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Environment Corps

This document is from the library of materials assembled for the E-Corps Online Handbook, a section of the Environment Corps website intended to assist faculty interested in adapting the program model to their own areas of interest and expertise.

Brownfields Corps Classroom Semester Syllabus (Fall 2022)

SYLLABUS: ENVE/ENVS/EVST 3110 Brownfield Redevelopment
Fall 2022

Meeting times

Lecture: **Tu Th 3:30-4:20 pm** Location: **BUSN 227**

Discussion Sections:

- 001D **Fr 11:15-12:05 pm** Location: **CAST 205**
- 002D **Fr 12:20-1:10 pm** Location: **CAST 205**

Instructors

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Teaching Assistant

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Course Overview

This course will introduce students to the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields.

Learning Objectives

This course entails learning objectives that include both technical skills specific to brownfield redevelopment, and non-technical skills related to communication and management.

Upon completion of this course, students will be able to:

(Technical Skills)

1. Identify the status of a site as brownfield.
2. Describe the components of brownfield redevelopment.
3. Articulate the relevant laws and regulations that govern the management of a brownfield site.
4. Describe how public (federal, state, municipal) and private partners are involved in the process of redeveloping brownfield sites.
5. List the different phases of a site investigation, the objectives of each phase and the methodology to develop a plan for each phase.
6. Identify and describe different measures of cleanup and remediation procedures.
7. Articulate the elements of urban planning strategies and how brownfields fit into them.
8. Identify economic, ecological, and social factors that influence the redevelopment of brownfield sites.
9. Develop community engagement plans for the brownfield redevelopment process.

(Communication and Management skills)

1. Explain the elements of a compelling grant proposal.
2. Effectively synthesize technical information into a coherent and informative narrative.
3. Work together in multi-disciplinary teams, meeting deadlines and providing constructive feedback to peers.
4. Communicate with government officials in a professional manner.
5. Deliver oral presentations to diverse audiences in a timely and engaging manner.

Course Materials

Links to course materials and various documents will be provided on the Husky CT site for this course.

Discussion sessions

The student groups will meet with the instructors on a weekly basis during the discussion sessions. Meetings with the instructor will be approximately 30 min per group. The groups may use the rest of the discussion time to meet with their group peers.

Course schedule

Week	Day	Topic	Speaker	Deliverables
1 8/30	Tu	Introduction to the course/ Team management and communication	Dr. C & Dr. B	
9/1	Th	Introduction to environmental pollution	Dr. C	
9/2	F	Project Introductions & Assignments		
2 9/6	Tu	Introduction to EPA grants	Brian Kortz & Dan Jahne, Fuss & O'Neil	
9/8	Th	Grant-writing session Data sources for Section I	Dr. C	EPA Grant Notes Section 1A & 1B
9/9	F	Meeting with Town Officials		DB1
3 9/13	Tu	Brownfields Redevelopment Process	Dr. B	
9/15	Th	Site Investigation	Dr. B	EPA Grant Draft Section 1A & 1B
9/16	F	Section 1A and 1B Feedback		
4 9/20	Tu	Site investigation activity	Dr. C	
9/22	Thu	Federal Programs on Brownfields	Frank Garner, EPA Region 1	EPA Grant Final Section 1
9/23	F	Feedback of final Section 1A and 1B		
5 9/27	Tu	Grant writing session - Community need (Section II) Part I	Dr. C	
9/29	Th	Grant writing session - Community need (Section II) Part II	Dr. C	Data for EPA Grant Section 2A
9/30	F	Section 2 Data Feedback		
6 10/4	Tu	Construction and Demo/ Hazardous building materials	Brian Cutler, Loureiro Engineering	

10/6	Th	Regulatory framework	Andrew Davis, Shipman & Goodwin Cynthia Retallick, TRC	EPA Grant Draft of Section 2A
10/7	F	Section 2 Draft Feedback		
7 10/11	Tu	Grant Writing Sessions	Dr. C	
10/13	Th	Community Engagement	Dr. Rupal Parekh	EPA Grant Final Section 2A
10/14	F	Feedback on Final Section 2A		
8 10/18	Tu	Land Use Planning	Christine Nelson, Joint with Climate Corps	
10/20	Th	Community's Perspective	Deborah Sims and Suzi Ruhl, Bridgeport Community-based group	
10/21	F	Work on Draft of Section 2B		EPA Grant Draft Section 2B (Community Engagement Plan) **Due Monday 10/24**
9 10/25	Tu	Environmental Justice	John Andrade, New Bedford	
10/27	Th	Public Policy	Mark Boyer, Department of Geography	
10/28	F	Work on Final Draft of Section 2B		DB2 EPA Grant Final Section 2B (Community Engagement Plan) **Due Monday 10/31**
10 11/1	Tu	A developer's perspective	Kent Schwendy, CIL	
11/3	Th	Grant Writing Session – Section 3	Dr. C	
11/4	F	Work on Section 3		
11 11/8	Tu	Financing a BF	Dr. B	
11/10	Th	Remedial Regulations	Dr. C	

