



## School of Planning, Public Policy and Management



### University of Oregon

### School of Planning, Public Policy and Management

### PPPM 620: Research Skills in Planning and Management Winter 2022 – 2 credits

#### Tuesdays

Combined Session (CRP/MNM)

CRN: 24309

**253 Straub**

**10:00-11:20**

Michael Howard, AICP, CRP

Office: 232 Hendricks Hall

Email: [mrhoward@uoregon.edu](mailto:mrhoward@uoregon.edu)

#### Thursdays

CRP Session

CRN: 24311

**252 Straub**

**10:00-11:20**

Office Hours by appointment

[https://calendly.com/mrh\\_ipre/officehours](https://calendly.com/mrh_ipre/officehours)

## Course Overview

The general purpose of this course is to provide students exposure to common research skills utilized in the fields of planning and nonprofit management. This course will provide exposure to and practice using various skills so that students can apply these concepts to Community Planning Workshop and Nonprofit Consultancy, professional projects, and professional experiences after graduate school.

Research Skills is a 2-credit course that is offered in the Winter of the First Year for Masters of Community and Regional Planning and second year Masters of Nonprofit Management students (and PPPM graduate students by permission of instructor.) In this class, students focus on understanding and applying specific research methods, tools, and techniques. This class helps students understand typical research skills and provides an important framework for students to conduct their own research in professional projects. As practitioners, students will rely on the knowledge gained in this course to conduct surveys, interviews, and content analysis, among other skills.

## Learning Objectives

1. Understand and differentiate various research skills used in planning and nonprofit management
2. Apply knowledge of research skills and methods relevant to planning in Community Planning Workshop and Consultancy projects
3. Gain knowledge to apply skills in independent research projects (like CRP professional projects)
4. Gain and retain the skills necessary to analyze and describe various types of data

## Course Structure

This is an in-person course: that means that, unlike asynchronous online courses, we will meet during scheduled class meeting times in the specified classroom. This class operates as a combination of lecture and workshop. The **Tuesday session will include the full CRP and MNM cohorts**, and the **Thursday session will be CRP only** for group work on assignments. Students will be organized into teams based on their Community Planning Workshop projects. The instructors will lecture about a specific skill. In the Thursday class, students will work in teams to apply knowledge, often to their projects. The readings are limited to key topics that describe skills and will be discussed during class; hence it is imperative that students come prepared by having completed the assigned readings (by Tuesday lecture).

As per University of Oregon policy, workload for this class is approximately 30 hours per credit (60 hours total). Thus, **expect to spend an average of 5.5 hours of effort per week on class related activities**. You will be spending about half of that time in the classroom. Expect to spend the remaining time doing required readings, quizzes on Canvas, individual and team research, writing, data analysis, and assignments.

## Course Website (Canvas)

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements, some readings, and other materials will be posted on the Canvas site. Please check the course website frequently for updates.

We will use the email and announcement functions in Canvas to communicate with you. It your responsibility to check email and messages for class updates. Please adjust your Canvas notification settings accordingly. Make sure that the University registrar has your correct email address. We may also use this email address to communicate with you.

**You will submit all your individual and team assignments via Canvas site for the CRP Discussion session (Thursday class, CRN 24311).**

You will need access to a computer for this course, preferably a laptop that you can bring to class. We will often do group work requiring a computer during class times. If you do not currently have a laptop, please reach out to the course instructors for support on accessing one.

## Required/Recommended Reading and Media Sources

There is no textbook for this class. All readings are required readings unless noted as optional or reference on the course schedule or Canvas. We will provide digital access to all required lectures, readings, and media sources via Canvas. Rather than list reading and media sources here, please refer to Canvas for assignments each week.

We will use portions of Thursday class sessions to discuss what we have read, learned, and observed in course readings. That means it is important to **complete all assigned readings prior to attending class on Tuesday**.

## Performance, Assessment, and Grading

Your grade in Research Skills is based on your attendance and your work performance.

Each student's grade for the class will be based on their demonstration of attainment of the primary course objectives and learning outcomes for the class. Some assignments will be completed individually and some assignments and in class activities will be completed in pairs or in your project teams.

**Students will be asked to complete quizzes on Canvas between the Tuesday and Thursday classes (starting in Week 2) to gauge understanding of course concepts.** These quizzes will be completion grades, meaning that **you get full credit if you attempt and complete the quiz on time** (before Thursday class session).

