

UP 466 – Energy, Planning and the Built Environment
Focusing on Climate Action Planning
Syllabus – Spring 2019

Course Information

Lecture/Discussion – Tuesdays, 5:30 to 7:50 pm
Location – 223 Temple Buell Hall

Course website:

https://compass2g.illinois.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=3460391_1&course_id=40907_1&mode=reset

Instructor Contact Info

Instructor: Ms. Morgan B. White, CEE '98, MUP '09
Associate Director of Facilities & Services, for Sustainability
University of Illinois at Urbana-Champaign
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Office hours – by appointment only
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(email anytime, and I'll reply in the evenings/weekends)

Greetings! I have been working full time on campus sustainability since 2010 here at the U of I, and I am an adjunct instructor in the Department of Urban and Regional Planning. My bio is online at <http://fs.illinois.edu/about-us/executive-bios>. I have personal experience with hundreds of case study projects on campus, cataloged through the [iCAP Portal](#). I am also on the City of Urbana [Sustainability Advisory Commission](#) (SAC), and this class will participate in the SAC during the semester.

Course Description and Objective

This is a junior/senior/graduate level course with the dual goal of introducing students to the wide range of environmental sustainability topics considered in climate action plans, and teaching skills for managing uncertainty, resistance to change, and positive thinking when faced with challenging situations. It will also develop communication and creative thinking skills through hands on exposure to real-time climate action planning topics using examples from the University of Illinois campus and community.

This class is called Energy, Planning, and the Built Environment, and it will cover some general aspects of energy production and conservation, as well as funding for energy conservation programs. Because energy production is the primary contributor to greenhouse gas emissions and the associated climate changes occurring globally, we will view these issues through the lens of climate action planning for the built environment. In addition to energy issues for buildings, we will discuss water, food, waste, and transportation (which all impact energy demand).

In the [Course Catalog description](#) for this course, it focuses almost entirely on buildings. Our class will discuss buildings, and it will do so much more. It will be entirely about how we can mitigate climate change through the design of the built environment, to encourage and support positive and sustainable choices. Additionally, we will cover behavior change methods for achieving the needed reductions in greenhouse gas emissions, and complete team projects where students engage with campus/community members about some of the sustainability efforts happening on campus.

The course consists of weekly lecture/discussions, with three recurring components:

- 1) Review from previous week (~20 minutes)
- 2) Presentation and exploration of new materials (~1.5 hours)
- 3) Creative thinking experience (~20 minutes)

The review portion of the class will reinforce key points from the previous week. Students will be called on to share insights, questions, and ideas on that topic, in an open dialog/discussion. During the presentation and exploration of new materials there will usually be a lecture, with discussion questions interwoven. Occasionally, there will be a guest speaker and/or a tour. The creative thinking portion of the class will seek to broaden your thinking about the status quo and methods for implementing change.

Course Topics

Climate Change, Tracking Systems, Energy Types, Renewables, Energy Conservation, Potable Water, Stormwater, Food Supply, Zero Waste, Transportation, Behavior Change, Funding Mechanisms, Planning Process, and Project Work.

Course Assessment

The performance of the students enrolled in UP 466 / LA 466 will be assessed using the following scoring system, and grading breakdown:

Attendance	10%	A	93-100	C+	77-79.9
Participation	25%	A-	90-92.9	C	73-76.9
Pre-Lecture Quizzes	20%	B+	87-89.9	C-	70-72.9
Homework Assignments	20%	B	83-86.9	D+	67-69.9
Team Project	25%	B-	80-82.9	D	60-66.9

This course will not be graded on a curve. It is possible for everyone in the class to earn an ‘A’ grade but the student’s grade will be based solely on individual performance except for the team project.

There will be a few opportunities for extra credit offered throughout the semester. Each extra credit option completed satisfactorily will increase your total grade by 1%.

Please see Course Expectations section below to understand how attendance and participation will be graded, as well as grade reductions for late assignments.

Schedule – Spring 2019

Week	Assignments, due before class	Project Work, due in/after class	Class Date	Topic	Quizzes, due Sat. nights by midnight
1			Jan 15	Climate Change	Quiz 1 and Quiz 2
2	Survey online	See Project List	Jan 22	Tracking Systems	Quiz 3
3	Carbon Footprint	Select Project and Team	Jan 29	Energy Types	Quiz 4
4	SAC comment		Feb 5	Renewables / SAC meeting	Quiz 5
5		Intro Section Due	Feb 12	Energy Conservation	Quiz 6
6	Energy Report		Feb 19	Potable Water	Quiz 7
7		Part 1 Due	Feb 26	Zero Waste	Quiz 8
8	SAC comment		Mar 5	Food Supply / SAC meeting	Quiz 9
9	Food Tracking		Mar 12	Transportation	Quiz 10
10	Transportation	Part 2 Due	Mar 26	Stormwater	Quiz 11
11	Stormwater		Apr 2	Behavior Change / SAC meeting	Quiz 12
12		Part 3 Due	Apr 9	Funding Models	Quiz 13
13		Full Draft Due	Apr 16	Planning Process	
14		Presentation Practice	Apr 23	Project Review	
15		Formal Presentation	Apr 30	Project Finalization	
16		Final Climate Action Plan Due	May 6	No class - Finals Week - Report due at midnight May 6	

Course Expectations

Students are expected to (a) complete the pre-lecture reading assignments and quizzes on time; (b) attend all classes on time (c) actively participate in classroom discussions; (d) complete online/written homework assignments neatly and punctually; (e) attend all fields trips and act responsibly; (f) contribute positively and fairly in team projects; (g) communicate ideas, suggestions, concerns, and questions to the relevant resource persons and/or coordinating instructor.

