

LAA 2361c  
Planting Design Studio  
UF Department of Landscape Architecture  
Spring 2024

## SYLLABUS

### I. General Information

CLASS MEETINGS: WF | 12:30 – 4:55 PM  
LOCATION: ARCH 320  
CREDITS: 5 Credits

INSTRUCTOR: Dr. Jiayang Li  
ARCH 440  
Office Hours: Fridays 11am-12pm, or by appointment  
[jiayangli@ufl.edu](mailto:jiayangli@ufl.edu)

Teaching Assistant: Sean McGuire  
[sean.mcguire@ufl.edu](mailto:sean.mcguire@ufl.edu)

### COURSE DESCRIPTION

Planting design is one of the foundational skills in the profession of landscape architecture. This course introduces you to a holistic planting design process that integrates environmental, social, and technical considerations. You will work individually and in teams to learn concepts of invoking aesthetic experiences, methods of selecting the right plants, and skills of professionally communicating planting design.

### PREREQUISITE KNOWLEDGE AND SKILLS

LAA 2360C and ORH 3513C with minimum grades of C.

### REQUIRED READINGS AND WORKS

#### Required Course Readings:

There is no required textbook for this course. All required readings will be available via Canvas. Students are expected to complete all assigned readings and be prepared to discuss the readings prior to the class. Other recommended readings may be posted over the course of the semester and students are encouraged to complete these readings as well.

#### Recommended Reference Books and Readings:

##### Planting Design:

- Richard, Austin (2002). Elements of planting design.
- Rainer and West (2015). Planting in a Post-Wild World.
- Kingsbury and Oudolf (2016). Planting: A New Perspective.

- Reed and Stibolt (2018). Climate-wise Landscape Design.

Plant ID:

- Odenwald and Turner (2000) Identification and Use of Southern Plants for Landscape Design, 3rd edition.
- Gilman (2000) Betrock's Florida Plant Guide.
- Nelson (2008) Florida's Best Native Landscape Plants.
- Watkins, Sheehan, and Black (2014) Florida Landscape Plants: Native and Exotic.

**Materials:** Hand drafting materials as utilized in prior studios will be necessary for hand exercises including but not necessarily limited to 12-, 18- or 24-inch roll of tracing paper, colored pencils, markers, straight edges and triangles, and drafting dots.

**Software Programs:**

- AutoCAD (the current release within the past 2 years)
- LandFX
- MS Office (Word, Excel and PowerPoint)
- Adobe Acrobat or Reader
- Adobe Photoshop CC
- Adobe Illustrator
- SketchUp Pro

**Fees:** Potential fees include expenses for site visits for studio projects, and a fee for submission to the Florida Association of Native Nurseries Annual Design Competition. If payment of these expenses is problematic, students should speak to the instructor immediately.

## II. Student Learning Outcomes (SLOs)<sup>1</sup>

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.
- 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 introductory course learning objectives (CLOs) under the program SLO headings as follows:

CONTENT
<b>SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.</b>
<b>CLO 1 – Incorporate the foundational principles of ecology, aesthetics, and horticulture for design solutions. (d)</b>

<sup>1</sup> The letters in parenthesis indicate the levels at which the CLOs are being taught. (i) = Introduction of knowledge or skill and (d) is the development of knowledge/skill.

<b>CLO 2</b> - Demonstrate the fundamental principles of space organization and the design principles and elements. (d)
<b>CLO 3</b> - Understand and demonstrate the various stages of the design process. (d)
<b>SLO 2 – Apply core professional landscape architecture skills in design decision-making.</b>
<b>CLO 4</b> - Demonstrate an understanding of the interrelationship between climate and ecosystems. (i)
<b>CLO 5</b> - Analyze site characteristics, including topography, climate, vegetation, and existing structures, to apply the appropriate organization of space and forms within the landscape. (i)
<b>CLO 6</b> - Generate multiple design concepts for a single project. (i)
<b>SLO 3 – Apply ethical understanding to design decision-making.</b>
<b>CLO 7</b> – Develop design solutions that incorporate sustainability and land ethics into decision-making. (d)

