

REAE 5301-001

Sustainability Issues in the Built Environment

Syllabus – Fall 2012

Instructor: Megan Topham, MSIS, GRI

Time and Place of Class Meetings: Sat 9/22 and 10/6 8am-3:50pm, Room 215, Fort Worth Center; remaining contact hours are online via Blackboard

CONTACT INFORMATION

PHONE	817.946.9095	FAX	817.272.5948
OFFICE	FWC 210	EMAIL	topham@uta.edu
OFFICE HOURS	By appointment	WEBPAGE	Blackboard page

Description of Course:

REAE 5301 is a survey-based course that analyzes what formulates a sustainable built environment including buildings and communities. Current and historical trends, theories and practices of this evolving discipline will be emphasized. Additionally, the paradigm shift of general operational methodologies, currently embodied in the practice of sustainable building and community development, will be examined and discussed.

This course is designed in a hybrid format to enhance the learning experience for students by combining traditional face-to-face classroom meetings with web-based, asynchronous learning techniques. Research and studies are showing online classes to be efficient, comprehensive, and environmentally sustainable.

The course runs from September 22 – October 13. Students will attend two face-to-face meetings on Saturday, September 22nd and October 6th from 8:00am to 3:50pm.

Student Learning Outcomes:

1. Students will be able to explain and describe the operational methodologies pertaining to the sustainable built environment.
2. Students will be able to identify and explain the components that are critical to the evaluation of sustainable building and community development.
3. Students will be able to effectively and professionally communicate, both verbally and in writing, their research findings and conclusions.
4. Students will be able to explain and describe the various green building assessment tools and rating systems.
5. Students will be able to evaluate and associate the key factors that provide the framework to developing a sustainable community.

Textbooks:

1. Feinstein, Susan S., & Campbell, Scott. (Eds.). (2012) *Readings in Planning Theory*, 3rd ed. Oxford, UK. Wiley – Blackwell Publishing, Ltd. (Chapters 1-23) (ISBN# 978-1-4443-3080-9)

2. All remaining reading material will be provided to you via Blackboard or in class. (See *Description of Assignments* below)

Course Website:

This course has a Blackboard homepage. Students can access the page by logging onto Blackboard (<https://elearn.uta.edu>) with their NetID and password. This syllabus and all course materials (with the exception of the textbook) are available there, along with a variety of communication tools and study materials. Students should check the Blackboard page often, as the instructor will add or update course materials, and post important announcements throughout the course.

Grading Policy:

<u>ACTIVITY</u>	<u>PERCENTAGE</u>
Attendance/Participation	10%
Student-led Chapter Discussions	15%
'Green City' Team Project	25%
Discussion Board Participation	20%
5 Blog Posts – Sustainability Initiatives	30%
TOTAL POINTS:	100%

*Grading rubrics are available on Blackboard.

Grade Assignment Legend:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Attendance & Course Structure:

This is a 40 contact hour course, which includes face-to-face meetings and web-based content (allot for additional study and research time). The in-class meetings are scheduled for every other Saturday from 8am-3:50pm. Attendance is mandatory. If there is an emergency, the student is responsible for contacting the instructor to discuss the impact the absence will have on their final grade. The remaining course content and contact hours is scheduled online via Blackboard. The course assignments and due dates are described below.

Late or Make-up Work:

All due dates are described in the syllabus and are available online via Blackboard. No make-up work opportunities will be given and all late work will be assessed a 10% penalty for each day the assignment is late. If there is an emergency (i.e. hospitalization, death in the family, etc.), the student must contact the instructor immediately to discuss the available options.

Description of Assignments:

1. **Attendance/Participation:** Come to class on time and prepared. Actively participate in class assignments, speaker presentations, and/or site visits.
2. **Read** the following textbook and articles:
 - a. Feinstein, Susan S., & Campbell, Scott. (Eds.). (2012) *Readings in Planning Theory*, 3rd ed. Oxford, UK. Wiley – Blackwell Publishing, Ltd. – *Chapters 1-23*
 - b. Articles (Available in Blackboard):
 - i. Veleva & Hart, “Do Indicators Help Create Sustainable Communities”
 - ii. Agyeman & Angus, “The Role of Civic Environmentalism in the Pursuit of Sustainable Communities”
 - iii. Mills, “The Civics of Sustainability: An Overview”
 - iv. Lamore, Link, & Blackmond, “Renewing People and Places: Institutional Investment Policies that Enhance Social Capital and Improve the Built Environment of Distressed Communities”
 - c. 5 Component Presentations: Energy, Water, Built Environment, Transportation, and Waste Reduction (on Blackboard)
 - d. OPTIONAL: Sustainability History & Policies Timeline Handout (on Blackboard)
3. **Student-led Chapter Discussions:** Each student will be assigned 1-2 chapters from the *Readings in Planning Theory* textbook to lead a discussion in class. Chapter assignments will be emailed to students and posted in Blackboard. The discussion should cover important topics summarizing your chapters as well as incite interaction and participation from your classmates. Each discussion should last approximately 10 minutes. Be creative...you can create a PowerPoint, develop a game to play, lecture, Q/A, etc.
 - a. In-Class Saturday, September 22nd: Chapters 1-12
 - b. In-Class Saturday, October 6th: Chapters 13-23
4. **‘Green City’ Team Project and Presentation:** details will be discussed in class
5. **Participate** in three weekly discussion boards on the required article readings. A new topic of discussion will be posted every Wednesday, starting September 26th. This is an interactive forum to share and discuss ideas. So, it is only effective if you respond to others and not just post your own messages. You will not get the best results or grades if you do not engage in discussions with your classmates. See the resources in Blackboard for additional instructions and tips on how to effectively participate and communicate in the discussion boards.
 - a. DUE:
 - i. Midnight, Sunday, September 30: Discussion Board 1
 - ii. Midnight, Sunday, October 7: Discussion Board 2
 - iii. Midnight, Saturday, October 13: Discussion Board 3
6. **Blog Assignment:** **Select** a topic, initiative, technology, case study, method, or organization that correlates with **each** of the sustainability topics related to the built environment (*Green Buildings & Communities, Energy, Water, Waste Reduction, and Transportation*) and **develop** five (5) descriptive blog posts (*see examples below*). Your

job is to effectively and professionally communicate the information you have researched and collected on the topics you have selected to an audience that has no previous knowledge. Be sure to provide a thorough analysis, supportive documentation, and images to validate your report. (see details in Blackboard on how to write an effective blog and sample blogs can be found at

<http://www.fredforgey.com/fredforgey/BLOGS.html>)

- a. DUE: **Email** instructor your blog URL and **Post** all 5 blogs by Midnight, Saturday, October 13th

EXAMPLE Blog Topics from each of the Sustainability Subjects:

Water:

- Conservation methods/initiatives
- Water Rights
- XYZ Company recycles grey water and installs chilled-beam technology

Built Environment:

- High Density Development
- Urban Land Institute
- Public Disclosure for Utility Consumption for Commercial Use

Transportation:

- Alternative fuel sources
- Case Study – successful public transportation program
- City Bike Lanes/Paths

Waste Reduction:

- Corporate Incentive Programs
- Composting (methods, benefits/implications, etc.)
- Repurpose Project

Energy:

- Solar Power (technology components, pros/cons, case study)
- XYZ Company installs wind turbines (benefits, industry, etc.)
- Solar San Antonio – non profit org

Tentative Course Schedule:

Saturday, September 22, 2012	<ol style="list-style-type: none"> 1. Attend & Participate in Class from 8-3:50pm <ol style="list-style-type: none"> a. Review the course syllabus & assignments b. Student-led Discussions – Chapters 1-12, <i>Readings in Planning Theory</i> c. Assignment: ‘Green City’ Team Project d. Sustainable Site Visit 2. Review course resources and additional reference materials provided in Blackboard
Wednesday, September 26, 2012	<ol style="list-style-type: none"> 1. Discussion Board Topic 1 posted in Blackboard
Sunday, September 30, 2012	<ol style="list-style-type: none"> 1. Participate in Discussion Board 1 <ol style="list-style-type: none"> a. DUE: Sunday, September 30th by midnight
Wednesday, October 3, 2012	<ol style="list-style-type: none"> 1. Discussion Board Topic 2 posted in Blackboard
Saturday, October 6, 2012	<ol style="list-style-type: none"> 1. Attend & Participate in Class from 8-3:50pm <ol style="list-style-type: none"> a. Student-led Discussions – Chapters 12-23, <i>Readings in Planning Theory</i> b. Speaker/Site Visit c. ‘Green City’ Team Project & Presentations

Sunday, October 7, 2012	1. Participate in Discussion Board 2 a. DUE: Sunday, October 7 th by midnight
Wednesday, October 10, 2012	1. Discussion Board Topic 3 posted in Blackboard
Saturday, October 13, 2012	1. Participate in Discussion Board 3 a. DUE: Saturday, October 13 th by midnight 2. Email URL & Post 5 Blogs a. DUE: Saturday, October 13 th by midnight

Other Information and Resources:

Plagiarism and Information on Siting Sources: <http://library.uta.edu/plagiarism/>

Writing Center (online tutoring): <http://www.uta.edu/owl/OWLtutoring.htm>

APA Manual (6th ed.): <http://libguides.uta.edu/content.php?pid=59528>

Academic (Peer Reviewed) Journals: How Can You Tell? <http://libguides.uta.edu/refereed>

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards 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 contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting 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 will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.