Assignment descriptions will be distributed throughout the term. All assignments will be submitted electronically on Canvas. If you have technical issues submitting your assignment, take a screenshot of your computer screen displaying the error, email us immediately and attach the screenshot and assignment to the email.

### Grading Assessment Breakdown

<u>Measure/Assignment</u>	<u>Percentage of Grade</u>
Active Participation and In Class Exercises	10%
<b>Assignments</b>	
Interview Assignment (two part: teams and individual)	20%
Content Analysis (teams)	15%
Survey Analysis (two part: individual and teams)	25%
Final Exam (on Canvas) - individual	20%
Quizzes on Canvas – individual	10%

### Grading Scale and Explanation

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

**A+** signifies that the student clearly exceeds an exceptional level of achievement and complete mastery of all material. This is an exceedingly rare grade.

**A** signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject

**A-** signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.

**B+** signifies an average level of achievement with adequate professional proficiency.

**B** signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.

**B-** signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.

**C+** or lower signifies unacceptable work for graduate level or professionals. Significant deficiencies in assignment or knowledge.

**D** or lower is not a passing grade and student does not earn credit

**P/NP:** for a passing grade the student must achieve the equivalent of B- or better

## Assignment Summary

Measure/Assignment	Individual or Team	Weight	Due Week	Due Date
Attendance/Participation	Individual	10%	Weekly	Th by 8:30am
Weekly Quizzes	Individual	10%	Weekly	Th by 8:30am
Interview Assignment (Part 1)	Team	10%	Wk 3	Su 1/29 by 11:59pm
Content Analysis	Team	15%	Wk 4	Su 2/5 by 11:59pm
Interview Assignment (Part 2)	Individual	10%	Wk 5	Su 2/12 by 11:59pm
Survey Assignment (Part 1)	Team	15%	Wk 6	Su 2/19 by 11:59pm
Survey Analysis (Part 2)	Individual	10%	Wk 9	Su 3/12 by 11:59pm
Final Exam (on Canvas)	Individual	20%	Wk 11	Th 3/23 by Noon

## Student Expectations and Behavior

### Classroom Environment

To create a classroom in which students are comfortable expressing their opinions and perspectives, we ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

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This class is structured to encourage student participation through class discussion and break out activities. I will cover a lot of content in our live sessions, and the easiest way to consume that information is to be present.

### Communication with Instructor(s)

Email is the best way to get in touch with the instructors. We encourage you to email us with questions on the syllabus, assignments, readings, etc. If you would like to meet with us in person, please schedule during [office hours](#) or email to set up an appointment. We are both generally very prompt in replying to emails, so if you have not heard from us within 48 hours, we encourage you to re-send the email. CRP students should contact Michael at his email [mrhoward@uoregon.edu](mailto:mrhoward@uoregon.edu).

# Course Policies

## Attendance Policy

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please ask classmates for class notes. **If you miss a class, you can make up for attendance to that class session by posting a 500 word summary and reflection on the readings that week.** You can miss two in-person classes (or substitute discussion posts) for any reason without it affecting your grade. If you miss more than two class sessions (or substitute discussion posts), I will deduct a point per each missed session from your final grade.

## Incomplete Policy

The University has recently updated their incomplete policy. Now, students must request an incomplete here: <https://registrar.uoregon.edu/current-students/incomplete-policy>. The link also includes information about the policy and eligibility for an incomplete. Once completing this form, I will be notified of the request and will either accept or deny the request in writing. If accepted, we will come to an agreement in writing about expectations for completing any missing course components.

## Late Assignment Policy

All assignments will be submitted electronically. No hard copies are requested. **If you need an extension, please reach out to me as soon as you think you'll need one.** If you need help, reach out to me as soon as you need it and we can collectively work on a plan for getting your assignments submitted. If you submit an assignment late **without previously requesting and receiving** an extension, you will receive a ten percent reduction for every day (24-hour period) they are late. **Assignments submitted to Canvas more than 5 minutes past the deadline will be graded as late.**

## Accommodations for Religious Holidays

- Let me know of any exam or assignments that overlap with religious festivals (Yom Kippur, Eid, Diwali, etc.) that are not university holidays, and I am happy to find an alternative.
- Let me know if you need any accommodations in class on a festival day (e.g., if you are fasting).

