

## UPP 502: Planning Skills Fall 2011

Time: Mondays 9:00 – 11:50 a.m.  
Location: Art and Design Hall 2232  
Office Hours: Mondays 12-1, Tuesdays 1-2,  
and by appointment

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### Course Syllabus (August 16, 2011)

#### *Course Description and Objectives*

The course introduces students to a variety of skills useful in professional planning practice, with an emphasis on being able to collect, analyze, and present information effectively. These skills include quantitative reasoning, statistical data analysis, data visualization and presentation, basic techniques of economic and land use analysis, population projection, report writing, oral presentation, and computer-based image creation.

Primary objectives. By the end of the semester, you should be able to:

- use quantitative tools to describe the economic conditions of a community;
- demonstrate skills in writing, speaking, enumerating, visualizing, and computing;
- demonstrate knowledge concerning uses of and sources of secondary data;
- develop and present a community profile;
- apply quantitative reasoning and appropriate analytical techniques to the tasks of problem identification, alternative description, and alternative selection.

Secondary objectives. By the end of the semester, you also should be able to:

- apply skills in writing, visualizing, enumerating, computing, and presenting to offer relevant, practical, and professionally competent planning advice and products;
- apply basic research design principles to frame research questions and devise research strategies.

#### *Prerequisites*

There are no prerequisites for students admitted into the master's degree program in Urban Planning and Policy. As part of the core curriculum, the course is intended to be taken early in the master's program and is a prerequisite for the core courses UPP 505 and UPP 506. Because UPP 502 is offered to students with a wide variety of backgrounds and skills, the accessibility of and challenge presented by different topics will vary from individual to individual. Some students may find it helpful as the semester progresses to review certain concepts or material from their undergraduate studies.

*Class Format and Materials*

Class sessions will most commonly combine lectures with discussion. Even during lectures, the intention is to maintain an open discussion atmosphere. You are encouraged to contribute examples, questions, clarifications, and comments throughout. Some time may be set aside for structured or small-group discussions. There will be several sessions held in a computer laboratory.

The assigned readings should be completed prior to the class session on that topic (see the schedule below). Although material in the readings and presented in class usually follow each other relatively closely, they are not identical. You are responsible for all material, both covered in class and contained in the assigned readings. Note that in some weeks the amount of assigned reading is substantial, while in other weeks there is little or even no assigned reading. You should plan their time to be able to finish the readings assigned for each class session, using the weeks with lighter loads to get ahead or catch up on readings, or work more intensively on assignments.

There is one required text:

Rowntree, Derek. 2004. *Statistics Without Tears: A Primer for Non-Mathematicians*. Classic Edition. Boston, Massachusetts: Pearson Education, Inc. ISBN: 9780205395095.

This text should be available for purchase in the UIC Bookstore as well as in storefront or on-line bookstores. It has been used in UPP 502 classes before, so it may be possible to obtain used copies from UPP students and alumni. The other readings for the course are drawn from journals or excerpted from a variety of texts and will be posted in electronic format to the course Blackboard site. The full citations are listed at the end of this syllabus.

*Requirements and Grading*

Course grades will be assessed on the basis of a series of assignments (90%), listed below, along with class attendance and participation (10%). The assignments are due on the class dates listed, at the beginning of the class period (at 9:00 a.m.). Unless you have made an alternative arrangement with the instructor *in advance of the due date*, late assignments will be penalized by 10% of the points earned per weekday late, up to a maximum of a week late and a 50% penalty. No assignments will be accepted more than one week after the assigned due date.

