EVSP418

Course Summary

Description

Course Description: This course will introduce students to the concepts of green infrastructure planning and design and the implementation of renewable technologies. The framework presented for planning and design will focus on increasing the performance of green infrastructure systems. Students will examine case studies and participate in exercises to develop richly layered, interconnected, and sustainable communities that increase human health and ecological resilience.

Course Scope:

This course will explore the basic principles of green infrastructure and technologies in the United States. The student will learn these fundamentals, including relevant terminology, case studies, and will investigate current events in green infrastructure. The student will be challenged to assess current success and viability of a current green infrastructure program at the end of the course.

Objectives

After successfully completing this course, you will be able to:

CO-1. Define the term green infrastructure.

CO-2. Describe current and emerging renewable energy technologies.

CO-3. Explain the criteria by which the performance of sustainable development is measured.

CO-4. Evaluate proposed development plans to determine the application of sustainability principles.

CO-5. Evaluate the social, environmental, and economic barriers to green infrastructure and renewable technology implementation.

Outline

Week 1: Introduction: What is Green infrastructure? Consumerism – Barriers to "Going Green"

Course Objectives

CO-1

CO-2

Readings

- Benedict : Ch. 1
- Weekly Lecture Notes

Additional Weekly Readings in Lessons tab

Assignments

- **Virtual Introduction Forum**
- **Forum #1**

Week 2: Green infrastructure past and present Green Buildings LEED Certification

Course Objectives

CO-1

CO-2

CO-3

CO-4

Readings

- Benedict: Ch. 2
- Weekly Lecture Notes

Additional Weekly Readings in Lessons tab

Assignments

- **Assignment #1 – Describe Your Project**
- **Forum #2**

Week 3: Benefits-Weighing: the Pros and Cons New and Emerging Technologies

Course Objectives

CO-2

CO-3

CO-5

Readings

- Benedict: Ch. 3
- Weekly Lecture Notes

Additional Weekly Readings in Lessons tab

Assignments

- **Assignment # 2 – Pros and Cons**
- **Forum #3**

Week 4: Where do we begin? The Basics of Network Design Greening Business & Industry

Course Objectives

CO-1

CO-4

CO-5

Readings

- **Benedict: Ch. 4, 5**
- **Weekly Lecture Notes**

Additional Weekly Readings in Lessons tab

Assignments

- **Assignment # 3 - Project Design**
- **Forum #4 (Online Quiz)**

Week 5: Matching Resources to Needs The Greening of IT

Course Objectives

CO-4

CO-5

Readings

- **Benedict: Ch. 6**
- **Weekly Lecture Notes**

Additional Weekly Readings in Lessons tab

Assignments

- **Assignment # 4 - Project Budget**
- **Forum #5**

Week 6: Incentives and Economics of "Going Green"

Course Objectives

CO-2

CO-3

CO-4

CO-5

Readings

- **Weekly Lecture Notes**

Additional Weekly Readings in Lessons tab

Assignments

- **Assignment # 5 – Calculation Tools**
- **Forum #6**

Week 7: Management and Stewardship Green Partnerships

Course Objectives

CO-1

CO-2

CO-3

CO-4

Readings

- **Benedict: Ch.7**
- **Weekly Lecture Notes**

Additional Weekly Readings in Lessons tab

Assignments

- **Forum #7**
- **Submit Final Project, Part I**

Week 8: Building Support and Making it happen Looking to the Future

Course Objectives

CO-1

CO-2

CO-3

CO-4

CO-5

Readings

- **Benedict: Ch. 8, 9**
- **Weekly Lecture Notes**

Additional Weekly Readings in Lessons tab

Assignments

- **Forum #8**
- **Submit Final Project, Part II**

Evaluation

Grades for this course will be based upon graded assignments and submission of a final project. There is one weekly discussion question that is provided in the **Forums** except for Week 1, where there are 2 Forums to which to respond. The student will respond to the posting of at least two other students or the instructor. Initial posts must be a minimum of 250 words in length and must be cited with legitimate academic sources. Students are expected to submit senior level academic work for all assignments and written communications.

Students that do not have Excel, PowerPoint or Word may download free software at openoffice.org that is compatible with the MS programs.

The grade instruments, points assigned to each instrument and relative percentage of final grade, are provided below.

<u>Grade Instruments:</u> <u>% of Final Grade</u>

Forums (9) 40 %

Assignments (5) 45 %

Final Project Part I 10 %

Final Project Part II <u>5 %</u>

100 %

Grading:

Name	Grade %

Materials

Book Title: Green Infrastructure : Linking Landscapes And Communities - E-book available in the APUS Online Library

Author: Benedict, Mark / McMahon, Edward T.

Publication Info: Island Press

ISBN: 9781559635585

Book Title: To find the library e-book(s) req'd for your course, please visit http://apus.libguides.com/er.php to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

Author: N/A

Publication Info: N/A

ISBN: N/A

Textbook: [Benedict, Mark and McMahon, Edward T. (2006). Green Infrastructure: Linking Landscapes and Communities. Washington: Island Press.](#)

Assigned Weekly Readings are found in the Lessons tab of the course.

Sustainable Cities Institute:
http://www.sustainablecitiesinstitute.org/view/page.basic/class/tag.topic/community_support

Electric Green Journal, UCLA: http://escholarship.org/uc/uclalib_egj

Journal of Renewable and Sustainable Energy: http://jrse.aip.org/

Smart Grid and Renewable Energy Journal: http://www.scirp.org/journal/sgre/

Journal of Sustainable Energy: http://www.energy-cie.ro/

The Open Renewable Energy Journal: http://www.benthamscience.com/open/torej/index.htm

Consilience: The Journal of Sustainable Development: http://www.consiliencejournal.org/

Journal of Sustainable Development: http://www.ccsenet.org/journal/index.php/jsd

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Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation.

Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

Student Handbook

- Drop/Withdrawal policy

- Extension Requests

- Academic Probation

- Appeals

- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.