

LAA 1330  
Site Analysis (Hybrid)  
UF Department of Landscape Architecture  
Fall 2023

## SYLLABUS

### I. General Information

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CLASS MEETINGS: Wednesdays, 8:30-9:30am  
LOCATION: Rinker 230  
CREDITS: 3 Credits

INSTRUCTOR: Andrea Galinski, mla, asla, cfm, *Assistant Professor*  
442 Architecture Building  
Mondays + Fridays, 8:30-9:30 am or by appointment  
[andrea.galinski@ufl.edu](mailto:andrea.galinski@ufl.edu)

### COURSE DESCRIPTION

*Introduces site inventory, analysis and evaluation of site development procedures; emphasis on landscape ecology. Open to all students.*

This is an introduction to the process of inventory, analysis, and synthesis of information about a site and its context. Our course objective is to expand students' knowledge of a site's natural/cultural resources and its user needs that directly affect landscape architecture design decisions. Through the semester, assignments will enable students to conduct site inventory, analyze the selected inventory in relation to key issues and program requirements, and synthesize this information to propose a preliminary design of program elements.

### TEACHING PHILOSOPHY

Landscape architecture is an exciting discipline! I aim to share this passion with students, so that they will be able to utilize the tools and methods of landscape architecture, both as working professionals and inquisitive individuals. I hope to cultivate students' self-guided exploration, critical reflection, and independent thinking that challenges both peers and professors. To this end, I strive to be direct, responsive, and transparent in assessment and feedback.

### PREREQUISITE KNOWLEDGE AND SKILLS

There are no prerequisite courses, knowledge or skills for this course.

### COURSE MATERIALS

All course content will be posted online to CANVAS, and will include recorded lectures, videos, readings, websites, and other content. There are no required texts for this class.



- [ArcGIS Online](#)<sup>1</sup>  
ArcGIS Online is an intuitive geographic information systems (GIS) platform providing mapping and analysis tools. As part of the course assignments, students will use this platform to develop some of the site analysis course assignments. Access is available for free using UF GatorLink ID credentials.
- **Textbook (Optional)**  
*LaGro, James A. (2013.) Site Analysis: Informing Context-Sensitive and Sustainable Site Planning and Design, 3rd Edition.* John Wiley & Sons. Hoboken, NJ
  - o **The physical book is not required for the course.** However, this book mirrors most of the course and will be helpful throughout your landscape architecture career. It is available [HERE](#)<sup>2</sup> through the UF Library with a valid GatorLink ID

## II. Student Learning Outcomes (SLOs) + Course Learning Outcomes (CLOs)

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

CLOs	Course Learning Outcomes	Domain
	<b>SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.</b>	<b>Content</b>
CLO 1.1	Describe the elements of and approaches to the landscape design process(es).	Content
CLO 1.2	Identify and explain the elements of the physical (geology, soils, hydrology, climate/microclimate), ecological, (ecology and ecosystem services), human (social, cultural, economic, infrastructural) systems associated with natural and constructed landscapes.	Content
CLO 1.3	Name and summarize various ecological, social, cultural, and creative precedents that illustrate noteworthy landscape design projects.	Content
CLO 1.4	Identify and compare various datasets related to the physical (geology, soils, hydrology, climate/microclimate), ecological (ecology and ecosystem services), human (social, cultural, economic, infrastructural) characteristics of landscapes.	Content
CLO 1.5	Understand the issues related to climate change, and the roles of landscape design solutions to mitigate climate change and its impacts.	Content
CLO 1.6	Explain the environmental, social, human, and economic principles of sustainability and resilience.	Content
CLO 1.7	Understand legal/regulatory frameworks as related to property ownership and the landscape architecture design process.	Content
	<b>SLO 2 – Apply core professional landscape architecture skills in design decision-making.</b>	<b>Content</b>
CLO 2.1	Integrate and apply information from physical systems (geology, soils, hydrology, climate/microclimate) to a site analysis process.	Content
CLO 2.2	Integrate and apply information from ecological systems (ecology and ecosystem services) to a site analysis process.	Content
CLO 2.3	Integrate and apply information from human systems (social, cultural, economic, infrastructural) to a site analysis process.	Content
	<b>SLO 3 – Apply ethical understanding to design decision-making.</b>	<b>Content</b>

