DAKOTA COLLEGE AT BOTTINEAU

Course Syllabus

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.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.

	• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.