

## Term Information

Effective Term Autumn 2022

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

GE theme: Sustainability

What is the rationale for the proposed change(s)?

New GE structure

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	City and Regional Planning
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	3210
Course Title	Sustainable Urban Planning Policy and Practice
Transcript Abbreviation	Sust Urb Planning
Course Description	This is an undergraduate course on sustainable urban planning policy and practice. The course has been designed to provide theory and practice based experiences regarding the concept of sustainable development as it relates to planning. The focus of the course will be on the relationship between land use planning and sustainable development, although other planning subjects will be addressed.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<a href="#">Previous Value</a>	<a href="#">Columbus</a>

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## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

### **Exclusions**

**Electronically Enforced** Yes

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code** 04.0301  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior

## **Requirement/Elective Designation**

### **Sustainability**

The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Explain the fundamental components of the concept of sustainable development, its history and major critiques
- Examine and clarify their own concept of sustainability and of what cities and communities could or should be
- Evaluate land use related activities based on sustainability considerations and to propose actions to guide communities toward a more sustainable future
- Identify and examine, through case studies of contemporary sustainable development initiatives, the barriers to and alternative strategies for dealing with challenges from the metropolitan scale to the neighborhood scale
- use case studies, writing and presentation skills to develop and offer solutions that advance sustainable development in practice

**COURSE CHANGE REQUEST**  
3210 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/31/2022

**Content Topic List**

- Origins of sustainable development
- Sustainability
- Climate change planning
- Land use and urban design
- Transportation
- Environmental planning and restoration
- Social equity and environmental justice
- Economic development
- Food systems and health
- Sustainable Development Policies and Tools
- Sustainable Development in Practice
- Water and sewage
- Housing
- Community economic development
- Climate Change
- Sustainable Governance

**Sought Concurrence**  
*Previous Value*

No  
**Yes**

**Attachments**

- CRP3210 submission-sustainability.pdf: CRPLAN 3210 submission sustainability  
*(GEC Course Assessment Plan. Owner: Dunham-Borst, Johanna)*
- CRPLAN 3210 May0222.docx: CRPLAN 3210 Syllabus  
*(Syllabus. Owner: Dunham-Borst, Johanna)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Dunham-Borst, Johanna	05/02/2022 03:28 PM	Submitted for Approval
Approved	Clark, Jennifer J	05/02/2022 03:32 PM	Unit Approval
Approved	Sershen, Douglas J	05/02/2022 03:32 PM	SubCollege Approval
Approved	Quinzon-Bonello, Rosario	05/17/2022 09:28 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/17/2022 09:28 AM	ASCCAO Approval

## CRPLAN 3210: SUSTAINABLE URBAN PLANNING POLICY AND PRACTICE (3 CREDITS)

**Instructor name:** Maria Manta Conroy      **Phone/E-mail:** (614)292-8044/Conroy.36@osu.edu  
**Year and term:** AU23      **Office location:** 225 Knowlton Hall  
**Meeting time:** 2 - 80 min mtgs/week      **Office hours:**  
**Classroom:**

### OVERVIEW

This is an undergraduate course on sustainable urban planning policy and practice. The course has been designed to provide theory and practice based experiences regarding the concept of sustainable development as it relates to planning. The focus of the course will be on the relationship between land use planning and sustainable development, although other planning subjects will be addressed.

### DESCRIPTION

This course includes both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable urban development. While cities and urban areas offer tremendous opportunities for social contact and interaction, employment, and well-being, they are also the source of many of our current environmental problems. In search of more sustainable solutions to urban growth, social and political fragmentation, and their impacts on the natural and built environments, this course examines theoretical and practical aspects of proactive approaches of urban sustainability in the United States.

We begin with an overview of the concept based on its origins. We will then address key dimensions of the concept, which revolve around main themes of environmental protection, economic development, and social equity. Tools for planning for sustainable development as well as governance issues are the third primary section for discussion.

### GOALS AND EXPECTED LEARNING OUTCOMES

Upon completion of the course, students will be able to:

- explain the fundamental components of the concept of sustainable development, its history and major critiques;
- examine and clarify their own concept of sustainability and of what cities and communities could or should be;
- evaluate land use related activities based on sustainability considerations and to propose actions to guide communities toward a more sustainable future; and,
- identify and examine, through case studies of contemporary sustainable development initiatives, the barriers to and alternative strategies for dealing with challenges from the metropolitan scale to the neighborhood scale
- use case studies, writing and presentation skills to develop and offer solutions that advance sustainable development in practice

This course fulfills the general requirements and expected learning outcomes for the GE themes:

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

Updated 08/22/2021

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course fulfills the specific requirements for the Sustainability GE theme:

**GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

ELO1.1: Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

ELO 1.2: Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

ELO 1.3: Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

This course fulfills the General Education learning objectives for the Sustainability Theme by:

- *Engaging in critical and logical thinking about the topic of sustainability* through a series of lectures, discussions, reflections, and reports with a focus on sustainability and the practice of urban planning. Students bookend the course with a personal pre and post (reflective) course conceptualization of sustainable development and its importance. Students reflect on course readings about sustainable urbanism and investigate best practice examples of course topics.
- *Engaging in an advanced, in-depth, and scholarly exploration* through a semester-long study of the how sustainable development practices can improve the quality of place and enhance the lives of its citizens. Students research a course relevant topic of their choosing, relating it to sustainability. Students find a best practice of the topic, and investigate and interview key personnel for it. Students then synthesize that information with Columbus city context and recommend how such a practice could be implemented here, including considerations of associated costs and responsibilities.
- *Identifying, describing, and synthesizing approaches or experiences* where students are encouraged to make connections across allied fields of planning (e.g., geography, political science, environmental science) through their course readings, discussions, and assignments. Students must interview a practitioner related to their best practice example (regarding paper) and then recommend how to apply the best practice idea to Columbus. Practice examples require students to find specific examples of sustainable development in practice for each of the key topics (e.g., water and sewage, land use, housing) – linking their reading to practice.
- *Demonstrating a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.* The bookend conceptualization activities provide a student with the opportunity to first conceive of what sustainable development has come to mean to them through their personal and educational journey thus far. Students then critically assess that initial perspective in their reflective conceptualization to gain insight into how the course readings, activities, and discussions have transformed that initial effort. Additionally, the reading reflections ask students to not summarize the work but instead to link

it to their own perspective. Finally, the students take their researched sustainability topic and transform it through best practice case interview insights into their own recommendation on how Columbus could implement it. Students do not stop with an understanding of what was done elsewhere, but instead take that next step into using those insights to apply a new idea here.

- *Describing elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems* through early lectures, discussions and reading reflections. The goals of this course are designed to engage the student with personal, academic, and planning practice based conceptions of sustainable development and to apply them in a real world context to prepare for their future careers as planning practitioners. Topics cover theoretical foundations as well as specific dimensions and practices such as climate change, housing, and food systems
- *Describing, analyzing and critiquing the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.* Students engage in critical assessment during reflections and term project of how human activities relevant to planning (e.g., housing, transportation) have and continue to impact the built and natural environments.
- *Devising informed and meaningful responses to problems and arguments in sustainability based on the interpretation of appropriate evidence and an explicit statement of values.* Students have the opportunity to respond to sustainability challenges through readings and reflections related to practice efforts. Students do not limit their responses to reiterating content, but instead are charged with linking the material to personal experiences and expertise. Knowledge gained will provide students with the understanding required to evaluate the way in which urban areas plan for sustainable development.

The experiences from the course will allow the student to make informed decisions about the policies and practices that contribute to the sustainability of the built environment around them.