<sup>1</sup> ArcGIS Online: <https://www.esri.com/en-us/arcgis/products/arcgis-online/overview>

<sup>2</sup> Site Analysis Textbook Online (optional): <https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=1120063>

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CLO 3.1	Discuss the ethical principles and professional obligations of landscape architects.	Content
	<b>SLO 4 – Combine and analyze information from multiple sources to support design decision-making.</b>	<b>Critical Thinking</b>
CLO 4.1	Combine, analyze, and evaluate information from multiple sources to make informed design decisions related to different landscape program goals.	Critical Thinking
CLO 4.2	Evaluate and critique design alternatives and synthesize ideas into a solution.	Critical Thinking
	<b>SLO 5 – Produce professional visual, oral, and written communications.</b>	<b>Communication</b>
CLO 5.1	Present professional written and visual communications to clearly express ideas.	Communication
CLO 5.2	Provide well-reasoned feedback and critique to peers that demonstrates an analysis of issues, ideas, and evidence.	Communication
CLO 5.3	Show empathy and respect for diverse perspectives.	Communication
CLO 5.4	Demonstrate collaboration and teamwork to conduct site analysis projects.	Communication

### III. Graded Work

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#### DESCRIPTION OF GRADED WORK

##### Cumulative Term Project (40% of grade)

Applying the information that you are learning in class is primarily done through a cumulative term project comprised of several site analysis assignments that explore a location of your choosing. To conduct the site analysis, you will collect information both online (using digital data and [ArcGIS Online](#)<sup>3</sup>), as well as other tools.

##### Weekly Quizzes (15% of grade)

To ensure student engagement and participation in the online content and lectures, quizzes will be given throughout the semester. *Please note that quizzes are due by their deadlines and may not be submitted late unless previous accommodations have been made.*

##### Weekly Discussions (15% of grade)

There will be a series of weekly reflective discussions over the course of the semester. It is important that you provide substantive reflections through quality posts.

##### Mid-Term Exam (15% of grade)

A mid-term exam will be assigned online and will include questions from each topic covered to date. The mid-term is tentatively scheduled for **Friday, October 20, 2022 from 6:00am-9:00pm.**

##### Final Project (10% of grade)

A final project will be based on the cumulative results of the site analysis assignments and focus on site synthesis.

##### Peer Review + Participation + Attendance (5% of grade)

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<sup>3</sup> ArcGIS Online: <https://www.esri.com/en-us/arcgis/products/arcgis-online/overview>

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Students will review their classmates' assignments and provide meaningful feedback. This is intended to provide an opportunity for critical evaluation of colleagues' work as well as reflection on their own work submitted. In addition, you may select from activities such as visiting office hours, commenting on weekly discussion boards, posting useful class resources, responding to our "Just for Fun" questions, etc. to earn additional participation points.

For the students in the hybrid section, attendance of the weekly meetings is mandatory. One (1) unexcused absence is permitted. You are requested to contact the instructor in advance if you will not be attending the weekly meeting.

Evaluation of Performance

Timely completion of all project requirements is expected; work is typically due by the end of each week (Sunday at 11:59pm), unless otherwise noted. **Late work will be penalized 2.5% per day.** Due to the structure of the class, work submitted more than **3 days late** will not be accepted unless prior accommodations have been made. Requirements for making up missed assignments or other work in this course are consistent with university policies that can be found [here](#)<sup>4</sup>.

The main assessments (site analysis projects) demonstrate the below CLOs:

CLOs	ASSIGN 01 Site Selection	ASSIGN 02 Physical Characteristics	ASSIGN 03 Climate + Ecology	ASSIGN 04 Human Systems	ASSIGN 05 Final Analysis + Synthesis	PEER REVIEWS (Assign 01-05)
CLO 1.1					X	
CLO 1.2		X	X	X		
CLO 1.4	X	X	X	X	X	
CLO 2.1		X			X	
CLO 2.2			X		X	
CLO 2.3				X	X	
CLO 3.1					X	
CLO 4.1					X	
CLO 4.2					X	
CLO 5.1	X	X	X	X	X	
CLO 5.2	X	X	X	X		X
CLO 5.3	X	X	X	X		X
CLO 5.4	X	X	X	X		

<sup>4</sup> UF Attendance Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

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## GRADING SCALE

According to Departmental Policy, Landscape Architecture majors must receive a C or better to move forward. Any grade that is lower than a C will require that the course be taken over again. Grading will adhere to the University of Florida Grade Policy:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-61	60-0
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Please see the [UF Grades and Grading Policies](#)<sup>5</sup> for more information.

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. No final grades will be issued until digital submissions have been turned in as requested. *Typically, all files must be submitted as Portable Document Formats (PDFs). Please adhere to each assignment's file submission guidelines.*

## IV. Annotated Weekly Schedule

The following is an overview of the course schedule and assignments. Please check the course website on CANVAS for more detailed information regarding course content, assignments, quizzes, due dates, and other pertinent material.

Course Week + Topic	Required Content	Weekly Assignments	Due Dates
<b>Week 1: Course Introduction</b>  <i>(Introduce Assign 01 - Site Selection)</i>	Lecture   General Introduction Lecture   Programming & Suitability Lecture   Spatial Scale Lecture   Analysis to Design Development Project   Chicago Botanic Garden: The Regenstein Learning Campus	Discussion 00 Discussion 01 Quiz 01	Sunday, Aug 27 @11:59pm
<b>Week 2: Site Planning Process</b>	Lecture   The Site Planning Process – Part 1 Lecture   The Site Planning Process – Part 2 Video   IDEO: Reimagining the Shopping Cart Video   Original IDEO "shopping cart" video Lecture   Guiding Principles - Part 1 Lecture   Guiding Principles - Part 2 Video   Reviving New York's Rivers -- with Oysters! Video   How I Brought a River, and My City, Back to Life Video   Retrofitting Suburbia Reading   The Seas Are Rising. Could Oysters Protect Us?" Project   Toward an Urban Ecology	Discussion 02 Quiz 02	Sunday, Sept 3 @11:59pm
<b>Week 3: Base Mapping + Site Selection</b>	Lecture   Scale and Context Lecture   Base Maps Lecture   The Development Program	Discussion 03 Quiz 03	Sunday, Sept 10 @11:59pm

<sup>5</sup> UF Grades and Grading Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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	<p>Lecture   Needs Assessment</p> <p>Lecture   Site Selection</p> <p>Video   Counter-Cartography and the City</p> <p>Video   Making sense of maps</p> <p>Video   Landscape Architecture + Cities</p> <p>Project   Indian Mounds Cultural Landscape Study and Messaging Plan</p> <p>Reading   Critiquing Maps II</p> <p>Reading   The Agency of Mapping: Speculation, Critique and Invention</p>	<b>Assignment 01: Site Selection</b>	
<p><b>Week 4: Physical Inventory + Analysis: Topography + Geomorphology</b></p> <p><i>(Introduce Assign 02- Physical Characteristics)</i></p>	<p>Lecture   Topography – Part 1</p> <p>Lecture   Topography – Part 2</p> <p>Lecture   Geomorphology – Part 1</p> <p>Lecture   Geomorphology – Part 2</p> <p>Video   New York - Before the City</p> <p>Video   South Florida and Sea Level Rise</p> <p>Reading   How Geology Influenced Central Park's Design</p> <p>Project   Quarry Gardens in Nanning Garden Expo Park</p> <p>Project   Abstracting Morphology</p> <p>Project   Chilmark: Embracing a Glacial Moraine</p> <p>Project   Grand Teton National Park Craig Thomas Discovery and Visitor Center</p> <p>Project   Yellowhorn Farm Park: Battling the Threat of Desertification</p>	<p>Discussion 04</p> <p>Quiz 04</p> <p><b>Peer Review 01</b></p>	<p>Sunday, Sept 17 @11:59pm</p>
<p><b>Week 5: Physical Inventory + Analysis: Hydrology + Soils</b></p>	<p>Video   How to translate sinking cities into landscapes that fight floods</p> <p>Video   Resilient By Design Bay Area Challenge: Islais Hyper Creek, South Bay Sponge, and Public Sediment for Alameda Creek</p> <p>Video   Soils: Soil Story - The Whole Story</p> <p>Reading   Interview with Kotchakorn Voraakhom: How to Live with Water</p> <p>Project   Low-cost and High-efficiency: Use Low-Impact Development Facilities to Build an Ecological Sewage Treatment System for Remote Areas</p> <p>Project   Chulalongkorn University Centenary Park</p> <p>Project   Slow Down: Liupanshui Minghu Wetland Park</p> <p>Project   Low Maintenance Eco-Campus: Vanke Research Center</p> <p>Project   Design with Dredge: Resilient Landscape Infrastructure in the Chesapeake Bay</p>	<p>Discussion 05</p> <p>Quiz 05</p>	<p>Sunday, Sept 24 @11:59pm</p>
<p><b>Week 6: Ecological Inventory: Climate + Ecology</b></p>	<p>Lecture   Climate/Microclimate</p> <p>Lecture   An Overview of the Fourth National Climate Assessment</p> <p>Lecture   National Climate Assessment 4: Actions to Reduce Risks in a Changing Climate</p> <p>Video   Climate Adaptation &amp; Landscape Architecture</p> <p>Video   A 3-part plan to take on extreme heat waves</p> <p>Video   Extreme heat is worse in redlined neighborhoods</p> <p>Video   Shade</p> <p>Project   Perez Art Museum Miami: Resiliency by Design</p> <p>Project   Recreation at the Intersection of Resilience – Advancing Planning and Design in the Face of Wildfire</p> <p>Project   Parsons Island Conservation and Regeneration Plan</p>	<p>Discussion 06</p> <p>Quiz 06:</p> <p><b>Assignment 02: Physical Systems</b></p>	<p>Sunday, Oct 1 @11:59pm</p>

