

APR 07 1994

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 162  
Action \_\_\_\_\_

## COVER SHEET: Request for Approval to Use W-Designation

per conversation with Sam Forbes 4-7-94

### TYPE I. PROFESSOR COMMITMENT

- Professor \_\_\_\_\_ Phone \_\_\_\_\_
- Writing Workshop? (If not at IUP, where? when?) \_\_\_\_\_
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

### TYPE II. DEPARTMENT COURSE

- Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_
- Course Number/Title \_\_\_\_\_
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) DEY W. WATTS Phone x7652
- Course Number/Title GE462 Planning: Development Principles and Theory
- Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) [Signature]

Department Chairperson Sam Forbes

College Dean [Signature] 4/23/94

Director of Liberal Studies Pauline Richardson 4-14-94

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

## CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,  
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

*I really do think with my pen, because my head often knows nothing about what my hand is writing. Wittgenstein*

### WRITING SUMMARY

Planning Principles and Theory (GE 462) is proposed for identification as a "W" course. The course is taught every fall as a "capstone" seminar for graduate and undergraduate regional planning majors. As a capstone course students are encouraged to integrate relevant theoretical literature with personal experience and to develop their own tales, models, and theories of what planning activities are all about.

1. Writing for note taking: Class readings involve the review of chapters and short articles. To capture these materials students are encouraged to keep double entry 'process books.' This permits students to record impressions, discoveries and recollections along side their reading notes. This allows readings to be dealt with on a continuous, incremental and recursive basis. These materials also provide resources for accomplishing other related writing assignments. They provide --what Howard Becker refers to as-- "spew draft" material. The process books is an informal measure of class participation. Process books are personal documents. They are not evaluated on content or mechanics. Volume, however, is important. These documents are periodically reviewed but only to insure that students are keeping up with the task of maintaining such a record (see attached 'process book' description).

2. Writing as a means of summation and translation : Each week students are required to write summary abstracts of their readings for that week. These summary understandings are shared with other students to elicit comments and observations. Much planning theory is arcane, conceptually dense and perhaps more than a little tedious. Students are encouraged not to be 'terrorized by the literature' and are asked to translate their readings into their own voice. This allows students to hear --and hence develop-- their own persona, exchange views and provide editorial assistance to others. The task of preparing summary statements helps promote interaction and exchange following seminar presentations (see attached description of intra-group instruction).

3. Writing for formal presentation and evaluation: Each student is responsible for preparing a seminar leadership paper. These papers are designed to encapsulate the weekly theme, elicit discussion among class participants, and are revised in the light of both in class discussion and written critique. As each student in the class is armed with their own summaries, the presenter prepares and offers their presentation for consideration and discussion by class colleagues. The following week audience members submit a one page critique for the author's consideration. The author revises, refines and resubmits the paper within two weeks (see attached exhibits).

4. Writing as an analytic: The final written assignment is a synthesis essay. As many questions raised in theoretical discussions involve the critical use of concepts, preparation of a synthesis paper involves conceptual analytic work. As a method conceptual analysis provides a framework and direction for going about the activity of writing. It also provides a common task for all class members while simultaneously permitting individuals to pursue their own topical interests. This helps foster communication among students concerning the use and application of a common set of tools (see attached course syllabus).

**Summary of Writing Assignments for GE 462**

Assignment	Pages	No. of assignments	Graded?	Revisions?	% Final Grade
Process Books	50-70	ongoing	Yes	No	40
Seminar Leadership	5	1-3	Yes	Yes	20
Synthesis Essay	10-15	1	Yes	Yes	20
Summary Abstracts	2	5	No	No	0
Class Editing	5	1	No	NA	0
Exams	2	2	Yes	no	20

COURSE OUTLINE

## **I. CATALOG DESCRIPTION**

Seminar on contemporary debates concerning planning traditions, principals and practices. The activity of planning is investigated from several theoretical frames and analytic positions.

## **II. COURSE OBJECTIVES**

- A. To illustrate how different representations of planning practice influence planning activities.
- B. To consider how the mobilization of many actors and institutions makes planning possible while simultaneously limiting the form it can take
- C. To clarify important conceptual differences in the use and application of terms such as: planning, design, intention and action.
- D. To provide students with a map of the world planners inherit, animate, alter and sustain.
- E. To provide students with the opportunity to improve their writing through group writing and editing.