11/11	F	Work on Section 3		EPA Grant Draft Section 3 (Tasks & Budget) **Due 11/14**
12 11/15	Tu	Remediation approaches and technologies	Dr. B	
11/17	Th	Remediation technologies Case studies (consulting)	Jamie Barr, Langan	
11/18	F	Work on Section 3 & Presentation Examples		EPA Grant Final Section 3 (Tasks & Budget) **Due 11/28**
13 11/29	Tu	Presentation Skills	Dr. C	
12/1	Th	Careers in Brownfields	Previous Brownfields Students	
12/2	F	Presentation Run-throughs & Feedback		
14 12/6	Tu	Site Reuse Assessment	Dr. C & Dr. B	
12/8	Th	Next Semester	Dr. C & Dr. B	
12/9	F	Final Presentations		
12/13	Tu	Finals Week		Final Project Deliverable

Class assignments and grading

The assessment of the class and the associated grades will be based on four components:

- EPA grant proposal and peer evaluation (weighted group assignment) - 60%
- EPA grant presentation (group assignment) – 10%
- Short post-lecture quizzes (individual assignment) – 20%
- Discussion Boards (individual assignment) - 10%

EPA assessment grant proposal - Grading Rubric (60% of grade)

The EPA proposal will be completed by teams assigned by the instructor. Because of the interdisciplinary nature of the course, which is reflected in the different student backgrounds, teams will be assembled to involve students from diverse backgrounds that can contribute to the different aspects of the project. To support effective team management, the class will be utilizing the CATME Team-Maker and Peer-Evaluation tools, provided through Husky CT.

The EPA proposal and the brownfield project will be completed by teams assigned by the instructor. Because of the interdisciplinary nature of the course, which is reflected in the different student backgrounds, teams will be assembled to involve students from diverse backgrounds that can contribute to the different aspects of the project. To support effective team management, the class will be utilizing the CATME Team-Maker and Peer-Evaluation tools, provided through Husky CT.

Deliverable	**Individual/ Group**	**Points**
Section 1: Project area and brownfield site description	Weighted based on peer evaluation	20
Section 2: Community need and community engagement	Weighted based on peer evaluation	25
Section 3: Tasks descriptions, cost estimates, and measuring progress	Weighted based on peer evaluation	15

Peer Evaluation Grading

Peer Evaluation will occur three times, each after sections 1, 2 and 3. Each team member will be asked to evaluate the percent contribution of each team member to the assigned task; the final points will be weighted on the basis of the average evaluated contribution from the rest of the group.

The peer evaluation will be performed online through the CATME tool and will be based on the following factors:

- Contributing to Work [5 points]
- Interacting with Teammates [5 points]
- Keeping Team on Track [5 points]
- Expecting Quality [5 points]

- Having Knowledge/Skills [5 points]
- Team Interdependence [5 points]

A peer evaluation tracker will be available for each group in google sheets. Each group member will have to complete their goals and achievements for each group meeting.

Final Presentation (10% of grade)

At the end of the semester, each group will present their completed proposal to the class and panel of judges. Each group will have 15' to present (12' presentation with 3' for questions).

Post-lecture quizzes (20% of grade)

A 2-3 question quiz will be posted on HuskyCT after each lecture, based on the presentation and the slides provided. You will have 48 hours to complete each quiz. The total points will be added at the end of the semester and the percent correct answers will be scaled to 20% of the grade.

Discussion Boards and Reflection (10% of grade)

Discussion boards: Throughout the semester, there will be **two** discussion boards on the respective tool in Husky CT. The discussion board will build on material and themes that arise from the lectures. For all Discussion Boards, you are expected to actively participate with one initial response of evidence- or experience-backed comments directly related to the theme and respond with a minimum of two substantive replies to classmates' initial posts per discussion. In your responses, you should reflect on their answers, highlight any new insights that you find interesting, and provide feedback for any missing information.

Grading Rubric

Letter Grade	Grade Point	Percentage
A	4.0	94 - 100%
A-	3.7	90 - 93%
B+	3.3	87 - 89%
B	3.0	83 - 86%
B-	2.7	80 - 83%
C+	2.3	77 - 79%
C	2.0	73 - 76%
C-	1.7	70 - 72%
D+	1.3	67 - 79%
D	1.0	60 - 66%
F	0.0	0 - 59%