

G7795 ESP 417 Site Planning and Assessment Fall, 2003
University of Southern Maine, Environmental Science & Policy Program

Instructor: Robert M. Sanford

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Office hours: M & W 10:45-11:30 AM, T & TH 8:30-9:00AM, & by arrangement

Course Prerequisites: ESP/GEO 108 or GEO 308, and ESP 301 or GEO 209, or permission of instructor

Lectures: Tuesday & Thursday, 2:00 - 3:15 PM, Room 105 Bailey Hall

Texts: Marsh, William M. 1998 *Landscape Planning: Environmental Applications*. 3rd Edition. John Wiley & Sons, Inc.: New York.

Sanford, Robert M. and Dana H. Farley, 2003. *What is a Swale?: A Guide to Site Plan and Development Review*. [Draft version]

Recommended writing guide: Diana Hacker, *A Writer's Reference*, 5th Edition, Bedford: Boston. A free web site is available: <http://www.bedfordstmartins.com/hacker/writersref/>

Introduction: This course introduces environmental planning and assessment concepts and skills associated with the development of sites for human settlement purposes. Emphasis is on the development of particular tracts rather than at the level of districts, neighborhoods, or regions. This course is in an inquiry based and learning service format. Students work on a project that has been identified by a local municipality and they also help define and direct the inquiry into the project. Naturally, this requires students to participate actively in all aspects of the course and not just to react.

Computer literacy: All students are presumed to be computer-literate and to have a university computer account.

ESP 417 Site Planning and Assessment		Lecture Schedule ¹		
<i>Date</i>		<i>Topic</i>	<i>Read Marsh</i>	<i>Read S&F</i>
Sept 2		Introduction - planning, assessment, and design	Introduction	
	4	Historical background, site plan interpretation	1	1
	9	Site selection		2
	11	GIS lab familiarization (Scott Davis)		
	16	GIS and site planning & assessment		
	18	Site plan interpretation	2	3

¹Lecture schedule is subject to change, depending on the needs of the class, weather, and the Whims of Fate.

	23	Land form	3	
	25	Topography	4	
	30	Air	16	4
Oct	2	Project proposals due		
	7	Noise		5
	9	Soils	5	6
	14	Soils	6	7
	16	Structures		
	21	GIS Lab		
	23	GIS Lab		
	28	Water	8, 9	
	30	Water	10, 11	
Nov	4	Grading and earthwork calculations		
	6	Site drainage, erosion	12	8
	11	Alignment of curves, traffic		9
	13	Municipal, government services		10
	18	Aesthetics		11
	20	Cultural		12
	25	Site assessment, and landscape construction details	10, 19	13
	27	Energy, Solar	15	14
Dec	2	Forestry, Agriculture	18	15
	4	Coastal planning	14	16
	9	Present field project		
	11	Present field project Projects due		

Evaluation of student learning

The primary method of evaluation is through a major project (70% of your grade). The rest of the grade is based on how you do in the other assignments (in-class and homework). Students are responsible for all homework, activities, and readings, whether or not they are present in class.

Summary of major assignments: We will start out with homework and in-class activities designed to prepare you to be able to assess sites and begin planning for their development.

These activities also help get ready for the major project—an assessment and report for a civic project on one of two possible sites. The students will help define the tasks for this project, which will involve site assessment, site problem analysis, and initial planning using a site in Gorham and a site in Windham (Chaffin Pond), probably an area designated for a new park. This will be a service-learning project in which you meet with a Gorham town recreation staff (Cindy Hazelton) or Portland Water District/Town of Windham on a problem or need identified by the town. The student examines and documents site conditions, and creates a planning or design solution to problems encountered on the site. Each student writes their own report but can collaborate on things such as background research, data collection, map-making, etc. We have GPS units, ArcView, CAD, plotter, and various other tools available. You are expected to explore these resources and figure out how to use them, but you can (and should) work together on this. Final presentation is required in addition to the formal written report. You are expected to arrange for the presence of relevant guests (“clients”) for the presentations

Letter grade criteria

Performance is summed as a percentage of 100 in accordance with the following guide to determining grades:

A: Excellent work. Aggregate 90 to 100% performance on project and assignments. Quality writing, research, and analytical skills. Superior documentation shows significant learning and mastery of course content.

B: Good work. Good writing, research, analytical skills. Good reports, well-organized. Work shows good development of ideas and thorough support of analyses. Student has a significant understanding of fundamental site planning and assessment.

C: Acceptable or “average.” Acceptable college-level writing and analytical skills comparable to what one would expect for an entry-level professional. Demonstrates reasonable organization, good clarity, and a basic understanding of the fundamentals of site planning and assessment.

D: Marginal work. Would not be acceptable for a beginning professional. Report shows little or no original thought and is not well put together with careful attention to detail. Meets minimal requirements to not fail the course. Has three or more unexcused absences.

Adaptations and accommodations If you have questions or concerns about your academic performance at any time throughout the semester please do not hesitate to contact me. The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of disability please contact the Office for Students with Disabilities, 2nd floor Luther Bonney Hall (780-4706; TTY 780- 4395). You also may wish to talk to me if you have a home situation, work requirements or other factors that affect your ability to attend class and do the project.