

Instructor: Jennifer Dill, Ph.D.
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Office Hours: Fridays 9:30 – 11:00 am starting January 15
By appointment (Tuesdays, Thursdays, and Fridays are best)

COURSE DESCRIPTION AND OBJECTIVES

This course builds upon Planning Methods I, with a focus on quantitative methods. Planners often need to develop, analyze, and interpret quantitative information. This course should help you perform quantitative analyses and be a critical consumer of such analyses performed by others. We will emphasize how to ask and answer planning questions with quantitative information and how to convey those answers to our audiences. In addition to standard statistical techniques (e.g. chi-square, t-tests, ANOVA, correlation, regression), we will cover other quantitative techniques used in planning. This includes economic analysis techniques/measures, measures of inequality, projections (population and other), and a few other examples.

We will also continue our analysis of infill housing and parking, started in Planning Methods I, including conducting the survey, processing the data, and analyzing it.

READINGS

There is one textbook for the course, available at the PSU Bookstore. Other readings will be handed out in class or available on-line.

Alan Agresti and Barbare Finlay, *Statistical Methods for the Social Sciences*, Fourth Edition. Pearson Prentice Hall, 2009.

ASSIGNMENTS

Written Assignments

1: Table & graph (using parking data)	10	January 21
2. Rankings/Performance Indicators	10	January 28
3. Comparing 2 groups (t-test, proportions)	10	February 9 (electronic)
4. Projections and Economic Analysis	10	February 16
5. Comparing 3+ groups (Chi-Square, ANOVA)	10	February 23
6. Correlation and Regression Exercise	10	March 4
7. Final Survey Report	30	March 18 noon

In-class Exercises/Survey Activities

Share an example	5	All term
Form development, data input/file prep	5	deadlines vary

TOTAL 100

Unless otherwise noted, assignments must be turned in during class, on paper (not electronically). Dates subject to change (later) with notification.

Written Assignments 1-6: There will be six written assignments where you will put the quantitative skills we are learning to work. These assignments will be handed out and posted on the course website about a week before they are due. We'll use a variety of data sources for these assignments. Assignments 1, 2, and 4 will use Excel (or another spreadsheet if you choose). For Assignments 3, 5, and 6, you will use SPSS (or another statistical software program, if you choose). I will provide datasets to use for all of these assignments, since our survey data will not be ready yet. These assignments are individual. However, you can work together, sharing your knowledge and understanding, if that helps you learn.

Written Assignment 7: The final written assignment will be a comprehensive report on the results of the infill survey, using many of the skills and concepts from throughout the term. A written description of this assignment will be handed out a couple weeks before it's due.

In Class - Sharing Examples: We'll start each class with real world examples, both good and bad. Each student must bring in and share one example of quantitative analysis found in the news or a planning report. In presenting the example, you must (1) describe the source; (2) briefly explain the analysis and use of quantitative data; and (3) evaluate the quality of the analysis. Your presentation must be less than five minutes. If you want to use powerpoint to show the example on the screen, you should email it to me by noon the day of class. I would prefer not to have to assign students to present on particular days, allowing you to find an example you really like, rather than stressing to find one by a certain deadline. We'll start the student-generated examples on Thursday January 14. That means that 2-3 students need to present in each class. If there are not 2-3 students each day on the 14th and 19th, I'll then randomly assign everyone a day.

Survey Process: Collection, Input, and File Preparation: Each student will be responsible helping stuff and label envelopes for the survey. In addition, the class will collectively enter the data and get a file prepared for use in the final written assignment. We'll go over the details of process and make assignments in class.

COURSE WEB SITE

I normally would have a Blackboard site for this class, but this time will try out the course site available through my.pdx.edu. I will rely on the web site for announcements, updates, and additional information. I will also post needed data files and extra readings there, in addition to lecture slides, when appropriate.

OTHER STUFF

If you have a disability and are in need of academic accommodations, please notify me immediate to arrange needed supports.

Plagiarism and cheating will not be tolerated.

“Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU

Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm.
(source: http://www.lib.pdx.edu/instruction/sharons_originals/citationplag.html#plag)

On Tuesdays, I need to leave promptly at 5:50 pm. So, please do not expect me to be available to answer questions after class.

GRADING POLICIES

Incomplete grades. I will only assign an incomplete (I) grade when circumstances are consistent with PSU's policy on incomplete grades, shown below. "Circumstances must be unforeseen or beyond [your] control." In other words, I do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach me as soon as possible about entering into a written agreement for an incomplete grade.

From the PSU Bulletin:

"A student may be assigned an I grade by an instructor when all of the following four criteria apply:

- 1) Quality of work in the course up to that point must be C level or above.
- 2) Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- 3) Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.
- 4) A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period."

Late assignments will be marked down – one-third of a grade per day late. "One-third of a grade" is, for example, from A to A-, B+ to B, etc. (or 3.3% using the scale below). As with incomplete grades, I generally do not allow students to turn things in late without assessing this penalty, except in unusual circumstances, e.g. medical emergencies. Having too much work in other classes or at work/internship does not count. All students have those challenges.

My grading scale works as follows:

	Above
A	93.3%
A-	90.0%
B+	86.7%
B	83.3%
B-	80.0%
C+	76.7%
C	73.3% etc.

SCHEDULE AND READINGS

Additional readings may be assigned and provided via the website or handed out in class.

Week	Topics	Reading (finish by Tuesday's class)	Activities/Deadlines	
1	Overview Thinking quantitatively, Surveys	For Thursday: Innes, Judith. 1998. "Information in Communicative Planning." <i>Journal of the American Planning Association</i> 64 (1): 52-63. (Available on WebCT)	5-Jan	7-Jan
2	Descriptive statistics Good graphics	Chapters 1-3	12-Jan Class cancelled	14-Jan
3	Indices, performance measures Variability, reliability, validity		19-Jan	21-Jan Assignment 1 due
4	Hypotheses, significance	Chapters 4, 5	26-Jan	28-Jan Assignment 2 due
5	Comparing 2 groups	Chapters 6, 7	2-Feb	4-Feb
6	Population and Economic a & Regression analysis	Chapter 9 and readings to be posted on web	9-Feb Assignment 3 due	11-Feb
7	Comparing 3+ groups (Chi-square, ANOVA)	Chapter 8, 12.1-12.2	16-Feb Assignment 4 due	18-Feb
8	Correlation & Regression	Thursday: Chapters 10, 11	23-Feb Assignment 5 due	25-Feb
9	Correlation & Regression Measures of Inequality	To be posted	2-Mar	4-Mar Assignment 6 due
10	Catch-up & Wrap-up		9-Mar	11-Mar
11				18-Mar Final project due noon