

San José State University
Environmental Studies Department

ENVS 185, Environmental Impact Assessment, Section 01, Spring 2017

Course and Contact Information

Instructor:	Ada E. Márquez
Office Location:	Washington Square Hall 115C
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Office Hours:	Tuesdays 1:30 – 3:30 pm and by appointment
Class Days/Time:	Tuesday/Thursday 12:00 pm- 1:15 pm
Classroom:	Dudley Moorhead Hall (DMH) 167
Prerequisites:	EnvS 001 and EnvS 124, or instructor consent

Course Format

Course Description

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.

Course Learning Outcomes

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

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

Upon successful completion of this course, students will be able to submit the following deliverables:

LO 1 and LO 3: Complete a preliminary environmental impact analysis, an Initial Study, under the California Environmental Quality Act (CEQA)

LO 4A: Students will submit a team report, an Environmental Impact Report (EIR) under the California Environmental Quality Act (CEQA) and a team presentation

LO 4C: Students will submit documentation of community service by participating in government meetings and environmental volunteer work for non-profits or community, grass-roots organizations

Required Texts and Readings

Textbooks

Herson, A., & Lucks, A.L. (2008). *CA Environmental Law and Policy: A Practical Guide*. Point Arena, CA: Solano Press. {H & L}. This book is available in the course reserves at the SJSU's MLK Library. This book will be required to for the environmental impact assessment documents.

Bass, R.E., K. Bogdan, and T. Rivasplata. (2012). *CEQA Deskbook, Third edition*. Solano Press Books, Point Arena, CA. {B, B & R} Can be ordered on-line <http://solano.com/processxml.asp?tid=Q29&StyleSheet=title.xsl>

In addition, please go to this web page and down load the FREE CEQA Updates/Addendums pdf's for 2013, 2015, and 2016 for this book.

California Environmental Quality Act(CEQA). (2016). *Statute and Guidelines*. Association of Environmental Professionals. Provided via <http://resources.ca.gov/ceqa/> or ENVS 185 Google Folder

Other Readings

Berkeley Law Resources: <https://www.law.berkeley.edu/library/dynamic/guide.php?id=47>

SJSU's Electronic Journals Index, with your student ID login information, you have free access from off-campus: <http://library.sjsu.edu/journal-titles/get-library-passwords>

Golden Gate University environmental law journal: http://digitalcommons.law.ggu.edu/gguelj/all_issues.html

All other EIA materials will be in the ENVS 185 EIA Google folder.

Course Requirements and Assignments:

Requirements

1. Credit-hours statement: 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.” ENVS 185 requires an additional two (2) hours per week outside of class time for activity.
2. 3-unit lecture: 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.

1-unit Community and Service Activity: 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. Students are required to complete the 1-unit Service Activity which is 2 hours weekly (independently). The deliverables include attending government meetings (first half of the semester) and community service (second half of the semester) for a non-profit organization and submit a journal/report. Students will select government meetings and volunteer hours according to their individual availability. 2 hours weekly (independent): (JOURNAL #1) Students will attend a minimum of 5 government meetings. A minimum of two meetings must be attended at the agency's building and the other three 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 (and at total for 2 hours for journal entries). To pass this course, both the Lecture and Service Activity must be completed per ENV5 185 syllabus.

Basic Task Table

Student Tasks	Instructor Tasks
Approximately 5-8 government meetings; Journal entries for each meeting	Attend 2-3 meetings; Read and comment on student journal entries for each meeting
Field visits to project site; Service learning experience approved by instructor; Journal entries for service learning experience	Attend 1-2 project site visit; Approve service learning experience; Read and comment on journal entries; Attend some service learning events

3. **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
4. **Readings:** Please expect to attend all lecture/discussions and complete all readings *before* the class period. Completing the assigned readings will significantly improve your understanding of CEQA and other environmental laws. ENV5 185 is a fast-paced course and lecture time cannot cover everything.
5. **Group work:** Group points add up to 10% of your final grade. Group work is hard, and requires excellent follow through. Please try to know your limits and *do not overcommit*.
6. **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-10%).**
7. **In-class writing assignments and participation:** During lectures, I will ask questions about the course materials. 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. In addition, we will complete in- class writing analysis assignments to strengthen your EIA skills. Be aware that we will also complete group work in class. **NOTE: In-class assignments cannot be made up (10%).**
8. **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 via Turnitin.com.**
9. **Late Assignment Policy:** I do not accept late assignments. Therefore, 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. **ALL ENV5 185 EIA deliverables are due via Turnitin.com by class due date and time; students will receive an automatic "0" for any assignments not submitted via Turnitin.com.**

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

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.

10. Citation Style Required in ENVS 185:

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

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

Barry, J. M. (2004). The site of origin of the 1918 influenza pandemic and its public health implications [Commentary]. *Journal of Translational Medicine*, 2(3), 1-4. Retrieved January 15, 2005 from <http://www.translational-medicine.com/>

Brewer, B. W., Scherzer, C. B., Van Raalte, J. L., Petipas, A. J., & Andersen, M. B. (2001). The elements of (APA) style: A survey of psychology journal editors. *American Psychologist*, 56, 266-267.

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, para. 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.

Beers, M. H., & Berkow, R. (Eds). (1999). *The Merck manual of diagnosis and therapy* (17th ed.). Retrieved from <http://www.merck.com/pubs/manual/>

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: MacMillan

Assignments

Grading will be based on the following criteria:	TOTAL %
<i>Service section:</i> Meeting Plan (2 pt) Journals (1-3) <u>(12 pt)</u>	= 14%
<i>Notice of Exemption assignment</i>	= 1%
<i>Draft Initial Study/Neg Dec</i>	= 20%
<i>Final IS/ND</i>	= 10%
<i>EIR Sections</i>	= 30%
* Individual Alternative (5 pt)	
* Contract (Group) (5 pt)	
* Individual Draft (20 pt)	
<i>Final Draft (Group)</i>	= 10%

Presentation = 5%

In class Writing Assignments and Participation
(free-writes, questions from readings, etc) = 10%

Course Total = 100%

Grading Information

The course grade will be determined based on a total 100 possible points. Accumulated points that fall within the grade scale below determine your semester grade.

A+ 97–100	A 92–96	A- 89–91	
B+ 86–88	B 81–85	B- 79–80	
C+ 76–78	C 72–76	C- 69–71	
D+ 67–68	D 64–66	D- 60–64	F < 60

Determination of Grades

See Course Requirements and Assignments for information on how grades are assessed.

Final Examination or Evaluation

University policy requires an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean. In this course, you will provide your final EIR document during the exam period.

Classroom Protocol

Safe Classroom: We are all learning together here. Students are expected to be professionals and be punctual to class lectures. 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.**

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

ENVS 185 Environmental Impact Assessment, Spring 2017 Course Schedule

IMPORTANT REMINDER: Late Deliverables/Assignments are NOT accepted in EIA. All deliverables/ assignments are **due by the beginning of scheduled class time via TURNITIN.COM**

COURSE OUTLINE/SCHEDULE SUBJECT TO CHANGE WITH FAIR NOTICE VIA EMAIL AND IN-CLASS.

Lectures on resource areas could potentially be moved to accommodate guest speakers.

Course Schedule

Week	Date	Topics, Required Readings, Assignments, Activity, Deadlines
1	1/26 & 1/31	Introduction to -Each other, Syllabus <input type="checkbox"/> Environmental Impact Assessment; Agencies, Decisions
	READINGS COMPLETE BEFORE LECTURE	REQUIRED: <i>Begin to read: California Planning Guide: An Introduction to Planning in California.</i> (2005). Web: http://www.ceqanet.ca.gov/ http://resources.ca.gov/ceqa/index.html www.sanjoseca.gov/index.aspx?NID=2033
	NEW ASSIGNMENTS	NEW assignments: 1/26 <input type="checkbox"/> Meeting Plan <input type="checkbox"/> Notice of CEQA Exemption Ask questions: Syllabus, Meeting Plan and Notice of CEQA Exemption
	ACTIVITY	
2	2/2 & 2/7	Intro to CEQA: Overview and Exemptions Tuesday, February 7th Last Day to Drop Courses without an Entry on Student's Record
	READINGS	REQUIRED: Complete reading <i>California Planning Guide: An Introduction to Planning in California.</i> (2005). Web: http://www.opr.ca.gov/ <input type="checkbox"/> Read B, B, R Ch. 2 RECOMMENDED: CEQA Statutes and Guidelines 2016 {15000-15007}pp. 120-125 CEQA Statutes and Guidelines 2016 Appendix E: Notice of Exemption p. 275 <input type="checkbox"/> Read H&L Ch. 1 Intro and Environmental/Land Use Planning
	ASSIGNMENTS Deliverables	Deliverables Due: 2/2 <input type="checkbox"/> Meeting Plan <input type="checkbox"/> Notice of CEQA Exemption
	Activity	<input type="checkbox"/> Public Meeting
3	2/9 & 2/14	Initial Study: Individual and Cumulative Impacts; Thresholds of Significance Resource Areas: <input type="checkbox"/> Land use/planning <input type="checkbox"/> SB-1000 Land use: general plans: safety and environmental justice.(2015-2016) https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB1000
	ASSIGNMENTS READINGS	REQUIRED: Be prepared for In-Class assignment #1: MUST READ Initial Study Topgolf @ Terra Project (GPT16-001 and PDC16-013) : PROJECT DESCRIPTION pp.1-26

Week	Date	Topics, Required Readings, Assignments, Activity, Deadlines
		<input type="checkbox"/> Be prepared to submit notes from reading and class discussion <input type="checkbox"/> Bring a soft or hard copy of <i>CEQA Statutes and Guidelines 2016 Appendix G: Environmental Checklist form</i> Web: http://www.opr.ca.gov/m_stateclearinghouse.php https://www.opr.ca.gov/s_announcementsandtechnicaladvisories.php www.opr.ca.gov/s_technicaladvisories.php <input type="checkbox"/> Read B, B & R Ch. 3 RECOMMENDED: Read H&L Ch. 3 Local Land Use Planning and Regulation <input type="checkbox"/> CEQA Statutes and Guidelines 2016 {15060-15065 }pp. 132-143
	Activity	<input type="checkbox"/> Public Meeting
4	2/16 & 2/21	Initial Study and Mitigated Negative Declaration (MND) Topgolf @ Terra Project PDC16-013, GPT16-001 Environmental Justice in CEQA? Mark Espinoza: <i>Topgolf a terrible idea for Alviso</i>
	READINGS	REQUIRED: Be prepared for In-Class assignment #2: Initial Study Topgolf @ Terra Project : READ SECTION 4.10 LAND USE pp. 155- 160 <input type="checkbox"/> Be prepared to submit notes from reading and class discussion <input type="checkbox"/> Read B, B & R Ch. 4 CEQA and EJ http://oag.ca.gov/environment/communities/justice RECOMMENDED: CEQA Statutes and Guidelines 2016 {15070-15075}pp. 144-150
	NEW 2/16 ASSIGNMENT	<input type="checkbox"/> ENVS 185 Project Initial Study: Appendix G Environmental Checklist
	Activity	<input type="checkbox"/> Public Meeting
5	2/23 FIELD TRIP	Field Trip (Prepare and read field trip notes) Required <input type="checkbox"/> Biological Resources
	READINGS	REQUIRED: Read B, B & R Ch. 6 <input type="checkbox"/> Read H&L Ch. 14 Fish and Wildlife RECOMMENDED: CEQA Statutes and Guidelines 2016 {15080-15097} pp. 150-165 Web: BIOS biogeographic information & observation system https://www.wildlife.ca.gov/Data/BIOS Conservation and Management of Wildlife and Habitat https://www.wildlife.ca.gov/Conservation State of California: The Natural Resources Agency DEPARTMENT OF FISH AND WILDLIFE Biogeographic Data Branch California Natural Diversity Database https://www.wildlife.ca.gov/Data/CNDDB STATE & FEDERALLY LISTED ENDANGERED & THREATENED ANIMALS OF CALIFORNIA https://www.wildlife.ca.gov/Data/CNDDB/Plants-and-Animals
	Activity	<input type="checkbox"/> Public Meeting
6	2/28 & 3/2	Public Comments/ public review <input type="checkbox"/> Cultural/ Tribal/Archaeological resources
	READINGS	REQUIRED: In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project BIOLOGICAL RESOURCES pp. 69-104 <input type="checkbox"/> <u>Topgolf MND Environmental Group Comment Letter</u> RECOMMENDED: CEQA Statutes and Guidelines 2016 {15100-15112} pp.165-168 CA Dept. of Parks and Recreation Cultural Resources Division http://www.parks.ca.gov/?page_id=22491

Week	Date	Topics, Required Readings, Assignments, Activity, Deadlines
		<p>California Public Resources Code 21083.2. Archaeological Resources http://ohp.parks.ca.gov/?page_id=21721 AB52 Tribal Cultural Resources and CEQA http://ohp.parks.ca.gov/?page_id=21721 California Native American Heritage Commission (Laws, Local Ordinances & Codes) http://nahc.ca.gov/codes/ http://tribalgovtaffairs.ca.gov/Resources/</p>
	Activity	<input type="checkbox"/> Public Meeting
7	3/7 & 3/9 ASSIGNMENTS Deliverables	<input type="checkbox"/> Transportation /Traffic Deliverable DUE 3/9: Draft Initial study <input type="checkbox"/> (20% of grade) { via Turn-It-In.com)
	READINGS	REQUIRED: In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project TRANSPORTATION pp. 186-229 Web: CA Building Codes and California Code of Regulations http://lawlibrary.ggu.libguides.com/CaliforniaLaw
	Service-Activity	<input type="checkbox"/> Due: Identify Service Learning Site-via in-class Free-write =(total =14 hours for semester and 2 hours for journal/report writing) =2 hours per week minimum; Choose your own schedule/hours/week
8	3/14 & 3/16 ASSIGNMENTS Deliverables New assignment	<input type="checkbox"/> Air Quality <input type="checkbox"/> Greenhouse Gas Emissions https://www.opr.ca.gov/s_ceqaandclimatechange.php ; https://www.opr.ca.gov/s_climatechangeresources.php <input type="checkbox"/> Deliverable Due: Hand in Journal –Gov’t 5 meetings {notebook or binder} 3/16 <input type="checkbox"/> Márquez return IS comments and explain NEW IS/MND/ NOP deliverable 3/16
	READINGS	REQUIRED: Read B, B & R Ch. 7 <input type="checkbox"/> <u>In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project AIR QUALITY pp. 59-68</u> RECOMMENDED: Read H&L Ch. 5 Air Quality **Geographic Impacts of Global Change: Interactive Map http://www.opr.ca.gov/m_climatechange.php *** Cal-Adapt is a web-based climate adaptation planning 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/ CEQA Statutes and Guidelines 2016 {15140-15155} p.181-184 And Appendix F: Energy Conservation p. 276
	Activity	=2 hours per week minimum; Choose your own schedule/hours/week
9	3/21 & 3/23 ASSIGNMENTS Deliverables	Envir. Impact Reports (EIRs) and Drafting Process <input type="checkbox"/> Hydrology and Water Quality <input type="checkbox"/> Deliverable DUE 3/23: Final IS/MND/ NOP {via turnitin.com}
	READINGS	REQUIRED Read B, B & R Ch. 7 <input type="checkbox"/> <u>In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project HYDROLOGY AND WATER QUALITY pp. 142-154</u> RECOMMENDED: CEQA Statutes and Guidelines 2016 Appendix I: Notice of

Week	Date	Topics, Required Readings, Assignments, Activity, Deadlines
		Preparation p. 295 <ul style="list-style-type: none"> <input type="checkbox"/> Read H&L Ch. Ch. 10 Water Quality <input type="checkbox"/> Web: Water http://www.scvurppp-w2k.com/Default.htm ; http://www.waterboards.ca.gov/sanfranciscobay/
	Activity	=2 hours per week minimum; Choose your own schedule/hours/week
		March 27-31st Spring Break, Campus Closed!
10	4/4 & 4/6 NEW ASSIGNMENTS	<ul style="list-style-type: none"> <input type="checkbox"/> Geology and Soils **4/6 NEW** Deliverable: Team Draft EIR and <input type="checkbox"/> Individual Alternative Project Description <input type="checkbox"/> Deliverable: Due 4/6: In Class DRAFT Team Contract with Approval and Via EMAIL: within 24 hours (group)
	Activity	=2 hours per week minimum; Choose your own schedule/hours/week
	READINGS	REQUIRED Read B, B & R Ch. 8 <ul style="list-style-type: none"> <input type="checkbox"/> <u>In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project GEOLOGY pp. 114-122</u> RECOMMENDED: CEQA Statutes and Guidelines 2016 Appendix L: Notice of Completion of Draft EIR p. 300 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/ <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/shmppgminfo.aspx
11	4/11 & 4/13 ASSIGNMENTS Deliverables	<ul style="list-style-type: none"> <input type="checkbox"/> Hazardous Materials and Toxic Substances <input type="checkbox"/> DUE 4/13 Typed Team Contract hard copy to Márquez <input type="checkbox"/> DUE I4/13 ndividual Alternative Project Description {bring to Class} <input type="checkbox"/> In-Class: Team Meeting to decide on Team Project Alternative; verbal consensus and a draft before leaving class <input type="checkbox"/> DUE no later by next Friday: Each team must have their Draft Project Alternative Description completed and shared
	READINGS	REQUIRED Read B B, B & R Ch. 9 <ul style="list-style-type: none"> <input type="checkbox"/> <u>In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project HAZARDS AND HAZ MAT pp. 129-141</u> RECOMMENDED: CEQA Statutes and Guidelines 2016 Appendix D: Notice of Determination p. 274 <ul style="list-style-type: none"> <input type="checkbox"/> Read H&L Ch. 7 Hazardous Materials and Toxic Substances Web: *GeoTracker <i>environmental data for regulated facilities in California</i> (Interactive Map) * https://geotracker.waterboards.ca.gov/ ** CalEnviroScreen Version 2.0 {EJ Mapping Applications and Data} http://www.calepa.ca.gov/EnvJustice/ *** MyEnvironment provides immediate access to a cross-section of environmental data for any geographical location in the U.S. http://www.epa.gov/myenvironment/
	Activity	2 hours per week minimum; Choose your own schedule/hours/week
12	4/18 & 4/20 ASSIGNMENTS	<ul style="list-style-type: none"> <input type="checkbox"/> Hazardous Wastes <input type="checkbox"/> Deliverable Due 4/20: Individual EIR Section Proposed Project Analysis {via turnitin.com}

Week	Date	Topics, Required Readings, Assignments, Activity, Deadlines
	READINGS	REQUIRED Read B B, B & R Ch. 9 <input type="checkbox"/> In-Class Assignment be prepared to analyze and discuss Initial Study Topgolf @ Terra Project MANDATORY FINDINGS OF SIGNIFICANCE pp.235-239 RECOMMENDED: CEQA Statutes and Guidelines 2016 Appendix D: Notice of Determination p. 274 <input type="checkbox"/> Read H&L Ch. 8 Hazardous Wastes
	Activity	2 hours per week minimum; Choose your own schedule/hours/week
13	4/25 & 4/27 ASSIGNMENTS Deliverables	<input type="checkbox"/> Noise <input type="checkbox"/> Bring to class for team review and Márquez approval via turnitin.com <u>Deliverable Due 4/27: Individual EIR Sections: Introduction, Project Description (Proposed, Alternative, and No Project), and any other EIR sections</u>
	READINGS	REQUIRED Read B, B & R Ch.5 Read H&L Ch. 6 Noise
	Activity	2 hours per week minimum; Choose your own schedule/hours/week
14	5/2 & 5/4	<input type="checkbox"/> EIR Tiering <input type="checkbox"/> Cumulative impacts Growth-inducing impacts <input type="checkbox"/> Márquez return EIR Individual comments 5/4
	READINGS	REQUIRED Read B, B & R Ch.10
	Activity	<input type="checkbox"/> Deliverable Due: Service Learning: Submit Journal /Report
15	5/9 & 5/11	Presentations Final Course Evaluation - Last Day of Instruction
Final Exam		Note earlier time: Tuesday, May 23 0945-1200 Deliverable Due: EIR , Revised Contracts