## **COURSE FORMAT**

The course is organized into 5 modules:

1. Origins of sustainable development
2. Sustainability dimensions
3. Sustainable development policies and tools
4. Sustainable development in practice
5. Lessons and challenges

This class is a blend of lecture and discussion; students are responsible for all material regardless of format. My roles are diverse: lecturer, discussant, organizer, facilitator, guide, resource person, as well as student in the interactive learning process. The course includes a heavy amount of reading and participation based on the reading and individual research. Students will be expected to have read the assigned materials **prior to the class** so that they may actively participate in class discussions as well as online discussion forums via CarmenCanvas.

The class format is heavily reliant on discussion either as an addition to a lecture or as the sole focus of a class session – therefore, you must be prepared to lead and/or participate in all class sessions. A discussion is NOT a lecture; it should be collaborative and interactive.

### **Mode of delivery:**

This course will be delivered in person as per University guidance. There are two 80 minute class sessions per week. Attendance is taken for in person class sessions only and therefore, unless associated with an excused absence, asynchronous viewing will negatively impact participation scores.

### Credit hours and work expectations:

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 6 hours of outside work (readings, homework, and project assignments, for example) to receive a passing grade.

### Attendance and participation requirements:

Attendance is based on your in person attendance and participation; attendance will be tracked. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance:**  
You are expected to attend the twice weekly in person lectures. In addition, you are expected to log into the course in CarmenCanvas at least weekly to contribute to discussions and other updates. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including meetings with me are mandatory. If a student has a situation which consistently prevents them from attending the live sessions, they must discuss the situation with the professor to determine alternate arrangements.
- **Participating in discussion forums:**  
As part of your participation, each week you will be expected to contribute to class topics via the CarmenCanvas discussion forums.

### Required course materials and technologies:

There are two required books for this course. The books should be available

- Wheeler, Stephen and Beatley, Timothy (eds). 2014. *The Sustainable Urban Development Reader, Third edition*. Routledge: New York.
- Roseland, Mark. 2012. *Toward Sustainable Communities*. New Society Publishers: Canada.

Any additional readings will be available through CarmenCanvas. Please be aware that not all the material presented in class will be in the readings; therefore, it is essential that you attend class lectures.

The technologies needed for the course include CarmenCanvas; should classes get moved online at some point during the term, we will use CarmenZoom as the mode of instruction.

### PLANNING ACCREDITATION CRITERIA ADDRESSED

The Planning Accreditation Board has a series of standards by which accredited planning programs such as the MCRP at Ohio State are measured. Below is a list of accreditation criteria that are covered in this course.

- **The Future:** understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- **Research:** tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- **Written, Oral and Graphic Communication:** ability to prepare clear, accurate and compelling text, graphics, and maps for use in documents and presentations.
- **Sustainability and Environmental Quality:** appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

- **Growth and Development:** appreciation of economic, social, and cultural factors in urban and regional growth and change.
- **Social Justice:** appreciation of equity concerns in planning.

## DELIVERABLES

***All papers are to be double-spaced typed with 1" margins and 12-point Times Roman font; no cover pages please.*** Papers **must** have page numbers. Papers **must** be adequately referenced; this includes any images that are incorporated. References should be made using standard notation (e.g., APA, Chicago); consistency of notation is more important than which one is selected. Reference listing does not count toward word count limits. ***Papers not adhering to these guidelines will be penalized.***

Student performance will be evaluated based on:

- Attendance and participation (10%);
- Introduction video (3%)
- Conceptualizations with drawings (2 @ 6 points each, 12% total)
- Reading reflections (4 @ 5 points each, 20% total);
- Practice examples (3 @ 5 points each, 15% total)
- Term project (40%).

### Attendance and participation (10% of final grade)

Students are expected to attend all scheduled class meeting times as outlined in the course syllabus. Attendance will be taken at every class session. Communication of absences and expected lateness is expected. Though prior notification is not always possible, absences without any communication will be considered unexcused. In general, there are five situations that constitute an “excused absence”: personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events with prior permission of instructor, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss with the instructor as soon as a potential issue arises. Documentation may be required. A student with four unexcused absences may be dropped from the course and given an “EN.”

### Introduction video (3% of final grade)

Students will create a 1-2 minute introduction video to be shared with the class. The content of the video is very flexible and just needs to let us know what you want to share about yourself.

### Conceptualization with drawings (pre/post) (6% each, 12% total)

Students will provide a brief (~250 words) initial conceptualization of their view of sustainable development along with an associated drawing. **In the initial conceptualization, students will define in their own words what sustainable development/sustainability means to them and its importance.** The drawing should be the visual representation of the student’s conceptualization, highlighting key elements.

The second conceptualization is a brief (~250 words) reflection that reviews the initial submission and highlights what, if anything, has changed for them since the start of the semester. **Students should explain why they have or have not shifted their conceptualization.** Students are expected to include specific examples from readings or research as to why their view has/not changed. An updated drawing will support the update or reiterates the initial view.

### Reading reflections – 4 total (5% each, 20% total)



The first part of the course is primarily based on the Wheeler and Beatley book. The reading reflections are of the assigned chapters in that book. The purpose of these paragraphs is to make you think – that means your paragraph needs to have a critical component. **Do not regurgitate the material.** They are intentionally brief and it is on you to make them meaningful. **You should address a singular aspect of the readings that you find important, interesting, infuriating, or puzzling.** You should show that you have read and fully absorbed the reading, and that you have understood the main arguments. Therefore, the aspect you target should be in the context of the overall reading.

Each reflection submission should be **one paragraph of 3-5 sentences**. Paragraphs should be well written, well structured, and show evidence of having read and thought about the readings. They are due at the **start** of each class period for that reading; **late reflections will not be accepted**. Reflections are graded on a 0-5 scale; a rubric is available on Carmen with details of point allocation. There are 9 potential reflections, the highest 4 will be counted.

#### Practice Examples – 3 total (15% final grade)

The second part of the course is primarily based on the Roseland book. The practice example assignment is based on chapter topics. Each of the chapters takes a key component of putting sustainability concepts into practice. While the book itself includes community-based examples, this assignment is to gain insight into other ones – particularly ones based in the United States.

Each practice example is based on the assigned chapter topic. The write up will be no more than a paragraph with the following information: name and location of the practice example, 1-2 sentences explaining how it fits the practice topic, and the information source(s). They are due at the **start** of each class period for that practice; **late practice examples will not be accepted**. Practice examples are graded on a 0-5 scale; a rubric is available on Carmen with details of point allocation. There are 7 potential practice examples, the top 3 will be counted.

Example: if the topic is energy efficiency and renewables, a submission may be as follows: Wind Energy, Rock Port, MO. Rock Port became the first community in the U.S. “to be powered completely by wind” in 2008. The community’s wind turbines generate more electricity than the community uses. Source: National Public Radio, “Missouri Town is Running on Vapor – And Thriving”, August 9, 2008. (<https://www.npr.org/templates/story/story.php?storyId=93208355?storyId=93208355>)

#### Term Project – Putting Theory into Practice

This is a semester-long project related to **enhancing the quality of life by improving quality of place through sustainable development**. Students will research the application of sustainability concept(s) to a real world, recent (within the past 3 years) case obtained from a magazine, newspaper and/or website. These recent topics should be relevant to approaches and topics discussed in class, planning and the assigned readings.

