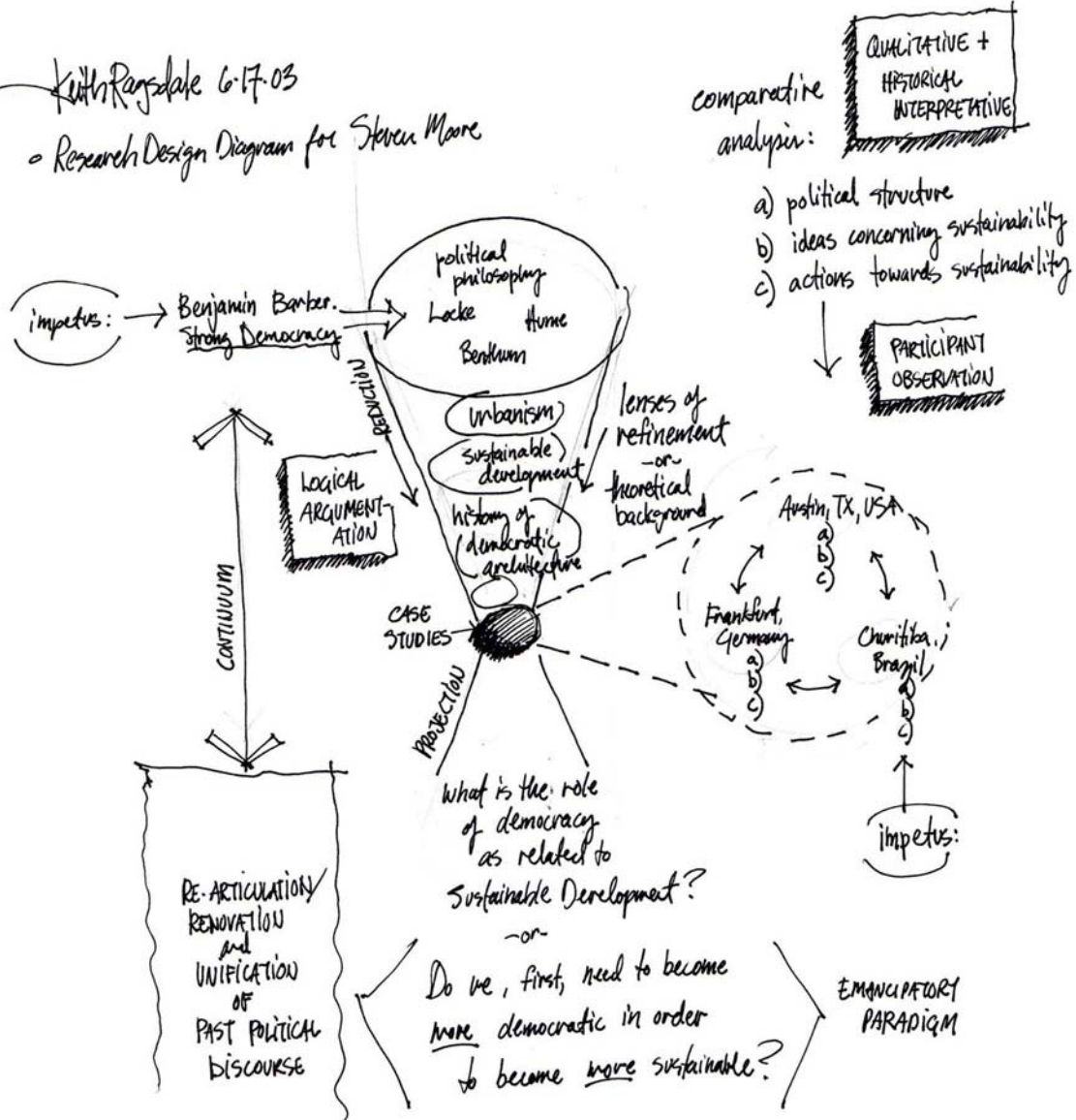


**Research Design:
Thesis and Master Design Study Preparation**

Keith Ragsdale 6-17-03

o Research Design Diagram for Steven Moore



Spring 2006
Tuesday 3:30-6:30 [or as scheduled]

Dr. Steven Moore

Description:

The purpose of this course will be to prepare advanced students for independent study in the following semester(s). Although most students are able to imagine compelling questions for research, many find it difficult to refine the research question to manageable scope, identify the variables at play, design a research program, order the data collection process, and interpret or design the sometimes odd data found.

