With 11.233 under your belt, the spring term of your first year is dedicated to the successful execution of your research project and your first-year paper write-up. 11.800 is organized as a scholarly writing discussion workshop, augmented with visits from faculty who will provide insight into the various stages of the writing and publication process. Faculty will also lead discussions of issues pertinent to your degree program such as general exam first fields.

Learning Objectives

The learning objectives of this course relate to the mastery of the scholarly writing process. The class focuses on the elements of scholarly writing and how to work with them. We will consider what scholars have to say about scholarship in planning. We will read about and discuss the elements of scholarly writing, with an emphasis on strategies to write up sections of your research including literature reviews, methods, results, and conclusions. Special emphasis is placed on methodological approaches commonly applied in planning. We also will cover the basics of peer review. We will talk about combining qualitative and quantitative analysis in research designs (mixed methods).

The First Year Paper

Two In-class Discussions

The first-year paper will be developed with your advisor. We will review progress made on the first-year paper twice during the term. The first day of class we will briefly review student progress since completion of 11.233. The second discussion of your paper will take place at the end of the term. Students will circulate a draft of their paper with colleagues, advisors, and attending faculty members. The audience will listen to your presentation and offer commentary and advice on the draft. This will be organized as a workshop and will yield considerable feedback to help you move the paper forward.

Format of the Class (two parts)

Part 1

The weeks we meet as a class, our time in class will be broken into two segments. The first segment, 9:30-11:00, will focus on the elements of scholarly writing. Each week a pair of students will lead the discussion on the assigned readings. The topics we will cover are listed below.
Part 2

In the second hour and a half of each class we will have visitors who will either talk about a topic pertinent to scholarly writing or we will take up issues pertinent to your second and future years in the program. Topics covered in this section may include, but will not be limited to, a faculty-led discussion of the general exam first fields, the proposal and colloquium preparation process, selecting and working with committee members, and planning for the completion of your dissertation.

A Focus on Critical Reading and Thinking Skills

Our in-class time will be spent discussing scholarly and professional writing. The goal is to demystify the process and provide everyone with a sure footing within it. The Stellar site is organized with key required readings and additional materials for students interested in deepening their understanding of the course topics.

As we read and discuss articles, we will be paying particular attention to how key points are made, the structure of an argument and the overall style of writing. The point of this exercise is to train your mind to engage in rapid distillation of information while developing the ability to recognize successful structures of scholarly argumentation. Content specific questions about your first year paper should be directed to faculty members with topical expertise.

Assessment

Student assignments are designed to reinforce the learning objectives of the class. These will consist of two types of assignments: reports of engagements with advisors (and reflections and short investigations related to elements of scholarly writing. Written submissions are expected to be short. Participation will include contributions in class, leading a discussion of class material one week in the term and providing a summary of the readings for the week you are leading the discussion. The summary for the week must be distributed to classmates the night before class.

The grading scheme consists of check minus, check, and check plus. At the end of the term the marks are converted to a letter grade system. Work below expectations and/or that substantially deviates from the work of your peers will receive a check minus. Work of the expected quality will receive a check. Only the best submissions for any given assignment will receive a check plus. Late submissions will receive half credit. No credit will be awarded for submissions received three days after their expected posting.

Assignments: (9 points each)

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>4 submissions</td>
<td>36</td>
<td>36%</td>
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<tr>
<td>3 advisor meetings summaries</td>
<td>27</td>
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Participation

Leading discussion and annotate the readings for your assigned week (1) 12 percent of final grade

Final presentation (assessment by advisor) 25 percent of final grade
Schedule

February 5: Introduction to Class – A Conversation About Scholarly Writing in the Field of Planning: PLEASE COME PREPARED ON THE FIRST DAY TO TALK ABOUT THE READINGS

Learning Objective: utilize the review tools to develop your critical reading and evaluation skills

Part 1: 9:30-11:00 Icebreaker presentations

Working in pairs, each person shares what they did during the IAP period. After the exchange of stories, the listener will tell the class of their colleague’s activities.

