



**Course Prefix/Number/Title:** FORS 260 Parks and Urban Greenspaces

**Number of Credits:** 3

**Course Description:**

Students will explore the benefits of parks and innovative ways to incorporate parks and greenspace into cities. Topics include: building trails on abandoned tracks, establishing community gardens, removing parking, and adding rooftop gardens.

**Pre-/Co-requisites:** NA

**Course Objectives:**

Students will learn:

- How to implement community gardens, rain gardens, and rooftop gardens into a municipal forestry and parks plan.
- How to develop abandoned rail lines into an urban trail system.
- How urban forestry departments can best manage wooded river and stream corridors.
- How to manage trees along urban boulevards and parkways.

**Instructor:** Cody Clemenson

**Office:** NA

**Office Hours:** NA

**Phone:** 701-263-5772

**Email:** cody.s.clemenson@dakotacollege.edu

**Lecture/Lab Schedule:** Online

**Textbook(s):**

Urban Green: Innovative Parks for Resurgent Cities

Author: Peter Harnik

ISBN-13: 978-1597266840

**Course Requirements:**

14 weekly **quizzes** ranging in length from 14 to 60 points will be given for a total of 438 points.

14 weekly **assignments** ranging in length from 20 to 25 points will be given for a total of 340 points.

778 points total for class.

Grading will be on the 100-90%= A, 89-80%= B, 79-70%=C, 69-60%= D, Less than 60%= F.

**Tentative Course Outline:**

Follow this schedule you will only be allowed to be behind 1 week or else you will receive zeros.

**Weeks 1 and 2**

Chapter 1 - How much Parkland Should a City Have?

Chapter 2 - The Different Kinds of Parks and Their Uses

**Week 3**

Chapter 3 - Is It Acres, Facilities, or Distance?

Chapter 4 - Parks and Their Competition

**Week 4**

Chapter 5 - Neighborhoods Are Not All Created Equal

Chapter 6 - It's Not How Much but Who and Why

**Week 5**

Chapter 7 - A Process Rather than a Standard

Chapter 8 - Stop, Look, and Listen

Chapter 9 - Analyze and Prioritize

Chapter 10 - Don't Forget Money and Time

**Week 6**

Chapter 11 - Buying It

Chapter 12 - Utilizing Urban Redevelopment

**Week 7**

Chapter 13 - Community Gardens

**Week 8**

Chapter 14 - Old Landfills

Chapter 15 - Wetlands and Stormwater Storage Ponds

**Week 9**

Chapter 16 - Rail Trails

**Week 10**

Chapter 17 – Rooftops

**Week 11**

Chapter 18 - Sharing Schoolyards

Chapter 19 - Covering Reservoirs

**Week 12**

Chapter 20 - River and Stream Corridors

**Week 13**

Chapter 21 - Cemeteries

Chapter 22 - Boulevards and Parkways

**Week 14**

Chapter 23 - Decking Highways

Chapter 24 - Closing Streets and Roads

**Weeks 15 and 16**

Chapter 25 - Removing Parking

Chapter 26 - Adding Hours Rather than Acres

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): NA**

**Relationship to Campus Focus:** This course addresses the campus theme by incorporating the role of natural resource management plays in our everyday life and the impact it has in our natural world.

**Classroom Policies:**

This three credit, online course requires the following to build and engage a classroom community of learners:

- Log in to the course a minimum of three times per week.
- Complete and submit coursework on time.
- Pace yourself, and make sure that all assignments are completed by the end of the semester.
- Late work will only be excepted up to 1 week late or you will earn 0 points.
- Communicate with the instructor.
- Reading the assigned texts is the student's responsibility and is essential to success in this course.
- This academic environment is open and harassment free.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.