

LAA 3350c  
Site Design and Planning Studio  
UF Department of Landscape Architecture  
Fall 2023

## SYLLABUS

### I. General Information

CLASS MEETINGS: 100% In-Person. MWF | Period 7-9 (1:55 PM – 4:55 PM)  
LOCATION: ARCH 0322  
CREDITS: 5 Credits

INSTRUCTOR: Rui Hu  
ARCH 432  
Office Hours: Tuesdays, Period 4, or by appointment  
[rui.hu@ufl.edu](mailto:rui.hu@ufl.edu)

### COURSE DESCRIPTION

*“Site Design is the art of arranging the external physical environment to support human behavior. It lies along the boundaries of architecture, engineering, landscape architecture and city planning, and it is practiced by members of all these professions. Site plans locate structures and activities in three-dimensional space and when appropriate, in time...no important element can be changed without widespread effects. The site is not simply a collection of buildings and streets but a system of structures, surfaces, spaces, living things, climates and details.”*

*Kevin Lynch*

This course will provide students the opportunity to apply basic site design principles on small-scale projects. This course will include a series of lectures, exercises, activities, projects, and field excursions. When possible, a Service-Learning component or project will be incorporated into the class. This course may include both group projects and independent work.

### PREREQUISITE KNOWLEDGE AND SKILLS

Students are required to have completed LAA 3352C.

### REQUIRED READINGS AND WORKS

#### Required

No text is required. Readings will be uploaded to the course shared folder or to Canvas.

#### Recommended

##### Design Resources

1. James A. LaGro, Jr. – **Site Analysis**
2. Booth, Norman – Basic Elements of Landscape Architectural Design
3. Ching, Frank – Architecture: Form, Space, & Order

4. Deasy, C. – Designing Places for People
5. Dines, Nicholas & Charles Harris – Time-Saver Standards for Landscape Architecture
6. Marcus, Clair Cooper & Sachs, Naomi A. – Therapeutic Landscapes
7. Marcus, Clare Cooper & Carolyn Francis – People Places
8. Eckbo, Garrett – Landscape for Living
9. Elam, Kimberly – Geometry of Design: Studies in Proportion and Composition
10. Kasprisin, Ron – Urban Design: the Composition of Complexity
11. Lydall, Sutherland – Designing the New Landscape
12. McHarg, Ian – Design with Nature
13. Motloch, John - Introduction to Landscape Architecture
14. Olin, Laurie – Transformation the Common Place
15. Simonds, J.O. – Landscape Architecture
16. Waldheim, Charles – The Landscape Urbanism Reader
17. Reid G.W. - From Concept to Form in Landscape Design
18. Whyte, W. H. - Social life of small urban spaces.

### Drawing Resources

1. Burden, Ernest – Entourage: A Tracing File for Architecture & Interior Design Drawing
2. Ching, Frank – Architectural Graphics
3. Doyle, Michael E. – Color Drawing
4. Evans, Larry – The New Complete Illustration Guide
5. Lin, Mike – Drawing and Designing with Confidence
6. Turner, James R. – Drawing with Confidence
7. Reid, Grant – Landscape Graphics – Plan, Section, & Perspective Drawing of Landscape Spaces
8. Sullivan, Chip – Drawing the Landscape
9. Walker, Theodore – Plan Graphics
10. Walker, Theodore - Perspectives
11. Wang, Thomas C. – Pencil Sketching

### Materials

Students are required to maintain a supply of drafting materials and supplies throughout the semester including 12, 18, or 24-inch rolls of tracing paper, (aka trash), a working laptop computer with current CAD software, and rendering materials and software (e.g. Adobe Suite, 3D modeling).

## II. Student Learning Outcomes (SLOs)

Each student in the LA program is expected to understand and apply the design process and continuously develop:

- a range of approaches (creative, cultural, and/or historic) to create spatial and temporal landscape compositions,
- multiple design alternatives before synthesizing ideas into a defensible plan and
- the ability to thoughtfully provide, receive, and respond to feedback and critique as part of iterative design decision making.

