

## **CIRP 5350 - ENVIRONMENTAL PLANNING**

**Monday, 3:00-5:50 p.m., University Hall, Room 02**

### **Instructor**

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### **Teaching Assistant**

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### **Course Description**

This graduate seminar explores environmental planning issues, including: federal, state, and local planning for water supply, water quality, air quality, solid and toxic waste, environmental justice, landscape and habitat protection, wetland and coastal zone management, natural hazards and natural disasters and farmland and forest protection. The course will also cover environmental planning processes and tools, including: development reviews/environmental impacts assessments; natural and built environment inventory; GIS suitability analysis; and ecosystem services valuation. Students will have the opportunity to develop individual research projects on environmental planning topics during the course of the semester.

### **Learning Outcomes**

At the conclusion of the course, you will be able to:

- Demonstrate an understanding of environmental planning issues to protect public health and natural landscapes.
- Demonstrate an ability to use environmental planning process and practical tools for assessing the environmental impact of development, developing environmental data inventory, and analyzing the data etc.
- Develop a proposal for (or conduct) an individual research project on environmental planning topics.

## **Textbooks**

[Required]

Tom Daniels and Katherine Daniels. *The Environmental Planning Handbook for Sustainable Communities and Regions*. Chicago, IL: American Planning Association Planners Press (2003). (Selected reading for ACIP exam preparation)

[Recommended]

John Randolph. *Environmental Land Use Planning and Management*. 2<sup>nd</sup> edition. Washington, DC: Island Press (2012).

Frederick Steiner. *The Living Landscape: An Ecological Approach to Landscape Planning*. 2<sup>nd</sup> edition. Washington, DC: Island Press (2008).

Craig Anthony Arnold. *Fair and Healthy Land Use: Environmental Justice and Planning*. Planning Advisory Service Report nos. 549/550. Chicago: American Planning Association (2007). (Selected reading for ACIP exam preparation)

\*Other supplemental reading materials will be provided through Blackboard.

## **Requirements & Grading**

Grades will reflect class participation, weekly response papers, weekly research update, a seminar lead, and five individual assignments. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Requirements	Evaluation	Weight
Class Participation (total 13 classes)	Attendance & in-class participation	13 (1 pt each)
Weekly Response Papers (total 12)	One-page weekly response papers on class readings	24 (2 pts each)
Weekly Research Update (total 9)	One-page weekly progress update on individual research & five-minute update in class	18 (2 pts each)
Seminar Lead	A presentation on a class topic & discussion lead	10
Assignment 1	Problem statement, research question, and timeline	5
Assignment 2	Literature review	5
Assignment 3	Research design & methods	5
Assignment 4	Revising and submitting the final proposal	10
Assignment 5	Final presentation	10
TOTAL		100
Letter Grade		
	A	>=90
	B	>=80
	C	>=70
	D	< 70

\*Important note: **Incomplete grading “I” or extensions are not available in this class** unless severe illness or documented extenuating circumstances justify it.

- **Attendance and In-class Participation (13 pts):** Students are expected to attend class, regularly contribute to discussions and provide constructive comments to their peers' research projects.
- **Weekly Response Papers (WRP) (24 pts):** Students must consistently demonstrate that they have completed the readings through weekly response papers. Each week, students are expected to submit a one page written response to the assigned readings of the week on Blackboard no later than noon, Monday.
- **Weekly Research Update (WRU) (18 pts):** Students will have the opportunity to develop individual research proposals on environmental planning topics during the course of the semester. Each student will survey and develop a research question of his/her interests. In each class, each student is responsible for making progress on his/her individual research according to the course schedule, submit a one page progress report on Blackboard no later than noon, Monday, and present a five minute progress update to the class.
- **Seminar Lead (10 pts):** Each student will choose a topic of their interest and will lead a seminar in class. Master students will work in pairs while PhD students work independently. The seminar leaders will make an oral presentation for a chosen topic and lead a following discussion. The 20-30 minute presentation (10-15 minutes for each master student/ 20 minutes for a PhD student) must include further investigation on the assigned topic including recent updates on the issue, case studies, the history and implementation of relevant environmental policy and laws, and how they have affected planning and shaped our cities. Then the presenters will lead a 30 minute discussion by posing a minimum of two questions to the class to generate an active discussion. The seminar leaders must prepare their presentations in advance and submit their draft presentation file to the instructor by at least three days prior to their presentation (e.g. Friday of the prior week).
- **Individual Research Proposal/Report (Assignment 1 – 5; total 35 pts):** By incorporating the instructor's and peers' comments, each student will write a research proposal/ report that can be used for the student's professional report, thesis, dissertation, grant, publication, or project at work. Students will submit five assignments (Assignment 1-5) described as below. Students can use their weekly research progress reports as a base but must revise them to write the assignment. Writing tips will be posted on Blackboard.

- Assignment 1 (DUE 2/10): Problem Statement, Research Question, and Research Timeline
- Assignment 2 (DUE 3/3): Literature Review (based on Annotated literature)
- Assignment 3 (DUE 4/7): Research Design, Methods and Data Collection
- Assignment 4 (DUE 4/28): A 10 minute Final Presentation
- Assignment 5 (DUE 5/5): Revising and Submitting the Final Proposal/Report

\*All written assignments for class should use the APA style for in-text citations and the bibliography. Information about APA style can be found on Blackboard. The assignments 1-4 must be submitted to SafeAssign in Blackboard in order for students to view and correct any evidence of plagiarism. Students should submit a draft of each paper before the due date, review their matching score, and submit the final draft only when their paper has a matching score of less than 15%. More details about APA style and SafeAssign will be provided in class.

