Learning Objectives
This workshop course is designed to assist MURP students in learning to prepare a professional planning report. The objectives of the course are to:

• Enhance students’ ability to diagnose a planning problem; select appropriate analytical methods to assess the problem; pose, evaluate, and recommend alternative approaches to addressing the problem; and document this process in a written planning report.
• Support MURP students in completing the Professional Report (PR) requirement for the MURP degree.
• Enhance students’ skills in oral and written planning communication.
• Enhance students’ ability to perform successfully in a professional planning context.

The course is structured as a workshop. It includes student presentations, peer feedback, lectures, assignments, and guest speakers. This course is designed to help students assume roles as professional planners. As such, all “deliverables” and due dates are treated as fixed and contractual professional commitments. No extensions or changes are permitted except in cases of documented emergency.

Class meetings
Both class sections meet on Tuesdays in room SSPA 1165. Section I meets from 12:00–1:20 p.m. and Section II meets from 2:00–3:20 p.m. Because the class involves group work and presentations, students must attend class during their assigned sections, except where noted on the class schedule.

Readings
All readings should be completed before class. Readings includes two book and handouts:


Grades
Grades for some assignments are determined in consultation with PR faculty advisors. Class assignments are due at the beginning of class, and often serve as a basis for class discussion.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Form 1</td>
<td>2 points</td>
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<tr>
<td>Class participation</td>
<td>3 points</td>
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<td>Class assignments</td>
<td>15 points</td>
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<td>(5 points each, 3 assignments)</td>
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<tr>
<td>Outline + form 2</td>
<td>10 points</td>
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<tr>
<td>First 2 sections of PR</td>
<td>30 points</td>
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<td>(15 points each section)</td>
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<tr>
<td>Oral presentation</td>
<td>10 points</td>
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<tr>
<td>First half of PR</td>
<td>30 points</td>
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<td>100 points</td>
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Assignments
Detailed information on each assignment will be distributed in class.

- **Assignment 1**: Writing a problem statement, objectives, statement of significance
- **Assignment 2**: Identifying the questions that a professional report should answer
- **Assignment 3**: Critically reviewing your oral presentation
- **Outline, Form 2**: See detailed instructions in Professional Report Requirements, form 2.
- **PR Introduction + sample references, figure**: Submission of the complete Introduction for the professional report, including introductory text plus revised problem statement, objectives, and significance, sample references and figures for your report in APA style.
- **PR Background + Procedures**: Submission of the complete Background and Procedures sections for the professional report.
- **First half of PR**: The first half of the PR will be completed this quarter (20 pp. double-spaced, plus table of contents, appendices, and references). This course has a strong focus on the importance of effective writing for planning communication. The report submission should be well-written and error-free. Submissions will be evaluated based on their completeness as well as their quality and the amount of work completed to date. Submissions should reflect careful revision based on comments from earlier drafts, and should be directed towards the audience that was identified for the report.

The following sections should be included in this submission, at a minimum.

1. Table of contents
2. **Introduction**. Should include introductory text plus
   (a) Problem statement
   (b) Objectives
   (c) Significance
3. **Background**. Includes description of project area (if applicable); description of relevant context—agency, policy, problem, etc.
4. **Scope of work**: This is the key part of the submission. Describe in detail the activities that will be conducted to meet the objectives, including
   (a) Information/data that is being collected. Describes in detail the specific information that is being collected as the basis of the analysis in this report (e.g., case studies, GIS maps of x, y, z; census data, archival data, interviews, existing reports and documents, etc.). If the project includes formal “scientific” research, a detailed description of data collection methods should be provided (sample, instruments, procedures, etc.)
   (b) Plan for how data will be analyzed/interpreted/translated to achieve objectives. Describes the procedures to be used to analyze the information you will collect—how will you translate that information into “outcomes” that address your objectives? What specific questions will you answer in analyzing your information, and how will you do this, using the information you plan to collect? What “outcomes” will you produce as the result of this analysis (a plan, a proposal, a technical analysis of options, etc.)?
5. **Detailed outline of questions to be answered** in the remainder of the report
6. **Figures** (photographs, graphs, maps, charts, etc.). Include appropriate figures, including figure numbers, titles, sources for each.
7. **Timeline** (including major component tasks and activities and dates for completion, and the anticipated time (hours or days) required to accomplish each component;
8. **References**, complete and in proper APA format

- **Oral presentations** should be 8–10 minutes (max.), professional quality PowerPoint presentations that summarize key points from the report, above.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Assignments</th>
<th>Readings</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>Week 1 9/30</td>
<td>Framing a professional planning report: Planning and communication, goals of planning reports, problem statements, objectives, significance</td>
<td>Pearsall ch. 1, 2, Readings on IRB (on web) Dunn, C. M. &amp; Chadwick, G. L Protecting Study Volunteers in Research (Chapter 1) Federal categories of Exempt Research Federal categories of Expedited Research Basic Principles of Human Subjects Protection</td>
<td>Due 10/6, 5 p.m.: Form 1 (submit to Janet Gallagher with all signatures)</td>
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<td>Week 2 10/7</td>
<td>Conducting research for a planning report: outlines, organizing material, planning ahead, citations, human subjects, academic honesty</td>
<td>Dunn, C. M. &amp; Chadwick, G. L Protecting Study Volunteers in Research (Chapter 1) Federal categories of Exempt Research Federal categories of Expedited Research Basic Principles of Human Subjects Protection</td>
<td>Due in class: Assignment 1 (2 copies)</td>
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<td>Week 3 10/14</td>
<td>Conducting library research</td>
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<td>Guest speakers: Julia Gelfand and Yvonne Wilson, UCI Library</td>
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<td>Week 4 10/21</td>
<td>Writing a planning report: Defining your audience, organizing content, methods of collecting and analyzing information</td>
<td>Pearsall ch. 3, 7, pp. 112–126</td>
<td>Due in class: Assignment 2 (2 copies)</td>
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<td>Week 5 10/28</td>
<td>Professional planners panel: Learning from award winning Orange County planning projects</td>
<td>Handouts</td>
<td>Due in class: Outline and Form 2 (2 copies)</td>
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<td>Week 6 11/4</td>
<td>Professional writing workshop, best practices in writing</td>
<td>Pearsall ch. 4, 5, 6, 8 APA publication manual: citations in text (pp. 207–</td>
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<td>Week 7 11/11</td>
<td>Oral presentations</td>
<td>Due in class: PR Introduction + sample references, figure</td>
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<td>Week 8 11/18</td>
<td>Oral presentations</td>
<td>Due in class: PR Background + Procedures sections</td>
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<td>Week 9 11/25</td>
<td>Oral presentations</td>
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<td>Week 10 12/2</td>
<td>Oral presentations</td>
<td>Due in class: First half of PR (see below)</td>
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<td>12/8</td>
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<td>Due to K. Day by email: Assignment 3</td>
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- 214, reference lists (pp. 215–281)
- Bess, Political aspects of public sector writing (on web)
- McElroy, Words that work. How planners can write more clearly (on web)