This project is divided into **4 deliverables (total 40% of final grade)**. **Each deliverable (3 papers, 1 presentation) builds upon the previous one, but is turned in separately.**

- **Researching (500-1000 words, 10%):** State the general topic and provide context (and specific topic if warranted) and describe its relationship to sustainability; gather information regarding one or more best practices **NOT located in Columbus/Ohio** (case study);
- **Regarding (500-1000 words, 10%):** Identify a list of people (key players, experts) to engage in order to learn more about the selected case study, interview them (email exchange or phone call or zoom), and submit findings including how the project/policy began, what challenges were faced, how challenges were addressed, and what advice they would share;
- **Recommending (750-1500 words, 15%):** Based on insights gained from the regarding paper, offer detailed recommendations for how to implement similar project in Columbus/Ohio including

considerations of what exists in Columbus, issues of cost, and identification of responsible entities.

- **Presentations (~10 minutes, 5%):** Convey to the class the highlights of the project (from the first two papers) as well as your recommendations (final paper). Presentation should be done via PowerPoint, Prezi, or similar. *OPTIONAL:* up to 3 points of extra credit for poster of project and recommendations (in addition to the presentation); poster should be 36”x 48” poster for exhibition and created via PowerPoint or an Adobe type product. *The poster will not hurt your grade; at worst, it will be a non-factor.*

**Note:** Research topic must be approved by instructor – topic ideas are **due for submission on XX.**

### CRPLAN 3210 – CLASS SCHEDULE

DATE	TOPIC/MODULE	READING	DELIVERABLE
	Introduction	None	None
<b>Module 1: Origins of Sustainable Development</b>			
	Foundations	Mumford, WB pp. 19-23 Jacobs, WB pp. 34-38	Reading reflection 1 <b>Initial conceptualization paper &amp; drawing</b>
	3 E's	Daly, WB pp. 55-60 Spirn, WB pp. 61-65	Reading reflection 2 <b>Introduction video</b>
	Concept	WCED, WB pp 66-70 UN, WB pp. 79-86	Reading reflection 3 <b>Project topic idea(s)</b>
Origins discussion and project topic working session			
<b>Module 2: Sustainability Dimensions</b>			
	Climate Change Planning	Bulkeley et al, pp. 101 - 106 Solecki et al, WB, pp. 107-116	Reading reflection 4
	Land Use & Urban Design	Wheeler, WB, pp. 138 – 145 Gehl, WB, pp. 146 – 150	Reading reflection 5
	Transportation	Cervero, WB, pp. 153-160 Pucher & Beuhler, pp. 168-178	Reading reflection 6
	Environmental planning & Restoration	Beatley, WB pp. 181-183 Riley, WB pp. 184-189	Reading reflection 7
	Social equity & EJ	Bullard, WB pp. 235 – 241 Perlman and Sheehan, WB pp. 248-259	Reading reflection 8

Economic Development	Roseland and Soots, WB 293-303	Reading reflection 9
Food Systems & Health	Pollan, WB, pp. 339-343	Reading reflection 10 <b>Researching paper</b>
Dimensions Discussion and Project working session		
<b>Module 3: Sustainable Development Policies and Tools</b>		
Policy	Roseland, pp 33-48	None
Tools	Roseland, pp. 275 – 288	Practice example 1
Policies Discussion and Project working session		
<b>OSU Fall Break - No Class</b>		
<b>Module 4: Sustainable Development in Practice</b>		
Water and Sewage	Roseland, pp. 75-94	Practice example 2
Transportation	Roseland, pp. 129-152	Practice example 3
Land Use	Roseland, pp.153-176	Practice example 4 <b>Regarding paper</b>
Housing	Roseland, pp.177-194	Practice example 5
Community ED	Roseland, pp. 209-228	Practice example 6
Climate Change	Roseland, pp. 229-246	Practice example 7
<b>Veteran's Day – No Class (if on a Tue/Thu)</b>		
Practice Discussion and Project working session		
<b>Module 5: Lessons &amp; Challenges</b>		
Governing / Lessons & Challenges	Roseland, pp. 261-274, pp. 303-308	None
Project presentations	None	Presentation & poster
<b>Thanksgiving Break – No Classes</b>		
Project presentations	None	Presentation & poster
Project presentations	None	Presentation & poster
Project presentations & class wrap	None	Presentation & poster <b>Reflective conceptualization paper &amp; drawing</b>
<b>Recommending paper</b>		

## CRITERIA FOR EVALUATION OR GRADING

Grading rubrics for each assignment will be available on CarmenCanvas at least one week prior to the assignment due date. Participation includes attendance as well as contributions to discussions in class and online.

