Course Organization and Objectives

The purpose of this course is to present the concepts and frameworks used for environmental planning. This course will present both the contexts within which environmental planning takes place and the frameworks, tools and substantive knowledge with which environmental planners plan. The course uses examples from urban, metropolitan and regional environmental settings.

Course objectives include:

- explore the relationships between ecological conditions and human settlements and to understand how human activities affect these conditions;
- become familiar with the history and values of ecological/environmental planning; and
- become familiar with the methods for planning to mitigate environmental negatives and restore and sustain ecological integrity and human quality of life.

Web-Based Interactive Learning

Another objective of this course is to facilitate guided independent learning via the Internet. Students will engage each other and the instructor in meaningful written discussion via the Internet. The instructor will pose a question, scenario or other issue to the class and students will respond to the instructor and/or the class by posting a message to the “class discussion” via CSU’s elearning opportunities at Blackboard.

Students can access Blackboard [http://www.csuohio.edu/elearning/blackboard](http://www.csuohio.edu/elearning/blackboard)
[http://www.csuohio.edu/elearning/newsletter/policies_and_procedures.pdf](http://www.csuohio.edu/elearning/newsletter/policies_and_procedures.pdf)

Course Requirements for Grading

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
A grade of Incomplete will only be given when a student cannot complete course requirements because of a serious illness or crisis (as judged by the instructor), either of the student's or in his or her immediate family. Please remember that both “incomplete” and "x" grades will turn into a "F" if work is not completed.

Written communication is critical to planning practice. All work completed outside the classroom is required to be typed. Grades for written work will be made on the basis of logical argument, organization, and correct use of English, timeliness and fulfilling assignment requirements. Assignments will be not be accepted more than two weeks past the assignment's due date.

Plagiarism

The Cleveland State Student handbook defines plagiarism as follows:

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 acknowledgement. (Academic Regulations http://www.csuohio.edu/studentlife/conduct/acadregs.html)

Penalties for Plagiarism

The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: http://www.csuohio.edu/studentlife/conduct/acadregs.html

More information on Plagiarism:

More information on Plagiarism can be found on the CSU’s Writing Center web page at http://www.csuohio.edu/writingcenter/Plagiarism.html.

Student grades

Take Home Assignment #1 (20%)
Take Home Assignment #2 (20%)
Take Home Assignment Final (35%)
Attendance (10%) – 2 unexcused absences will be allowed
Internet Participation (15 %) – Three web-based discussions

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 UC304. 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.
Important Course dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 10th</td>
<td>Web-Based Discussion #1 Close</td>
</tr>
<tr>
<td>March 10th</td>
<td>Assignment #1 Due</td>
</tr>
<tr>
<td>March 17th</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March 24th</td>
<td>Web-Based Discussion #2 Close</td>
</tr>
<tr>
<td>April 14th</td>
<td>Assignment #2 Due</td>
</tr>
<tr>
<td>April 28th</td>
<td>Web-Based Discussion #3 Close</td>
</tr>
<tr>
<td>May 13th</td>
<td>Assignment #3 Final Due – 6:00 PM</td>
</tr>
</tbody>
</table>

Course Materials
Textbooks/Reserve

*Landscape Planning: Environmental Applications, 4th ed.*, by William Marsh

*The Environmental Planning Handbook for Sustainable Communities and Regions*, Tom and Katherine Daniels

**January 20, 2010**

Course overview and objectives, syllabus review.
Logging onto Cleveland State Blackboard
Daniels – Introduction: Guarding the Future: Sustainable Environmental Planning and Development
Marsh – Introduction

**January 27**

Marsh – Chapter 1: Landscape Planning: Roots, Problems and Content
Daniels – Chapter 1: Taking Stock of the Local Environment and Creating an Environmental Action Plan
Daniels – Chapter 2: The Legal, Economic, Ethical and Ecological Foundations of Environmental Planning
*Ethics of Planning*

**February 3**

Marsh – Chapter 2: The Physiographic Framework of the United States and Canada
Marsh – Chapter 3: Landscape Form and Function in Planning
Marsh – Chapter 4: Topography, Slopes, and Land Use Planning

**February 10**

Marsh – Chapter 9: Watersheds, Drainage Nets, and Land Use
Marsh – Chapter 10: Streamflow, River Valleys, and Flood Hazards

- Web-Based Discussion #1 Close
February 17
Daniels – Chapter 3: Planning for Sustainable Water Supply
Daniels – Chapter 4: Planning for Sustainable Water Quality
Marsh – Chapter 11: Water Quality, Runoff and Land Use

February 24
Marsh – Chapter 7: Groundwater, Land Use and Aquifer Protection
Marsh – Chapter 8: Stormwater Discharge, Water Management and Landscape Change
Marsh – Chapter 12: Soil Erosion, Land Use and Stream Sedimentation
Marsh – Chapter 14: Streams, Channel Forms and the Riparian Landscape

- **Take Home Assignment # 1 Issued**

March 3
Marsh – Chapter 13: Best Management Practices, Watersheds, and Development Sites
*Watershed Action Planning Process*
Ohio EPA Guide to Local Watershed Planning
http://www.epa.state.oh.us/dsw/nps/wsguide.pdf and