- In five minutes, tell your partner what you did between end of 11.233 and now by answering four questions:
  1. What did you do on your project during IAP?
  2. How did the IAP activity you engaged in help further your pursuit of your research project?
  3. Have your thoughts about your project evolved since you undertook research and other activities during IAP?
  4. Talk through a timeline for paper completion.

- After you have shared your IAP period with your partner, we will come back together as a group and talk about our experiences.

Part 2: 11:00-12:30 / On scholarly writing in the field of planning

Week 1 Readings for in-class discussion

*How to Read Scholarly Writing; Critical Review of Scholarly Literature.*

On Stellar site select one additional article and review.

- **Assignment 1:** This assignment has three parts. Part 1. Please visit the Stellar site and review the first two articles with care. Part 2. Then select one additional article from the JPER articles and utilize the rubric under “Critical Review of Scholarly Literature” to evaluate the selected article. (We will be using this rubric throughout the term.) Turn your evaluation into me on Stellar by Friday February 7, 2014 at 5:00 pm. I do not expect your review to demonstrate mastery of the selected article. That being said, I do expect that you demonstrate a thoughtful and critical engagement with the article. During this first class we will share our reactions to these articles published in the flagship scholarly planning journal, *The Journal of Planning Education and Research.* The articles focus on the various ways faculty and students consider scholarship and the “writing project” in the field of planning. Part 3. Based on our in-class discussion, write a one page timeline of your paper writing plan. Post it on Stellar along with your article review.

February 12: Anatomy of Scholarly Writing (Part 1)

Learning Objectives: Identify the framework of scholarly writing. Understand how a scholar identifies a topic and builds the topic into a complete paper. Identify the elements of scholarly writing utilized in his/her paper.
**Part 1: 9:30-11:00 The system of scholarly writing**

In the second week, we begin our exploration of the scholarly writing process. Week two introduces an overview of the scholarly writing process with an emphasis on the critical reading of scholarly work. Today’s discussion will take a macro view of scholarship. Some of the readings are “how-to tools,” while others represent scholarly research about the process of writing. In short, you will be introduced to a variety of perspectives on the practice of scholarship.

**Part 2: 11:00-12:30 Conversation with Brent Ryan**

Our guest this week is Brent Ryan. We will read and discuss with him his award winning APA paper, “Reading Through a Plan,” *Journal of the American Planning Association*, 77:4, 309-327. Brent will talk about how he conceived of the paper, constructed his investigative approach, developed evidence for his argument, and wrote up his findings.

**Week 2 Readings for in-class discussion**

*Practical Handbook for Scholarly and Academic Writing*. Skim the additional articles posted on Stellar.

- **Assignment 2**: This week’s assignment has four parts.
- **Part 1**: Examine the *Practical Handbook for Scholarly and Academic Writing*. Select one additional article from the list on Stellar and read it.
- **Part 2**: Select an article written by your advisor and read it. Refer to the rubric found in “Critical Review of Scholarly Literature” as you read your advisor’s paper. Part 3. make an appointment to speak with him/her about their approach to scholarly writing. Have fun talking with them. Part 4, write one paragraph encapsulating your discussion with them, focusing on what you learned about their approach to scholarship. Turn in the submission on Stellar by Friday, February 28 2014 at 5:00 pm. (The submission date is set to allow you sufficient time to make an appointment with your advisor and to write up your paragraph).

**February 19: Elements of Scholarly Writing (Part 2)**

*Learning Objective: Understand the purpose and function of the elements of scholarly writing.*

**Part 1: 9:30-11:00 Elements of a scholarly article**

This week’s discussion focuses on the different parts of scholarly writing. While there is no hard and fast rule of what constitutes a publishable article, as a budding writer there are constituent elements of every article and understanding their role, how they work together and how to write with them is an important skill to develop. As our writing matures we can avoid the use of literary devices to signal the transition between parts of
an article (e.g. Literature Review), but at the beginning of our writing careers we use subheadings and other devices to signal these transitions.

Part 2: 11:00-12:30 Writing the methods and results sections of a scholarly article

Our guest, Albert Saiz will discuss writing about methods and writing up quantitative results.