## **III. COURSE OUTLINE**

A. Conceptual Models: Introduction  
(1 week)

B. The Planner as Heir: The World of Predecessors  
(4 weeks)

- 1. The Anarchists
- 2. The Social Reformers
- 3. The Funtionalists
- 4. Irreversibility and the Built Environment

B. The Planner as Decision Maker: The Cognitivist Tradition  
(2 Weeks)

- 1. Dewey, Pragmatism and Social Learning
- 2. Simon: Problem Solving and The Science of the Artificial

C. The Planner as Worker: The World of Consociates  
(2 weeks)

- 1. Transaction and Incrementalism
- 2. Every Day Practice and the Professional Episode

E. The Planner as Network Builder: The World of Contemporaries  
(2 weeks)

- 1. Coalition Building and the Real Politics of Planning
- 2. Institutions and 'Editorial Control' and Advocacy

F. The Planner as Functionary: The World of Collectivities  
(2 weeks)

- 1. The Critical View: Production and Reproduction
- 2. The Built Environment

G. Planning as Anticipation: The World of Successors  
(1 week)

#### IV. EVALUATION METHODS

PROCESS BOOKS (40%): An informal document of student responses to materials, arguments and concepts covered in lectures, classroom discussion and assigned readings.

SEMINAR LEADERSHIP (20%): Papers presented as part of the inter and intra group instruction format.

SYNTHESIS ESSAY (20%): Conceptual analysis of various terms used in the planning literature.

EXAMS (20%): Two 'open note' exams consisting of short paragraph responses. Student may use process books as a resource for taking exams.

#### V. REQUIRED TEXTS

- Wilson, J. (1963) Thinking with Concepts, Cambridge University Press, Cambridge
- Becker, H. (1986) Writing for Social Scientists, University of Chicago Press, Chicago
- Alexander, E. (1986) Approaches to Planning, Gordon and Breach, Montreaux

#### VI. SAMPLE READINGS

- Alexander, E. (1981) "If Planning Isn't Everything Maybe Its Something" *Town Planning Review* 52 (2)
- Alexander, E. (1987) Planning as Development Control: Is that all Urban Planning is For? *Town Planning Review* 58 (4)
- Allison, L. (1988) "Is Planning a Word or a Concept?" *Town Planning Review* (59) 1
- Allison, G. (1986) "Conceptual Models and the Cuban Missile Crisis" in P. Nivola and D. Rosenbloom (eds) Classic Readings in American Politics St. Martins, New York
- Appleyard, D. (1979) "Understanding Professional Media" in I. Altman and J. Wohill (eds.) Human Behavior and Environment Vol 2, Plenum, New York
- Ball, M. (1986) "The Built Environment and the Urban Question", *Environment and Planning D: Space and Society* 4: 447-464
- Benveniste, G. (1989) Mastering the Politics of Planning, Jossey-Bass, San Francisco.
- Blau, J., M. Lagory and J. Pitkin (eds) (1983) Professionals and Urban Form, State University of New York Press, New York
- Bolan, R. (1980) "The Practitioner as Theorist", *APA Journal*, July 261-274
- Breheny, M. (1983) "A Practical View of Planning Theory", *Environment and Planning B: Planning and Design* (10), 101-115
- Brooks, P. (1990) "The City May be Back, But Where is The Planner?" *JAPA* (56) 2

SAMPLES OF ASSIGNMENT SHEETS



## PROCESS BOOKS: DESCRIPTION

A Process Book is an intellectual record of your participation in the course. The important term in this description is intellectual. The dictionary defines this term as: having to do with the intellect - the ability to reason, perceive or understand; the ability to perceive relations, differences, etc. Thus, the process book is not a diary, i.e., it is not merely a description of your activities; nor is it a notebook, a place to store information in a condensed form. It contains this type of information, but because it is an intellectual record it must contain your attempts to integrate, synthesize differentiate, extend, refute, discover, and understand this information. The process book is a heuristic device that allows you to "cook" lecture, reading and film based information.

## FUNCTIONS OF THE PROCESS BOOK

1. To record experiences, discoveries and impressions in order to retain and have them available for future use.
2. To develop a greater understanding and appreciation of the flow of events and changes and constancies in one's own thinking and feeling and those of his/her colleagues.
3. To record systematically events as they happen rather than rely on memory so as to guard against the selectivity of recollection.
4. To integrate relevant literature with personal experience.
5. To develop a fluent, natural and relaxed writing/drawing style.
6. To analyze and synthesize diverse materials within the context of an informal and personal document.
7. To integrate the course text with lecture materials and reserve readings.

## MATERIALS THAT MUST BE INCLUDED IN THE PROCESS BOOK

1. The Process Book must document and describe your iterations through the course as occasioned by class readings, materials, etc. In cases where readings are of an ongoing, long term nature, you will be responsible for defining reasonably scaled portions of these readings so that the Process Book can be dealt with on a continuous, incremental basis.
2. At the conclusion of each "unit" you will be required to complete a re-analysis phase. These entries will normally occur after concluding course sections.
3. The Process Book must include your personal reactions to the course, your readings, your interactions with others, etc. In addition you must attempt to interpret these reactions.

4. The Process Book is a Designed Entity. It is the product of your decisions about its format except for size.

### FORMAT CONSTRAINTS

1. The Process Book should be produced in a 9 x 12 or 8 1/2 x 11 spiral bound, artist's sketch book, containing 100 pages of white unlined paper. No pages may be taken out of the book.
2. The Process Book is not constrained in terms of materials and processes of notation.

### PROCESS BOOK RATIONALE

It is best to begin, I think, by reminding you, the beginning student, that the most admired thinkers within the scholarly community you have chosen to join do not split their work from their lives. They seem to take both too seriously to allow such dissociation, and they want to use each for the enrichment of the other. Of course, such a split is the prevailing convention among people in general, deriving, I suppose, from the hollowness of the work which people in general now do. But you will have recognized that as a scholar you have the exceptional opportunity of designing a way of living which will encourage the habits of good workmanship. Your work is a choice of how to live as well as a choice of career; whether he knows it or not, the intellectual workman forms his own self as he works toward the perfection of his crafts; to realize his own self as he works toward the perfection of his craft; to realize his own potentialities, and any opportunities that come his way, he constructs a character which has as its core the qualities of the good workman.

What this means is that you must learn to use your life experience in your intellectual work: continually to examine and interpret it. In this sense craftsmanship is the center of yourself and you are personally involved in every intellectual product upon which you may work. To say that you can "have experience", means, for one thing, that your past plays into and affects your present, and that it defines your capacity for future experience. As a student, you have to control this rather elaborate interplay, to capture what you experience and sort it out; only in this way can you hope to use it to guide and test your reflection, and in the process shape yourself as intellectual craftsman. But how can you do this? One answer is: you must set up a file, which, I suppose, a way of saying: keep a journal. Many creative writers keep journals; the student's need for systematic reflection demands it.

In such a file as I am going to describe, there is joined personal experience and professional activities, studies under way and studies planned. In this file, you, as an intellectual craftsman, will try to get together what you are doing intellectually and what you are experiencing as a person. Here you will not be afraid to use your experience and relate it directly to various work in progress. By serving as a check on repetitious work, your file also enables you to conserve your energy. It also encourages you to capture "fringe-thoughts":

various ideas which may be by-products of everyday life. Snatches of conversation overheard on the street, or, for that matter, dreams. Once noted, these may lead to more systematic thinking, as well as lend intellectual relevance to more directed experience.

You will have often noticed how carefully accomplished thinkers treat their own minds, how closely they observe their development and organize their experience. The reason they treasure their smallest experiences is that, in the course of a lifetime, modern man has so very little personal experience and yet experience is so important as a source of original intellectual work. To be able to trust yet to be skeptical of your own experience, I have come to believe, is one mark of the mature workman. This ambiguous confidence is indispensable to originality in any intellectual pursuit, and the file is one way by which you can develop and justify such confidence.

By keeping an adequate file and thus developing self-reflective habits, you learn how to keep your inner world awake. Whenever you feel strongly about events or ideas you must try not to let them pass from your mind, but instead to formulate them for your file and in so doing draw out their implications, show yourself either how foolish these feelings or ideas are, or how they might be articulated into productive shape. The file also helps you build up the habit of writing/drawing. You cannot "keep your hand in" if you do not write/draw something at least every week. In developing the file, you can experiment as a writer and thus, as they say, develop your powers of expression. To maintain a file is to engage in the controlled experience.

Adapted from C. Wright Mills, The Sociological Imagination, 1959

### FINAL NOTE

Process books cannot be faked. You cannot cram for, or jam on, a process book. If you do not write something everyday you will find yourself with the impossible task of trying to turn out a process book via an overnighter. Forget it. In the course of fourteen weeks you have many more thoughts, impressions and feelings than you can possibly recover or generate in a few evenings.

Remember, a process book is a personal record. I am not specifically interested in its content per se, but more in its accomplishment. That means that it is more important to write something everyday than it is to worry about your writing as writing. If you get blocked then write about being blocked, if you don't understand some material then write about not understanding, if you get confused then write about it. Don't worry about polished copy. Just get it out on paper in the form of "spew" writing. This is almost always dumb, clunky writing that will make you feel like a jerk. Relax, this is an informal document. I am not after polished papers, tightly drawn arguments, or conceptually dense descriptions. Whatever you write is good enough. Just write everyday and fill up your book. Remember garbage in your head can poison you. Garbage on paper can be thrown away. So get it on paper. It takes several tons of ore to get one ounce of gold.

Planning Theory is a seminar. A seminar is suppose to foster interaction and exchange. Open seminars are fine but when the number of participants exceeds a small handful they rarely provide enough structure to permit the meaningful participation of everyone. The following outline describes the structure of class for the next several weeks. Please read Friedmans "Two Centuries" piece for our next session. I'll fill everyone in at that time. Please take the time today to familiarize yourself with Friedman's 'Introduction' and organize yourselves into groups.

**General Outline: Class Organization for the Next Four Weeks  
(starting Monday September 20th)**

The class will be divided into working groups of three ( one group of two may be necessary). Each group will be responsible for reading and mastering their own planning tradition, organizing the information, reporting back to the other members of the class, and drafting a five page position paper. According to Friedman there are four planning traditions; 'Social Reform,' 'Social Learning,' 'Policy Analysis,' and 'Social Mobilization.' As their are six working groups, two traditions will be represented twice. Each group will be allocated 40 minutes of the class period for inter and intra group presentations.

**Group Organization and Assignments**

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Theory Group A	Theory Group B	Theory Group C	Theory Group D	Theory Group A	Theory Group B

Working groups will divide the assigned chapters (to be distributed at our next session) from Friedman among themselves. Each group member will be responsible for abstracting, outlining, and communicating their portion of the reading. While only one person is responsible for communicating the material, the entire group is responsible for mastering the chapters assigned to that group. The process involves two phases.

### Phase One: Intra-group Instruction

Each group will spend two 40 minute periods instructing each other by covering the assigned chapters. A portion of each period will be spent in summarizing, questioning and evaluating presentations. The final session will be used to compile, plan and organize the group for the following (Phase Two) sessions, schedule any additional out of class meetings, make audience assignments for the following weeks and draft a white paper summarizing your groups position on planning.

### Roles and Rotation for the Intra-group Sessions

Group responsibilities for the intra-group teaching sessions are divided into several roles. These include, a presenter, a questioner and a summarizer. The general rotation schedule should look something like this:

	Week 1 (two 40 minute sessions)		Week 2 (two 40 minute sessions)	
A	Presenter	Summarizer	Questioner	Compile
B	Summarizer	Questioner	Presenter	Plan
C	Questioner	Presenter	Summarizer	Organize

The forty minute sessions will be broken into stages. Stages correspond to role assignments.

Presentation	25 minutes
Questioning	5 minutes
Summary	5 minutes
Evaluation and Process Book Entries	5 minutes

Your group may look somewhat different depending on how many people are involved. The most important thing is that everyone is responsible for speaking and writing every session. Everyone is accountable to (and will be evaluated by) each other. This, often means that stronger folks will end up supporting weaker ones and weaker folks will be holding back stronger ones. That's just the way it goes. I will be observing each group during this period. Only part of the class evaluation will be based upon my observations. Evaluation will also be based upon your evaluations of your performance as a collective as well individual contributors.

## **Role Descriptions**

**Presenter.** To make sure that everyone knows the facts of the reading; who, what, where, when. To assemble hand outs, graphic supports or any other materials you think may aid understanding and comprehension. On the day of instruction presenters should make a presentation outline available to myself. Outlines may be made available to your audience if you think it useful, outlines may be distributed to your audience as well.

**Questioner.** To think up as many meaningful questions as possible for discussion. To ask questions that relate the information to human nature, equity, the nature of society, reasons for hope and despair etc.