Appendix 8
http://www.epa.state.oh.us/dsw/nps/NPS_WAP_APP8.pdf

March 10
Daniels – Chapter 11: Coastal Zone Management
Marsh – Chapter 15: Shoreline Processes, Sand Dunes and Coastal Zone Management
Submerged land lease process

- **Assignment #1 Due**

March 17 – Spring Break

March 24
Marsh – Chapter 5: Soil, Land Use Suitability, and Waste Disposal
Marsh – Chapter 6: Soils and Wastewater Disposal Systems

- **Web-Based Discussion #2 Closed**
- **Take Home Assignment # 2 Issued**

March 31
Daniels – Chapter 8: Protecting the Nation’s Landscape Treasures
Marsh - Chapter 19: Vegetation, Land Use, and Environmental Assessment

April 14
Daniels – Chapter 9: Planning for Wildlife
Marsh – Chapter 20: Landscape Ecology, Land Use, and Habitat Conservation Planning
Daniels – Chapter 10: Planning and Managing Wetlands
Marsh – Chapter 21: Wetlands, Habitat and Land Use Planning

- **Assignment #2 Due**
April 21
Daniels - Chapter 12: Planning for Natural Hazards and Natural Disasters
Daniels – Chapter 6: Planning for Solid Waste and Recycling
Daniels – Chapter 7: Planning for Toxic Substances and Toxic Waste

   • Take Home Assignment # 3 Issued

April 28
Marsh - Chapter 17: Microclimate, Air Pollution, and the Urban Environment
Daniels – Chapter 17: Planning for Energy
Marsh – Chapter 16: Sun Angles, Solar Heating, and Environment
Daniels – Chapter 5: Planning for Sustainable Air Quality
Daniels – Chapter 16: Transportation Planning and the Environment

   • Web-Based Discussion #3 Close

May 5
Daniels – Chapter 18: Planning for a Sustainable Built Environment
Daniels – Chapter 19: Planning for the Built Environment: Greenfield Development and Site Design
Daniels – Chapter 20: Positive Trends and Urgent Needs for Sustainable Environmental Planning

May 13
   • Final Assignment Due 6:00 PM
Student Guide for Getting Started with Blackboard CE6
Use this guide to help you get started with online learning.

I. Accessing your eLearning Course

In order to begin working with your course, you must first log into the Blackboard CE6 server and access your course. Just like faculty expect you to find your way to the proper classroom on the first day of class, so to will elearning faculty expect you to find your way to your online class.

You will have access to your class one week before the start of a semester. The course link will appear in your MY BLACKBOARD area. The easiest way to get to the Blackboard CE6 login page is to click on the link on the CSU home page labeled “eLearning.” Then, click on the link labeled “Blackboard CE6.” Or, type in the location directly into your browser’s address bar: http://www.csuohio.edu/elearning/blackboard

Figure 1: Blackboard CE6 Login Page

Before logging in, it is highly recommended that you perform a browser check to see if your computer is properly configured to use Blackboard CE6. Check your browser on the login page using either of the two links named “Check Browser.”

When you are ready to login, use your 7-digit CSU ID and CampusNet password. Be sure to check your CSU email for important information regarding CSU. You can forward your CSU email in CampusNet if you would rather use your preferred email program. Information Services & Technology has a tutorial on how to forward your CSU email to another address.
Before classes begin, some instructors use CSU email addresses to send information to students regarding an online course. Please note that some instructors may send students information using Blackboard email. You can access an online course to check your Blackboard email one week BEFORE classes begin.

II. eMail and eLearning

Email is a very important means of communicating in an elearning course. Blackboard CE6 includes an internal course email system that you can use within your course to communicate with other students and the instructor. This course mail system keeps all communication related to the course within your course web site. You will want to be sure to check your course email each and every time you log into your course. It is a good idea to send your instructor a message via course email when you first log in – to let your instructor know you have made it to class.

However, official communication about your elearning course may also be sent to your CSU email account. If you do not use or check your CSU email account regularly, you may miss important communications.

III. How to Get Help

There are several ways you can get help with technical issues for your elearning course. Follow these easy steps whenever you have a technical problem or question. Note: If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

1. Students who need technical assistance should first consult the Ask eLearning knowledge base. Students can search the knowledge base for relevant articles and submit general technical support questions. Questions submitted to the Ask eLearning knowledge base are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.

2. For more urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web, or email (call.center@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Call Center will either resolve the problem or submit a help ticket to the Center for eLearning. eLearning students should receive a response to help tickets either next business day for items submitted after 3 pm or the same business day for items submitted before 3 pm.

Call Center hours vary during the academic year. Consult the Call Center web site for specific hours of operation. The Center for eLearning is not equipped to handle student technical support calls. For Technical support, phone the Call Center at 216-687-5050. However, for general information or questions about elearning, students may contact the Center for eLearning office via phone at 216-687-3960 Monday- Friday from 8 AM until 5 PM or via email at: elearning@csuohio.edu.