

# CLEVELAND STATE UNIVERSITY - SYLLABUS & COURSE INFORMATION

## UST 436 - URBAN SUSTAINABILITY (3 Credit Hours)

### FALL SEMESTER 2017

Tuesdays and Thursdays, 4:30 PM - 5:45 PM, UR 106

**Prerequisite Requirements:** Prerequisite: Gen Ed Eng/Comp. UST 289 or UST 290. Presents the values, trends and methods of planning for environmentally sustainable cities and regions. Focuses on urban sustainability and built form, including buildings, designed green spaces, urban water systems, energy and economic change. Students become familiar with processes that generate the physical landscape and the impacts of human settlements on natural landscapes. Students become familiar with the three "E's" of sustainability, environment, economics and equity.

Instructor recommends courses UST 435 Environmental Policy and/or UST 441 Environmental Planning as additional prerequisites.

This course fulfills the general education requirements for credits for a Writing Across the Curriculum (WAC) class.

**Instructor:** Pamela L. Davis, AICP

Cell Phone: 216-246-4015; email: [p.l.davis11@csuohio.edu](mailto:p.l.davis11@csuohio.edu)

Office Hours: Before and after class, other times by appointment only

### Important University Deadlines

Last day to drop course	September 8 <sup>th</sup>
Last day to withdraw from course	November 5 <sup>th</sup>
Finals Week	December 11 <sup>th</sup> -16 <sup>th</sup>

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### Course Organization and Objectives

The purpose of the course is to present the concepts and frameworks used in planning for an environmentally-sustainable city and region. The course presents both the contexts within which sustainability planning takes place and the frameworks, tools and substantive knowledge with which planners plan. The course focuses on **urban sustainability** and the built form, and explores concepts and practice at regional, metropolitan, city, neighborhood and individual scales.

By the end of the semester, the readings, class lectures/speakers, web links and assignments, will have provided you with knowledge in the following areas:

- An understanding of the city and region as a system and its function as habitat for human beings;
- the integral nature of ecological systems, the built form and social systems, including economics, as these generate sustainable cities

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- the relationships between ecological conditions and human settlements and how human activities affect these conditions;
- the values and frameworks of ecological/environmental planning; and
- the methods, techniques and rubrics used in planning to mitigate environmental negatives and restore and sustain ecological integrity and human quality of life in an urban setting.

### Course Materials

The required texts for the course are:

**Planning for Sustainability: Creating livable, equitable and ecological communities, 2<sup>nd</sup> Edition.** Stephen M. Wheeler. 2013. This book is available at the CSU bookstore.

Additional internet readings will be assigned. Readings should be completed **PRIOR** to the class session for which they are assigned. All readings are required unless otherwise noted.

### Blackboard Utilization

This course will utilize Cleveland State University's Blackboard to host the most current course syllabus and internet reading materials for each classroom period. Blackboard will also be utilized for course announcements.

### Student Grading

CSU uses the following letter grades with pluses and minuses. In the Levin College, the letter grades follow this numeric scale:

A	94-100 points	C+	77-79 points
A-	90-93 points	C	70-76 points
B+	87-89 points	D	60-69 points
B	83-86 points	F	59 points and below
B-	80-82 points		

### Attendance Policy

The class sessions will consist of lectures by the instructor, guest presentations, student presentations, case study presentations, and class exercises. Active participation in class discussion is **required**. Attendance is expected at all sessions – **two excused absences** will be allowed. **Absences beyond the two excused will result in .5 point deduction per occurrence** from the attendance grade total. **Students are to send an email to the instructor regarding all absences.** All students are responsible for completing all weekly readings, any assignments given, and for participating in classroom discussion. Absences due to medical conditions or work situation, beyond the allowed absences will not result in deductions on attendance if the student provides official documentation by an appropriate profession or supervisor.

### Incomplete Grades "I"

The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

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**An “I” grade can be assigned by the instructor when all three of the following conditions are met:**

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

### **Students with Special Needs**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

### **Writing Assistance**

Students with difficulty writing may contact the Writing Center located in Rhodes Tower 124 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages.

