

FRPG 189K: *American Land Use Patterns*

Spring 2009, T/TH 8:30-10 and T 12:40-2:10; Atwood 031

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Office Hours for this Course: Fridays 2:30-4:30 and by appointment

FYS Mentor: Amy Atkins (aratki06@stlawu.edu and 518-605-3067)

Course Overview:

The purpose of the First-Year Seminar is to help students gain the skills necessary for college-level research. In this course, we will focus on the writing and research processes, beginning with critical reading, identifying and exploring areas of interest, and using sources. We will then focus on developing a working thesis and creating an outline. The next step will be to work together to learn to write a good introduction, literature review, and research design. The class will then move on to articulating a main argument, addressing counter-points, crafting a thoughtful conclusion, and engaging in an effective revision process. We will also discuss such topics as research ethics, peer review, creating effective presentations, and doing research outside of the library. Among other activities, each student will be responsible for writing a 10-15 page research paper, reading from a broad range of sources, participating in classroom activities, and leading a 25-minute mini-class.

We will work on these processes through the study of land use patterns in the United States. Land use policies profoundly affect our daily lives even if we don't always notice them. By studying such topics as zoning, development, preservation, and regulation, we are better able to understand how we live on a day-to-day basis. In recent years, the development of the Environmental Impact Process, changes in farming, fluctuating energy prices, concerns about socio-economic inequality, and the contentious debate over sprawl have brought land use issues into sharper focus. Students of land use have examined conflicts between individual land owners and the community, the evolving patchwork of government planning policies, and market incentives with regard to development. In their research, they have delved into transportation policies, architecture, environmental psychology, demographics, and agriculture, just to name a few areas.

Students in this course will look at rural, suburban, and urban land use patterns and examine some of the reasons why America's development looks different than most other countries. We will also analyze the political, socio-economic, personal, and business decisions that underlie development decisions and learn some of the research tools that professional planners use in their work, including GIS. In May, students should have acquired a broad knowledge in this general content area and the tools to tackle college-level research papers and presentations.

Course Policies:

- 1) **Attendance:** Students are expected to attend every class and activity. If an emergency, illness, or athletic commitment occurs, please let me know that you will be absent before class begins. Students with unexcused absences will receive a zero for class participation and any reading quizzes from that day.
- 2) **Raising the Dead:** You may not recycle assignments from other classes. If I learn that an assignment is a re-run, it will receive a zero.
- 3) **Manuscript Format:** Unless directed otherwise, you must type all written assignments for this class. Proper formatting includes typing in 12pt Times New Roman, numbering pages, following MLA documentation guidelines (with works cited), titling thoughtfully, and *stapling*.
- 4) **Late Work:** Papers are due at the beginning of class. I will deduct a quarter of a letter-grade (.25) from an assignment for each 24-hour period of lateness. Extensions will be granted only under extreme extenuating circumstances. I will not accept partially completed assignments.
- 5) **WORD Studio:** In addition to help you can receive from me and Amy Atkins, the WORD Studio in ODY Library offers students an opportunity to get feedback on written assignments, oral communication, research, and design of visual projects. They are open Monday through Thursday, 8:30 AM to 11:00 PM; Friday, 8:30 AM to 4:00 PM; and Sunday, 1:00 PM to 11:00 PM. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*. The WORD Studio can help you with assignments from any class although you should first seek out Amy Atkins during her office hours for this class.

Notes on Course Responsibilities:

Final Exam: On Thursday, April 9th there will be a final exam that will cover both the research methods and land use content you will learn in the class. When you return from Spring Break, we will discuss the format and expectations for the exam in greater depth.

Reading Quizzes: Once per week, at the beginning of class, I will give a brief quiz on topics covered in the required readings.

Off-Campus Research: While it is not a requirement, many of you will find that your research will lead you to sources outside of ODY library. I strongly encourage you to make interviews, map analysis, archive research, government meeting attendance, on-site observations, etc. a part of your research when appropriate. We will have a classroom workshop on conducting such research.

Participation: Students in this course will receive a grade for participation. Good participation means coming to class ready to be a good listener, take notes, ask intelligent questions, and participate in discussions and activities. It also means completing all required readings prior to class, bringing all necessary materials, arriving on time, and treating classmates, Amy, and me with respect. There will be a specific segment of the participation grade calculated based on your work during the Sharing Your Research (SYR) presentations.

Reading Assignments: In addition to the reading assignments listed in the syllabus, you should expect that I will add a number of newspaper and periodical articles throughout the semester. Many of these articles will delve into North Country land use issues. I expect that each student will arrive in class ready to discuss the assigned readings.

The Paper: On May 8th you will be responsible for turning in a paper written on an approved land use topic. The text of your paper should not exceed 15 pages. The paper must include appropriate MLA citations, which you will learn about in class. You are also welcome to include any maps, appendices, charts, etc. that you feel bolster your arguments. Beginning on the first day of class, we will begin working towards this goal. Along the way, you will be required to complete a number of preparatory assignments, participate in a number of research-oriented and peer review workshops, submit a number of drafts and outlines, and meet with me to discuss your project. All of these deadlines and assignments are laid out in the course schedule section of this syllabus.

Sharing Your Research: In April, each student will be responsible for leading a 25-minute mini-class on her research topic. Students will also assign a 5-page reading of their choice prior to their presentations. How you lead your mini-class is your choice. I do recommend that you avoid lecturing for 25 minutes and instead look to engage the class with as much activity as possible. I will meet with each of you before the mini-class to discuss your plans. You will be required to submit a formal lesson plan, which I will talk about more in early April.

Portfolio: At the end of the semester students will be responsible for submitting a portfolio containing all of the work done this semester. It should include all written drafts, research materials, notes, outlines, exams, and a final reflection essay on your work in the course.

GIS Exercises: During the semester, we will have three opportunities to work with the Geographical Information Systems program. This program is used extensively by land use planners in their work. These labs will be led by the professional staff in Madill. Students who wish to integrate GIS work into their research project are encouraged to do so.

Course Texts: (available for purchase in the SLU bookstore)

Davis, James P. The Rowman and Littlefield Guide to Writing With Sources, 3rd Edition. New York: Rowman and Littlefield Publishers, 2007.

Gillham, Oliver. The Limitless City. Washington: Island Press, 2001.

Book excerpts available on e-reserves:

Babbitt, Bruce. Cities in the Wilderness. Washington: Island Press, 2005

Berry, Wendell. The Art of the Commonplace. Washington: Counterpoint, 2002.

Platt, Rutherford. Land Use and Society. Washington: Island Press, 2004.

Films: (to be shown on the campus network): *Subdivided* and *Livable Landscapes*

Other Sources:

Larimer County, Colorado “Code of the West” and UNC Writing Center Briefing on Fallacies (websites)

Articles from the New York Times, Washington Post, Watertown Daily Times, etc.

Grades:

Sharing-Your-Research: (100 Points)

Final Exam: (150 Points)

Reading Quizzes: (50 Points)

GIS Exercises: (50 Points)

Class Participation: (150 Points)

Pre-April 9th Class Participation (100 points)

SYR Participation (50 points)

Research Project: (450 Points)

Preliminary Work:

Essay on Canton Land Use (25 Points)

Free Writes (25 Points)

Topic Proposal (25 Points)

Notes on Sources/ Précis of Two Sources (25 Points)

1st Drafts:

Introduction (25 Points)

Literature Review and Research Design (25 Points)

Main Argument and Counter-Points (25 Points)

Conclusion (25 Points)

Final Draft (250 Points)

Reflection Essay and Portfolio (50 Points)

Course Schedule:

Tuesday, January 20th:

AM:

Activity: Introduction to the Course; Explanation of Syllabus; Initial Discussion of Research Project

In-Class Reading: "Conservation and Local Economy": Berry 195-205 (copies to be provided)

PM:

Activity: Canton Walk (looking at land use practices in our neighborhood)

Thursday, January 22th:

Reading Due: Chapter 1 of Platt. "The Meanings and Use of Land" (e-reserves)

Writing Due: First Draft of Canton "Analytical Question" Assignment (2 pages)

Class Activity: Peer Review of First Draft; Discussion of Peer Review Techniques

Tuesday, January 27th:

AM:

Readings Due: Chapter 5 of Platt: "Building a Metropolitan Nation"; Chapter 3 of Babbitt: "What's the Matter with Iowa" (e-reserves)

PM: Field Trip to St. Lawrence County Planning Department

Thursday, January 29th:

Reading Due: Reading Due: Chapters 1 and 2 of Gillham: "Defining Sprawl" and "Origins of Sprawl"

Writing Due: Free Write about Topics of Interest

Class Activity: Peer Review of Free Writes and Notes on Sources

Tuesday, February 3rd:

AM:

Workshop: Scholarly Sources, Databases and Citations (ODY with Joan Larsen)

Activity: Find 1 or 2 potential sources for the research project

PM:

Activity: Professor Tom Greene's Survey (Environmental Psychology)

Reading Due: Chapter 4 of Babbitt: "At Water's Edge" (e-reserves)

Writing Due: Final Draft of Canton "Analytical Question" Assignment

Thursday, February 5th:

Reading Due: Chapters 3 and 4 of Gillham: "Reactions and Countertrends" and "Outlining the Debate"

Activity: Discussion of Potential Topic Choices and Structure of Assignment

Tuesday, February 10th:

AM:

Workshop: Web and Popular Sources (ODY with Joan Larsen)

Activity: Find 1 or 2 potential sources

PM:

Reading Due: Chapters 5 and 6 of Gillham "Land and Habitat" and "Transportation and Energy"

Thursday, February 12th:

Reading Due: UNC Writing Center Article on Fallacies

Writing Due: Research Topic Proposal

Classroom Workshop: Exploring Your Topic; Writing a Précis; Research Ethics

Tuesday, February 17th:

AM:

Class Discussion: Analyzing the film *Livable Landscapes* (on reserve at ODY)

PM:

Activities: Individual Conferences/Project Work Time (ODY); Bring Completed Notes on Sources

Thursday, February 19th:

Reading Due: Chapters 7 and 8 of Gillham: “Pollution and Public Health” and “Economics and Social Equity”

Classroom Workshop: “Generating a Thesis and Outline”

Tuesday, February 24th:

AM:

Reading Due: Chapter 9-10 of Gillham “Aesthetics and Community” and “Growth Management”

PM:

Writing Due: Notes on Sources; Précis of two sources.

Activity: “Speed-Dating” (Students share their topics with each member of the class individually)

Thursday, February 26th:

Reading Due: Chapters 11 and 12 of Gillham: “Growth Management” and “Smart Growth” and Larimer County, Colorado’s “Code of the West” (available on-line)

Tuesday, March 3rd:

AM:

Reading Due: Pages 267-278 of Berry “Solving for Pattern” (e-reserves)

Class Discussion: Analyzing the Film: *Subdivided* (on reserve at ODY)

PM:

Skills Workshop: 1st GIS Activity (Madill)

Thursday, March 5th:

Reading Due: Chapter 13 of Gillham “Transportation”

Writing Due: Thesis and Outline

Class Activity: Peer Review of Theses and Outlines

Tuesday, March 10th:

AM:

Readings Due: Chapter 14 of Gillham “Regionalism”

Classroom Workshop: “Doing Off-Campus Research”

PM:

Activities: Individual Conferences and Project Work Time

Free Write Due: Preliminary Course Evaluation and Personal Reflection Essay

Thursday March 12th:

Presentation: Dr. Mark Axelrod, Michigan State

Reading Due: Works Chosen by Dr. Axelrod

SPRING BREAK

Tuesday, March 24th:

AM:

Reading Due: Chapters 15 and 16 of Gillham: “Thinking Towards the Future” and “Conclusion”

Classroom Workshop: Writing an Introduction

PM:

Skills Workshop: 2nd GIS Lab (Madill)

Thursday, March 26th:

Reading Due: North Country Articles

Classroom Workshop: Writing a Literature Review and Research Design

Tuesday, March 31st:

AM:

Readings Due: The Rowman and Littlefield Guide to Writing with Sources (by James P. Davis)

Classroom Workshop: Writing your Main Argument, Counter-Points, and Conclusion

PM:

Workshop: Research and Rhetoric (Location TBA)

Writing Due: 1st Draft of Introduction

Thursday, April 2nd:

Class Activity: Individual Conferences and Project Work Time (ODY)

Tuesday, April 7th:

AM:

Classroom Workshop: Making Revisions

Class Activity: Peer Review of Written Work Thus Far

Writing Due: First Draft of Literature Review and Research Design

PM:

3rd GIS Lab (Madill)

Thursday, April 9th: FINAL EXAM (Covering Research Methods and Content)

Tuesday April 14th:

AM:

Activity: Preparation for SYR/Individual Conferences (ODY)

PM:

Activity: Preparation for SYR/Individual Conferences (ODY)

Writing Due: First Draft of Main Arguments and Counter-Points

Thursday April 16th:

Session #1: Sharing Your Research (SYR)

Tuesday April 21st:

AM: Session #2: SYR

PM: Session #3 SYR

Writing Due: First Draft of Conclusion

Thursday April 23rd: Session #4 SYR

Tuesday April 28th:

AM: Session #5 SYR

PM: Session #6 SYR; Writing Due: 1st Draft Reflection Essay

Thursday April 30th:

Discussion: Course Wrap-Up

Activity: Course Evaluations

Note: I will be ready to return the first drafts of your Reflection Essays by 9 A.M. on Monday May 4th. You should come by my office that Monday to pick up your drafts and make the necessary revisions by Friday May 8th.

FINAL DRAFT OF PAPER AND FINAL PORTFOLIO DUE: Friday May 8, 2009 by 4:30 PM

First-Year Program Philosophy and Goals 2008-2009

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that

involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

LEARNING GOALS:

With respect to research skills specifically, our learning goals for the spring are that students should:

θBe introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.

θLearn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.

θLearn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.

θBegin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.

θBe introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.

θPresent the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.

The Academic Honor Code

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

- a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).
- b) Handing in false data, reports or results in connection with any research project or experiment.
- c) Handing in a book report on a book one has not read.
- d) Falsification of attendance records of a laboratory or other class meeting.
- e) Supplying information to another student knowing that such information will be used in a dishonest way.
- f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to

satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2007–2008 Student Handbook*, pp. 149–154.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: www.stlawu.edu/acadaffairs/academicintegrity.htm. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.