An evaluation rubric will be provided in advance of the submissions for the group project papers/presentation as well as the individual reflection papers. In general, however, students can expect the following guidelines to be followed with respect to work evaluation.

### Written work:

- **Mechanics:** freedom from spelling and grammatical errors. Students are expected to include thorough, accurate and consistent references in a primary academic referencing style (e.g., Chicago Manual of Style; APA). All submissions should be double spaced with page numbers.
- **Writing style:** clarity, succinctness, appropriate diction and tone.
- **Structure:** coherence of the paper's organization. The focus of the work is clearly presented in the introduction and the work is structured in a way that logically flows from this introduction. A thesis or argument is clearly presented when the assignment calls for it. Ideas and sections are linked. A well-structured paper avoids repetition and remains focused on the subject matter. Papers of 2 pages or more should have section headers.
- **Precision and accuracy:** Precision means saying exactly and specifically what you mean, avoiding vague generalities. Accuracy refers to absence of major factual errors.
- **Analysis:** All papers in this class are expected to include a critical component, reflection, and originality of thought.

### Oral presentation:

- Success in communicating key concept succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
- Mechanics of communication, such as manner of speaking, structure of the presentation, meeting time constraints, and level of organization. You should rehearse your presentations out loud!
- Ability to respond appropriately and fairly to questions, and contribute to and stimulate unstructured discussion among peers.

Transformation of numerical grade to letter grade will be according to the schedule summarized below:

A	93-100%	C+	77-79.9%
A-	90-92.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83-86.9%	D+	67-69.9%
B-	80-82.9%	D	60-66.9%
E	< 60%		

All grading will be done as fairly and as consistently as is reasonably possible. Project related assignments that are turned in late (after the start of the class period) will be penalized. All assignments are turned in via CarmenCanvas. In some cases there are extenuating circumstances that lead to a late assignment. In such cases, I will consider requests on a case-by-case basis. Please notify me as soon as you believe there will be an issue so that we can work together for an alternate due date if possible; if

there are multiple students with a problem, there could be a class-wide deadline shift. Students wishing to appeal the grading of an assignment **must make the appeal in writing within 5 calendar days** after an assignment/exam is returned. As per University policy, you have one term to appeal a final grade.

## **COURSE TECHNOLOGY**

Basic computer and web-browsing skills

Navigating OSU Library resources

Navigating CarmenCanvas: for questions about specific functionality, see the [Canvas Student Guide](#).

*Required software/technologies for this course*

- [CarmenZoom virtual meetings](#) (free – if we move online)
- [Adobe Acrobat Reader](#) (free)

## **Required equipment (if course moves to online)**

Computer: current Mac (OS X) or PC (Windows 7+) with internet connection that can support CarmenZoom

Webcam: built-in or external webcam, fully installed and tested

Microphone: built-in laptop or tablet mic or external microphone

Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## **CarmenCanvas access**

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you take the following steps:

Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.

Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, CarmenCanvas, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

**Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)

**Phone:** 614-688-4357(HELP)

**Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

**TDD:** 614-688-8743

## **COMMUNICATION**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

**Grading and feedback:** For large assignments, you can generally expect feedback within **7 days**.

Email: I will reply to emails within **24 hours on days when class is in session at the University**.

**Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

You are expected to check the class CarmenCanvas page and email daily.

## **COURSE POLICIES**

### **Health and safety requirements**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### **Attendance**

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. In general, there are five situations which constitute an “excused absence”: personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss with the instructor as soon as a potential issue arises. Documentation may be required.

