

USP 533 – Planning Methods 1 CRN: 13435 (4 credits)
Fall 2026, Mondays and Wednesdays 1:30 pm-3:10 pm
Location: Cramer Hall (CH) 325

Instructor: Prof. C.N.E. Corbin

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Office Hours (By Appointment): Wednesdays 11am-12:30pm & 4-5pm <https://ccorbin.youcanbook.me/>

WHAT WE'RE STUDYING

The work of planners involves people, data, and data analysis. We must 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.

I plan to make our shared time together is interactive and collaborative! 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 must 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 TWO assignments due per week, an individual and a team assignment. While this may sound like a lot, it will foster stronger outcomes as well as individual and team accountability. The idea is for you to complete the assignment on your own first and then bring what you have learned and contribute to your team. 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 which culminates into a final report and presentation.

There is a rhythm to the class. Come prepared and well-read with notes. You will join your team prepared from your individual assignment and then will work through the first draft of the team assignment in class. Teams will do a share-in/short presentation of your draft and receive feedback from the class, instructor, and possibly the community client. Teams will incorporate the feedback, and one team member will submit the final draft by the designated date for the team grade via Canvas. The graded assignment will also receive feedback from the instructor, and that can be incorporated into the final report and presentation.

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:

45% Individual Work
 35% Individual Assignments
 10% Participation

55% Teamwork
 35% Team Assignments
 20% Final Deliverable

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 there has been an unfair distribution of work within a group or other significant 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 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.

AI USAGE

No use of generative AI is permitted unless confirmed by the instructor.

Intellectual integrity forms the bedrock of academic communities and serves as the cornerstone for impartial evaluation of your work. All coursework completed and/or submitted for this course must represent your original work and adhere to the University's Academic Integrity Guidelines. Unauthorized collaboration or the use of ChatGPT or any other generative AI applications is strictly prohibited.

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES

PSU values diversity, equity, 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 instruction or course design result in barriers to your inclusion or learning, the Disability Resource Center (DRC) provides accommodations in the learning environment.

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 DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and all other disabilities.

If you already have accommodations: Please contact me to make sure that I have received your Faculty Notification Email, and to discuss your accommodations.

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

If you have questions about the information on this page, please contact the Disability Resource Center.

Email: drc@pdx.edu

Phone: 503-725-4150

Check the DRC home page for current hours and contact information.

Please email me so we can discuss your accommodations.

TITLE IX SUPPORT & RESOURCES

As an instructor, students frequently come to me for assistance in matters that are not related to the course material. Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to University Officials, who keep the information private. If you would rather share information about these experiences with a PSU staff member who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources.

- Confidential Advocates: 503.894.7982, or by [scheduling on-line](#) (for matters regarding sexual harassment and sexual and relationship violence)
- Center for Student Health and Counseling (**SHAC**): 1880 SW 6th Ave, 503.725.2800
- **Student Legal Services**: 1825 SW Broadway, (SMSU) M343, 503.725.4556 For more information, please complete the required student module Understanding Sexual Misconduct and Resources in Canvas.

PSU Sexual Misconduct Response website gives you comprehensive information about how to support and/or report an incident.

Please complete the required student module **Understanding Sexual Misconduct and Resources** in Canvas, which provides information about PSU policy and resources.

You may also report sexual and relationship violence to law enforcement on campus with **Campus Public Safety Office (CPSO)**.

Or you may file an **anonymous report with Campus Public Safety Office** or a **Bias Incident report** with the **Bias Review Team (BRT)**. PSU does not typically investigate the reports that are made through these two avenues. These reports help PSU understand what students and employees are experiencing on and around campus and provide support where needed.

REPORTING RESOURCES FOR CONDUCT, STUDENT DISTRESS, AND ACADEMIC APPEALS

- **TSUSP Conduct and Community Standards Reporting - Students** who have concerns about incidents happening within USP classes or in other PSU-sanctioned spaces related to TSUSP programs may submit confidential reports to the TSUSP School Director in person or by email at tsusp_director@pdx.edu. All reports received are logged, and depending on the nature of the incident, follow-up with the impacted student(s) takes place.
- The [Office of Dean of Student Life](#) maintains a [PSU Incident Report](#) form where students and other PSU community members can report incidents for review relative to the [Student Code of Conduct and Responsibility](#), including academic misconduct. These reports, once investigated and resolved, are shared with the School Director and corresponding Program Director.
- Bias-related incidents on campus can be reported to the [Bias Review Team](#).
- Complaints against Faculty, Staff, or Student Employees of [prohibited discrimination](#) can be reported via the [Employee Complaint Report Form](#) through the Office of Equity and Compliance.
- The [CARE Program](#) can help students experiencing distress and/or other issues that might impact their ability to function at their best in and outside of the classroom. They have a [referral form](#) here.
- The Office of Student Affairs houses the [Academic Appeals process](#). Students who feel they have received a prejudiced or capricious academic evaluation may submit an [Academic Appeal Request](#). Before students submit this request, students must have appealed to the instructor, department chair and appropriate dean. Students should then read the [Academic Appeals Guidelines](#) to see if their grade dispute fits the purview of the Academic Appeal. For more information please visit the [Academic Appeals website](#), or email studentaffairs@pdx.edu.

Dates	COURSE MATERIALS
Week 1 Monday 9/28	Introduction <u>Readings</u> • Land Acknowledgement • Community of Scholars Agreements • Chapter 1 Introduction Gaber 2020 • Review Syllabus and Materials in the Project Resources Folder <u>In Class Assignment</u> • Info Cards
Wednesday 9/30	Positionality & Teamwork <u>Readings</u> • Working Effectively in Groups (PDF) • Pedagogy of the Oppressed Chapter 3 Focus on Dialogue pp. 1-5 required! • In-Depth: How To Create Better Work Agreements For Your Team (PDF) https://medium.com/the-liberators/in-depth-how-to-create-better-work-agreements-for-your-team-7738e474ad13 • Making Group Contracts https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts • Anti-Opressive Facilitation: Making Meetings Awesome for Everyone (PDF) <u>In Class:</u> • Community Client Visit Project Introduction & Overview • First team meeting <u>Canvas Assignment(s):</u> • Individual: Team Agreements/Contracts Due Sunday, 10/4 by 6 pm
Week 2 Monday 10/5	Researcher Positionality & Reflexivity <u>Readings</u> • 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.

	<u>Media</u> - Kimberlé Crenshaw, The Urgency of Intersectionality TEDWomen 2016~19 mins https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en - Reflexivity in Qualitative Research ~5.5 mins https://www.youtube.com/watch?v=p3NPLkLOagA <u>In Class Assignment(s)</u> - Team Assignment: Team Agreements/Contract Draft 1
Wednesday 10/7	Ethics & Equity <u>Readings</u> - Planning for Equity Policy Guide_(PDF) https://planning.org/publications/document/9178541/ - By the Numbers: Using Disaggregated Data to Inform Policies, Practices and Decision-Making (PDF) <u>Review</u> - PSU Institutional Review Board https://sites.google.com/a/pdx.edu/research/integrity/hrpp - AICP Code of Ethics https://www.planning.org/ethics/ethicscode/ - Ethical Principles in Planning https://www.planning.org/ethics/ethicalprinciples/ - Understanding Equity Through Census Bureau Data https://www.census.gov/library/stories/2021/09/understanding-equity-through-census-bureau-data.html - Diversity and Disparities https://s4.ad.brown.edu/projects/diversity/Data/Data.htm <u>Media</u> - Voices of Equity in Planning American Planning Association 10 Videos https://www.planning.org/equity/voices-of-equity/ <u>In Class Assignment(s)/Activities:</u> - Library Visit with Urban Studies & Planning Librarian, Daina Dickmen. Location: Millar Library ML-170 - Team Assignment: Team Agreements/Contract Draft 2 meetings w/ Prof Corbin

	<u>Canvas Assignment(s):</u> - Individual Assignment: Positionality & Reflexivity Assignment Due Sunday, 10/11 by 6 pm - Team Assignment: Team Agreements/Contract Final Draft due Sunday, 10/11, by 6 pm
Week 3 Monday 10/12	Existing Conditions <u>Readings</u> - 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 <u>Resources</u> 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) - 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 - City of Vancouver Anti-Displacement Strategy, Appendix A: Existing Conditions, (Note: This was a MURP Workshop Project) (PDF) - Portland Specific Plan https://www.portlandonline.com/portlandplan/index.cfm?c=58776 - West Oakland Specific Plan Chapter 4 Land Use (PDF) <u>In Class Assignment(s)/Activities:</u> - Equity Assessment 1st Draft w/ Share in and feedback <u>Canvas Assignment(s)</u> - Team Assignment: Equity Assessment Due Sunday, 10/25, by 6 pm
Wednesday 10/14	Land Use & Observation Part 1 <u>Readings</u> - Gaber & Gaber Chapter 2: Field Research <u>In Class Assignment(s)/Activities:</u> - Site/Field Observations Prep

	<u>Canvas Assignment(s)</u> - Individual Assignment: CITI Program: Group 1: Human Subjects Researcher I Elective Modules: - Research with Persons who are Socially or Economically Disadvantaged (ID 16539) - Gender and Sexuality Diversity (GSD) in Human Research (ID 16556) - Research with Subjects with Physical Disabilities & Impairments (ID 16657) - Complete and submit PDF of CITI completion document by Sunday, 10/18, by 6 pm
Week 4 Monday 10/19	Land Use & Observation Part 2 <u>Readings</u> - Gaber Chapter 3: Photographic Research <u>In Class Assignment(s)/Activities:</u> - Site/Field Observations Prep
Wednesday 10/21	No Class: Conduct Neighborhood Observations & Land Use Analysis
Week 5 Monday 10/26	Interviews & Focus Groups Part 1 <u>Readings</u> - Section 4: Key Informant Interviews (PDF) - 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. (PDF) - Sands, R., Bourjolly, J., & Roer-Strier, D. (2007). Crossing Cultural Barriers in Research Interviewing. <i>Qualitative Social Work</i>, 6(3), 353-372. (PDF) - BetterEvaluation.org Stories https://www.betterevaluation.org/en/evaluation-options/stories <u>Media</u> - Using In-Depth Interviews (IDIs) In your Research: Qualitative Research Methods I 2016 ~5mins. https://www.youtube.com/watch?v=Pb3UlqAMwKA <u>In Class Assignment(s)/Activities:</u> Community Client Visit: Land Use Analysis and Field Observations Debrief

	<u>Canvas Assignment(s)</u> Individual Assignment: Key Informant Interview & Focus Group Questions Tuesday, 10/27, by 9 pm
Wednesday 10/28	Interviews & Focus Groups Part 2: <u>Readings</u> - Gaber & Gaber Chapter 4 Focus group Research (PDF) <u>Optional Reading</u> - Elkins, Leigh Askew, Danny Bivins, and Langford Holbrook. "Community Visioning Process: A Tool for Successful Planning." <i>Journal of Higher Education Outreach and Engagement</i> 13, no. 4 (2009): 75–84. <u>Media</u> - Preparing for Focus Groups: Qualitative Research Methods 2016 ~5mins https://www.youtube.com/watch?v=VSwtvkTsOvI <u>In Class Assignment(s)/Activities:</u> - Team Assignment: Key Informant & Focus Group Plan 1st Draft <u>Canvas Assignment(s)</u> - Individual Assignment: Midway Teamwork and Reflexivity Survey Sunday, 11/1, by 11:59 pm - Land Use Analysis and Field Observations Sunday, 11/1, by 6 pm (Optional) Team Assignment: Team Agreements/Contract Redux Draft due Sunday, 11/1 by 11:59 pm
Week 6 Monday 11/2	Survey Design Part 1 <u>Readings</u> - Miller, T. Citizen Surveys, parts 1-4 https://plannersweb.com/2013/11/citizen-surveys-taking-communitys-pulse-part-1/ - Chapter 7 Sampling Techniques (PDF) - 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.(PDF) - 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. (PDF)

