

ESRM 301, Maintaining Nature in an Urban and Urbanizing World

Term Project Description (Proposal 5% of grade, Project 30% of grade)

The urban matrix includes a wide diversity of habitats and organisms. The physical conditions of the habitat strongly influence which plants and animals are able to survive.

For the term project, you will be assigned to a group. If you REALLY want to work with a friend in the class, let us know. Also, if you live far from campus and/or have transportation issues, let us know. The group will choose three different sites, which you will observe, analyze, and contrast over the quarter. We will call these three locations the “plaza,” “park,” and “greenbelt.” You will search for and identify the sites as a group, write up a proposal that describes each site, to be turned in for credit on **1/30** (see below for instructions) then observe the sites over several weeks and prepare a poster to be presented to the class on **March 15** during the time scheduled for our final. A group paper (up to 5 pages) is also expected at this time - see below.

You should plan time to be at each site as a group, but each of you *may* spend time with at each site by yourselves, as well.

Sites Sites may vary in size, but should be areas at least 5m X 5m.

Plaza This will be a heavily urbanized location such as downtown Seattle, Red Square, or a plaza at University Village. It should have *at least* 75% paved surface. NOTE: intersections are not to be used for this.

Park This is a mixed paved (no more than 40%) and vegetated area. Cultivated areas such as a residential yard with walkways or a city park or university area with sidewalks would be appropriate. Lawns count as vegetation.

Greenbelt This should have no paved areas and should have a varied structure of shrubs and trees, most of them native. You may want to portion it into the center and edge of the site and make separate observations.

Potential Project Sites (but you are in NO WAY limited to these sites)

Park:

Site	Location
Seattle Tilth & Good Shepherd Center	Wallingford, N 50 th St & Sunnyside Ave.; take #44 bus
The Quad	UW campus
Calvary Cemetery	Bryant, 35 th Ave NE & 55 th St., on #67 or #74 bus
Greenlake	On #48 bus
Volunteer Park	Capitol Hill, take #7, #9 or #48 bus
Magnuson Park	Sand Point Way & 65 th St., take #74 or #75

Plaza:

Site	Location
Red Square	UW campus
University Village Shopping	Area near Ravenna Gardens store, area between

Center	stores in the main mall
Washington Mutual Tower	1201 Third Ave., downtown
Garden of Remembrance	Benaroya Hall, downtown on bus #71, 72, 73
Harbor Steps	Across from Seattle Art Museum, downtown on bus #71, 72, 73
Seattle Center – fountain & various spots	Downtown
Pioneer Square	Downtown on bus #71, 72, 73

Greenbelt:

Site	Location
Ravenna Park / Cowen Park	15 th Ave. NE & Ravenna Blvd., or 25 th Ave. NE & 55 th St.
Union Bay Natural Area	UW campus
Kincaid Ravine	Under 45 th St. viaduct in U-District
Arboretum – south part	On #43 or #48 bus

Observations To get an adequate feeling for each site each group member should plan to spend several minutes a week at each location, sitting quietly and recording your observations. You may wish to keep a journal. You should plan on trying to go at different times of the day. If you can't go every week, try to spend longer periods of time at each site less frequently. **The point of spending time at the site over a period of time is not so much to view change through the quarter, but to adequately capture what happens at the site at more than just one point in time.** You might want to plan some times when the whole group goes together and some times when you go alone or with one other person.

1. First, observe the **physical nature** of the site.
 - a. How does the wind move through it? Sit or stand in different places and concentrate on feeling the wind.
 - b. Are some areas hotter than others? Why might that be?
(You may want to actually take a thermometer out and record temperatures)
 - c. Does rain penetrate all the areas equally? Is there run-off of water from the pavement? Where does it go? Is there anything different about this area?
 - d. Are the soils all the same? (You can take samples from around the area and make qualitative comparisons of texture and color – we can show you how to use a soil corer and can loan one to you)
 - e. Is there leaf litter on the ground?
 - f. What other aspects of the physical environment may be affecting the biological component? Are there buildings nearby?
2. Next,
 - a. Try to identify by both scientific and common name all the plants and most of the animals you see. Mosses, lichens, and fungi may be briefly described but not identified. This may not be easy to do this time of year, but give it a try. Sarah can work with you to identify plants if you bring parts of the plants with leaves, flower, and/or fruits.