### **Plagiarism**

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one’s own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations (Policy on Academic Misconduct) at the following link:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

According to the CSU Student Code of Conduct: Plagiarism -- Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

For the purpose of differentiating the degree of seriousness of acts of academic misconduct and the sanctions that should be imposed, the following definitions apply:

**Minor Infraction** -- Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

**Major infraction** -- Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive

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exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

(<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>)

Allegations of cheating, plagiarism or tampering can be raised by any member of the University Community. However, appropriate action for alleged instances of academic misconduct is spelled out in the procedures and sanctions sections of in the Student Code of Conduct. The instructor will inform the student of all allegations and proposed sanctions immediately upon their determination. A resolution may be reached through an informal meeting between the faculty member or academic administrator and the student charged with academic misconduct, with the student satisfied that the allegation was accurate and that the sanction imposed was appropriate. If the student disagrees with the charge made by a faculty member or academic administrator, or with the sanction imposed, the disagreement will ordinarily be resolved through the normal academic channels of the department chairperson and college dean. If no resolution is reached at these levels, the student has the right to a hearing and resolution of the matter before the Academic Misconduct Review Committee.

### **Switching One Word Is Still Plagiarizing**

Many students believe that if they switch one word, that they have not plagiarized—but they have. The word order, or the syntax, or the way that the author wrote the information is still the possession of the author, and changing one word doesn't respect that ownership. It would be as if someone changed the license plate and drove off in a car that he or she took: the car belongs to someone else and only one thing was changed.

### **Putting Information in Your Own Words Still Needs a Citation**

Some students think that if they reword a passage, that they no longer need to cite it. This is what's called paraphrasing—an important college skill that lets the writer's voice shape the text instead of too much direct quoting. Paraphrasing requires a citation. It's still someone else's work.

### **General Information**

If material repeats throughout many different sources, then it is general information and does not need to be cited. Direct cutting and pasting, however, is stealing unless you give credit to the source.

### **When In Doubt**

When in doubt as to whether your work contains plagiarism - make an appointment in the Writing Center to review the material. Or utilize Turn It In.com  
<https://www.turnitin.com/static/index.php>

### **Specific Course Requirements**

Written communication is critical to professional practice. All work completed outside the classroom should be typed. Grades for written work will be made on the basis of logical argument, organization, and correct use of English, timeliness, and fulfillment of assignment

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requirements. **An assignment will be not be accepted more than seven days past its due date unless permission given ahead of time by the instructor.**

### **Writing Across the Curriculum (WAC) Experience & Requirements**

<https://www.csuohio.edu/writing-center/wac-requirements>

This course has been organized as a Writing Across the Curriculum (WAC) class. This course strives to use the WAC experience to develop complex cognitive thinking through the planning and development of a technical research paper. The goal of this research paper is for students to develop a research that is based upon a synthesis of research materials, organized around an argument, which includes analyses and personally developed insight. Additionally, the WAC experience includes an opportunity for the course instructors to provide valuable review and feedback to the students.

**General Education Statement:** This course is approved as a General Education 08 course meeting the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Writing to Learn and Writing to Communicate.

### **Writing Across the Curriculum Criteria**

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).
3. The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.
4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.
5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide:  
<http://www.ulib.csuohio.edu/research/vrd/citations.html> or go to the APA website, <http://www.apastyle.org/>
6. There will be writing assignments throughout the semester.
7. The course will address the needs of students regarding library competency.
8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

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### Assignment Deadlines and Point Values

An assignment will not be accepted more than seven days past its due date unless permission is given ahead of time by the instructor.

<i>Assignments</i>	<i>Due Dates</i>	<i>Point Values</i>
Short Assignment #1	September 14 <sup>th</sup>	10
Research Thesis and Detailed Outline	October 5 <sup>th</sup>	15
Draft Paper and Bibliography	October 26 <sup>th</sup>	30
Presentations	November 9 <sup>th</sup> – December 7 <sup>th</sup>	15
Final Paper	December 14 <sup>th</sup>	20
Class Attendance/Participation (2 excused absences)		10
<b>Total Course Value</b>		<b>100</b>

### RESEARCH PAPER ASSIGNMENT

#### **Individual Research Paper (80 points) – This assignment is to be completed in four parts**

In this paper assignment students will explore an environmental planning/urban sustainability topic of interest. The topic should relate directly to class themes and subjects. The object for the assignment is to identify an urban sustainability issue, research and identify existing processes, policies, actions or mechanisms that contribute to the problems and then identify urban sustainability principles – balancing environmental, economics and equity – that will address the issues. **The paper should be oriented toward implementable actions, not merely research about the topic.** The final paper should address the following aspects of the environmental planning problem:

- present the topic/problem
- describe previous planning/policy frameworks and actions
- analyze results of these actions in terms of effectiveness, change in conditions they brought about, remaining challenges, etc.
- recommend alternative approaches that incorporate the principles of sustainability
- address urban sustainability and the “Three E’s”

#### **Format Directions**

Length: Ten to twelve pages for final paper – does not including cover page or bibliography.

