

UPP 502: Planning Skills—Computers, Methods, and Communication Spring 2010

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

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Course Syllabus (January 7, 2010)

Course Description and Objectives

The course introduces students to a variety of skills that are useful in professional planning practice in collecting, analyzing, and presenting information. These include quantitative reasoning, general data analysis, data visualization and presentation, basic economic and land use analyses, population projection, report writing, oral presentation, and computer-based image creation.

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

- use tools to describe the economic conditions of a community
- demonstrate skills in writing, speaking, enumerating, visualizing, and computing
- demonstrate knowledge concerning the use 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, students also should be able to:

- apply skills in writing, speaking, enumerating, visualizing, and computing to offer relevant, practical, and professionally-competent advice and products
- apply basic research design principles to frame research questions and conduct research

Prerequisites

There are no prerequisites for students admitted into the master's 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 this course is offered to students possessing a wide variety of background and skills, the accessibility or challenge presented by different topics will vary across individuals. 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 combine lectures with discussion. Even during lectures, the intention is to maintain an open discussion atmosphere. Students are encouraged to contribute examples, questions, clarifications, and comments. Some time may be set aside for structured or small-group discussions. There will be several sessions held in the computer laboratory SEL 2058.

The assigned readings should be completed prior to the class session on that topic (see the schedule below). The only exception is the reading listed for the first day of class, which should be completed by the second class session, after the Martin Luther King, Jr., holiday. Although they do follow each other relatively closely, the information in the readings is not identical to that covered in class. Students are responsible for all material, both covered in class and in the assigned readings. Note also 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 your 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 are two required texts:

- Dandekar, Hemalata. 2003. *The Planner's Use of Information*. 2nd Edition. Chicago, Illinois: American Planning Association.
- Rowntree, Derek. 2004. *Statistics Without Tears: A Primer for Non-Mathematicians*. Classic Edition. Boston, Massachusetts: Pearson Education, Inc.

Both textbooks are available at the UIC Bookstore. Additional readings 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

Your course grade 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 (i.e., at 9:00 a.m.). Unless you have made alternative arrangements with the instructor *in advance of the due date*, late assignments will be penalized by 10% of their full weight per weekday late, up to a maximum of a week late and a 50% penalty. No assignments will be accepted more than one week (one class period) after the assigned due date.

Assignment	Due	Points	Portion of Class Grade
1 community description	1/25	5	3%
2 data analysis	2/8	15	9
3 community mapping	2/15	5	3
4 population projection	3/8	15	9
5 paper summary and critique	3/15	5	3
6 photoshop exercise	3/15	5	3
7 economic analysis	3/29	20	12
8 illustrator exercise	4/5	5	3
9 land use analysis	4/12	20	12
10 community profile	4/26	15 presentation 40 paper	9 24
TOTAL		150	90%

The preparation and participation portion of your grade will be assessed in part by regular attendance and in part by your contribution of comments, questions, or examples in class. Both attendance and participation are important for you to learn the most possible. Plan to attend all class sessions for their full length. Excessive unexcused absences will reduce your grade, 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 your 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 so that there is sufficient time for lecture and discussion and so that the class is not disrupted by late entries. Unexcused tardiness of up to an hour will be treated as half an unexcused absence, and unexcused tardiness of more than an hour 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/ucatalog/GR.shtml#qa>.)

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 and contained in the lectures, slides, handouts, or notes that you make for yourself based on class sessions—these materials you may consider to be your knowledge from the course and you need not cite them.

Course Structure

This schedule is subject to change based on class progress and scheduling issues that may arise.

Wk.	Date (Bldg.)	Topics	Readings	Due
1	Jan. 11 (ADH)	Introduction - <i>course outline</i> - <i>the planning process</i> - <i>types of methods</i>	- Dandekar Introduction	
	Jan. 18	MARTIN LUTHER KING, JR. HOLIDAY – NO CLASS		
2	Jan. 25 (ADH)	Sources of Information and Graphical Presentation - <i>sources of data</i> - <i>quantitative data graphics</i> - <i>Excel review</i>	- * Excel tutorial - Dandekar Ch. 3 - Dandekar Ch. 4 pp. 126-133 (rest as interested) - Dandekar Ch. 10 pp. 295-308 (rest as interested)	Assignment 1: community description
3	Feb. 1 (ADH)	Data Analysis I: Description - <i>descriptive analysis</i> - <i>statistical logic</i>	- Rowntree Ch. 1-5	
4	Feb. 8 (SEL)	Visualization and Analysis: Geographic Information Systems (guests: Max Dieber, Nina Savar)		Assignment 2: data analysis
5	Feb. 15 (ADH)	Research Design and Data Collection - <i>process of research design</i> - <i>primary data collection</i>	- Babbie Ch. 4 pp. 88-111 (rest as interested) - Dandekar Ch. 1 - Dandekar Ch. 2	Assignment 3: community mapping
6	Feb. 22 (ADH)	Data Analysis II: Projection - <i>population extrapolation</i> - <i>cohort survival method</i>	- Kaiser <i>et al.</i> Ch. 5 pp. 120-141 (rest as interested)	
7	Mar. 1 (SEL)	Data Analysis III: Inference - <i>inferential statistics</i> - <i>introduction to SPSS</i>	- Rowntree Ch. 6-8	
8	Mar. 8 (SEL)	Visualization: Photoshop (guests: Max Dieber, Nina Savar)		Assignment 4: population projection
9	Mar. 15 (ADH)	Economic Analysis - <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> Executive Summary, Ch. 1, Ch. 3, Appendix p. 30 (rest as interested)	Assignment 5: paper summary and critique Assignment 6: photoshop exercise
	Mar. 22	SPRING BREAK – NO CLASS		

10	Mar. 29 (SEL)	Visualization: Illustrator (guests: Max Dieber, Nina Savar)		Assignment 7: economic analysis
11	Apr. 5 (ADH)	Land Use Analysis - <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 8: illustrator exercise
12	Apr. 12 (ADH)	Analyzing Alternatives - <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	Assignment 9: land use analysis
13	Apr. 19 (ADH)	Communication and Presentation - <i>oral and visual presentation</i> - <i>written communication</i> - <i>organizational tools</i>	- Dandekar Ch. 8-9 - Munter Ch.5 pp. 99-102, Ch. 7 pp. 152-159 (rest as interested) - Dewey: Reference Formats (starts p.11 of pdf version)	
14	Apr. 26 (ADH)	Student Presentations 1		Assignment 10: community profile
15	May 3 (exam date) (ADH)	Student Presentations 2		

* Excel tutorial for January 25:

Option 1: Lynda.com. This option is better for those with little or no Excel experience. Access 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 box. Select Excel 2007 Essential Training. 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. The sections that are most important for our purposes are (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, and (19) Charts.

Option 2: Patrick Murphy’s ACCC Tutorials. This option may be more parsimonious for those with some Excel experience. Work through both the introductory and intermediate tutorials at <http://www.uic.edu/depts/accc/seminars/excel2000-intro/index.html> and <http://www.uic.edu/depts/accc/seminars/excel2000-intermed/>.

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*. 2nd 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.
- 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.
- 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 (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.