<b>CRITICAL THINKING</b>
<b>SLO 4 – Combine and analyze information from multiple sources to support design decision-making.</b>
<b>CLO 8</b> - Examine the interaction between living (biotic) and non-living (abiotic) elements within various types of landscapes. (i)
<b>CLO 9</b> - Assess the interactions and relationships among ecological, social, and horticultural elements in the context of landscape design. (i)
<b>CLO 10</b> – 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. (d)
<b>CLO 11</b> - Interpret spatial and other relevant data as part of the design decision-making process. (d)

<b>COMMUNICATION</b>
<b>SLO 5 – Produce professional visual, oral, and written communications.</b>
<b>CLO 12</b> – Express ideas concretely through oral and visual communication. (d)
<b>CLO13</b> – Provide well-reasoned feedback and critique to their peers that demonstrate an understanding of issues, ideas, and evidence. (i)

### III. Graded Work

#### DESCRIPTION OF GRADED WORK

##### Project 1 – ASLA Case Study Through the Lens of Planting Design (25% of total grade)

Project 1 will consist of four smaller exercises that focus on 1) aesthetics and experiences, 2) environmental suitability, 3) design approach and philosophy, and 4) design communications through which students will learn the foundational concepts for planting design. This series of exercises will be based on ASLA awarded projects. Students will analyze these projects using creative drawings, modeling, and background research.

##### Project 2 – Resilient Port St. Joe: Planting Installation for a Community Event (25% of total grade)

Students will develop planting design concepts of inland green infrastructure for a stream corridor in the City of Port St. Joe. The project will focus on the cross-sectional transitions from uplands to stream channel, and from private homes to public greenspace. Teaming up with peers from the Department of

Horticulture, students will select appropriate native species, develop design prototypes, and create conceptual drawings for community outreach. The project is embedded within the broader research program of Florida Resilient Cities (FRC) at FIBER (Florida Institute for Built Environment Resilience).

Project 3 – Planting Design for an Affordable Housing Development (40% of total grade)

Project 3 is a real-world project for the Alachua County Habitat for Humanity. The organization will be building zero-lot houses in East Gainesville for low-income residents. In addition to conceptual and schematic design, students will learn about practical considerations including budgeting, installation, and maintenance regarding plants. Students will comprehensively apply the concepts, skills, and knowledge they learn through the semester to work on site analysis, plant species selection, diagramming, design development, and deliver a planting design package to the client.

Exercises – Readings and Class Activities (10% of total grade)

Throughout the semester, students will gain and apply knowledge through readings and class activities. These exercises are intended to reinforce and broaden concepts learned in class. Students will be graded based on their completion and reflection of readings as well as class engagement and participation.

The graded work assesses the course learning objectives as follows:

LAA 2361c-Course Learning Objectives (CLOs)													
	SLO 1			SLO 2			SLO 3	SLO 4				SLO 5	
Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13
Project 1	x	x	x	x	x				x			x	x
Project 2	x	x	x	x		x	x	x		x	x	x	x
Project 3	x	x	x	x	x	X	x	x	x	x	x	x	x
Exercises	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.

Interim submittals for studio projects are evaluated for completeness and timeliness of submission. Late penalties are included in the points for the interim submittal.

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, etc. 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

The instructors reserve the right to adjust and change the syllabus and schedule to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. See Canvas for requirements and deadlines of all the assignments.