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	Project   Climate Positive Design Project   Central Seawall Project		
<b>Week 7: Ecological Inventory: Fieldwork</b>  (Introduce Assign 03-Climate + Ecology)	<b>1 Ecology</b> Lecture   Principles of Ecology I Lecture   Principles of Ecology II Lecture   Ecosystem Services Video   Nature's Banker Video   Nature is everywhere- we just need to learn to see it Reading   Interview with Nina-Marie Lister Project   Florence Griswold Museum: The Artists' Trail: History, Ecology and Sense of Place Project   The Native Plant Garden at The New York Botanical Garden Project   Re-Storying the Knobs: A Master Plan for Bernheim Arboretum & Research Forest Project   From a Concrete Bulkhead Riverbank to a Vibrant Shoreline Park—Suining South Riverfront Park <b>2 Fieldwork</b> Lecture   Intro to Fieldwork Lecture   Fieldwork + Site Visit Project Precedents   The Ecological Atlas Project Project Precedents   The Phenology Project Project Precedents   Spontaneous Urban Plants	Discussion 07 Quiz 07 Peer Review 02	Sunday, Oct 8 @11:59pm
<b>Week 8: Human Systems: Land Use + Regulatory Context</b>	<b>1 Land Use Planning + Regulations</b> Lecture   Property Rights Basics Lecture   Intro to Land Use- Part 1 Lecture   Intro to Land Use- Part 2 Reading   Landscape Architects Must Become Planners <b>2 Geography of Inequality</b> Video   Segregated By Design Video   The Geography of Inequality Reading   Think Land Policy Is Unrelated to Racial Injustice? Think Again <b>3 Planning + Regulatory Tools for Green Infrastructure</b> Reading   Overview of the Green Infrastructure Toolkit, Planning Tools, Regulatory Tools Reading   Zoning for Sea-Level Rise: A Model Sea-Level Rise Ordinance and Case Study of Implementation Barriers in Maryland <b>4 Planning + Zoning Tools for Climate Change</b> Reading   Wildfires Are a Land Use Problem Reading   Norfolk Forges a Path to a Resilient Future Project   James Island Project   Jiading Park Project   Penn's Landing Redevelopment Feasibility Study	Discussion 08 Quiz 08	Sunday, Oct 15 @11:59pm
<b>Week 9: Midterm Exam Week</b>	Study for the mid-term exam! ☺	<b>Mid-Term Exam</b>  <b>Assignment 03: Climate + Ecology</b>	Friday, Oct 20 @9:00pm  Sunday, Oct 22 @11:59pm
<b>Week 10: Human Systems: Infrastructure</b>	<b>1v Infrastructure</b> Lecture   Infrastructure and Concurrency Video   IPWEA Sustainable Communities: Critical Insights Video   2021 Infrastructure Report Card	Discussion 10 Quiz 10 <b>Peer Review 03</b>	Sunday, Oct 29 @11:59pm