Format: Double-spaced text, one-inch margins, 12 font, numbered pages

Cover Page: Title, Name, Class, Date

### **How to Get Started and Writing Resources**

#### **Cleveland State University’s Writing Center**

<https://www.csuohio.edu/writing-center/writing-center-2>

#### **Research Proposal and Annotated Bibliography**

<https://www.csuohio.edu/writing-center/evaluative-mode-1>

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### Researched Position Papers

<https://www.csuohio.edu/writing-center/researched-position-paper>

### Segmented Report Writing

<https://www.csuohio.edu/writing-center/segmented-report>

### Informal to Formal Writing

<https://www.csuohio.edu/writing-center/informal-formal>

### From Academic to Professional Writing

<https://www.csuohio.edu/writing-center/from-academic-professional-writing>

APA Citation Style <https://www.csuohio.edu/writing-center/apa-resources>

### Writing a Research Paper from Start to Finish

- [Invention for the Research Paper](#)
- [Library Skills for the Research Paper](#)
- [Reading Sources for your Research Paper](#)
- [Research Log](#)
- [Research Paper Progress List](#)
- [Introductions](#)
- [Argument Techniques from Classical Rhetoric](#)
- [Argument Structures](#)
- [Counterarguments](#)
- [Introductions for Research Papers](#)
- [Writing a Review of Literature](#)
- [Structuring Your Paper](#)
- [Conclusions](#)

### Part 1: Research Thesis & Outline (15%)

#### *Electronic Word Copy due October 5<sup>th</sup> via Blackboard*

Students will be required to develop and submit a research hypothesis, a two-page detailed outline, a one page introduction of the topic and 10 reference sources. This assignment should be based on a review of several articles, books, etc. to understand the issues associated with the research topic. The references should include academic journals, think tank articles and more serious practitioner materials. Internet sources – unless on-line journals - should not be the main type of resource. Your references should include a mix of planning and scientific/technical literature and be cited using APA citation formatting.

Tips and Examples of How to Write Thesis Statements/Hypotheses

<https://owl.english.purdue.edu/owl/resource/545/01/>

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### **Part 2: Draft paper and 40 source Draft Bibliography (30%)**

#### ***Draft Word Electronic Copy due October 26<sup>th</sup> via Blackboard***

The draft paper should be organized as professional research paper – for more information on this requirement visit the Writing Center’s web page and **review the links listed above in Part I.**

**The draft should be an almost complete document.** Use headers and subheaders to organize your paper – it helps the reader understand the flow and content organization of the document. The draft paper should be to 8-10 pages. Note: cover pages and bibliographies are not included in the page requirements.

**The draft bibliography should include at least 40 references;** the resources need to be listed according to APA citation style. The draft should also include references (APA style) within the written text.

**Students should also review the instructor’s course folder that provides “Writing Assistance.”**

### **Part 3: Topic Presentation (15%)**

#### ***Presentations on November 9<sup>th</sup> – December 7<sup>th</sup> - upload via Blackboard***

Students will be required to develop and present their research in a 10-15 minute Powerpoint presentation. The presentations will be evaluated on the organization of the presentation and the research materials, as well as the student’s knowledge of their subject. Finally, the effectiveness of the presentation and the student’s ability to manage their time will be assessed.

### **Part 4: Final Paper (20%)**

#### ***Electronic Word Copy due December 14<sup>th</sup> by 6:00 PM***

The final paper should be about **10 to 12 pages**. Note: Cover pages and final bibliography are not included in the page requirements. The **final paper should cite at least 20 sources (10 of which are peer-reviewed scholarly journals)**. Some references may be from textbooks, newspapers, magazines, newsletters, or other related material. Library research on your topic is required. Internet sources are acceptable if you cite the NOI.

**Students should familiarize themselves with and use the research resources available through the Michael Schwartz Library.** <http://library.csuohio.edu/index.html>

**Students should also be familiar with and utilize the research guides developed for the Maxine Goodman Levin College of Urban Affairs including, but not limited to:**

Urban Studies

Urban Planning

Sustainability

Urban Policy

[http://researchguides.csuohio.edu/sb.php?subject\\_id=39930](http://researchguides.csuohio.edu/sb.php?subject_id=39930)

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### Sample List of Topics

Below is a list of just a few topics you might want to consider. You may write on any of the suggested topics listed below or any other sustainable topic not listed here if approved by the instructor.