## Academic Conduct

We expect that you will always complete and do your own work. Copying content from other students and submitting it as your own work is grounds for receiving a no-pass in this class. The University Student Conduct Code (available at <https://dos.uoregon.edu/conduct>) defines academic misconduct. The Conduct Code prohibits students from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

In the context of group assignments and team-based work, we expect that all students will contribute to the project. In these cases, we expect that you will conduct yourselves as you would if you were working as part of a professional team. Please review the AICP code of ethics for additional direction on professional conduct for planning professionals (<https://www.planning.org/ethics/ethicscode.htm>).

## Plagiarism and Source Citations

Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas, etc.) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: <https://researchguides.uoregon.edu/citing-plagiarism>.

## Supporting Student Success

### Accessible Education

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact Dyana or Mike via email—your success and the success of your peers matters.

We also encourage you to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). The AEC offers a wide range of support services including notetaking, testing services, sign language interpretation and adaptive technology.

### Classroom or Course Modification Needs

People learn, communicate, and interact in unique and different ways. Some learn best visually. Others learn verbally, through talking or reading. Still others learn best by doing. Students will be exposed to each of these learning methods throughout Research Skills. That said, we encourage any student who benefit from learning in a particular way to let the instructors and your team project manager know. For students who have documented learning or course needs beyond what is outlined in the syllabus, please schedule a time to discuss those with Mike early in the term. If needed, I will request assistance from and coordination with the UO Accessible Education Center. We commit to working with individual students to discuss any formal documentation of course modifications as needed.

### Documented Disabilities

The University of Oregon strives for inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### Your Well-Being

Life at the university can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of

what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

## Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well-being impacts learning. Please contact resources that can help you to thrive and let us know if you need any help connecting.

## Sexual Violence, Harassment and Survivor Support

I am a Student-Directed Employee, which means I will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructors of this class are required to report all other forms of prohibited discrimination or harassment to the university administration.

Any student who has experienced sexual assault, relationship violence, sex, or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](https://investigations.uoregon.edu/employee-responsibilities).

## Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

## Student Expectation and Behavior

*PPPM/IPRE faculty believe that open, honest, focused, and caring collaboration among diverse participants is the path to accomplishing clear, valuable, shared outcomes.<sup>1</sup> To that end, we expect that everyone helps to maintain a safe space for open, honest, respectful learning and dialogue.*

### Inclusion Statement

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

### COVID Policies<sup>2</sup>

The ongoing pandemic requires us to be flexible. We are here to work with you to accommodate whatever may arise during the term. The University of Oregon frequently updates their policies related to COVID. For the most up-to-date information, please visit UO's main [COVID website](#).

### Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other

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<sup>1</sup> Adapted from the Strategic Doing™ Credo.

<sup>2</sup> UO COVID-19 Safety Resources, <https://coronavirus.uoregon.edu/>



instructions on Canvas. In the event that an instructor of this course has to quarantine, this course may be taught online during that time.

## COVID Instruction and Operations

The University of Oregon has returned to in-person instruction and operation and is following public health guidance. The following safety plans, tools, and requirements regarding COVID are listed below.

- COVID-19 vaccinations are required for all students and employees.
- [Masks](#) are welcome on campus. They are required in some locations such as [health care settings](#) including [University Health Services \(UHS\)](#) and [Monitoring and Assessment Program \(MAP\) testing sites](#). Bring a mask if visiting a place where masks are required.
- Check your [symptoms](#). Don't come to campus sick.
- The UO has increased airflow in buildings, clean using OSHA and CDC required methods, and installed touchless bathroom faucets, hand sanitizer, and towel dispensers across campus.

**If you are exposed or test positive:** UO provides [this guidance about what to do in various exposure scenarios](#). This guidance was revised in September of 2022.

- UO students and employees who have tested positive, develop symptoms, or think they have been exposed to COVID-19 should follow this [Centers for Disease Control and Prevention \(CDC\) guide](#) to determine whether isolation or testing is needed and next steps.
- [Free COVID-19 testing](#) is available through MAP for asymptomatic and mildly symptomatic individuals who do not need a medical evaluation.
- Students and employees who have symptoms and test negative through a home rapid antigen test, should stay home and test again with another home rapid antigen test in 48 hours or get a PCR test to confirm the result. Individuals should stay home until symptoms have improved and they have not had a fever for at least 24 hours without using fever reducing medication.