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<p>(Introduce Assign 04- Human Systems)</p>	<p>Video   America's \$16 billion problem  Video   Planning Is Essential for Recovery   Infrastructure Development  Reading   What is infrastructure and what does the government have to do with it?  Reading   State of the Union- Infrastructure  Reading   Green Infrastructure  Reading   The Green New Deal is really about designing an entirely new world  Reading   Landscape Architects Leading Community Infrastructure Design and Development  <b>2 Urban Economics</b>  Reading   Place Value: Empowering Landscape Architects to Measure the Economic Benefits of Designed Landscapes  Reading   Interview with Robert Gibbs: Trees Cause You to Spend More  Reading   After Lockdown, New Opportunities for Downtown Shopping Districts  Reading   When Real Estate Collapse Washes Ashore  Project   Baton Rouge Lakes: Restoring a Louisiana Landmark  Project   Hunter's Point South Waterfront Park  Project   Jiading Park</p>		
<p><b>Week 11: Human Systems: History + Culture</b></p>	<p><b>1 Sense of Place</b>  Lecture   Sense of Place: Introduction  Video   A Sense of Place: Sonoma County  <b>2 Cultural + Historic Landscapes</b>    <b>3 The Cultural Landscape Foundation:</b>  Blair Mountain Battlefield (Logan County, WV)  Druid Heights (Marin County, CA)  Hall of Fame for Great Americans (Bronx Community College, NY)  Hog Hammock (Sapelo Island, GA)  Japanese American Confinement Camps (various locations)  Lincoln Memorial Park (Miami, FL)  Lions Municipal Golf Course (Austin, TX)  Lynching Sites in Shelby County (TN)  Princeville (NC)  Susan B. Anthony Childhood Home (Batterville, NY)  Project   Indian Mounds Cultural Landscape Study and Messaging Plan  Project   A People's Plan for Freedom Park  Project   Cultural Crossing Transforms Portland Japanese Garden into a Place of Cultural Dialogue</p>	<p>Quiz 11  Discussion 11</p>	<p>Sunday, Nov 5 @11:59pm</p>
<p><b>Week 12: Final Analysis + Site Synthesis</b></p>	<p>Lecture   Site Synthesis  Lecture   Site Suitability: Hand Drawn Graphics  Lecture   Site Suitability: Geographic Information Systems  Lecture   Site Synthesis: Opportunities &amp; Constraints  Reading   A Man and His Environment  Reading   The River Basin  Reading   Site Analysis  Reading   Landscape Architecture and Green Infrastructure in the Slovak Countryside</p>	<p>Discussion 12  Quiz 12  <b>Assignment 04: Human Systems</b></p>	<p>Sunday, Nov 12 @11:59pm</p>