### **Deadlines**

Students who miss deadlines due to valid, extenuating circumstances may submit the required work at a date agreed upon with the instructor. Students should contact the instructor to arrange a discussion preferably in advance of, but definitely within one week of the missed classes and/or work. Students are responsible for all material that was missed due to absence.

Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to the instructor as soon as possible, and no later than the next active term (Autumn term for spring or summer courses, spring for autumn courses.)

## **STUDENTS WITH DISABILITIES**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## **ACCESSIBILITY OF COURSE TECHNOLOGIES**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

[CarmenCanvas accessibility](#)

Streaming audio and video

[CarmenZoom accessibility](#)

Collaborative course tools

## **SCHOOL AND UNIVERSITY POLICIES AND PROCEDURES**

### **DISTANCE LEARNING**

All university standards and policies remain in place as related to Title IX, academic misconduct, allowances for students with disabilities, studio conduct and respect for others, and other related issues. We will be meeting and interacting in an online format, not an anonymous one. We will conduct ourselves and treat others as if we were meeting in person.

### **ACADEMIC INTEGRITY FOR THIS COURSE**

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow standard referencing style (APA/Chicago/MLA) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Please note all submissions will be checked for plagiarism using CarmenCanvas TurnItIn tool.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

**Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

**Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

### **ACADEMIC MISCONDUCT**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of

the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that students review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Office of Student Life Student Conduct:** <https://studentconduct.osu.edu/>

**Code of Student Conduct:** <https://trustees.osu.edu/bylaws-and-rules/code>

**Committee on Academic Misconduct:** [oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)

**Academic Misconduct Information for Students:** <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

## **COPYRIGHT DISCLAIMER**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **GRIEVANCES**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor. Then, if necessary, take your case to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate's section.

## **SEXUAL HARRASSMENT: Title IX**

No forms of sexual harassment or intimidation will be tolerated. Sexual Harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) or (614) 247-5838. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

## **DIVERSITY**

The Ohio State University affirms the importance and value of diversity in the student body and the greater university community. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different



from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Knowlton School also values the intellectual diversity of its faculty and students, and supports diverse approaches to instruction and learning. A respect for individual rights is the foundation of an intellectual community, and all members of the community are expected to conduct themselves with the highest ethical principles and regard for others.

## **COUNSELING AND MENTAL HEALTH**

As a student you may experience mental health concerns or stressful events such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, that cause barriers to learning, participation and performance. If you or someone you know are suffering from any of these concerns, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## **PROFESSIONAL CONDUCT**

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites. Information on these sites is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

## **KNOWLTON HALL BUILDING POLICIES**

Students working within Knowlton Hall are expected to follow the building related policies as outlined with the KSA Student Policy Handbook:

<https://knowlton.osu.edu/sites/default/files/pdf/KSA%20Policy%20Handbook%20-%20Students%202012.pdf>

## **STUDENT RESOURCES**

### **Knowlton Student Services**

Undergraduate Students: <http://knowlton.osu.edu/students/undergraduates>

Graduate Students: <http://knowlton.osu.edu/students-current-students/graduate>

**Student Life Resources & Policies:** <https://studentlife.osu.edu/resources/>

**Student Advocacy Center:** [advocacy.osu.edu](http://advocacy.osu.edu)

**Dennis Learning Center:** [dennislearningcenter.osu.edu](http://dennislearningcenter.osu.edu)

Counseling and Consultation Services: <https://ccs.osu.edu>

**Student Life Disability Services:** <https://slds.osu.edu/>

**Office of Diversity and Inclusion:** <https://odi.osu.edu/>

**Department of Public Safety:** <https://dps.osu.edu/>; non-emergency:(614) 292-2121; emergency: dial 9-1-1

**University's Building Emergency Action Plans:** <https://dps.osu.edu/beap>

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## **Course subject & number**

### General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. The box is currently blank.

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

## Specific Expectations of Courses in Sustainability

**GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

**1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)