Historically design has been understood as a “prescriptive” activity, meaning that designers wish to change the world. Likewise, research has been understood as an analytic activity, meaning that scholars analyze the world but never seek to change it. In reality, however, designers are always engaged in analysis and scholars have intentions for change. This course will question the distinction between critical design and research.

Requirements:

In this workshop each student will present a progress report of their evolving research project several times during the term—the first time as a speculation, the last time in polished format. Workshop participants will assist individual participants to critically evaluate design and research options. The final product of the seminar will be a revised and detailed dissertation, thesis, MDS, or independent study proposal.

During the term each student will critically present to the class 2-3 of the seven research strategies outlined in Groat and Wang’s *Architectural Research Methods*. Short papers will be assigned on topics of individual interest.

Registration:

Graduate students in Sustainable Design, Historic Preservation, Urban Design, History/Theory, and Planning are encouraged.

Required reading:

Linda Groat and David Wang, *Architectural Research Methods* (New York: Wiley, 2002). Available at the Co-op. Other readings will be assigned.

Recommended additional resources for dissertations and theses:

Allison, Brian and Phil Race, *The Student’s Guide to Preparing Dissertations and Theses*, 2nd Edit. (London and New York: Routledge, 2004)

Denzin, Norman K. and Yvonna S. Lincoln. *Handbook of Qualitative Research* (Thousand Oaks, CA: Sage, 1994).

Lincoln, Yvonna S. and Egon Guba. *Naturalistic Inquiry* (Thousand Oaks, CA: Sage, 1985).

McCracken, Grant. *The Long Interview: Qualitative Research Methods Series 13* (Thousand Oaks, CA: Sage, 1988).

Spector, Paul E. *Research Designs: Sage University Paper 23* (Thousand Oaks, CA: Sage, 1981)

Spradley, James P. *Participant Observation* (New York, NY: Harcourt Brace Javanovitch, 1980)

Strauss, Anselm and Juliet Corbin. *Basics of Qualitative Research* (Thousand Oaks, CA: Sage, 1990).

Whyte, William Foote. *Learning from the Field* (Thousand Oaks, CA: Sage, 1984)

Additional readings will be assigned that are directly related to your emerging research topics.

Web resources:

Berkeley Dissertation Proposal Workshop

<http://globetrotter.berkeley.edu/DissPropWorkshop/>

UT Office of research Support and Compliance

<http://www.utexas.edu/research/rsc/>

Social Science Research Council

“The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions”

http://www.ssrc.org/programs/publications_editors/publications/art_of_writing_proposals.page

Course schedule:**date, topic, reading and activity****respondent(s)****17 January - differing modes of interpretation**

select respondent dates

24 January – selecting a research topic

reading:

- Groat and Wang, Ch. 1-2
- Nigel Cross, “Design Research: A disciplined Conversation” in *Design Issues* 15:2, available on line--JSTOR
- <http://globetrotter.berkeley.edu/DissPropWorkshop/>

assignment:

- select and analyze five abstracts from a refereed journal of your choice in terms of structure
- write and present a 250 word abstract of your proposed topic

activity:

- review reading
- instructions on writing an abstract

31 January – precedent and literature review

reading:

- Groat and Wang, Ch. 3
- Susan Roth, “The State of Design Research” in *Design Issues* 15:2, available on line--JSTOR

assignment:

- select a journal format
- attend library instruction—web-based search methods
- locate and record electronic bibliographies and indexes related to your topic
- create an extensive bibliography on your topic using multiple source types and the digital format of your choice.

activity:

- review reading

07 February – theories Vs methods

reading:

- Groat and Wang, Ch. 4
- Ranulph Glanville, “Researching Design and Designing Research” in *Design Issues* 15:2, available on line--JSTOR
- <http://www.utexas.edu/research/rsc/>

assignment for scholars:

- Select an exemplar text that you wish to emulate in your own research and write a 1-2 page critical examination of it in terms of theory and method.

assignment for designers:

- Select a precedent you admire and write/draw how its underlying assumptions might influence your design methods.

14 February – design as research

reading:

- Groat and Wang, Ch. 5
- David Wang, “Categories of ACSA Conference Papers: A critical Evaluation of Architectural Research in Light of Social Science Methodological Frameworks,” in *JAE* (Vol. 56, No. 4, May 2003): 50-56.
- Chi, Lily, ed. “Design as Research” in *JAE* (Vol. 54, Number 4, May 2001): pp. 250-272.

assignment:

- select an exemplar building or landscape published in a refereed journal and in 1-2 pgs. construct an argument about how it qualifies as “research.”

activity:

- review reading and assignment

21 February — interpretive-historical research

reading:

- Groat and Wang, Ch. 6.
- Moore, Ch. 2, “A Reconstruction from the File” in *Technology and Place*.

assignment for scholars:

- Visit the Alexander Archive or other relevant repository. Identify and describe primary textual and or graphic materials relevant to your research. Explain how they will support your emergent hypothesis.

Assignment for designers:

- Select a site for your study, identify relevant historical materials and prepare a preliminary analysis.

28 February — qualitative research

reading:

- Groat and Wang: Ch. 7
- Moore, *Methodology and Methods*.
- <http://www.utexas.edu/research/rsc/>

assignment for scholars:

- conduct a ½ hour interview with a faculty member knowledgeable in your area of research and write a 1 pg summary.

Assignment for designers:

- review qualitative research relevant to your study and graphically summarize it.

07 March – correlational research

reading:

- Groat and Wang, Ch. 8

assignment for scholars:

- Select a relevant research article from your bibliography, identify the researchers' epistemological assumptions and diagram the research design

assignment for designers:

- Select a relevant research article from your bibliography and graphically summarize how it relates to your study

14 March - No class, spring break

21 March – experimental and simulation research

reading:

- Groat and Wang, Ch. 9-10

assignment for scholars:

- Select an article from your bibliography, identify the researchers' epistemological assumptions and diagram the research design of the selected research article

assignment for designers:

- Select an article from your bibliography and graphically summarize how it relates to your study

28 March – logical argumentation

reading:

- Groat and Wang, Ch. 11

assignment for scholars:

- construct a 1-sentence research question.

construct a 1-page argument that supports your research question.

assignment for designers:

- Write a Program (statement of design intent) and a program (description of facilities and areas required).

04 April – case and precedent studies

reading:

- Groat and Wang, Ch. 12

assignment for scholars:

- select a case, make an argument for its salience to your topic, and diagram the research design to be employed.

assignment for designers:

- select a precedent and graphically analyze its relevance to your study

11 April – proposal workshop

- students will circulate drafts of their thesis or MDS proposals two days before class and defend them.

21 April – proposal workshop

- students will circulate drafts of their thesis or MDS proposals and defend them.

28 April – proposal workshop

- students will circulate drafts of their thesis or MDS proposals and defend them.

05 May—proposal workshop

- students will circulate drafts of their thesis or MDS proposals and defend them.

note:

You may be required to submit a draft of your thesis/MDS proposal to the GSC in mid-April. If so, we will continue to refine the texts and re-submit them prior to the date of your proposal defense, tentatively scheduled for Monday 17 May.

Performance Evaluation

Work for the semester will be based upon the scale outlined below. If any student wishes to protest a grade, a request for review must be made within one week of its issuance, after which no grade revision will be considered. It is up to the student to request interim evaluations from the instructor if you are concerned about your progress.

Work for the term will be evaluated as follows:

A: Students work is original and of exceptional intellectual quality, is very well written and graphically well presented, is supported by wide textual documentation, is structurally inventive, and is complete.

B: Students work is of high intellectual quality, is well written and well presented, is supported by textual documentation, progresses logically, and is complete.

C: Students work is of average intellectual quality, is written intelligibly and graphically clear, is supported by some textual documentation, progresses logically, and is complete.

D: Students work is of below average intellectual quality, is written and/or presented poorly, is not adequately supported by textual documentation, progresses illogically, and/or is incomplete.

F: Students work is of unacceptable intellectual quality, badly written and/or presented, unsupported, illogical, and/or incomplete.

In accordance with UT guidelines, grades will be given using (+) and (-) values. For information see:

http://www.utexas.edu/ogs/student_services/academic_policies/plus_minus.html

Course requirements will contribute to the final grade as follows:

Presentation of initial research proposal	10%
Final research proposal	40%
Participation in class discussion	30%
Respondent presentations	20%
Total	100%

Absence from class will be considered in the final grade. Three or more unexcused absences will result in a course grade of "F." Two unexcused absences will result in the lowering of the final grade. Tardiness may be considered an absence.

Office Hours

T, TH 2:00-3:00 Goldsmith 4.134, or by appointment,
Tel. 471-0131. E-mail samoore@mail.utexas.edu

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641.