At the end of this course, students will be expected to have achieved the developing course learning objectives (CLOs) under the program SLO headings as follows:

<b>CONTENT</b>
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 - Integrate the history and theories of landscape architecture to planning and design decisions in the built and natural environment with consideration for urban, community, and ecological contexts.
CLO 2 - Demonstrate an understanding of basic site design and planning principles
SLO 2 - Apply core professional landscape architecture skills in design decision-making.
CLO 3 - Apply the design process across multiple scales and multiple contexts.
CLO 4 - Analyze site characteristics, including topography, climate, vegetation, and existing structures, to apply the appropriate organization of space and forms within the landscape.
SLO 3 - Apply ethical understanding to design decision-making.
CLO 5 - Examine the legal responsibilities and the role of landscape architecture in preserving and safeguarding human health, safety, and the public welfare through site design and planning.

<b>CRITICAL THINKING</b>
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
CLO 6 - Implement ideas that are grounded in the evaluation of data and the natural, physical, and social sciences to make informed design decisions that address and balance aesthetic, environmental, and social issues and goals.
CLO 7 - Evaluate the physical, biotic, climatic and cultural context of projects and integrate findings to validate design decision making.
CLO 8 - Synthesize objective and subjective information from multiple sources to support design decision making.
CLO 9 – Appraise the suitability of program elements for a particular site and analyze the diverse needs of users to consider all abilities, modes of perception, and equitable when deriving design solutions.
CLO 10 - Evaluate site specific ecological health and the impact of temporal change on design solutions.
CLO 11 - Establish environmental, social and economic objectives and desired outcomes for a project and identify data types and methods to measure design impact.
CLO 12 - Collect and compare data from various sources after selecting key indicators that align with project objectives to determine possible impacts.

<b>COMMUNICATION</b>
SLO 5 – Produce professional visual, oral, and written communications.
CLO 13 – Articulate the criteria and methodology used in an evaluation of a site or program.
CLO 14 – Express ideas concretely through oral and visual communication.

### III. Graded Work

#### DESCRIPTION OF GRADED WORK

Project 1 - Reitz Union North Green Re-envision (35% of total grade)

Students will redesign an attractive public gathering space at the site of Reitz Union North Lawn at the University of Florida. In addition to conceptual and schematic design during the design process, students

will develop a final graphic report or poster. Teamwork peer evaluation will affect your final grade on the project.

Project 2 - TBA (40% of total grade)

TBA. Project 2 will focus on therapeutic/healing garden design.

Exercises (15% of total grade)

Throughout the semester, students will be assigned four exercises to further extend their knowledge beyond Project 1 and Project 2. These exercises will involve finding relationships between music and landscape design, parking lot design, social life and urban space, as well as engaging in peer teaching.

Instructor Assessment (10% of total grade)

Instructor will grade students based on the class engagement and participation.

The graded work assesses the course learning objectives as follows:

Assessment	LAA 3350c - Course Learning Objectives (CLOs)													
	SLO 1		SLO 2		SLO3	SLO 4						SLO 5		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Exercise 1__Building Bridge with Music	X					X								X
Exercise 2__Parking Lot Design	X	X	X	X	X		X		X					X
Exercise 3__Film Research	X	X		X	X	X	X		X				X	X
Exercise 4__Peer Teaching	X	X		X	X		X			X			X	X
Project 1__Reitz Union North Re-envision	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Project 2__TBA	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**GRADING SCALE**

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Any grade lower than a C will require that the course be taken over again.

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned. In cases of 3-D models, digital JPG

photographs should be submitted. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. No grades will be computed into the final course grade until digital submissions have been turned in as requested. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Studio projects are expected to be submitted by the specified due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the assignment will be reduced by 2% for every day it is late. Assignments are out of 100 points. Therefore, if a 100-point assignment is five days late, the maximum points that the student can receive is 90 points (i.e., 90% of the total grade of the assignment). If the student receives the equivalent grade of an 85% on the assignment, the student would receive 76.5 points (85% of 90 points). A grade of zero will be given until the assignment has been turned in. Points of each project in the studio will also affect by teamwork peer evaluation.

A due date and time will be provided for every assignment, and an assignment is considered a day late if it is submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignment submissions may be updated and re-uploaded to the Canvas site as needed prior to a submittal deadline. Once the deadline has passed for an assignment and a submission has been made, additional submittals are not guaranteed to be accepted. If the updated, late submittal is accepted, the entire submittal will be considered late and points will be deducted based on the date of the late submission. In addition, it is the student's responsibility to ensure that a submission is complete; missing items will not be given credit. Email Rui a picture of a landscape that is therapeutic for you for 1 point extra credit.

#### IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> <li>• 8/23</li> <li>• <b>Topic:</b> Introduction</li> <li>• <b>Summary:</b> Syllabus Introduction</li> <li>• <b>Assignment:</b> Exercise 1: [Team of 3] Building Bridge with Music [All assignments see Canvas for requirements and deadlines]</li>   <li>• 8/25</li> <li>• <b>Topic:</b> Lecture: Parking Lot Design</li> <li>• <b>Summary:</b> We will work on Exercise 2 parking lot design on a small-scale site.</li> <li>• <b>Assignment:</b> In-class assignment: Exercise 2 Parking Lot Design</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• 8/28</li> <li>• <b>Topic:</b> Watch Film: The Social Life of Small Urban Spaces</li> <li>• <b>Summary:</b> We will watch a film published by William H. Whyte that explores the successes and failures of public spaces in New York City. Afterward, students will conduct a research to discuss Whyte's findings presented in the film.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Exercise 3: [Team of 4 or 5] Conduct research: How can Whyte’s findings be translated to Florida?</li> <li>• 8/30</li> <li>• <b>Topic:</b> Student presentation Exercise 1</li> <li>• <b>Summary:</b> In this class, students will present their outcomes of Exercise 1, and will keep working on Exercise 3.</li> <li>• 9/1</li> <li>• <b>Topic:</b> Student presentation Exercise 3; Lecture: Design Process</li> <li>• <b>Summary:</b> In this class, students will present their outcomes of exercise 2. Then we will have a lecture talking about site planning and the design process.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• 9/4</li> <li>• Holiday</li> <li>• 9/6</li> <li>• <b>Topic:</b> Assign Project 1</li> <li>• <b>Summary:</b> Today we will start to work on Project 1, students will visit the site and conduct site inventory.</li> <li>• <b>Assignment:</b> Each team [Team of 4 or 5] works on group site inventory slides.</li> <li>• 9/8</li> <li>• <b>Topic:</b> Lecture: Inventory and Programming Graphic</li> <li>• <b>Summary:</b> Today we will have a lecture regarding site inventory and programming graphics. Then students will keep working on site inventory, case study, site analysis, and programming.</li> <li>• <b>Assignment:</b> Case study, site analysis, programming</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• 9/11</li> <li>• <b>Topic:</b> Student Presentation site inventory and case study; Experience map</li> <li>• <b>Summary:</b> Today students will present their outcomes of site inventory and case study of project 1. Then we will start work on Experience Map and assign Exercise 4 peer teaching.</li> <li>• <b>Assignment:</b> Experience map</li> <li>•</li> <li>• 9/13</li> <li>• <b>Topic:</b> Lecture: Design Concept</li> <li>• <b>Summary:</b> Today we will have a lecture regarding design concepts. Then students will start to work on the conceptual design of Project 1.</li> <li>• <b>Assignment:</b> Conceptual design</li> <li>• 9/15</li> <li>• <b>Topic:</b> Lecture: Conceptual and schematic design</li> <li>• <b>Summary:</b> Today we will have a lecture regarding conceptual and schematic design. Then students will keep working on the conceptual design of Project 1.</li> <li>• <b>Assignment:</b> Conceptual design</li> </ul>