Week 3 Readings for in-class discussion

Skim articles on constituent elements of a scholarly article on Stellar site to familiarize yourself with their contents taking no more than five minutes (or fewer) to examine them individually (the point here is to know they are available).


• Assignment 3: This assignment has two parts. Part 1, using the evaluation rubric, review one of the Saiz articles. Part 2. Examine your timeline. Do a time check regarding progress on your paper. Adjust the schedule based on your progress. Post the schedule on Stellar. Turn your evaluation into Stellar by Monday, February 24, 2014 at 5:00 pm.

February 26: Evaluation of Scholarly Writing (Peer Review)

Learning Objective: Understand the practice of peer review and how to use the results of peer review to improve your writing and your paper.

Part 1: 9:30-11:00 Learning to write by reviewing the work of others

This week we will examine the peer review process. I place this topic at the beginning of the class because I feel you can learn about scholarly writing from the act of peer review. The materials we will read for the first half of the class provide an overview of peer review—both the practice and the perfection of this process. In addition, I have selected a copy of an article I co-authored as part of a special issue of the Cambridge Journal of Regions, Economy and Society. While not a perfect example of peer review, it will nonetheless show you what an article looks like before and after the revisions process, the types of comments an author can receive and the rather dramatic changes that are often required of a paper in order to get it published.

Part 2: 11:00-12:30 Discussion of PhD program elements
PhD student colleagues will talk about: committee process including formation, external committee member selection, engaging advisors during field exam preparation; disserating and engaging your committee members. Participants TBA

Prior to class, meet with your advisor and talk about these issues.

Week 4 Readings for in-class discussion

Read Anonymous Peer Review: How to do a Better Job.

Skim the articles on the Stellar site to familiarize yourself with their contents (the point here is to know they are available). This assignment has three parts.

- **Assignment 4:** Part 1, make an appointment with your advisor and have a conversation with them about how they engage the task of peer review. Part 2, discuss with them factors they feel are important to include in a polished peer review. Part 3, write a paragraph about the contents of your conversation and what you learned about the peer review process. Post the paragraph on Stellar by Friday, February 28, 2014 at 5:00 pm.

**MARCH 5:** STUDENT WORK TIME, NO FORMAL CLASS. Glasmeier will be in the classroom and available for one-one-one discussions of your first year paper and other topics of interest. Can also make a plan to meet with your advisor.

March 12: Telling Stories with Numbers: Communicating Quantitative Analysis and the Results of Survey Research

*Learning Objective:* exposure to a range of scholarly writing utilizing quantitative analysis from surveys to complex modeling

**Part 1: 9:30-11:00 Extracting meaning from quantitative analysis**

During our first session, Jinhua Zhao will talk about how we write up scholarly research based on quantitative investigations. He also will reflect on how to develop a publication strategy as part of the design of a research project.

**Part 2: 11:00-12:30 Writing with numbers**

In the second part of the class we will examine the array of techniques used to communicate survey research and quantitative analysis. Our attention will focus on the basic requirements of information presentation.

Week 6 Reading for in class discussion


"Marisol Castro and Jinhua Zhao: Price as a Signal for Policy Fine-tuning---A Time-Series Model of Shanghai's License Auction."
Skim articles on Stellar to familiarize yourself with their contents.

- **Assignment 5:** This assignment has two parts. Part 1, using the evaluation rubric, review one of the Zhao articles. Part 2. Examine your timeline. Do a time check regarding progress on your paper. Adjust the schedule based on your progress. Post the schedule on Stellar. Turn your evaluation into Stellar by Monday, March 17, 2014 at 5:00 pm.

**March 19: Nuts and Bolts of Writing with Qualitative Analysis**

*Learning Objective: Understand the basic elements of scholarly writing using qualitative analysis*

**Part 1: 9:30-11:00 Elements of style and structure when reporting qualitative research**

In the first part of class we will examine common writing practices evinced in scholarship utilizing qualitative approaches to investigation.

