

Ada E. Márquez

Email: adaemárquez@gmail.com

Office Hours: Tuesdays 3:00-4:00 pm;
Fridays 1:30-3:00: and by appointment
WSQ 115A

During office hours, students may also call me to discuss any questions or concerns.

Email and Voicemail will be answered within 24 hours Monday through Friday.

Class Meets:

3-unit lecture: 10:30 am-1:15pm

1-unit Service Activity: 2 hours weekly (independent)

Course Description and Objectives

(Created by Dr. O'Malley):

Environmental Impact Assessment (EIA) laws are among the most powerful tools currently available to identify and influence the environmental effects of human activities. These laws are soundly praised and roundly criticized by city councils, developers, and environmental advocates alike, but the majority of the public is simply unaware of the power these laws can give to the average citizen.

This course will teach you the basis for understanding, using and analyzing the **California Environmental Quality Act (CEQA)**, one of the first and most influential environmental impact laws on the books. We will also become familiar with the federal impact assessment law, **National Environmental Policy Act (NEPA)**, and we will survey the state of **international** environmental impact assessment.

Through a combination of lecture, field and project work, we will learn to conduct introductory assessments of the impacts of real projects on our air, water, traffic and wildlife.

In addition, this course incorporates community service. In the activity portion of the course, we will link the project work we do with the needs of the local community.

Impact assessment requires careful study of information from multiple disciplines, and it covers many environmental resources. Analyzing and producing environmental assessment documents requires significant group work, perseverance, creativity and a lot of work. Remember this is a four-unit course! Buckle your seatbelts (put on your bike helmets) for a challenging, but exhilarating, ride.

Department Learning Outcomes and Goals

This course will help you achieve these Departmental Learning Objectives, which are competencies we expect all our graduates to have for success:

Department LO 1 - Content Environmental Literacy: Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research

Department LO 3 - Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

*You support public transit,
want to save open space,
clean up the air and water,
promote clean energy,
reduce waste, and
protect rare species?*

Department LO 4A- Students are able to productively conduct group/team work to deliver professional quality presentations and reports

Department LO 4C - Build local environmental sustainability and democratic participation through community service

Prerequisites: ENVS 1 and ENVS 124, or graduate standing.

Required Text: Bass, R.E., K. Bogdan, and T. Rivasplata. (2012). *CEQA Deskbook, Third edition*. Solano Press Books, Point Arena, CA. { B, B & R }

California Environmental Quality Act(CEQA).(2014). Statute and Guidelines. Association of Environmental Professionals. Provided via Google Drive Spring15ENVS 185 folder.

All other readings will be in the Spring15ENVS 185 Google folder.

Basic environmental law resources

www.law.berkeley.edu/library/dynamic/guide.php?id=47#toc4

Class Expectations:

1. **Originality and honesty:** It is appropriate to cite others' work extensively, with attribution. *It is never appropriate to use other authors' language or ideas, from the web or from written documents, as though they were your own.* If you have any questions about appropriate citation, please talk to me personally or write me a note. Misuse of written material can result in course failure.
2. **Safe Classroom:** We are all learning together here. Questions and comments about lectures or class materials are welcome anytime. *Please use office hours for questions about grades or personal concerns.* In addition, mutual respect and cooperation are fundamental. Inappropriate behavior or disrespect towards other students and the instructor will not be tolerated and expulsion from the class can occur after the first warning. **Cell phones and laptops are not allowed during class time for personal use. Please notify the instructor for in class accommodations or you prefer to take notes with your laptop. Also, please refrain from eating during lectures unless we have enough for sharing.**
3. **Students with disabilities:** If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please see me during office hours or make an appointment. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center \(DRC\)](http://www.drc.sjsu.edu/) at <http://www.drc.sjsu.edu/> to establish a record of their disability.
4. **Withdrawal policy:** By February 3rd, you may drop a class without penalty. After that date, this can only be done through Counseling Services in the Administration Building, and only for serious and compelling reasons. Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page http://www.sjsu.edu/provost/Academic_Calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Your instructor is not authorized to drop you after the drop date.
5. **The 1- unit Service Activity: 2 hours weekly (independent): (JOURNAL #1)** Students will attend a minimum of 4 government meetings. A minimum of two meetings must be attended at the agency's building and the other two can be watched on-line. Students will take notes for approximately one hour and half and a minimum of 30 minutes answering the journal questions. **(JOURNAL #2)** The second half of the semester will be service-learning. Students will volunteer for environmental not for profit organizations for a minimum of 14 hours.