	- Fowler, Floyd J. "Chapter 2 Types of Error in Surveys." In <i>Survey Research Methods</i>, 4th ed. SAGE, 2008. (PDF) <u>In Class Assignment(s)/Activities:</u> - Mock Focus Group Workshop <u>Assignment(s)</u> - Individual Assignment: Survey Design Rough Draft due Sunday, 11/8, by 9 pm
Wednesday 11/4	Survey Design Part 2 <u>Readings</u> - 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 (PDF) https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice.pdf <u>Media</u> - 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=LxIfPLPI0wM <u>Interactive Tool(s)</u> - Qualtrics Sample Size Calculator & Guide https://www.qualtrics.com/blog/calculating-sample-size/ <u>In Class Assignment(s)/Activities:</u> - Team Assignment: Key Informant & Focus Group Plan 2nd Draft <u>Assignment(s)</u> - Team Assignment: Key Informant & Focus Group Interview Plan and Guide Final Draft due Sunday, 11/8, by 6 pm

Week 7 Monday 11/9	Analyzing Qualitative Data <u>Readings</u> - 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. <u>Interactive tool(s)</u> - Otter AI https://otter.ai/ <u>In Class Assignment(s)/Activities:</u> - Focus group prep - Team survey question selection and design
Wednesday 11/11	No Class Veteran's Day
Saturday 11/14	Conduct Focus Groups 11/14 Details Forthcoming
Week 8 Monday 11/16	Best Practices & Recommendations <u>Readings</u> - Bardach, Analyze Smart Practices. Part III, p. 110 (PDF) - Campbell, Scott. Case Studies in Planning: Comparative Advantages and the Problem of Generalization (PDF) <u>Resources</u> - 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/ <u>In Class Assignment(s)/Activities:</u> - Focus group debrief and key informant interview check-ins.

Wednesday 11/18	Evaluating/Monitoring Planning <u>Readings</u> • Stocks, Flows, and Dreams: Shaping and Measuring Neighborhood Change in Community Development by Xavier de Souza Briggs (PDF) • Waldner, Leora Susan. "Planning To Perform: Evaluation Models For City Planners." <i>Berkeley Planning Journal</i> 17, no. 1 (December 6, 2011). (PDF) <u>In Class Assignment(s)/Activities:</u> Survey Workshop • Team survey recommendations, finalizing questions, and design. <u>Canvas Assignment(s)</u> • Team Assignment: Survey due Sunday, 11/22, by 6pm • Individual Assignment: Best Practice/Case Study/ Recommendation Assignment Due Sunday, 11/22, by 6 pm <u>Google Folder Assignment(s)</u> • Individual/Group Assignment: Submission of Raw Materials from Conducting Key Informant Interviews & Focus Group Due Sunday, 11/22, 6 pm
Week 9 Monday 11/23	Analyzing Qualitative: Triangulation <u>In Class Assignment(s)</u> • Analyzing Data Presentations with feedback. <u>In Class Assignment(s)/Activities:</u> Data Work shop • <u>Bring Your Data!!!</u> Data Communication & Deliverable Prep
Wednesday 11/25	Presentation Tips & Practice <u>Readings</u> • Tufte, Edward. 2003. "The Cognitive Style of PowerPoint. (PDF) • Organizing Your Presentation https://columbiacollege-ca.libguides.com/presentations/planning#s-lg-box-15549516 <u>In Class Workshop</u> • Presentation Workshop Part 1

Week 10 Monday 11/30	In Class Presentation Workshop Part 2
Wednesday 12/2	In Class Presentations w/ Community Client
Week 11 Finals Week 12/7-12/11	• Team Assignment: Final Team Presentation Due Wednesday, 12/9, by 9 pm • Team Assignment: Final Deliverable Due Wednesday, 12/9, by 9 pm • Individual Assignment: Final Teamwork & Reflexivity Survey Due Friday, 12/11, by 6 pm