**The following resources are available to you as a student:**

- [University Health Services](#) or call (541) 346-2770
- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Dean of Students](#) or call (541)-346-3216

## Course Schedule (view Canvas for final version of schedule/readings)

Date	Content	Readings	Assignments Due
<b>Week 1: IN PERSON TUESDAY AND THURSDAY</b>			
Jan 10	Intro and Course Overview	Nishisiba, Jones and Kraner (Chapter 1 and 2); Greenlee (2015) – skills Brown (2019)	
Jan 12	Cohort Intro		Quiz #1 due by 8:30 AM
<b>Week 2: Interview and Focus Groups (Tuesday: asynchronous, Thursday: in-person)</b>			
Jan 17	Interviews and Focus Groups	See: Berg ch. 5 (pg 144-168); Patton Ch. 7 (pg 277-357)	
Jan 19	Focus Group Exercise		Quiz #2 due by 8:30 AM
<b>Week 3: Content Analysis (Tuesday: asynchronous, Thursday: in-person)</b>			
Jan 24	Content Analysis	Patton, Ch. 8 (pg 452-479), Krippendorf ch 3 and 4(optional), Berke & Godschalk (pg 227-240)	
Jan 26	Content Analysis Exercise		Quiz #3 due by 8:30 AM
Jan 29	Part 1: Interview Assignment Due (Teams) on Canvas by 11:59 PM		
<b>Week 4: Survey Design (Tuesday: asynchronous, Thursday: in-person)</b>			
Jan 31	Survey Design and Structure (Sampling) and Questions	Kelley et al (pg 261-266); <a href="https://conjointly.com/kb/survey-research/">https://conjointly.com/kb/survey-research/</a> ; Reference: Dillman	
Feb 2	Survey Design, Structure and Questions Exercise		Quiz #4 due by 8:30 AM
Feb 5	Content Analysis Assignment Due (Pairs or Teams) on Canvas by 11:59 PM		
<b>Week 5: Case Studies (Tuesday: asynchronous, Thursday: in-person)</b>			
Feb 7	Case Studies	Berg ch. 10 (pg 283-299; Yin ch 1-2 (pg 1-54)	
Feb 9	Case Studies Discussion/Exercise		Quiz #5 due by 8:30 AM
Feb 12	Part 2: Interview Assignment Due on Canvas by 11:59 PM		
<b>Week 6: Qualitative Analysis (Tuesday: asynchronous, Thursday: in-person)</b>			
Feb 14	Analyzing Qualitative Data	Center for Evaluation and Research (5 pg); Reference: Saldana	
Feb 16	Qualitative Data Analysis Exercise		Quiz #6 due by 8:30 AM
Feb 19	Part 1: Survey Assignment Questions Due (Teams) on Canvas by 11:59 PM		

Date	Content	Readings	Assignments Due
<b>Week 7: Survey Methods and Analysis (Tuesday: asynchronous, Thursday: in-person)</b>			
Feb 21	Survey Analysis	The University of Reading Statistical Services Center (28 pg); <a href="https://conjointly.com/kb/research-data-analysis/">https://conjointly.com/kb/research-data-analysis/</a>	
Feb 23	Survey Analysis Exercise		Quiz #7 due by 8:30 AM
<b>Week 8: Descriptive Analysis (Tuesday: asynchronous, Thursday: in-person)</b>			
Feb 28	Descriptive Data	Dandekar, ch. 3 (pg 80-111) - tentative; Wang and von Hofe, ch 2 (pg 11-50)	
Mar 2	Descriptive Data Exercise		Quiz #8 due by 8:30 AM
<b>Week 9: Data Quality (Tuesday: asynchronous, Thursday: in-person)</b>			
Mar 7	Data Quality	Dandekar, ch. 4- tentative (pg 126-156); JAPA Data Quality for Planners (2018)	
Mar 9	ACS Margins of Error Exercise		Quiz #9 due by 8:30 AM
Mar 12	Part 2: Survey Analysis (Individual) Due on Canvas by 11:59 PM		
<b>Week 10: Course Wrap-up and Check-in (Tuesday: asynchronous, Thursday: in-person)</b>			
Mar 14	Selecting Methods		
Mar 15			Quiz #10 due by Noon
Mar 16	Course Redux and Prep for Spring		
<b>Week 11 – FINALS WEEK</b>			
Mar 23	Take home final to be completed on Canvas during a 2-hour final exam window (March 23, window to take exam will be open from 8:00am-noon)		