



Writing is an integral component of the course. In addition to the assignments and glossary, a term project is required. For the project, an extended outline, at least one draft report, a peer review, and a final report are required. Because writing is a process, failure to submit any of the four components of the project will result in a failing grade. The instructor will provide feedback on the extended outlines and drafts, and a revised extended outline and/or additional drafts may be required. See Blackboard VISTA for due dates.

The course assumes a foundational background in environmental geology (prerequisite: EES 220 Environmental Geology). In addition, all students must be competent users of computers, computer software (e.g., word processing, Adobe Acrobat Reader), e-mail, and the Internet. Internet access is required to access some course materials. Libraries often provide this service to the public on a limited basis. IF YOU DO NOT HAVE ACCESS TO HIGH-SPEED INTERNET SERVICE ON EVEN A TEMPORARY BASIS, YOU SHOULD NOT TAKE THIS COURSE.

**Responsibilities of On-line Learners:** As an on-line learner, you will be responsible for determining the pace and schedule of your work. You may complete the readings and coursework at any times that are convenient to you as long as your work is submitted before the relevant deadline (Late work is not accepted without prior written approval by the instructor and only for extreme situations).

Although you may be located many miles from Eastern Connecticut State University, you are expected to have frequent contact with your instructor and classmates via e-mail and the on-line discussion board. You may also use the on-line discussion board to ask questions, offer comments, and obtain advice/assistance from your instructor and classmates.

Be prepared to spend a significant amount of time completing this course. On-line study requires more initiative and self-discipline than an on-campus course. When you take an on-campus course, you spend about 45 hours in the classroom. In addition, you would spend an even larger amount of time outside of the traditional class time reading, completing assignments, and studying—approximately 2 additional hours for every hour in class (collegiate standard). An on-line course requires the same time commitment.

The key to success is self-motivation and perseverance. **Set work hours each day and stick to them—put them into your appointment book.** Learning at home requires much more dedication than learning on-campus, where you count on the instructor to keep you on track. This course allows you great flexibility as long as you meet the inflexible deadlines. The amount of time needed to complete a module will vary from module to module. In general, you will be given a week for each module. Deadlines are noted on the syllabus; any updates on Blackboard Vista Calendar.

**Grading policy:** Refer to the Guide of Expectations and Grading.

Discussion	15	Term Project:	Extended Outline	5%
Assignments	50%		First Draft	10%
Glossary	25%		Peer Review	5%
Term Project	25%		Final Paper	10%
<b>Total</b>	<b>100%</b>			

**Required Citation Style:** Citing sources is an integral part of professional writing. When citing sources in this course, whether in text or in the reference list, use the style found in your textbook, *Environmental Land Use Planning and Management*. The references begin on page 625. You will find every conceivable type of source cited there. Also, as you are reading the assigned chapters, pay close attention to how sources are cited in text. Note that citations may also occur in the captions for figures and tables. **FAILURE TO CITE SOURCES IS PLAGIARISM, AND WILL NOT BE TOLERATED IN THIS COURSE.**

**Cheating and Plagiarism Policy:** Refer to the ECSU Academic Integrity policy. Cheating and plagiarism are serious offenses, and **IGNORANCE OF WHAT CONSTITUTES CHEATING AND PLAGIARISM IS NOT AN ACCEPTABLE EXCUSE.** It may be tempting to copy and paste from the Internet or a digital resource, but doing so will not be tolerated.

**Disability Notice:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please understand that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

**Tentative course schedule:**

<b>Module (tentative due date)</b>	<b>Topic</b>	<b>Description (from, or adapted from, Randolph 2004)</b>
1 (Feb. 2)	Introduction to Environmental Planning and Management	Society's perspectives on the environment ultimately determine the planning and policy framework for management, and because these perspectives change over time, so do approaches to environmental management. Planning continues to evolve as we improve our capacity to make smarter decisions based on the best information available and the broadest range of public values.
2 (Feb. 9)	Land Use Planning and Collaborative Management	Environmental land use planning and management is a complex, interdisciplinary field that integrates the diverse perspectives of science, politics, policy, and design, in a process of inquiry, collaboration, and creativity. Environmental planning in the United States has evolved to embrace participatory and collaborative approaches to enhance public acceptability, resolve conflicts, and develop creative solutions to problems.
3 (Feb. 17)	Land Conservation	Land conservation of open space, recreation lands, ecological habitats, and working landscapes has become a huge multibillion-dollar enterprise engaging all levels of government, nonprofit land trusts, local citizens groups, and major philanthropic foundations. Land conservation is a collaborative activity, often involving partnerships of land developers and land trusts, industry and government, property owners and neighbors.

4 (Mar. 4)	Sustainable, Livable, and Smart Land Development	Sustainable models of development intended to protect natural areas, relieve auto dependency, and at the same time create more livable neighborhoods and communities, have grabbed the attention of government officials, builders, and consumers alike. Government officials call it Smart Growth. Builders and realtors call it green building and development. Designers call it New Urbanism. Consumers call it livable communities.
5 (Mar. 11)	Approaches to Environmental Planning and Management: Community-Based Environmental Protection	Community-based environmental protection has evolved in response to limitations of traditional government responses to environmental and land use problems. It is place-based, not media or issue specific, and focuses on the health of ecosystems including people living within those ecosystems.
6 (Mar. 18)	Approaches to Environmental Planning and Management: Watershed and Ecosystem Management	Watershed management, coupled with collaborative planning, has become an effective approach to environmental management. Water quality and ecosystem problems are addressed at the watershed level, not at the individual water body or discharger level. Ecosystem management developed in response to concerns over biodiversity and the limitations of species-specific wildlife management and commodity-based resource management to ensure resource sustainability.
7 (Apr. 8)	Environmental Planning and Management for Natural Hazard Mitigation and Geographic Information Systems	Effective hazard mitigation requires understanding the hazard, mapping relative hazard based on that understanding, and formulating and implementing enforceable measures to mitigate exposure and vulnerability.  Environmental planning and management is an information-intensive field. Opportunely, geographic information systems (GIS) have emerged as effective and powerful tools to store, analyze, and visually present environmental data.
8 (Apr. 15)	Soil Management	Soils are a fundamental natural resource of the land that affects the land's capability to support vegetation and development. Land use is affected by soils' strength and stability, drainability, erodibility, and agricultural and resource potential. Soil quality is subject to degradation (by human activities), including compaction, erosion, and contamination, and can be improved through remediation.
9 (Apr. 29)	Hydrologic Considerations in Land Use	Land use has a significant influence on the water balance, affecting infiltration and stormwater runoff, peak and baseflows, and groundwater recharge and discharge. Creative solutions to stormwater management, like wetlands and bioretention, imitate nature and its processes for biological water treatment, retention, and infiltration. Impervious cover on the land surface inhibits infiltration and, thus, groundwater recharge. Because of its close connection to the land surface, groundwater is susceptible to contamination from surface sources.
10 (May 6)	Ecological Considerations in Land Use	Urbanization and other intensive use of land and related water resources result in significant impacts on natural ecosystems, the habitats and wildlife they support, and the environmental functions they provide to human society. Some of the most

		important ecological areas are wetlands and the coastal zone at the land-water interface.
11 (May 13)	Environmental Land Use Analysis	Environmental management and planning integrates the principles of soils, geology, hydrology, and ecology in planning, designing, and regulating land development to avoid construction and damage costs and to protect productive and valued natural systems.

**Tentative Term Project and Glossary schedule:**

<b>Due Date</b>	<b>Writing Assignment</b>
Apr. 9	Extended Outline
Apr. 23	First Draft
Apr. 30	Peer Review
May 6	Glossary
May 18	Final Paper

## Guide to Expectations and Grading

In this writing-intensive course, we will be practicing critical thinking skills as well as critical writing skills. To write well, one must be able to think well.

A well cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely;
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively;
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicates effectively with others in figuring out solutions to complex problems. (Source: *The Miniature Guide to Critical Thinking: Concepts & Tools* available at [www.criticalthinking.org](http://www.criticalthinking.org))

As you write on the various environmental planning and management topics covered in this course, attend to clarity, accuracy, precision, relevance, depth, breadth, logicalness, significance, and fairness. A few questions are offered below for each of these universal intellectual standards to help you evaluate your own, and your classmates', writing.

The following is taken from: *The Miniature Guide to Critical Thinking: Concepts & Tools*.

**Clarity:** Could you elaborate further? Could you give me an example? Could you illustrate what you mean?

**Accuracy:** How could we check on that? How could we find out if that is true? How could we verify or test that?

**Precision:** Could you be more specific? Could you give me more details? Could you be more exact?

**Relevance:** How does that relate to the problem? How does that bear on the question? How does that help us with this issue?

**Depth:** What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?

**Breadth:** Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?

**Logic:** Does this all make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?

**Significance:** Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

**Fairness:** Do I have any vested interest in this issue? Am I sympathetically representing the view points of others?

**All written assignments are expected to exhibit college-level writing standards (i.e., correct grammar, spelling, punctuation, etc.). Refer to standard writing guides.**

## Description of Skill Levels for Assigning Grades:

(adapted from [www.criticalthinking.org/about/internationalCenter.shtml#Intellectual](http://www.criticalthinking.org/about/internationalCenter.shtml#Intellectual) )

The **grade of A** implies excellence in thinking and performance within environment management, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities. A-level work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well. The A-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, frequently identifies relevant competing points of view, and demonstrates a commitment to reason carefully from clearly stated premises in the subject, as well as marked sensitivity to important implications and consequences.

The **grade of B** implies sound thinking and performance within environment management, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities. B-level work is, on the whole, clear, precise, and well-reasoned, but does not have depth of insight. The B-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educated usage, sometimes identifies relevant competing points of view, and demonstrates some sensitivity to important implications and consequences.

The **grade of C** implies mixed thinking and performance within environment management, along with some development of a range of knowledge acquired through the exercise of thinking skills and abilities. C-level work is inconsistently clear, precise, and well-reasoned; moreover, it does not display depth of insight or even consistent competence. The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies some concepts competently, inconsistently uses language in keeping with educated usage, sometimes identifies relevant competing points of view, but does not demonstrate consistent sensitivity to important implications and consequences. C-level work displays inconsistent reasoning and problem-solving within environment management.

The **grade of D** implies poor thinking and performance within environment management. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize his/her assumptions, only partially clarifies concepts, rarely uses language in keeping with educated usage, rarely identifies relevant competing points of view, and shows little or no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject. The D-level student is not sensitive to important implications and consequences.

The **grade of F** implies poor thinking and performance within environment management. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The F-level student is not developing critical thinking skills and understandings as requisite to understanding course content. F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The F-level student does not raise questions or issues, does not analyze questions and problems, does not recognize his/her assumptions, does not clarify concepts, and does not use language in keeping with educated usage.