Assignment	Due	Points	Portion of Class Grade
1 community description	8/29	5	2.5%
2 data analysis	9/19	15	7.5
3 population projection	10/3	20	10.0
4 community mapping	10/3	5	2.5
5 statistical analysis	10/24	20	10.0
6 photoshop exercise	10/24	5	2.5
7 economic analysis	10/31	20	10.0
8 land use analysis	11/7	20	10.0
9 illustrator exercise	11/14	5	2.5
10 community profile	11/28	20 presentation 45 paper	10.0 22.5
TOTAL		180	90%

The preparation and participation portion of the grade will be assessed in part by regular attendance and in part by the contribution of comments, questions, or examples in class. Both attendance and participation are important for students to learn the most possible. You should plan to attend all class sessions for their full length. Excessive unexcused absences will reduce your grades, and more importantly, will affect your ability to master the material in this course.

*Absences:* Each unexcused absence beginning with the second occurrence will reduce the maximum mark you may receive for class preparation and participation by a full letter grade (the maximum grade with two unexcused absences is a “B”, with three unexcused absences is a “C”, etc.). An absence will be considered unexcused unless (1) you have discussed the situation with the instructor and obtained approval *in advance*, or (2) you provide evidence of a valid medical circumstance.

*Tardiness:* Please arrive at class on time to allow sufficient time for lecture and discussion and avoid disrupting the class by late entries. Unexcused tardiness of up to an hour will be treated as half an unexcused absence; unexcused tardiness of an hour or more will be considered a full unexcused absence.

### *Student Conduct and Intellectual Property*

The University of Illinois at Chicago Guidelines Regarding Academic Integrity state that: “All members of the campus community—students, staff, faculty, administrators—share the responsibility of insuring that these standards are upheld...Academic dishonesty includes, but is not limited to: cheating, fabrication, facilitating academic dishonesty / plagiarism, ... , nonoriginal works.” (The full guidelines are available online at <http://www.uic.edu/ucac/catalog/GR.shtml#qa>. You should also review the Academic Integrity section of the MUPP Handbook, accessible at [http://www.uic.edu/cuppa/upp/current\\_students/cs\\_prg\\_req.html](http://www.uic.edu/cuppa/upp/current_students/cs_prg_req.html).)

For this course: (1) You are permitted and encouraged to seek advice and suggestions from other class members on the assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading. (2) You may *not* produce assignments in groups—although you may discuss what you are doing with others, the assignment you hand in should be your own work. (3) In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc. The only exception is the information presented in class by the instructor or contained in the lecture slides, handouts, or notes that you make for yourself based on class sessions—these materials are considered to be your knowledge from the course and need not be cited.

### *Course Schedule*

This schedule is subject to modification during the semester to accommodate class progress, guests, and scheduling issues that may arise.

Wk.	Date (Bldg.)	Topics	Readings	Due
1	Aug. 22 (ADH)	<b>Introduction</b> - <i>course outline</i> - <i>the planning process</i> - <i>types of methods</i>		