**Summarizer.** To take into account everything said in the group that day and to summarize the groups most important conclusions—to step back far enough to see the big picture and detect the overall flow of the groups thinking.

## **Phase 2: Intergroup Instruction**

Each group member will make a presentation to the other groups, and submit a draft position paper for review and comment. This presentation will cover all the material presented within the group.

<b>Week 3</b> (three 15 minute sessions)	<b>Week 4</b> (three 15 minute sessions)
Group 1	Group 4
Group 2	Group 5
Group 3	Group 6

## **Contingent Organization**

At the conclusion of week six we will enter an evaluation exercise. This exercise is designed to serve as a resource for the following weeks. In this way the course will be contingently organized; the form of each phase depends upon what is learned as the process unfolds.

### **Assumptions, Goals and Skills**

This form of class organization is based on several assumptions.

1. Everyone wants to learn.
2. Learning is a skill that that can be developed through practice.
3. People learn best when given a specific task but allowed flexibility in the performance of that task.
4. People must take responsibility for their own learning.
5. People learn best by participating actively in their learning.
6. Students are the key resource in the classroom. Students are as smart as their instructor, on average, and there are many more students than instructors. Thus the interaction of some many minds will produce considerably more thoughts than one mind acting alone.

The activities undertaken during this period have the following goals

1. To allow the practice of questioning skills
2. To allow the practice of writing
3. To allow the practice of speaking skills
4. To teach the various planning traditions as outlined by John Friedman
5. To allow the practice of social and communication skills
6. To get students to examine their own beliefs and abilities

### **Relevance**

One of the great curiosities about life in the academy is how radically different learning looks on the outside. When most of you leave this place you will find the world of work takes place in small groups of one sort or another, involving common problem foci and a lot of cooperative interaction and exchange. This differs from school where emphasis is placed on the individual acting alone. Yet many of you, indeed most of you, will spend a considerable amount of time on boards, committees, commissions, councils, work groups, design teams and the rest. Unfortunately, formal education tends to emphasize passive, isolated and competitive learning. I hope for you that you will take the opportunity of the next several weeks to develop and practice skills that will serve you in the future. It is process that is important.

Date: February 21, 1994  
To: UWUCC/Liberal Studies Committee  
From: Susan Forbes, Geography and Regional Planning  
Subject: Statement of Departmental Responsibility Regarding  
Departmental /w/ Course

The Department of Geography and Regional Planning has proposed GE462 as a Type II, Departmental Writing Intensive course. GE462 is an advanced and specialized course in the Regional Planning sequence which would be taught by Whit Watts or by Robert Begg . Both of these individuals have attended the writing workshop and received professor approval. Writing intensive course approval for GE462 is important because it is the /w/ core course for Regional Planning majors and because of the emphasis placed on report writing in the field.



Date: April 8, 1994  
To: Darlene Richardson, Liberal Studies Committee  
From: Susan Forbes, Geography and Regional Planning  
Subject: /W/ Designation for Course Approval

Thanks for your phone call yesterday and the explanation of /w/ course approval. As chair, I assure you and the committee that whenever GE462 is offered the person teaching the course will have fulfilled the necessary writing-across-the-curriculum objectives and will meet the goals of the program. Thank you for your help in gaining Level 2 Department Course approval for this course.

LIBERAL STUDIES

Director's Office: 353 Sutton Hall  
Secretary's Office: 352 Sutton Hall

Telephone: 357-5715

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April 18, 1994

SUBJECT: GE 462 Geography of Pennsylvania

TO: Dey W. Watts and Susan Forbes, Geography Department

FROM: Darlene Richardson  
Director of Liberal Studies

At our April 14, 1994, meeting, the Liberal Studies Committee approved your application to designate GE 462 Planning and Development Principles and Theory as a Type II Department Writing Course. This means that the course will be taught as writing-intensive and that the department will ensure that writing criteria are followed.

In addition, the Committee approved Dey W. Watts as a Type I writing professor. This means that any course taught by Prof. Watts can be designated as writing-intensive as long as it is taught in a writing-intensive manner. We ask that instructor feedback on student writing be made explicit and that the objectives list both individual as well as group writing.

Thanks you for adding to our list of writing-intensive courses and for becoming a "writing professor."

copy: Brenda Carter, Dean