**Part 2: 11:00-12:30 Qualitative research and writing for a lay audience**

Judy Layzer will talk about her approach to case study research and scholarly writing.

**Week 7 Readings for in-class discussion**

*Writing up qualitative methodology and data; How to write publishable qualitative research.*

Judith Layzer. TBA

Skim articles on Stellar to familiarize yourself with their contents. This assignment has three parts.

- **Assignment 6:** Part 1, working with your advisor, identify an article he/she feels is an excellent example of a qualitative research design, data collection strategy and analysis of empirical results. Part 2, meet and talk about the article. Part 3, using the reading “Writing up Qualitative Methodology and Data,” write a three paragraph summary of the strategies of communication utilized in the sections reporting method and data utilized in the article you reviewed. Turn in the submission on Stellar by April 1, 5:00 pm.

**March 26: Spring Break (3/24-3/28)**

**April 2: Writing Strategies for Mixed Methods Research**

*Learning Objective: Become familiar with mixed methods scholarship and writing approaches.*

**Part 1: 9:30-11:00 When your project includes qualitative and quantitative evidence**

Students select problems that lend themselves to a mixed methods approach to research investigation. The analysis utilizes techniques that allow a researcher to compare and
contrast findings using data sets that emphasize qualitative and quantitative investigations. The results are noteworthy because they offer new insights, which are otherwise unavailable utilizing solely one or the other approach. This approach to research design and scholarship is growing in popularity, especially in situations where time, space and scale are relevant determinants of the problem under investigation.

**Part 2: 11:00-12:30 Discussion of First Fields**

Discussion of First Fields: Purpose, Selection of Topics and Preparation Discussants
Visitors TBA. Prior to class, meet with your advisor and talk about these issues.

Week 8 Readings for in-class discussion

*Mixed methods approaches; Integrating quantitative and qualitative analysis; How to conduct and write up the results of a mixed methods study.*

**Skim** articles on Stellar to familiarize yourself with their contents.

**APRIL 09: MEET WITH ADVISORS TO DISCUSS PAPER PROGRESS. NO FORMAL CLASS. GLASMEIER TRAVELING.**

**April 16: The Publication Process: How to Carve a Space for Your Voice**

*Learning Objective: understanding the steps to publication.*

**Part 1: 9:30-11:00 Engaging the publications process**

In this class we examine a series of materials that walk you through the publication process. The readings cover the role of the author in the publication process and include: selecting the right publication for your research, working with editors, what to expect of the process (timing, response time, revisions), responding to reviewers’ comments.

**Part 2: 11:00-12:30 / Conversation with Larry Vale**

Our visitor this week is Larry Vale. Working from three articles published in a special issue of the *JAPA* on Public Housing in America, Larry will talk about his experience and perspective in defining one’s unique contribution to scholarship.

Assignment 7: This assignment has two parts. Part 1, using the rubric, review one of the three articles on public housing. Part 2. Examine your timeline. Do a time check regarding progress on your paper. Adjust the schedule based on your progress. Post the schedule on Stellar. Turn in the paper on Stellar by Friday, April 18, 2014 at 5:00 pm.

Week 9 Readings for in-class discussion

Skim articles on Stellar site to familiarize yourself with their contents.

APRIL 23: NO CLASS: MAKE APPOINTMENT WITH ADVISOR TO DISCUSS PROGRESS ON YOUR PAPER AND YOUR PLAN FOR THE PRESENTATION

APRIL 30: PhD Program Planning for Your Next Three Years. Faculty and PhD student discussants (TBA) Prior to class, talk about these issues with your advisor.

Preparation for First Year Writing Workshop, Parts 1and 2

Students will post their papers on Stellar by May 3, 5:00 pm. Allocation of time slots for presentation will be made by May 5, 5:00pm.

May 7: 20/20 Workshop Part 1

Students make a 20 minute presentation on their paper. There are 20 minutes allocated for comments and discussion

May 14: 20/20 Workshop Part 2

Students make a 20 minute presentation on their paper. There are 20 minutes allocated for comments and discussion

May 22: Paper submission

Papers due based on prior arrangement with faculty advisor