<p>Week 5</p>	<ul style="list-style-type: none"> <li>• 9/18</li> <li>• <b>Topic:</b> Conceptual design pin-up review</li> <li>• <b>Summary:</b> Student presentations regarding project 1 conceptual design.</li>   <li>• 9/20</li> <li>• <b>Topic:</b> Lecture: From concept to form</li> <li>• <b>Summary:</b> Today we will have a lecture about how to transfer concept to form. Then students will work on the schematic design of Project 1.</li> <li>• <b>Assignment:</b> Schematic design</li>   <li>• 9/22</li> <li>• <b>Topic:</b> Schematic design</li> <li>• <b>Summary:</b> Today is a workday for students to develop schematic design.</li> <li>• <b>Assignment:</b> Schematic design</li> </ul>
<p>Week 6</p>	<ul style="list-style-type: none"> <li>• 9/25</li> <li>• <b>Topic:</b> Schematic design pin-up review</li> <li>• <b>Summary:</b> Student presentations regarding project 1 schematic design.</li>   <li>• 9/27</li> <li>• <b>Topic:</b> Lecture: Graphic communication</li> <li>• <b>Summary:</b> We will have a lecture talking about graphic communication. Then students will work on the final graphics of Project 1.</li> <li>• <b>Assignment:</b> Final graphics of Project 1</li> <li>• </li> <li>• 9/29</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Today is a workday for students to develop final graphics.</li> <li>• <b>Assignment:</b> Final graphics of Project 1</li> </ul>
<p>Week 7</p>	<ul style="list-style-type: none"> <li>• 10/2</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Today is a workday for students to develop final graphics.</li> <li>• <b>Assignment:</b> Final graphics of Project 1</li>   <li>• 10/4</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Today is a workday for students to develop final graphics.</li> <li>• <b>Assignment:</b> Final graphics of Project 1</li>   <li>• 10/6</li> <li>• <b>Topic:</b> Project 1 final presentation</li> <li>• <b>Summary:</b> Student presentations regarding Project 1 final outcomes.</li> <li>• <b>Assignment:</b> Final report/poster development</li> </ul>
<p>Week 8</p>	<ul style="list-style-type: none"> <li>• 10/9</li> <li>• <b>Topic:</b> Reflection</li> <li>• <b>Summary:</b> Today students will keep developing the final report/poster of Project 1</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Final report/poster development</li> <li>• 10/11</li> <li>• <b>Topic:</b> Assign Project 2</li> <li>• <b>Summary:</b> Today we will start to work on Project 2 and case studies.</li> <li>• <b>Assignment:</b> Case study</li> <li>• 10/13</li> <li>• <b>Topic:</b> Site visit</li> <li>• <b>Summary:</b> Today we will visit the site of Project 2 for site inventory. (Subject to change due to the specific visiting time.)</li> <li>• <b>Assignment:</b> Site Inventory</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• 10/16</li> <li>• <b>Topic:</b> Peer teaching</li> <li>• <b>Summary:</b> Students will present Exercise 4 peer teaching</li> <li>• <b>Assignment:</b> Site inventory of Project 2</li> <li>• 10/18</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Students work on site inventory, case study, programming</li> <li>• 10/20</li> <li>• <b>Topic:</b> Student Presentation site inventory, case study; Experience map; Field trip preparation</li> <li>• <b>Summary:</b> Students will present project 2 site inventory and case study. Then, students will work on the Experience map, and we will also talk about the plans for the field trip to Seattle.</li> <li>• <b>Assignment:</b> Experience map</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• 10/23, 10/25, 10/27</li> <li>• <b>Topic:</b> Seattle Field Trip</li> <li>• <b>Assignment:</b> TBA</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• 10/30</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Students will keep working on the Seattle field trip assignments</li> <li>• <b>Assignment:</b> TBA</li> <li>• 11/1</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Today is a workday for Project 2 conceptual design</li> <li>• <b>Assignment:</b> Conceptual design</li> <li>• 11/3</li> <li>• <b>Topic:</b> Workday</li> <li>• <b>Summary:</b> Today is a workday for Project 2 conceptual design</li> <li>• <b>Assignment:</b> Conceptual design</li> </ul>