Adoption of green building codes/LEED, LEED ND  
Urban watershed planning efforts  
Urban land management/green infrastructure  
Environmental health issues/land use/greenspace/indoor air quality  
Walkable/Bikable urban planning/health issues  
Use of indicators/ecological footprints in planning  
Urban sprawl/state programs/incentives/regulations  
Local food planning  
Affordable housing  
Climate Change  
Stormwater pollution prevention plans for campuses  
Energy planning/reduction for campuses  
Recycling & waste reduction for campuses  
Sustainable campus built environments, land use and landscapes  
Sustainable campus purchasing policies  
Sustainable campus food services  
Brownfield Sites  
Sustainable transportation planning  
Green Jobs  
Air quality/environmental justice

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### Class Schedule & Reading Assignments

#### August 29<sup>th</sup>

Course Introduction & Overview  
Syllabus Overview

#### August 31<sup>st</sup>

Wheeler Chapter 1: Introduction  
Wheeler Chapter 2: Sustainable Development

#### September 5<sup>th</sup>

Wheeler Chapter 3: Theory of Sustainability Planning

#### September 7<sup>th</sup>

Wheeler Chapter 9: Environmental Planning

#### September 12<sup>th</sup>

Wheeler Chapter 4: Sustainability Planning and the Three E's  
Wheeler Chapter 5: Sustainability Planning In Practice

#### September 14<sup>th</sup>

Research Assistance Presentation  
Diane Kolosionek  
[d.kolosionek44@csuohio.edu](mailto:d.kolosionek44@csuohio.edu)  
Research Guides [http://researchguides.csuohio.edu/sb.php?subject\\_id=39930](http://researchguides.csuohio.edu/sb.php?subject_id=39930)

### Due: Short Writing Assignment

#### September 19<sup>th</sup>

Wheeler Chapter 6: Tools for Sustainability Planning

Writing Center Presentation  
Dr. Mary Murray McDonald  
[m.murray@csuohio.edu](mailto:m.murray@csuohio.edu)  
<https://www.csuohio.edu/writing-center/writing-center>

#### September 21<sup>st</sup>

Wheeler Chapter 10: Land Use & Urban Growth  
Wheeler Chapter 11: Urban Design

#### September 26<sup>th</sup>

Wheeler Chapter 13: Housing, Food & Health

#### September 28<sup>th</sup>

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Wheeler Chapter 14: Green architecture and Building

### **October 3<sup>rd</sup>**

Wheeler Chapter 12: Transportation

### **DUE: Research Thesis & Outline**

### **October 5<sup>th</sup>**

Wheeler Chapter 7: Climate Change

### **October 10<sup>th</sup>**

Wheeler Chapter 8: Energy & Materials Use

### **October 12<sup>th</sup>**

Wheeler Chapter 15: Social Equity and Environmental Justice

Wheeler Chapter 16: Economic Development

### **October 17<sup>th</sup>**

Wheeler Chapter 17: Population

Wheeler Chapter 18: Governance and Social Ecology

### **October 19<sup>th</sup>**

Wheeler Chapter 19: International Planning

Wheeler Chapter 20: National Planning

### **October 24<sup>th</sup>**

Wheeler Chapter 21: State Planning

Wheeler Chapter 22: Regional Planning

### **October 26<sup>th</sup>**

Career Services Presentation

### **DUE: Draft Paper and 40 Source Bibliography**

### **October 31<sup>st</sup>**

NO CLASS – Instructor out of town

Happy Halloween

### **November 2<sup>nd</sup>**

Wheeler Chapter 23: Local Planning

Wheeler Chapter 24: Neighborhood Planning

### **November 7<sup>th</sup>**

Wheeler Chapter 25: Site Planning

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Wheeler Chapter 26: How Do We Get There From Here?

**November 9<sup>th</sup>**

Presentations

**November 14<sup>th</sup> and 16<sup>th</sup>**

Presentations

**November 21<sup>st</sup>**

Presentations

**November 23<sup>rd</sup>**

NO CLASS – Thanksgiving

**November 28<sup>th</sup> and 30<sup>th</sup>**

Presentations

**December 5<sup>th</sup> and 7<sup>th</sup>**

Presentations

**December 14<sup>th</sup>**

Finals Week – NO CLASS

**DUE: Final Paper**