WEEK	TOPICS, CLASS ACTIVITIES, AND ASSIGNMENTS
<b>Week 1</b> (1/8-1/12)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Planting Design Principles</li> <li>• <b>Summary:</b> This week we will introduce the course and establish a foundational understanding of planting design.</li> <li>• <b>Assignment:</b> Week 1 Readings and Project 1-Exercise 1 (aesthetics and defining space)</li> </ul>
<b>Week 2</b> (1/15-1/19)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Aesthetics, Experiences, and Space</li> <li>• <b>Summary:</b> This week we will deepen understandings of the human dimensions of planting design through sharing personal experiences and investigating professional projects.</li> <li>• <b>Assignment:</b> Week 2 Reading and Project 1-Exercise 1 (aesthetics and defining space)</li> </ul>

<p><b>Week 3</b> (1/22-1/26)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Plant Traits and Environmental Suitability</li> <li>• <b>Summary:</b> This week we will focus on the second key dimension, environmental suitability, of planting design. We will learn about plant traits and how and where to gather related information.</li> <li>• <b>Assignment:</b> Week 3 Reading and Project 1-Exercise 2 (plant traits)</li> </ul>
<p><b>Week 4</b> (1/29-2/2)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Approaches to Planting Design</li> <li>• <b>Summary:</b> This week we will focus on different planting design approaches that integrate considerations about human experiences and environmental suitability. By working in teams to further investigate case studies, we will understand how these approaches have been applied in real-world projects.</li> <li>• <b>Assignment:</b> Week 4 Reading and Project 1-Exercise 3 (planting design approach)</li> </ul>
<p><b>Week 5</b> (2/5-2/9)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Approaches to Planting Design (continued) and Communicating Planting Design</li> <li>• <b>Summary:</b> This week we will focus on communicating planting design in a professional manner. We will complete the last exercise for the first project.</li> <li>• <b>Assignment:</b> Project 1-Exercise 3 (planting design approach) and Exercise 4 (planting design communication)</li> </ul>
<p><b>Week 6</b> (2/12-2/16)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction of Project 2 - Resilient Port St. Joe</li> <li>• <b>Summary:</b> This week we will start our second project based in Port St. Joe. This PSJ will include four general stages. Stage 1: Community background research and analysis; Stage 2: Design concept; Stage 3: Plants selection &amp; Design development; Stage 4 : Deliverables production. Students should use these stages as benchmarks to gauge their progress and adjust time management in the design process.</li> <li>• <b>Assignment:</b> Project PSJ/Stage 1 – Community background research and analysis</li> </ul>
<p><b>Week 7</b> (2/19-2/23)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 2 - Resilient Port St. Joe</li> <li>• <b>Summary:</b> Students will develop initial design concepts and ideas about plant species selection.</li> <li>• <b>Assignment:</b> Project PSJ / Stage 2 – Design concept</li> </ul>
<p><b>Week 8</b> (2/26-3/1)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 2 - Resilient Port St. Joe</li> <li>• <b>Summary:</b> Students will draw on feedback from reviewers and peers during the pin-up of design concept and further develop a selected concept, as well as work toward finalizing plant species.</li> <li>• <b>Assignment:</b> Project PSJ /Stage 3 – Plants selection &amp; Design development</li> </ul>
<p><b>Week 9</b> (3/4-3/8)</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 2 - Resilient Port St. Joe</li> <li>• <b>Summary:</b> This week we will have the final presentation of Project PSJ and introduce Project 3 for Alachua County Habitat for Humanity. The ACHH project will include four general stages. Stage 1: Site analysis &amp; design concept; Stage 2: Plants selection &amp; design development; Stage 3: Budgeting and design adjustments; Stage 4: Deliverables production. Students should use these stages as benchmarks to gauge their progress and adjust time management in the design process.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Project PSJ /Stage 4 – Deliverables Production and Project presentation; Project ACHH/ Stage 1 – Site analysis &amp; design concept</li> </ul>
<b>Week 10</b> (3/11-3/15)	<b>Spring Break</b>
<b>Week 11</b> (3/18-3/22)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction of Project 3 - Planting Design for an Affordable Housing Development</li> <li>• <b>Summary:</b> Students will generate initial design concept based on a holistic analysis of the site and project objectives.</li> <li>• <b>Assignment:</b> Project ACHH/ Stage 1 Site analysis &amp; design concept</li> </ul>
<b>Week 12</b> (3/25-3/29)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 3 - Planting Design for an Affordable Housing Development</li> <li>• <b>Summary:</b> Students will further develop their design concept and start to select plant species to use.</li> <li>• <b>Assignment:</b> Project ACHH/ Stage 1 Site analysis &amp; design concept pin-up, Stage 2 – Plants selection &amp; design development</li> </ul>
<b>Week 13</b> (4/1-4/5)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 3 - Planting Design for an Affordable Housing Development</li> <li>• <b>Summary:</b> Students will further develop their design, refine plant choices, and develop a rough cost estimate to get feedback from the client and other reviewers.</li> <li>• <b>Assignment:</b> Project ACHH/ Stage 2 – Plants selection &amp; design development, Stage 3 – Budgeting and design adjustments, Mid review</li> </ul>
<b>Week 14</b> (4/8-4/12)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 3 - Planting Design for an Affordable Housing Development</li> <li>• <b>Summary:</b> Students will focus on adjusting design ideas and plant choices based on mid-review feedback, as well as finalizing cost estimates.</li> <li>• <b>Assignment:</b> Project ACHH/ Stage 3 – Budgeting and design adjustments</li> </ul>
<b>Week 15</b> (4/15-4/19)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 3 - Planting Design for an Affordable Housing Development</li> <li>• <b>Summary:</b> Students will finalize design decisions and focus on producing project deliverables.</li> <li>• <b>Assignment:</b> Project ACHH /Stage 4 – Deliverables production</li> </ul>
<b>Week 16</b> (4/22-4/26)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Project 3 - Planting Design for an Affordable Housing Development</li> <li>• <b>Summary:</b> Students will complete project deliverables and present their work to the client.</li> <li>• <b>Assignment:</b> Project ACHH /Stage 4 – Deliverables production &amp; Final presentation</li> </ul>

## V. Required Policies

### ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions unless prior arrangements have been made with the instructor. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- Illness
- Serious family emergency

- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate.
- Court-imposed legal obligations (e.g., jury duty or subpoena)
- Students are required to contact the instructor via e-mail, prior to the class they will be missing, with supporting documentation.

Students are required to contact the instructor via e-mail, prior to the class they will be missing, with supporting documentation. If it is an emergency, a written verification 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 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 LAA2361 assignments. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

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. 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>

This is a studio-based course which means verbal participation is also required. Course instruction is primarily based on lectures, group discussions, assigned readings and exercises, individual/team projects, and formal presentations. We have found great success in interactive teaching, where students are highly engaged and assist in teaching each other using a collaborative approach within the studio. Students are responsible for learning that is guided by the instructor through desk-critiques, pin-ups, presentations, site visits, and in-studio working sessions which allow ample time for progression and production activities.

### **STUDENT ACCOMMODATIONS**

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.



## **COURSE COMMUNICATIONS AND TECHNOLOGY**

All course content will be available through UF's e-learning Canvas site unless otherwise specified. Students may access this site at <https://lss.at.ufl.edu/> by logging in with their UF credentials. All assignments are to be submitted to Canvas unless otherwise indicated.

Students are expected to maintain a fully functioning email account for the entirety of the semester as this will be a critical form of communication. Regular check on Canvas updates is also expected since the Announcement feature will be used for delivering messages to the class. Questions regarding this course may be submitted via email or during class sessions.

It is each students' responsibility to be diligent in regularly backing up their computer files to a hard drive or cloud storage. Failing to do so is not considered an acceptable excuse to warrant an extension on a project deadline. Work submitted more than one week late will not be accepted, unless there is prior agreement with the instructor for exceptional circumstances.

## **UF COURSE EVALUATION**

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/>.

## **ACADEMIC HONESTY**

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.

## **IN-CLASS RECORDING**

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.

## GETTING HELP

### Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

## **RELIGIOUS HOLIDAYS**

The university calendar does not include observance of any religious holidays. The Florida Board of Governors and state law govern university policy regarding observance of religious holidays. Students shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith with prior notification to the instructor. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. For more information, see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiouholidaystext>