**Florida Atlantic University**

**School of Urban and Regional Planning**

**URP 4924 Honors Urban Design Capstone**

**Spring 2020**

Class Meetings

TBD

Room: Social Sciences Building, Room XXX, Boca Raton Campus

3 Credit Hours

Pre-Requisite: URP 4922, Urban Design Studio II

**Instructor:** Dr. John L. Renne

**Office Location:** Building 44, Room 284

**Office Hours:**

All appointments must be booked online at: <https://johnrenne.youcanbook.me/>

Dr. Renne is available to meet on the Boca Raton campus generally on Monday – Thursdays from 11 – 3 pm

**Contact Phone Number:** 561-297-4281 (office); 504-717-1744 (mobile)

**Email:** jrenne@fau.edu

**Time Commitment** As a project-based studio course, students can expect to spend time outside the scheduled meeting times reading and working on projects and written assignments for this course. Time management is a critical skill to build in order to not get behind in your coursework.

**Course Description**

Students will develop a research-based design project reflective of their interests. There is an emphasis on research design, data gathering methods and translating findings into a written report with design solutions. Studio time will be used for lectures, to meet with faculty about their project, and present progress reports to the class at designated checkpoints on the course calendar.

**Note of Honors Distinction**: *URP 4924 Honors Urban Design Capstone is a required course in the undergraduate Honors-in-the-Major Program in Urban Design, designed to fulfill the requirements of a supervised honors planning research project. This course differs substantially from the non-Honors version. First, and most importantly, the course is an agreement between the student and the instructor that they will work together collaboratively to ensure a significantly enriched learning experience in a manner consistent with other Honors-designated courses at FAU. Students admitted to the Honors-in-the-Major Program will complete an individual project involving student research/analysis of a problem or issue in urban design. This means the course will produce substantive work that reflects an interdisciplinary approach and meaningful connections among academic fields, research and direct access to sources of knowledge pertinent to the field, leadership, creative and critical thinking, and engagement with the world outside the university. Secondly, the writing component of the Honors Urban Design Capstone course will be much more demanding because it involves refinement of writing, graphic and oral presentation skills, and systematic work with regular deadline and ongoing feedback from the instructor.*

**Course Expectations**

Students will decide early on what their research topic will be and begin working independently.

This course will be taught in tandem with the Urban Design Capstone course, but students in the Honors course will have additional requirements, as summarized below.

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Summarize the research process and understand data collection methodologies
2. Understand the importance of framing research questions
3. Design the appropriate study to answer the research question(s)

**Student Learning Outcomes**

Research projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

**SLO 1: Knowledge.** Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.

**SLO 2: Formulate Questions.** Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.

**SLO 3: Plan of Action.** Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

**SLO 4: Critical Thinking.** Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.

**SLO 5: Ethical Conduct.** Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.

**SLO 6: Communication.** Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.

**Required Books**

1. Khan, Shamus Rahman, and Dana Fisher. The Practice of Research: How social scientists answer their questions. Oxford University Press, 2014.

2. Galvan, Jose L., and Melisa C. Galvan. Writing literature reviews: A guide for students of the social and behavioral sciences. Routledge, 2017.

**Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet
2. Using Canvas (including taking tests, attaching documents, etc.)
3. Using email with attachments
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
5. Copying and pasting functions
6. Downloading and installing software
7. Creating and posting to a Canvas Forum
8. Searching the FAU library and websites
9. Advanced Photoshop and InDesign skills
10. Time management

**Course Assessments, Assignments, Grading Policy, and Course Policies**

**Assessments for this Course Includes:**Participation and Attendance, Assignments, Individual Projects and Presentations

**Grading:**

Class Attendance and Participation: 15%

Module Synthesis Reports and Checkpoint Presentations 15%

Topic Presentation: 5%

Capstone Project Presentation: 15%

Capstone Project: 35%

Honors Supplemental Report: 15%

**File Format**

Most of our work this semester will be limited to just a few file types. These include PDF *(portable document format),* DOC or DOCX (word documents) and JPG *(image files).* All projects must be submitted digitally by the due date for each project and in a complaint format.

Each file must comply with the following labeling protocol:

***Last Name <underscore> First Initial <underscore> Project Name <underscore> Project Title***

Example

***Matthews\_D\_Module 1\_Grey Street Revitalization***

**Attendance:**

One hundred percent presence, participation, persistence, and production are essentialto your success in this studio. Attendance is mandatory and students are expected to be on time and anticipate desk crits to discuss progress on projects. Faculty will dropgrades for missed classes, unless cleared in advance or due to extenuatingcircumstances. Students should anticipate to work beyond studio hours, as demonstration ofprogress is expected at each new class. If meeting a requirement is not possible it is imperativethat the student notifies her/his professor as soon as possible to discuss the issue.

**Late Work Policy:**

Assignments submitted late will result in a lower grade (1/2 letter grade per day – no exceptions outside the extenuating circumstances). Late work will only be accepted if you have made arrangements with the faculty in advance, otherwise the assignment will receive a failing grade. Plagiarism will also result in a failing grade and will be reported to the appropriate University authorities.

**Grade Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TotalPoints | 100-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Incomplete Grade Policy**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all Canvas Forum posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct <http://www.fau.edu/studentconduct/>

**Communication Policy**

**Expectations for Students**

* Announcements
	+ You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
* Email
* You are responsible for reading all of your course email and responding in a timely manner.

**Support Services and Online Resources**

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| Office of Information Technology Online Help Desk:  | <https://helpdesk.fau.edu/TDClient/Home/>  |
| FAU Libraries:  | <http://www.fau.edu/library/>  |
| Center for Learning and Student Success:  | <http://www.fau.edu/class/>  |
| University Center for Excellence in Writing:  | <http://www.fau.edu/UCEW/>  |
| Office of Undergraduate Research and Inquiry:  | <http://www.fau.edu/ouri/>  |
| Student Accessibility Services: | <http://www.fau.edu/sas/>  |
| Office of International Programs and Study Abroad:  | <http://www.fau.edu/goabroad/>  |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: <http://www.fau.edu/sas/>.

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)

**Course Schedule**

The first four weeks will serve as a primer to the research process. Modules will feature selected readings which students will be required to synthesis in brief reports. During this time, students will begin thinking about their capstone project and begin reviewing literature. In Week 4, students will present their research proposals.

**Weeks 1 – 3:**

***Module 1:***

* Overview of the research process, steps in conducting research, developing questions and/or hypotheses

***Module 2:***

* The literature review: Identifying sources, understanding primary and secondary sources; appropriate citation of sources

***Module 3:***

* Data Collection

***Module 4:***

* Putting it all together

**Week 4: Project proposal presentations**

**Weeks 5 – 7: Directed work and lectures**

**Week 8: Checkpoint Presentation**

**Weeks 9 – 11: Week 5 – 7: Directed work and lectures**

**Week 12: Checkpoint Presentation**

**Weeks 14 – 15: Directed work and lectures**

**Week 16: Final Capstone Presentations**

**Integration of SLOs and Assignments**

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| --- | --- |
| **SLOs** | **Assignment Requirements and Assessments** |
| **SLO 1:** **Knowledge** | Common base of knowledge required for effective professional practice in the field of planning including policy and organizational contexts. Students will demonstrate knowledge of key theories of planning, and multidisciplinary interpretative views of human settlements. Students will also show knowledge of tools and practical skills needed to analyze planning problems related to environmental issues, transportation, economic development, historic preservation, and urban design, and understand urban and regional trends. Knowledge of written, oral communication, and advanced visualization techniques are also required to incorporate research findings in planning documents and presentations. |
| **SLO 2:** **Formulate Questions** | Students are required to develop a problem statement in which they specifically address their research questions. The students are expected to present a clear concise statement of the research problem. When appropriate, the students should be able to break down principal problems into smaller solvable sub-problems. |
| **SLO 3:** **Plan of Action** | Students will create a plan of action that will encompass the following elements: (i) scope of the study; (ii) literature review; (iii) planning context; (iv) problem statement and research methodology; (v) analysis and findings; (vi) developing a plan. The students will develop hypothesis if needed, identify research methods and experimental designs, and select appropriate statistical techniques. Using the course timeline as a template, each student is expected to develop her/his own planning project management plan with specific tasks related to the topic in consideration. |
| **SLO 4:** **Critical Thinking** | Students will demonstrate critical thinking skills by taking into consideration multiple perspectives, examining implications and consequences of an action or planning alternative; ability to use evidence and reasoning to distinguish between categories or rank them, ability to apply standards and make judgments according to established personal, professional, or social rules or criteria, ability to build predictive models and transform knowledge. Peer reviews will be used for the initial drafts |
| **SLO 5:** **Ethical Conduct** | All students are required to familiarize themselves with the Code of Ethics of the American Planning Association. Student projects involving primary data collection through surveys and interviews will be required to complete CITI training.  |
| **SLO 6: Communication** | Students will be required to professionally write and present a research proposal, a research report (e.g., analysis, findings and recommendations), and be prepared to present all stages of their planning project as outlined in SLO3. Students are expected to demonstrate knowledge of technical report writing, visualization, and presentation.  |