Wk.	Date (Bldg.)	Topics	Readings	Due
2	Aug. 29 (ADH)	<b>Sources of Information and Graphical Presentation</b> - <i>sources of data</i> - <i>quantitative data graphics</i> - <i>Excel review</i>	- * Excel tutorial - Pearsall Ch.6, pp.54-65 (rest as interested) - Dandekar Ch.3 (Yen; York) - Dandekar Ch.4 (Crepeau), pp. 126-133 (rest as interested)	Assignment 1: community description
	Sep. 5	<i>LABOR DAY – NO CLASS</i>		
3	Sep. 12 (ADH)	<b>Data Analysis I: Description</b> - <i>descriptive analysis</i> - <i>statistical logic</i>	- Rowntree Ch.1-5	Excel Worksheet (ungraded)
4	Sep. 19 (ADH)	<b>Data Analysis II: Projection</b> - <i>population extrapolation</i> - <i>cohort survival method</i>	- Kaiser <i>et al.</i> Ch.5, pp.120-141 (rest of chapter as interested)	Assignment 2: data analysis
5	Sep. 26 (SEL)	<b>Visualization and Analysis: Geographic Information Systems</b> Guests: Max Dieber, Nina Savar		
6	Oct. 3 (ADH)	<b>Research Design and Data Collection</b> - <i>process of research design</i> - <i>primary data collection</i>	- Babbie Ch.4, pp.88-111; Ch.11, pp.280-285, 303-305 (rest of chapters as interested) - Rea and Parker, Ch.1	Assignment 3: population projection  Assignment 4: community mapping
7	Oct. 10 (SEL)	<b>Data Analysis III: Inference</b> - <i>inferential statistics</i> - <i>introduction to SPSS</i>	- Rowntree Ch.6-8	
8	Oct. 17 (SEL)	<b>Visualization: Photoshop</b> Guests: Max Dieber, Nina Savar		
9	Oct. 24 (ADH)	<b>Economic Analysis</b> - <i>how and why to look at the economy</i> - <i>sources of economic data</i> - <i>techniques: growth rates, location quotients, shift-share, economic base, labor force assessment, job quality</i>	- McLean and Voytek Ch.3, pp.32-37 (rest as interested) - Blakely and Bradshaw Ch.5, pp.104-105, 121-139 (rest as interested) - Waldron <i>et al.</i> Exec. Summary, Ch.1, Ch.3, Appendix p.30 (rest as interested)	Assignment 5: statistical analysis  Assignment 6: photoshop exercise
10	Oct. 31 (ADH)	<b>Land Use Analysis</b> - <i>how and why to look at land use</i> - <i>mapping</i> - <i>techniques: land use inventory, floor area ratio, land analyses</i>	- Center for Land Use Education Ch.3-4, Appendix C - Daniels Ch.10, pp.102-114 (rest as interested)	Assignment 7: economic analysis
11	Nov. 7 (SEL)	<b>Visualization: Illustrator</b> Guests: Max Dieber, Nina Savar		Assignment 8: land use analysis

Wk.	Date (Bldg.)	Topics	Readings	Due
12	Nov. 14 (ADH)	<b>Communication and Presentation</b> - <i>oral and visual presentation</i> - <i>written communication</i> - <i>organizational tool</i>	- Munter Ch.5, pp.99-102, 107-111; Ch.6, pp.113-117, 126-143; Ch.7, pp.152-159 (rest of chapters as interested) - Macris Introduction, pp.xiii-xiv; Ch.1, pp.3-7; Ch.2, pp.9-14; Ch.7, pp.71-76 - Dewey: Reference Formats (starts p.11 of pdf version)	Assignment 9: illustrator exercise
13	Nov. 21 (ADH)	<b>Analyzing Alternatives</b> - <i>decision analysis</i> - <i>goals and alternatives</i> - <i>measurement and monetization</i> - <i>discounting</i> - <i>cost-benefit analysis</i> - <i>fiscal impact analysis</i>	- Patton and Sawicki Ch.5, pp.207-219 (rest as interested) - Weimer and Vining Ch.14, pp.338-357 (rest as interested) - Freund 1984 - American Planning Association, pp.518-520 - Bunnell 1997	
14	Nov. 28 (ADH)	<b>Student Presentations 1</b>		Assignment 10: community profile
15	Dec. 5 (ADH)	<b>Student Presentations 2</b>		

Buildings and rooms: ADH = Art & Design Hall 2232, SEL = Science & Engineering Labs East 2249.

\* Excel tutorial for August 29:

Access *Lynda.com* through ACCC at <http://www.uic.edu/depts/accc/training.html/>. Click on "Login to Lynda.com" and enter your UIC information. Choose Excel from the Software drop-down menu. Select Excel 2010 Essential Training. The sections most important for our purposes are:

- (2) Worksheet Basics (all)
- (3) Excel Formula Basics (all)
- (4) Essential Formatting (all)
- (7) Large Excel Projects  
 Part 1. Finding and replacing data
- (8) Collaborating with others  
 Part 1. Importing & exporting data in Excel
- (9) Exploring Excel's Database Features  
 Part 3. Basic and multi-field sorting  
 Part 4. Using tables to sort and filter data
- (12) Creating and Using Charts (all)

You may select Excel 2007 Essential Training instead (e.g., if you use this version at home or work) and focus on:

- (4) Basic Formatting
- (7) Managing Lists in Excel
- (14) Importing Data
- (15) Finding and Replacing Data
- (16) Working with Formulas
- (17) Working with Basic Functions
- (19) Charts

Note: if you have experience using Microsoft Excel, you may skip the portions of the tutorial that cover operations and features of the program with which you are already familiar.