Attendance: Attendance is mandatory and an attendance sheet will be passed around in every class. It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues

without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of F for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

Participation: During the classroom lectures, you are encouraged to ask questions, comment, and participate in the lecture/discussion. Use your curiosity, dig deeper, challenge yourself, have fun, and develop and use the learning style that fits you best. I will provide tools, resources, and advice to maximize your learning, but it is up to you to shape your knowledge and skills in a way that fits your future career choice and personality the best.

A portion of your grade will be based on class participation and etiquette. Furthermore, making a favorable or unfavorable impression through your classroom conduct and participation could influence a borderline grade and future recommendations from the instructors. You are strongly encouraged to discuss academic or personal matters that may affect performance in the course with the instructor as soon as possible and not the last week of class.

The use of laptop computers and smart phones for note taking and/or in relationship to the topics covered in class is encouraged. It is expected that each student will honor technology etiquette practices: being present in mind and attention during discussions and refraining from personal use during the time dedicated for face to face learning activities. Similarly, please silence cell phones during class. Misuse of technology during class is a form of unprofessional behavior unacceptable for a novice professional. If you are using your laptop or phone to send/receive messages, check websites, etc. in ways that are disruptive to class or disrespectful to the instructor, you will be not be allowed to use your device for the remaining of the class session. You will also receive zero class participation points for that day.

Pre-lecture Quizzes: Climate action planning covers a broad and diverse range of topics, with several unique (yet interrelated) concepts. For the lecture/discussions to be valuable learning experiences, each student is required to read introductory information prior to the class on that topic. The pre-lecture quizzes are designed both to confirm that you have read the material and to highlight useful points to remember, such as the global warming of the past 50 years is primarily due to human activities.

Homework Assignments: All assigned homework are due at the **beginning** of the class on the due date. Assignments turned in after this time will be considered late and will be deducted 20% on the first day late and 10% per day thereafter. They should be printed out, typed up, or neatly handwritten. Please pay attention to homework presentation, credit will not be given for illegible and/or messy homework assignments. If you cannot turn your assignment in on time and feel you have a valid excuse, please see the instructor about making alternate arrangements for submitting the assignment. All arrangements should be made ahead of the due date.

Team Project: The most important word in climate action planning is ACTION. Thus, there will be a team project during the semester. Projects will be selected from a pre-defined list of options, and teams will usually be three students. After the project has been completed, each team will complete a presentation about their results and learning experiences.

College and Campus Policies and Resources

Student Conduct: From the University Student Code, Article 1, Part 3: Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the academic community. Students are responsible for knowing their rights and responsibilities as found in the student code at <http://www.admin.uiuc.edu/policy/code/index.html>.

Special Circumstances: Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. If you will be absent for a class period, you must alert the instructor before 5:30 that day to potentially receive an excused absence. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation in University sanctioned activities, etc.).

Safety and Security in the Classroom: Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency – like fire, severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight. For more information please refer to the General Emergency Response Recommendations at <http://www.senate.illinois.edu/emergencyresponse.pdf>.

Counseling Center: The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. These services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. See <https://counselingcenter.illinois.edu/> for more information.

FERPA: Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information.

Sexual Misconduct Reporting Obligation: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <https://wecare.illinois.edu/resources/students/#confidential>. Other information about resources and reporting is available here: <http://wecare.illinois.edu>.

Students with Disabilities: Students with disabilities or special needs who require any accommodations to facilitate full participation and completion of the course should contact the instructor as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class

should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 217-333-4603 (V/TDD) or e-mail disability@illinois.edu. For more info, see <http://www.disability.illinois.edu/>.

Writers Workshop: The Writers Workshop contributes to the intellectual and creative activities of the University of Illinois by providing support for all writers in the campus community--undergraduate and graduate students, faculty, and staff. The Writers Workshop provides individual and small-group consultations, hosts workshops on academic and professional writing concerns, sponsors writing groups and writing retreats, and visits classrooms upon request to introduce our resources or to provide a tailored, interactive presentation. See <http://www.cws.illinois.edu/workshop/> for more info.

FAA Writing Services: The FAA Writing Advisor, Amanda Liepert, offers one-on-one writing assistance to undergraduate and graduate students in Fine and Applied Arts (FAA), including students from other colleges enrolled in this class. The Writing Advisor is available to assist students with classroom assignments; theses and dissertations; artist statements, short bios and program notes; grant applications; scholarly publications; resumé, portfolios, and cover letters; and many other kinds of documents.

Room 100G, Architecture Building
Monday–Tuesday: 8:00 a.m.–12:00 p.m.
Wednesday–Thursday: 12:00 p.m.–4:00 p.m.

If none of these times are convenient, email the Advisor at liepert@illinois.edu to request an appointment.

Student Planning Organization (SPO): SPO's mission is to provide a vehicle for communication between staff, faculty and students in the planning program, provide forums for workshops and discussions, and organize social events for the department. SPO is a student run organization that focuses on student needs. For more information regarding social events, professional development opportunities, and general meeting dates, please visit their website at spouiuc.weebly.com.

Diversity Statement

UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected and individuals feel valued.