## **Schedule**

Wk	Date	EP Topic	Research	Required Reading	Assignments
1	1/13	Course Overview	Sharing the research interest		
2	1/20	<b>MLK (no class)</b>			Background survey on your research topic & question
3	1/27	Environmental Planning Process & EP Tool 1: Environmental Impact Assessment / National Environmental Policy Act	Research topic & question	D & D Ch.1 & 2 (~p.48); <a href="http://www.epa.gov/compliance/basics/nepa.html">http://www.epa.gov/compliance/basics/nepa.html</a> <a href="http://www.epa.gov/reg3esd1/nepa/eis.htm">http://www.epa.gov/reg3esd1/nepa/eis.htm</a>	WRP; WRU
4	2/3	EP Tool 2: Valuation, metrics and indicators	Background/ problem statement	D&D Ch.2 (p.48~); Randolph pp. 516-527 (BB); TBA(BB)	WRP; WRU
5	2/10	EP Tool 3: Environmental Data Inventory & Suitability Analysis	Research timeline	Steiner Ch. 5 (BB) Randolph pp. 487-498 (BB)	WRP; A1
6	2/17	Water Supply/ Safe Drinking Water Act	Annotated literature 1	D & D Ch.3; <a href="http://www2.epa.gov/laws-regulations/summary-clean-water-act">http://www2.epa.gov/laws-regulations/summary-clean-water-act</a>	WRP; WRU
7	2/24	Water Quality / Clean Water Act	Annotated literature 2	D & D Ch.4; <a href="http://water.epa.gov/lawsregs/guidance/sdwa/upload/2009_08_28_sdwa_fs_30ann_sdwa_web.pdf">http://water.epa.gov/lawsregs/guidance/sdwa/upload/2009_08_28_sdwa_fs_30ann_sdwa_web.pdf</a>	WRP; WRU
8	3/3	Air Quality & Energy/ Clean Air Act	Annotated literature 3	D & D Ch.5 & 17; <a href="http://www2.epa.gov/laws-regulations/summary-clean-air-act">http://www2.epa.gov/laws-regulations/summary-clean-air-act</a>	WRP; A2
9	3/10	<b>Spring Break (no class)</b>			

10	3/17	Solid & Toxic Waste/ Resource Conservation and Recovery Act & Superfund law	Research design & research method 1	D & D Ch.6 &7; <a href="http://www.epa.gov/oecaa/gct/lrca.html">http://www.epa.gov/oecaa/gct/lrca.html</a> ; <a href="http://www.epa.gov/superfund/about.htm">http://www.epa.gov/superfund/about.htm</a>	WRP; WRU
11	3/24	Environmental Justice/ Executive Order 12898	Research method 2	Arnold Ch. 3 & 6 (BB) <a href="http://www.epa.gov/compliance/ej/plan-ej/">http://www.epa.gov/compliance/ej/plan-ej/</a>	WRP; WRU
12	3/31	Landscape & Wildlife Habitat/ Endangered Species Act	Data collection 1	D & D Ch.8&9; <a href="http://www.fws.gov/endangered/laws-policies/">http://www.fws.gov/endangered/laws-policies/</a>	WRP; WRU
13	4/7	Wetland & Coastal Zone/ Section 404 of CWA	Data collection 2	D & D Ch.10&11; <a href="http://water.epa.gov/lawsregs/guidance/wetlands/wetlandsmitigation_index.cfm">http://water.epa.gov/lawsregs/guidance/wetlands/wetlandsmitigation_index.cfm</a>	WRP; A3
14	4/14	Natural Disaster/Stafford Disaster Relief and Emergency Assistance Act	Pilot data analysis/ Case studies 1	D & D Ch.12; TBA (BB); <a href="https://www.fema.gov/media-library/assets/documents/15271?fromSearch=fromsearch&amp;id=3564">https://www.fema.gov/media-library/assets/documents/15271?fromSearch=fromsearch&amp;id=3564</a> <a href="http://www.fema.gov/about-agency">http://www.fema.gov/about-agency</a>	WRP; WRU
15	4/21	Working Landscape (Farmland & Forest) Protection/ 2008 Farm Bill	Pilot data analysis/ Case studies 2	D & D Ch. 13&14; <a href="http://www.nrcs.usda.gov/wps/portal/nrcs/main/national/programs/farmbill/">http://www.nrcs.usda.gov/wps/portal/nrcs/main/national/programs/farmbill/</a>	WRP; WRU
16	4/28	Final Presentation			A4
17	5/5	Final Paper Submission			A5

*\* As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

## **Other General Notes**

**Attendance Policy:** Students have the responsibility to fully participate. This participation includes, but is not exclusive to, attendance, class discussions, the individual evaluating and sharing of research that is relevant to their own future career interest as it relates to green cities and transportation, and preparing for and participating in team presentations. As a rule, graduate students should expect to spend three to four hours preparing for each hour spent in class (i.e. for a three hour class each week, 9 to 12 hours of preparation). If a student does miss a class, they need to contact the instructor ASAP to determine what, if any impact there is to his/her final grade.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have

a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located across the hall from our classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.