- b. Briefly describe any patterns you see in the distribution of the plants, trying to relate them to the physical factors you have analyzed.
 - c. Try to identify insects into large groups (e.g., ants, caterpillars, beetles).
 - d. Please try to do this first with your group, using the references available at the Miller Library in Merrill Hall at the Center for Urban Horticulture, or other libraries. **Do not spend a long time on this – give it a try, then please see Sarah.** Try to determine how many of the organisms are native to the Pacific Northwest and how many are non-native (references should tell you this). Are there more non-natives at one site over another?
 - e. What other animals are there? Birds? Squirrels?
 - f. Where do you see animals (including insects)? Do they live at the site, are they using a resource like fruit or water there, or are they just passing through?
3. As you spend time at the sites, be sure to observe your fellow humans you see there. How are they using the sites? How do they seem to be reacting to the sites?
 4. Be sure to include **summaries** of the above information for **all three sites**.
 5. Be sure to refer back to class and studio discussion and incorporate and synthesis the material into your reports, as appropriate.
 6. In the conclusion, **discuss what you might do if you managed the site**.

Other You are expected to provide a scientific report of the physical and biological differences at the three sites. However, we recognize that many of you have additional talents and we invite you to also include them. Write poems that express each site, draw pictures, either abstract or representational, or whatever you like. We strongly suggest that you take photos of each site for your presentation.

Format

1. **You should prepare a powerpoint presentation that will be about 15 minutes long. You should have pictures or maps of the sites and should answer the questions above that your group believes best distinguishes the sites from each other. You do not need to address all the questions in the presentation.**
2. **In addition, as a group provide a brief report, up to five pages, that goes into as much more depth you think is necessary to convince us you have analyzed the site. Each person should take a portion of the report to have responsibility for and you should put your names on those sections. Make sure you answer the questions above, preferably in an essay format!**

Term Project Proposal (5% of class grade)

Your group must turn in a proposal describing the sites you intend to use. The proposal should include a brief introduction and a brief cursory description and profile of each site. List some of your expectations for each site. List all the team members on it. **This will be due 1/30 and should be about 1 page long.**

Grading of the Project

You are assigned to a group in a way that attempts to mix, as much as is possible, majors, grade levels and personalities. Part of the reason for the group project is that such projects are common in both the public and private sectors, as well as here at the UW, and you need to get comfortable with them.

Some groups click and some don't. So that there is some way to compensate for different levels of participation and creativity in a group, a widely used evaluation form has been designed to allow group members to grade themselves and their colleagues. However, **if there is a real problem in your group, do come and talk to us about it at any time.**

To clarify, you and each member of your team will receive a grade for the content of your Term Project. In addition, you and each member of your team will receive a grade for your individual contributions to the project, including content and group dynamics.

Here is how it works: A grade (0-100) is assigned (*by us*) to your group project. You grade *yourself* and *your co-workers* using the evaluation form. We calculate the average score for each individual in a group and the individual's score is compared to the group mean. If you score higher than the group mean, your project grade is increased. If your score is lower than the group mean, your project grade is decreased. These forms will be made available on the web page and should be turned in at the final poster session

The evaluation form gives you general guidance on how to evaluate aspects of group work. It should also give you insight into what is expected of you if you want your group project grade increased rather than decreased.

ESRM 301

CLASS PROJECT EVALUATION SHEET

Winter 2007

Name: _____

Please rate each of the members in your group (*including yourself*) with regard to their contribution to your course project on a scale of from 0 to 4 using the following criteria matrix.

	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project
0	Never showed up or was disruptive of the group process	None	Wasn't / Never turned in anything	Never said anything	None
1	Participated, but wanted to go in a different direction than the group		Got things done, but usually late		Minimum
2	Okay	About what was expected	Usually got things done on time	Was helpful	Average
3	Always participated, made sure everyone had a chance to participate.		Always got things done on time		Above Average
4	Helped get the group moving without dominating it.	Did the whole thing	Could be counted on to pick up the slack	Provided thoughtful, meaningful suggestions	Wouldn't have been possible without her/him

Student	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project

Comments: