

**School of Community and Regional Planning (SCARP)
University of British Columbia
DRAFT COURSE OUTLINE**

Course Number	PLAN 560
Course Credit(s)	1.0
Course Title	Master's Thesis Workshop
Term	2018-2019 Winter Term 2
Date	January 2nd to January 23rd, 2018
Day/Time	Wednesday

Instructor	Maged Senbel
Office	
Telephone	
Email	
Office Hours	

Short Course Description

The format will be an interactive workshop. Course structure and content will include discussion on the scope of the master's thesis in planning; the role of informing theory and relationship with the larger planning and urban studies discourses and debates; and a reading list drawn from planning, the humanities and social sciences, and urban/community policy studies.

No prerequisites

Course Format

The format will be an interactive workshop. Course structure and content will include discussion on the scope of the master's thesis in planning; the role of informing theory and relationship with the larger planning and urban studies discourses and debates; and a reading list drawn from planning, the humanities and social sciences, and urban/community policy studies.

Initial discussions will include important trend lines in the planning literature/urban studies discourse and debates, as well as exemplary master's theses prepared by SCARP students, to demonstrate examples of 'good practice' and excellence in the craft of thesis research and development. The course will include a substantive reading list, including both 'core' readings and supplementary titles to meet the needs and interests of individual students.

- Attendance at four three-hour class sessions
- Preparation and defense of problem statement (prospectus)

Learning Outcomes

At the end of the course, students will be able to

- Situate their research interests within planning/research discourses
- Progress from 'interest' to 'topic/problem'
- Understand issues concerning thesis scope/scale
- Develop a problem statement as key to the thesis
- Select a research model and methodology enabling an effective response to the problem statement
- Be conversant with the logics of thesis structuration and sequencing
- Be aware of ethics issues connected to thesis research
- Understand the implications of thesis research for scholarship and practice

Additional Course Requirements

Attendance

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Evaluation Criteria and Grading

Seminar/class discussion

- Students will be expected to have read the assigned readings for each class session and to demonstrate comprehension through critical and analytical discussion in a seminar format.
- Students will also be expected generally to be attentive and participate actively in class discussions and activities.

Thesis problem statement

- Assessment will be based on following criteria:
 - Clarity and demonstration of competence in presentation of main argument/topic and research questions
 - Ability to defend prospective topic before instructor and peers
 - Ability to incorporate suggestions/comments from instructor and other students to improve the structure and/argument(s)

GRADING CRITERIA

Class participation	10%
Draft problem statement	90%
Total:	100%

Required Readings and Videos

Recommended Readings

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. (2008). *The Craft of Research*, Third Edition. Chicago: University of Chicago Press.
- Creswell, John W. (1998). *Qualitative Inquiry and Research Design*. Thousand Oaks CA: Sage Publications.
- Flyvbjerg, Bent. (2001) *Making Social Science Matter: How Social Inquiry Fails and How it can Succeed Again*. Oxford, UK: Cambridge University Press
- Forsyth, Ann
 - <http://www.planetizen.com/node/29121> Resolving to Graduate on Time: Troubleshooting Your Urban Planning Exit Project or Thesis (December 2007)
 - www.planetizen.com/node/29520 Getting Started on an Exit Project or Thesis in Planning (January 2008)
 - <http://www.planetizen.com/node/29121> Common Problems with Proposals for the Exit Project or Thesis in Planning (February 2008)
 - <http://www.planetizen.com/node/30572> Managing Up: Your Thesis or Project Committee as a Trial Run for the World of Work in Planning (March 2008)
- Hay, Iain (ed.) (2005). *Qualitative Research Methods in Human Geography*. Victoria, Australia: Oxford University Press.
 - Krathwohl, D. R. (1988). *How to prepare a research proposal: Guidelines for funding and dissertations in the social and behavioral sciences*. Syracuse, NY: Syracuse University Press.
 - Locke, L. F., Spirduso, W. W., & Silverman, S. J. (1987). *Proposals that work: A guide for planning dissertations and grant proposals* (2nd ed.). Newbury Park, CA: Sage.
 - Wilkinson, A. M. (1991). *The scientist's handbook for writing papers and dissertations*. Englewood Cliffs, NJ: Prentice Hall.

Course Schedule

Course delivery: one three-hour class per week for four weeks.

Week 1: Defining a research problem: developing research questions that can be operationalized

Week 2: Developing your methodological approach/identifying appropriate methods

Week 3: Work plan and ethical considerations/presenting your thesis proposal in writing and orally

Week 4: Presentations and reflections on the thesis proposal development process

Special Needs

Academic Integrity

1 Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, www.ctlt.ubc.ca Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/> The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore

serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at

<http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.