>Canvas Assignment(s)</u></p> <ul style="list-style-type: none"> • Submission of Raw Materials from Conducting Three Key Informant Interviews & 1 Focus Group Due Sunday, 11/12, 6pm 	
<p>Week 8 Monday 11/13</p>	<p>Best Practices & Recommendations</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Bardach, Analyze Smart Practices. Part III, p. 110 • Campbell, Scott. Case Studies in Planning: Comparative Advantages and the Problem of Generalization <p><u>Resources</u></p> <ul style="list-style-type: none"> • Forsyth, A. Case Studies: How Planning Students Can Find Interesting Projects Online https://www.planetizen.com/node/53186 • International Planning Case Studies Project https://planningcasestudies.org/ <p><u>Canvas Assignment(s)</u></p> <ul style="list-style-type: none"> • Best Practice/Case Study/ Recommendation Assignment Due Sunday, 11/19, by 6pm 	
<p>Wednesday 11/15</p>	<p>Evaluating/Monitoring Planning</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Stocks, Flows, and Dreams: Shaping and Measuring Neighborhood Change in Community Development by Xavier de Souza Briggs • Waldner, Leora Susan. "Planning To Perform: Evaluation Models For City Planners." <i>Berkeley Planning Journal</i> 17, no. 1 (December 6, 2011). 	

	<ul style="list-style-type: none"> • CDC EVALUATION WORKING GROUP https://www.cdc.gov/eval/materials/frameworkoverview.pdf 	
Week 9 Monday 11/20	Analyzing Qualitative Data Workshop <u>In Class Assignment(s)</u> <ul style="list-style-type: none"> • Analyzing Data Presentations with feedback. <u>In Class Workshop</u> <ul style="list-style-type: none"> • Data Communication & Deliverable Prep Bring your Data!!! 	
Wednesday 11/22	Presentation Tips & Practice <u>Readings</u> <ul style="list-style-type: none"> • Tufte, Edward. 2003. "The Cognitive Style of PowerPoint. • Organizing Your Presentation https://columbiacollege-ca.libguides.com/presentations/planning#s-lg-box-15549516 <u>In Class Workshop</u> <ul style="list-style-type: none"> • Presentation Workshop Part 1 	
Week 10 Monday 11/27	In Class Presentation Workshop Part 2	
Wednesday 11/29	In Class Presentations w/ Client Present	
Week 11 Finals Week 12/4-8	<ul style="list-style-type: none"> • Team Assignment: Final Team Presentation Due Wednesday, 12/6, by 6pm • Team Assignment: Final Deliverable Due Wednesday, 12/6, by 6pm • Individual Assignment: Final Teamwork & Reflexivity Survey Due Thursday, 12/7, by 6pm 	