*Citations*

- American Planning Association. 2006. *Planning and Urban Design Standards*. 1st Ed. Hoboken, New Jersey: Wiley.
- Babbie, E. 1998. *The Practice of Social Research*. 8th Ed. Belmont, California: Wadsworth.
- Blakely, E. J., and T. K. Bradshaw. 2002. *Planning Local Economic Development: Theory and Practice*. 3rd Ed. Thousand Oaks, California: Sage Publications.
- Bunnell, G. 1997. Fiscal impact studies as advocacy and story telling. *Journal of Planning Literature*, 12 (2): 136-151.
- Center for Land Use Education (CLUE). 2005. *Land Use Resource Guide*. Stevens Point, Wisconsin: University of Wisconsin-Stevens Point Extension. Available at <http://www.uwsp.edu/CNR/landcenter/elementguides.html> (accessed December 31, 2009).
- Dandekar, Hemalata. 2003. *The Planner's Use of Information*. 2<sup>nd</sup> Edition. Chicago, Illinois: American Planning Association.
- Dewey, Russ. 2006. *APA Research Style Crib Sheet*. Available at [http://www.psychwww.com/resource/APA Research Style Crib Sheet.htm](http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm) (accessed January 2, 2010).
- Freund, D. A. 1984. Cost benefit and cost effectiveness analysis. In J. E. Veney, and A. D. Kaluzny (eds.), *Evaluation and Decision Making for Health Services Programs*: 271-288. Englewood Cliffs, New Jersey: Prentice-Hall.
- Kaiser, E. J., D. R. Godschalk, and F. S. Chapin, Jr. 1995. *Urban Land Use Planning*. 4th Ed. Urbana, Illinois: University of Illinois.
- Macris, N. 2000. *Planning in Plain English: Writing Tips for Urban and Environmental Planners*. Chicago, Illinois: Planners Press.
- McLean, M. L., and K. P. Voytek. 1992. *Understanding Your Economy: Using Analysis to Guide Local Strategic Planning*. Chicago, Illinois: Planners Press, American Planning Association.
- Munter, M. 2009. *Guide to Managerial Communication: Effective Business Writing and Speaking*. 8th Ed. Upper Saddle River, New Jersey: Prentice Hall.
- Patton, C. V., and D. S. Sawicki. 1993. *Basic Methods of Policy Analysis and Planning*. 2nd Ed. Englewood Cliffs, New Jersey: Prentice Hall.
- Pearsall, T. E. 1997. *The Elements of Technical Writing*. Boston, Massachusetts: Allyn and Bacon.
- Rea, L. M., and R. A. Parker. 2005. *Designing and Conducting Survey Research*. 3rd Ed. San Francisco, California: Jossey-Bass.
- Rowntree, Derek. 2004. *Statistics Without Tears: A Primer for Non-Mathematicians*. Classic Edition. Boston, Massachusetts: Pearson Education, Inc.
- Waldron, T., B. Roberts, and A. Reamer. 2004. *Working Hard, Falling Short: America's Working Families and the Pursuit of Economic Security*. Working Poor Families Project. Available at [www.workingpoorfamilies.org/pdfs/Working\\_Hard.pdf](http://www.workingpoorfamilies.org/pdfs/Working_Hard.pdf) (accessed December 31, 2009).
- Weimer, D. L., and A. R. Vining. 2005. *Policy Analysis: Concepts and Practice*. 4th Ed. Upper Saddle River, New Jersey: Prentice Hall.