Week 12	<ul style="list-style-type: none"> <li>• 11/6</li> <li>• <b>Topic:</b> Conceptual design pin-up review</li> <li>• <b>Summary:</b> Student presentations regarding project 2 conceptual design.</li>   <li>• 11/8</li> <li>• <b>Topic:</b> Schematic design</li> <li>• <b>Summary:</b> Today is a workday for students to develop Project 2 schematic design.</li> <li>• <b>Assignment:</b> Schematic design</li>   <li>• 11/10</li> <li>• Holiday</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• 11/13</li> <li>• <b>Topic:</b> Schematic design</li> <li>• <b>Summary:</b> Today is a workday for students to develop Project 2 schematic design.</li> <li>• <b>Assignment:</b> Schematic design</li>   <li>• 11/15</li> <li>• <b>Topic:</b> Schematic design pin-up review</li> <li>• <b>Summary:</b> Student presentations regarding project 2 schematic design.</li>   <li>• 11/17</li> <li>• <b>Topic:</b> Design development</li> <li>• <b>Summary:</b> Design development of Project 2</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• 11/20</li> <li>• <b>Topic:</b> Design development</li> <li>• <b>Summary:</b> Design development of Project 2</li>   <li>• 11/22, 11/24</li> <li>• Holiday</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• 11/27, 11/29, 12/1</li> <li>• <b>Topic:</b> Final graphics</li> <li>• <b>Summary:</b> Students work on the Final graphics of Project 2. Possible guest lecture/workshop.</li> <li>• <b>Assignment:</b> Final graphics of Project 2</li> </ul>
Week 16	<ul style="list-style-type: none"> <li>• 12/4</li> <li>• <b>Topic:</b> Project 2 final presentation</li> <li>• <b>Summary:</b> Student presentations regarding project 2 final outcomes.</li> <li>• <b>Assignment:</b> Final report/poster development</li>   <li>• 12/6</li> <li>• <b>Topic:</b> Project 2 final report/poster development</li> <li>• <b>Summary:</b> Students work on Project 2 Final report/poster</li> <li>• <b>Assignment:</b> Project 2 final report/poster</li> </ul>

## VI. Required Policies

### ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- o Illness
- o Serious family emergency
- o Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- o Military obligation
- o Severe weather conditions
- o Religious holidays
- o Participation in official university activities such as music performances, athletic competition or debate.
- o Court-imposed legal obligations (e.g., jury duty or subpoena)

A **written request** must be submitted to the instructor prior to the event if it is planned. If it is an emergency, a written request should be submitted to the instructor within one week of absence.

If necessary, students shall be permitted a reasonable amount of time to make up material or activities covered in their excused absence; however, absences do not affect assignment/project deadline dates unless prior arrangements have been made.

Studio work time and desk critiques are essential to the learning experience; therefore, attendance is expected for the entire class time. During the studio (critique) portion of the course, it is expected that all students will be in attendance for the entire class and working on LAA3350 assignments. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class. Each class meeting absence that is not considered as excused will lower the student's grade 2%. The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule an office meeting for any discussions regarding attendance, tardiness, and late assignments. Do not discuss these issues with the instructor during studio time.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in

a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **UNIVERSITY HONESTY POLICY**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **COUNSELING AND WELLNESS CENTER**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **COURSE MATERIALS AND IN-CLASS RECORDINGS**

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

\* The instructor reserves the right to adjust the syllabus and schedule as needed.