

**Occidental College – Departments of Economics and Kinesiology**  
**CSP 15 – Planting Seeds: Urban Green Schoolyards (4 units)**  
**Fall 2019**

|                            |  |     |  |
|----------------------------|--|-----|--|
| <b><u>Instructors:</u></b> | Bevin Ashenmiller, Ph.D.                         | and | Marci Raney, Ph.D.                               |
| Office:                    | Fowler 222                                       |     | Bioscience 313                                   |
| Office Hours:              | tba  |     | Mon. 3:00-5:00pm; Thurs. 3:00-4:00pm, by appt.   |
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**Writing Fellow:** Ima Odong (iodong@oxy.edu)

**EIA Fellows:** Elaine Cramer ([cramere@oxy.edu](mailto:cramere@oxy.edu)) and Amaryllis Argueta (aargueta@oxy.edu)

**Class Meeting Times:** T/Th 8:30-9:55am, Johnson 303

**Course Description:**

In this community-based learning course, students will be introduced to educational, economic, environmental, and public health perspectives related to urban green schoolyard design and implementation. The course includes off-campus visits to school sites and presentations by experts in landscape design, water conservation, and public education. Throughout the semester, students will learn how to use social science and life science research tools to evaluate the impact of green schoolyards. The semester will culminate in a green schoolyard project with community partners in the Northeast Los Angeles neighborhood.

**Required Text and Course Materials:**

Turabian, Colomb, and Williams (2010). *Student's Guide to Writing College Papers*, 4<sup>th</sup> Edition; Chicago University Press.

Additional course readings will be posted on Moodle throughout the semester

**I. Course Objectives:**

- A. To understand and appreciate the consequences of nature access disparities between socioeconomic classes in the urban environment
- B. To learn the process by which the public school system makes decisions related to school site infrastructure
- C. To learn how to evaluate the non-monetary impact of environmental conservation efforts and human nature exposure
- D. To learn about the tools and process landscape designers utilize to create and implement projects of varying scale
- E. To learn how to assess childhood physical and mental health in a variety of settings and under a variety of conditions

**II. College Learning Goals for CSP Courses:**

**Goal 1:** Effective College-Level Writing. Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.

**Outcome 1.1:** Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.

**Outcome 1.2:** Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.

### **III. Course Components**

#### **Assignments:**

Details for course assignments will be provided separately on Moodle. All assignments are due at 8:30am and should be submitted on Moodle unless otherwise noted. It is the student's responsibility to be aware of all assignment deadlines (see class meeting schedule below).

Writing assignments are divided into the following categories:

- Article Summaries
- Letter to the Editor
- Urban Nature Expository Essay
- Urban Greening Grant

#### **Guest Speakers:**

A total of six guest speakers will present discipline-specific talks to the class. Five of these talks are scheduled during class time. Dr. Frances Kuo, Environmental Psychologist, University of Illinois, will deliver a talk on the benefits of urban greening from an environmental psychology perspective in the evening on **Thursday, November 7<sup>th</sup> from 6-8pm**. Students are expected to make arrangements as soon as possible in order to ensure attendance for the evening talk.

#### **In-Class Trainings/Workshops:**

Throughout the semester, we will be working closely with staff from the Center for Digital Liberal Arts (CDLA), the Center for Community Based Learning (CCBL) and our student Writing and Education in Action fellows to deliver technology trainings, writing, and community-based learning workshops. Dates for trainings and workshops can be found in the class meeting schedule.

#### **Off-Campus Site Visits:**

There will be **five** off-campus site visits during the semester. Attendance and participation in ALL off-campus site visits is **mandatory**. See LAUSD School Visitor Guidelines posted on Moodle.

- ***Field Trips during class time***
  - Three field trips will require the class to leave campus promptly at 7:30am. We will return no later than 10:30am. The dates of these field trips are listed in the class meeting schedule.
- ***Field Trip outside of class time***
  - Groups of 3-4 students will be assigned to visit another off-campus location as the group schedule permits.
- ***Workday***
  - One Saturday during the semester will be devoted to an off-campus workday at a local school which will require members of the class to work together in the dirt. The workday is tentatively scheduled for **Saturday, November 23<sup>rd</sup> at 8am**. Students should come prepared with appropriate attire, water bottles, and sun screen. The date and times of the workday will be announced in class early in the semester. It is anticipated that the commitment should be no longer than 3-4 hours.

#### **Campus-wide CSP Lectures (mandatory):**

All first year students at Occidental are required to attend three lectures during the fall semester. All lectures are in **Thorne Hall from 11:45am-1:00pm**. Be sure to mark your calendars:

**Monday, September 16<sup>th</sup>:** Na'alehu Anthony

**Wednesday, October 16<sup>th</sup>:** Nafissa Thompson-Spires

**Monday, November 4<sup>th</sup>:** Mabel Wilson

#### IV. Grading Procedure

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|-----|--------------------------------|
| 5%  | In-class Participation         |
| 6%  | Guest Lecture Participation    |
| 11% | Field Trip Participation       |
| 14% | Lab Assignments                |
| 40% | Individual Writing Assignments |
| 24% | Group Writing Assignments      |

- All students will be required to uphold the standards of academic integrity and ethics set forth by the College. These policies are clearly outlined in the student handbook. See links below.  
<http://www.oxy.edu/student-handbook/academic-ethics/academic-ethics>  
<http://www.oxy.edu/student-handbook/academic-ethics/academic-misconduct>
- In accordance with Intellectual Property regulations, no student is allowed to
  - record lectures via audio or video means without consent of the professor or guest speaker
  - reproduce, distribute, or publicly post assignments, lecture slides, exams, lecture recordings, or other course material without written consent of the professor or guest speaker
- In addition to the aforementioned standards, students should be aware that although instructors are committed to practicing fair standards when evaluating student work and assignment of grades, the following are *examples* of classroom behaviors that make it extremely difficult to remain objective: coming to class late, leaving class in the middle of presentations, utilizing cell phones, checking email, playing games, or surfing the web during class meetings.
- Attendance in ALL class meetings is **mandatory**. If a student misses class and/or another mandatory course event as a result of a documented medical excuse, it is her/his responsibility to obtain the notes from someone in the class and to approach the instructor during posted office hours with questions. If a student misses a field trip, that student must visit a location approved by the instructors on their own time and submit a reflection.
- **Credit Hour Policy:** This CSP seminar is a 4-unit course. It is expected that students will devote at least twelve (12) hours a week (including in-class time) on average.
- Students are responsible for completing the assigned readings posted on Moodle **prior** to class. Readings will be posted at least one week in advance with specific date identified. Therefore, all students should check Moodle regularly. The purpose of the readings is to stimulate classroom discussion and to help students receive the full benefit of course material.
- Writing, lab, and group assignments will not be given a letter grade. Assignments submitted after the deadline will receive zero points. Only the final grade will be given a letter grade. The grading scale will be as follows:  
**A (>95), A- (>90), B+ (>85), B (>80), B- (>75), C+ (>70), C (>65), C- (>60), D+ (>55), D (>50), F (≤50)**

#### V. Classroom Environment

This class will be conducted in an atmosphere of mutual respect. We encourage your active participation and welcome respectful discourse. However, if your language or conduct at any time demonstrates a lack of respect for anyone's race, gender, sexuality, culture, beliefs, or abilities, you will not be permitted to participate further.

## VI. Tentative Class Schedule:

| Date     | Discussion Topics/Assignments   | Presenter(s)   |
|----------|---|--|
| Aug. 29  | 1. Course Overview/Syllabus<br>2. Campus Spaces Discussion  | Prof. Ashenmiller and Raney  |
| Sept. 3  | Geospatial Literacy: learn the value of mapping spaces and how to use Google Earth Pro and 360 video<br><i>Meet in Brown Lab, Academic Commons</i><br><br><b><u>DUE:</u> Li &amp; Sullivan 2016 Paper Article Summary</b> | CDLA Staff: Lilly Eluvathingal and Sam Alfrey  |
| Sept. 5  | 1. Physical Activity Guidelines and Promotion Strategies for Youth<br>2. Physical Activity Inequities in the Urban Environment<br>3. Human Subjects Research  | Prof. Raney  |
| Sept. 10 | 1. Environmental Economics – overview<br>2. Writing Workshop #1: how to write a thesis, citing sources<br><br><b><u>DUE:</u> 360 Video image upload, due at midnight</b>  | Prof. Ashenmiller; Ima   |
| Sept. 12 | 1. Visual Representation of Outdoor Spaces with 360 video<br>2. How to caption images<br><i>Meet in Brown Lab, Academic Commons</i><br><br><b><u>DUE:</u> Google Earth Pro Mapping Assignment</b>                         | CDLA Staff: Sam Alfrey   |
| Sept. 17 | <b><i>Buchanan Site visit-meet at fountain</i></b>  | n/a  |
| Sept. 19 | Toxic Load in the Urban Environment<br><br><b><u>DUE:</u> Toxic Load Paper Article Summary</b>  | Prof. Shamasunder (UEP Dept.)  |
| Sept. 24 | Physical Activity Assessment in Youth: observation and accelerometer methods<br><br><b><u>DUE:</u> Saint-Maurice 2011 Paper Article Summary</b>   | Prof. Raney  |
| Sept. 26 | 1. Community Partner Approaches to Green Schoolyards<br>2. GIS overview in green schoolyard planning<br>3. Deliberative Dialogue and relationship to policy, elected officials, voting                                    | Michele Montano, Project Manager for Green Infrastructure, Council for Watershed Health; Prof. Raney |
| Oct. 1   | 1. Environmental Economics-Part 2: climate and schools<br>2. Writing Workshop #2: developing paragraphs, avoiding plagiarism<br><br><b><u>DUE:</u> Environmental Economics Paper Article Summary</b>                      | Prof. Ashenmiller; Ima   |

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| Oct. 3  | <ol style="list-style-type: none"> <li>1. Library Orientation: Finding and Evaluating Sources</li> <li>2. Zotero and bibliography</li> </ol> <p><i>Meet in Brown Lab, Academic Commons</i></p>                         | CDLA Staff: Jacob Sargent   |
| Oct. 8  | <p><b><i>Eagle Rock Elementary visit-meet at fountain</i></b></p> <p><b><u>DUE</u>: Literature Review Paper</b></p>  | Stephanie Leach, School Principal   |
| Oct. 10 | Designing a green schoolyard from a landscape designer perspective   | Claire Latane, Cal Poly Pomona, Landscape Design  |
| Oct. 15 | <b>Fall Break-No Class</b>   |   |
| Oct. 17 | <p>Green Schoolyard Advanced Tool Workshops:<br/>iTree<br/>CCBL/R<br/>360 video<br/>SOPLAY/PASS/SOCARP</p> <p><b><u>DUE</u>: Letter to the Editor</b></p>  | Lilly Eluvathingal; Prof. Ashenmiller; Celestina Castillo, Director of CCBL; Elaine; Amaryllis; Sam Alfrey; Prof. Raney |
| Oct. 22 | <ol style="list-style-type: none"> <li>1. Environmental Economics-Part 3</li> <li>2. Writing Workshop #3: Expository essay components</li> </ol>   | Prof. Ashenmiller   |
| Oct. 24 | <p>Evaluation of urban site visits, group discussion</p> <p><b><u>DUE</u>: Group off-campus site visit</b></p>   | n/a   |
| Oct. 29 | Sex and Age-specific differences in physical activity participation in green spaces  | Prof. Raney   |
| Oct. 31 | <ol style="list-style-type: none"> <li>1. Physical Activity and Learning</li> <li>2. Writing Workshop #4: paper flow, writing for specific audience</li> </ol> <p><b><u>DUE</u>: Urban Nature Expository Essay</b></p> | Prof. Raney;<br>Ima   |
| Nov. 5  | Environmental Economics-Part 4   | Prof. Ashenmiller   |
| Nov. 7  | <p>In-class writing time</p> <p><b>Urban greening from an environmental psychology perspective, Choi Auditorium, 6-8pm</b></p>   | Dr. Frances Kuo, University of Illinois   |
| Nov. 12 | <ol style="list-style-type: none"> <li>1. Public School Barriers and Lessons Learned</li> <li>2. Designing outdoor education curriculum</li> </ol>   | Prof. Ashenmiller; Gerry Salazar, Coordinator Beyond the Bell Branch, LAUSD   |
| Nov. 14 | <b><i>Clear Creek Outdoor Education Center site visit-meet at fountain</i></b>   | n/a   |
| Nov. 19 | <p>“Reimagining Chicana/Latina Communities as Sites of Resistance to Climate Change”</p> <p><b><u>DUE</u>: Individual Expertise Section of Urban Greening Grant Proposal</b></p>                                       | Rosa RiVera-Furumoto, Dept. Chicana & Chicano Studies, Cal State Northridge   |

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| Nov. 21 | Writing Workshop #4: Peer Review<br><b><u>DUE:</u> Group Urban Greening Grant Proposal for Peer Review</b> | Ima   |
| Nov. 26 | <b>No class</b><br><b><u>DUE:</u> Group Urban Greening Grant Proposal Draft</b>                            |   |
| Nov. 28 | <b>Thanksgiving Holiday-No Class</b>   |   |
| Dec. 3  | What's next in Kines, Econ, Community Engagement?  | Celestina Castillo, Director CCBL, Prof. Ashenmillers and Raney |
| Dec. 10 | <b><u>DUE:</u> Group Urban Greening Grant Proposal Final</b>   |   |

### **VIII. Academic Accommodations:**

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>.

### **IX. Additional Course Support:**

The Writing Center (located on the Ground Floor of the Academic Commons) offers students from all disciplines two types of support to work on their writing: peer-to-peer, drop-in consultations with knowledgeable Writing Advisers, Sunday through Thursday from 7:00-11:00 p.m., and appointments with Faculty Writing Specialists from the Writing and Rhetoric department. Information about the Writing Center and a link to the appointment system is on the WC website: <https://www.oxy.edu/writing-center>

### **X. Title IX Statement:**

In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, federal and state education laws require that, as your instructor and a designated Responsible Employee, I notify the Title IX office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus:

- Marianne Frapwell, Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>.