6. **Readings and Chapter Summaries:** Please expect to attend all lecture/discussions and complete all readings *before* the class period. Chapter and Reading notes/summaries will be based on readings from the CEQA textbook and per my syllabus under “REQUIRED”. The notes/summaries will be graded based on the quality/effort and photo copies of the pages will NOT be accepted for grading or credit. Completing the assigned readings will significantly improve your understanding of CEQA. ENVS 185 is a fast paced course and lecture time cannot cover everything.
7. **Group work:** Group points add up to 12% of your final grade. Group work is hard, and requires excellent follow through. Please try to know your limits and *don't overcommit*.
8. **Field Trips:** One mandatory field trip will meet off campus during class time. PLEASE PUT IT IN YOUR CALENDAR TODAY. **IF students do not attend the field trip, the Initial Study assignment will be graded significantly lower (up to-15%). I will try my best to schedule at least a couple of different dates and times.**
9. **Questions:** At the end of most lectures, I will ask three questions about the course. These questions will help determine whether I have conveyed the information adequately in lecture, whether you are keeping up with and understanding reading assignments, and they will provide for direct feedback about what you are learning through your group's lab/service assignment. They will count for participation, but will not be formally graded. **In-class assignments cannot be made up.**

For the most rapid response, please post your questions about lectures, assignments and any other ENVS 185 materials, on the Google Document “ENVS 185 Questions and Discussion”. I will check this document every evening to answer your questions. Students may also help each other, but all deliverables must be completed independently without plagiarism.

10. **Draft documents:** As in real impact assessment, the drafting process and public presentation are taken very seriously. **First draft documents are worth more than double final drafts. In addition, I will not accept documents after the due date. All individual and group work will be due at the beginning of class.**
11. **Late Assignment Policy:** All assignments are due by the **beginning of class** on the deadline date. I will not accept any assignments at the end of the class period. Late assignments will be considered **ONLY** for legitimate circumstances, when arranged in advance, or with a doctor's memo.

ENVS 185 emulates CEQA's process and timeline. Per CEQA's Statutes and Guidelines, all environmental documents are required for submittal within regulations. Therefore, the instructor must enforce the same stringent requirements.

12. If you are absent, it is your responsibility to pick up any materials during my office hours or from ENVS 185 Google folder. I will not provide my curricula via email, unless you have medical documentation.
13. **Extra Credit:** There may periodically be opportunities to obtain extra credit for activities relevant to the subject. Such opportunities include analysis of newspaper stories, extra attendance at public hearings, and comments on EIRs. I will decide how many points any extra credit effort will be awarded on a case-by-case basis. Moreover, students can earn extra credit points by providing early drafts of their environmental documents. I will announce more information upon providing the assignment handouts.

University Policies

Avoiding Plagiarism. You must convey the information from the sources you use *totally in your own words*. This is paraphrasing. Be sure to always cite the source of your paraphrased information using in-text citations. If your paraphrase is close to the exact words used by another author or if, in fact, you use the exact words of an author without citing that author, then you are plagiarizing. Plagiarizing is a form of stealing and is a punishable offense at San Jose State University. Read the San Jose State University

policy on plagiarism on line or in your catalog. Changing one or a few words from another author is not paraphrasing; it is plagiarizing. Rephrase language that is close to another author's words. If you use an author's exact words you must **quote** those words and then cite the author.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Citation Required in ENVS 185:

APA Style Lite for College Papers © Copyright 2010 by Dr Abel Scribe PhD.

Periodical Format

Author, F. M., Coauthor, F. M., & Collaborator, F. M. (Date). Title of the article in sentence caps without quotation marks [Notation]. *Name of the Journal, Newspaper, or Other Periodical in Heading Caps and Italics, Volume in Italics* (issue number), [pp.] page numbers.
doi:12.3456/abcd.123.45.6789

Corporate author. If a group is readily identified by an acronym, spell it out only the first time. For example,

"As reported in a government study (National Institute of Mental Health [NIMH], 2014) . . ." The next citation gives just the initials and year, (NIMH, 2014).
(United Nations [UN], 1999) Next Cite: (UN, 1999, p. 123)

E-documents. When quoting electronic documents without page numbers, cite paragraph numbers if given, after the paragraph symbol or abbreviation *para.* (e.g., Smith, 2000, ¶ 17). If there are no paragraph numbers, cite the nearest preceding section heading and count paragraphs from there (e.g., Smith, 2000, Method section, para. 4).

Book Format

Author, F. M., & Coauthor, F. M. (Date). *Title of the book or report in sentence caps and italics* (Xth ed.). Place of publication, State: Publisher.

Policy S12-3

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Policy S12-7

"Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

S12-7

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Grading will be based on the following criteria:	TOTAL %
CEQA Textbook Summaries	=8%
Service section	
Meeting Plan	= 1
Journals (1-3)	<u>= 12</u>
	= 13%
◆ Notice of Exemption assignment	= 1%
◆ Initial Study/Neg Dec	
Draft IS	= 20***
Final IS/ND	= 8
*Extra Credit for Early Draft(s) {bring to class}	
	= 28%
◆ EIR Sections	
Individual Alternative	= 3
Contract (Group)	= 2
Individual Draft	= 15***
Peer comment letters	= 5
Final Draft (Group)	= 10
AND Revised contract (Group)	
Presentation	<u>= 5</u>
	= 40%
◆ Participation	= 10%
	= 100 %

GRADING

97 – 100% A+	81 - 86 B	68 - 70 C-
91 - 96 A	79 - 80 B-	66 - 67 D+
89 - 90 A-	77 - 78 C +	60 - 65 D
87 - 88 B+	71 - 76 C	56 - 59 D-
		55 or below F

IMPORTANT REMINDER: Late Assignments/Deliverables are not accepted in EIA. ALL DELIVARABLES/ ASSIGNMENTS ARE DUE BY 10:30 AM

COURSE OUTLINE (SUBJECT TO CHANGE WITH FAIR NOTICE)

CLASS DATE	TOPIC	REQUIRED READINGS—COMPLETED BEFORE LECTURE. <i>RECOMMENDED READINGS ARE NOT REQUIRED AS PART OF YOUR "SUMMARIES" GRADE, BUT STUDENTS CAN EARN EXTRA CREDIT</i> EACH Week: Please also see corresponding web sources links for each Lecture/resource area.	ASSIGNMENTS	ACTIVITY
1/23	Introduction to <ul style="list-style-type: none"> <input type="checkbox"/> Each other <input type="checkbox"/> Impact Assessment; <input type="checkbox"/> Agencies, Decisions 	REQUIRED: <i>California Planning Guide: An Introduction to Planning in California.</i> (2005). {Take notes up to p.12} Web: www.ceqanet.ca.gov/QueryForm.asp http://resources.ca.gov/ceqa/index.html www.sanjoseca.gov/index.aspx?NID=2033		
1/30	Intro to CEQA: Overview and Exemptions February 3 Last Day to Drop!	REQUIRED: <i>State Clearinghouse Handbook (2012)</i> {Notes p.1-23} Web: http://www.opr.ca.gov/ ** http://www.opr.ca.gov/m_stateclearinghouse.php *** www.opr.ca.gov/s_technicaladvisories.php RECOMMENDED: CEQA Statutes and Guidelines 2014 (p. 112-125)	<input type="checkbox"/> Notice of CEQA Exemption Meeting Plan	Meeting Plan Public Meeting Start Journal
2/6	Initial Study: Individual and Cumulative Impacts; Thresholds of Significance	REQUIRED: B, B & R Ch. 1 AND 2 <u>Be prepared for In-Class assignment:</u> MUST READ Brookside Estates PROJECT DESCRIPTION and "BIOLOGICAL RESOURCES" http://www.sanjoseca.gov/documentcenter/view/2239 http://www.sanjoseca.gov/index.aspx?NID=2165	Deliverable Due: (bring to Class) <input type="checkbox"/> Meeting Plan <input type="checkbox"/> Notice of CEQA Exemption	Public Meeting
2/13	Mitigated Negative Declaration; Mitigations and Monitoring Plans Resource Areas: <input type="checkbox"/> Land use/planning	REQUIRED: B, B & R Ch. 3; <u>Be prepared for In-Class assignment:</u> MUST READ Brookside Estates MND http://www.sanjoseca.gov/documentcenter/view/2254 Web: http://www.opr.ca.gov/s_infilldevelopment.php <i>CEQA Streamlining for Infill Projects (SB 226)</i> http://www.opr.ca.gov/s_sb226.php	NEW Assignment 2/13 <input type="checkbox"/> Initial Study	Public Meeting

		<p>City of San Jose General Plan EIR (for existing conditions and cumulative impacts)</p> <p>http://www.sanjoseca.gov/index.aspx?nid=2091</p> <p>http://www.sanjoseca.gov/index.aspx?NID=1736</p> <p>RECOMMENDED: <i>CEQA Statutes and Guidelines 2014</i> (p.126-137)</p> <p><i>Mitigated Negative Declarations: CEQA Technical Advice Series</i></p> <p>http://www.opr.ca.gov/s_technicaladvisories.php</p>		
2/20	Field Trip (Prepare and read field trip notes)	<p>REQUIRED B, B & R Ch. 4</p> <p>Web: BIOS</p> <p>BIOGEOGRAPHIC INFORMATION & OBSERVATION SYSTEM</p> <p>MARINEBIOS - A MARINE AND COASTAL MAP VIEWER</p> <p>CALIFORNIA HABITAT CONNECTIVITY PROJECTS</p> <p>www.dfg.ca.gov/biogeodata/bios/</p>		Public Meeting
2/27	<input type="checkbox"/> Biotics <input type="checkbox"/> Agriculture <input type="checkbox"/> Course evaluation 1 <input type="checkbox"/> NEW : Identify Service Learning Site	<p>REQUIRED B, B & R Ch. 6</p> <p><i>State of California: The Natural Resources Agency DEPARTMENT OF FISH AND WILDLIFE</i></p> <p><i>Biogeographic Data Branch</i></p> <p><i>California Natural Diversity Database</i></p> <p><i>STATE & FEDERALLY LISTED ENDANGERED & THREATENED ANIMALS OF CALIFORNIA</i></p> <p><i>January 2015</i></p> <p>https://www.dfg.ca.gov/biogeodata/cnddb/plants_and_animals.asp</p> <p><u>In-Class Assignment be prepared: Read Brookside Estates: SCV Audubon Society Appeal Letter</u></p>		Public Meeting
3/6	<p>Public Comments/ public review</p> <input type="checkbox"/> Archaeological resources <input type="checkbox"/> Historic resources	<p>REQUIRED B B, B & R Ch. 6</p> <p><i>California Public Resources Code 21083.2. Archeological Resources</i></p> <p>http://ohp.parks.ca.gov/?page_id=21721</p> <p>http://tribalgovtaffairs.ca.gov/Resources/</p> <p><i>Determining the Significance of Impacts to Archaeological and Historical Resources: California Environmental Quality Act Title 14; Chapter 3; Article 5; Section 15064.5</i> http://www.nabc.ca.gov/Article_5.html</p> <p>Web: CA Building Codes and California Code of Regulations</p> <p>http://lawlibrary.ggu.libguides.com/CaliforniaLaw</p> <p>RECOMMENDED: <i>CEQA Statutes and Guidelines 2014</i> (p.128-140);</p>	<input type="checkbox"/> 3/6 Deliverable: Due Draft Initial study (20% of grade) {via Turn-It-In.com)	<p>Service Learning Site (total =14 hours for semester)</p> <p>Service Learning – 2 hr</p>

		<p>p.214-219) California Historical Resources Information System (CHRIS) http://ohp.parks.ca.gov/?page_id=1068 ARCHEOLOGY AND HISTORIC PRESERVATION: Secretary of the Interior's Standards and Guidelines http://www.cr.nps.gov/local-law/arch_stnds_0.htm <i>CA State Library (2002) Early California Laws and Policies Related to California Indians</i> <input type="checkbox"/> http://www.library.ca.gov/crb/02/14/02-014.pdf</p>		
3/13	<input type="checkbox"/> Traffic <input type="checkbox"/> Noise <input type="checkbox"/> Márquez return IS comments	<p>REQUIRED B, B & R Ch. 7 <i>Transportation City of San Jose Design Guidelines</i> http://www.sanjoseca.gov/index.aspx?NID=1882 NOISE http://www.sanjoseca.gov/documentcenter/view/511 <i>SEE NOISE APPENDIX for City of San Jose Existing Conditions</i> http://www.sanjoseca.gov/index.aspx?nid=2091 <i>CEQA Statutes and Guidelines 2014(p. 137-143)</i></p>	<input type="checkbox"/> 3/13 Deliverable: DUE: Hand in Journal – 4 Govt meetings Due {via email attachment or notebook} <input type="checkbox"/> 3/13 Reading/Summaries#1 : 1) <i>California Planning Guide: An Introduction to Planning in California. (2005). {Take notes up to p.12}; 2)State Clearinghouse Handbook (2012){Notes p.1-23}SUPER BRIEF for this; 3) B, B & R Ch. 1 AND 2; 4)B, B & R Ch. 3; 5) B, B & R Ch. 4{via email attachment or in a notebook}</i>	Service Learning – 2 hr
3/20 {3/23-3/27 Spring Break}	<input type="checkbox"/> NEW** Assignment Team Draft EIR and Individual Alternative <input type="checkbox"/> AIR	<p>REQUIRED B, B & R Ch. 7 Read BAAQMD CEQA Guidelines 2011 (p. 1-4; 2-1 to 2-7; 4-1 to 4-11) (Skim p. 3-1 to 3-5 and 5-1 to 8-6 and Appendix C) **Geographic Impacts of Global Change: Interactive Map http://www.opr.ca.gov/m_climatechange.php *** Cal-Adapt is a web-based climate adaptation planning</p>	<input type="checkbox"/> 3/20Deliverable: Due:Final IS/MND/ NOP {via Turnitin.com}	Service Learning – 2 hr

	<input type="checkbox"/> Greenhouse Gases/Climate Change http://opr.ca.gov/docs/june08-ceqa.pdf <input type="checkbox"/> Energy http://www.sanjoseca.gov/index.aspx?NID=1500 ** <input type="checkbox"/>	Tool: Interactive Map to identify potential climate change risks in specific geographic areas http://cal-adapt.org/ Main website: http://resources.ca.gov/climate/safeguarding/ RECOMMENDED: CEQA Statutes and Guidelines 2014 (p. 142-157)	<input type="checkbox"/> 3/20 In Class DRAFT Team Contract with Approval and <input type="checkbox"/> 3/27 Via EMAIL: Typed Team Contract (group)	
4/3	<input type="checkbox"/> Team Meeting to decide one Alternative <input type="checkbox"/> Envir. Impact Reports (EIRs) and Drafting Process <input type="checkbox"/> WATER/Hydrology <input type="checkbox"/> Geology	REQUIRED B, B & R Ch. 8 <input type="checkbox"/> CEQA and Low Impact Development Stormwater Design: Preserving Stormwater Quality and Stream Integrity Through (CEQA) Review http://www.opr.ca.gov/s_technicaladvisories.php <input type="checkbox"/> Web: Water { http://www.sanjoseca.gov/index.aspx?NID=1572 Earthquakes, Fire, Flood, Tsunami} http://myhazards.calema.ca.gov/ GIS Hazards Mapping Tool http://myplan.calema.ca.gov/ Hazard Mitigation Web Portal http://hazardmitigation.calema.ca.gov/	<input type="checkbox"/> Deliverable: Due 4/3 Individual Alternatives {bring to Class) <input type="checkbox"/> And Reading/Summaries #2: B, B & R Ch. 6; B, B & R Ch. 7; and B, B & R Ch. 8 AND Very Brief notes on BAAQMD CEQA Guidelines 2011 CEQA and Low Impact Development Stormwater Design: Preserving Stormwater Quality and Stream; (Via email attachment or in a notebook)	Service Learning – 2 hr
4/10	<input type="checkbox"/> Hazards <input type="checkbox"/> Environmental Justice (EJ)	REQUIRED B, B, B & R Ch. 9 Web: *GeoTracker <i>environmental data for regulated facilities in California (Interactive Map)</i> * https://geotracker.waterboards.ca.gov/ ** CalEnviroScreen Version 2.0 {EJ Mapping Applications and Data}	<input type="checkbox"/> Deliverable Due Full Individ. EIR Section {via Turnitin.com	Service Learning – 2 hr

		<p>http://www.calepa.ca.gov/EnvJustice/ ***http://oag.ca.gov/environment/communities/justice **** MyEnvironment provides immediate access to a cross-section of environmental data for any geographical location in the U.S. http://www.epa.gov/myenvironment/ CEQA and EJ http://oag.ca.gov/environment/communities/justice</p> <p>RECOMMENDED: <i>CEQA Statutes and Guidelines 2013</i> (p.169-176) Http://www.epa.gov/compliance/environmentaljustice/index.html</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Guidelines for evaluating and mitigating seismic hazards in California 2008</i> http://www.conservation.ca.gov/cgs/shzp/Pages/shmppg_minfo.aspx <input type="checkbox"/> Senate Bill 244:Land Use, General Plans, and Disadvantaged Communities (2013) http://opr.ca.gov/docs/SB244_Technical_Advisory.pdf 		
4/17	<ul style="list-style-type: none"> <input type="checkbox"/> Population /Housing <input type="checkbox"/> City Services 	<ul style="list-style-type: none"> <input type="checkbox"/> Web: http://www.sanjoseca.gov/index.aspx?NID=1739 <input type="checkbox"/> http://www.sanjoseca.gov/Index.aspx?NID=1441 	<p>Return EIR Individual Comments 4/17 Due Peer comment letters</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deliverable Due Journal – 6 minimum hours service (goal=7) {via email attachment or bring to class} 	Serv. Lrng– 2 hr
4/24	<ul style="list-style-type: none"> <input type="checkbox"/> EIR Tiering <input type="checkbox"/> Cumulative impacts Growth-inducing impacts 	<p>REQUIRED B, B & R Ch.5 RECOMMENDED: <i>The Planner's Guide to Specific Plans (2001)</i> http://opr.ca.gov/docs/specific_plans.pdf <i>Strategies for Sustainable Communities: A Guidebook Based on California Community Types (2010)</i> http://opr.ca.gov/docs/StrategiesforSustainableCommunities.pdf</p>	<p>Deliverable Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revised Individual Comments Progress {via email attachment and bring to class} 	Service Learning – 2 hr
5/1	<ul style="list-style-type: none"> <input type="checkbox"/> Envir. Impact Statements (EISs); Integrating 	<p>REQUIRED B, B & R Ch.10 RECOMMENDED: <i>CEQA Statutes and Guidelines 2013</i> (p.177-187) <i>NEPA and CEQA: Integrating Federal and State Environmental Reviews</i></p>		

	with NEPA <input type="checkbox"/> Group Work <input type="checkbox"/> Critiques of CEQA and NEPA	<i>Handbook (2014)</i> www.opr.ca.gov/docs/NEPA_CEQA_Handbook_Feb2014.pdf		
5/8	Presentations Final Course Evaluation	REQUIRED B, B & R Ch.11 RECOMMENDED: <i>NEPA OVERVIEW & ANALYSIS</i> (2010) Environmental Law Workshop Loyola Law School/Sierra Club Angeles Chapter http://www.maurlaw.com/files/nepa_ppt_final_3_27_2010.pdf	<input type="checkbox"/> 5/8 Due: Reading/Summaries #3 B, B & R Ch.9, 5,10, and 11 {via email attachment or notebook}	
		RECOMMENDED: <i>The California Environmental Quality Act in Action: Fifteen Years of Reported Appellate and Supreme Court Decisions from 1997-2013 (2014)</i> http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2527665	<input type="checkbox"/> 5/8 Deliverable Due Journal 7-8 hours {via email attachment or notebook}	
Final Exam Time	Final Presentations ** note earlier start time and check final exam time against other classes**	DUE: <input type="checkbox"/> Revised EIR Contract <input type="checkbox"/> Group Final EIR	Due: All Deliverables Due {No Later Than} Tuesday, May 19th 0945-1200 noon	