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<p><b>Week 13: New Analysis Technologies</b></p> <p><i>(Introduce Assign 05- Final Analysis + Synthesis)</i></p>	<p><b>1 Introduction</b>  Reading   Infinite Mapping: 3-D Scanning and the Holographic Landscape</p> <p><b>2 LiDAR</b>  Lectures   National Ecological Observatory Network (NEON)- Mapping the Invisible: Introduction to Remote Sensing, Introduction to Light Detection and Ranging, and How Does LiDAR Remote Sensing Work?  Reading   The Landscapes of Pre-Industrial Cities  Reading + Video   Mapping Exposure to Sea Level Rise: Tonga, Samoa, Vanuatu &amp; Papua New Guinea  <b>3 Drones</b>  Video   Drone Aided Design: Eric Arneson  Video   A drone's eye view of conservation  Video   Drones used for urban planning  Video [Optional]   Elevation: How Drones will Change Cities?  Reading   Maximizing the Potential of Drones  Reading   With Camera Drones, New Tool For Viewing and Saving Nature  Reading   Landscape Architects Use Drones to Collect Geospatial Data in the Galápagos  Project   From Pixels to Stewardship: Advancing Conservation Through Digital Innovation  Project   Fantasy Island: The Galapagos Archipelago  <b>4 Combining Pixels: Point Cloud Modeling</b>  Video   Point Cloud Modeling the Alpine Landscape  Video   Native Juncture at Devils Millhopper Pointcloud Model</p>	<p>Discussion 13  Quiz 13  Peer Review 04</p>	<p>Sunday, Nov 19  @11:59pm</p>
<p><b>Week 14: New Site Analysis Applications</b></p>	<p><b>1 Introduction</b>  Video   Smart Cities: Solving Urban Problems Using Technology  Reading   Live and Learn</p> <p><b>2 Artificial Intelligence (AI)</b>  Video   The global movement to restore biodiversity  Video   Teachable Machine: making AI easier for everyone  Reading   Mapping All of the Trees with Machine Learning  Reading   When community mapping meets artificial intelligence  Reading   AI can now design cities. Should we let it?  Reading   Artificial intelligence in America's digital city"</p> <p><b>3 Crowdsourcing + VGI</b>  Video   Smarter Cities through Big Data  Video   Happy maps  Video   Volunteer Wildlife Mapping in Denali National Park  Reading   More from the Good City Life  Project   Using Social Media Data to Understand Site-Scale Landscape Architecture Design: A Case Study of Seattle Freeway Park</p> <p><b>4 Participatory Design</b>  Video   How kids can help design cities  Video   Crowdsourcing the City  Project   Co-created Campus: Participation Design in Action</p>	<p>Quiz 14  Discussion 14</p>	<p>Sunday, Nov 26  @11:59pm  <i>(Thanksgiving Nov 22-26)</i></p>
<p><b>Week 15: Exploring Precedents</b></p>	<p>Video   Color of Landscape Architecture: Mahan Rykiel Associates  Video   Inside the LA Studio: Rana Creek Design</p>	<p>Discussion 15  <b>Assignment 05: Final Analysis + Site</b></p>	<p>Sunday, Dec 3  @11:59pm</p>

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	Video   Inside the LA Studio: DesignJones Video   Inside the LA Studio: Michael Van Valkenburgh Associates	<b>Synthesis (Final Project)</b>	
<b>Week 16: Conclusions</b>	Course Evaluations	Discussion 16 (not graded) Peer Review 05 Self + Partner Evaluation	Sunday, Dec 10 @11:59pm <i>*Note: grades will be finalized by Dec 15</i>

## VI. Required Policies

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### COURSE POLICIES

#### WORK EXPECTATIONS

This hybrid **course** has been constructed similarly to a regular 3-credit semester class that would meet for ~3 hours per week and have homework. However, in this case much of the course content is available through online lectures, videos, and other digital materials. **In total, there are ~9 hours of work required per week including lectures, readings, quizzes, discussions, and assignments each week.** Please be sure to schedule the appropriate amount of time each week to devote to this class and the various assignments.

(Remember, one credit hour represents “not less than 1 hour of classroom or direct faculty instruction and a minimum of 2 hours out of class student work each week for approximately fifteen weeks for one semester...” ([Southern Association of Colleges and Schools Commission on Colleges](#)<sup>6</sup>.)

#### PARTICIPATION

For the students in the hybrid section, attendance of the weekly meetings is mandatory. One (1) unexcused absence is permitted. You are requested to contact the instructor in advance if you will not be attending the weekly meeting.

Students are expected to complete all assignments, discussions, and quizzes in a timely fashion. Students will be able to engage with their classmates and earn participation points through a number of avenues. First, they will complete peer reviews of their classmates’ term project assignments, as well as a review of their project partner (both required). In addition, they may select from a number of activities such as commenting on peer’s responses for the weekly discussion boards, posting useful class resources, responding to our “Just for Fun” questions to earn the remainder of their participation points. Lastly, class participation is monitored through Canvas.

#### NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. A guide provided by University of Florida can be found [here](#)<sup>7</sup>.

<sup>6</sup> SACS: <https://citt.ufl.edu/resources/student-engagement/ensuring-academic-rigor/>

<sup>7</sup> UF Netiquette: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

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## GETTING TECHNICAL HELP

For issues with technical difficulties for e-Learning on CANVAS, please contact the [UF Help Desk](#) at:

- On campus at HUB 132
- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP (4357) → *select option 2*

**Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them.** The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## UF POLICIES + RESOURCES

### STUDENTS REQUIRING ACCOMMODATION

If a student has any limitations that might prevent him or her from meeting the requirements of this course, they are asked to notify the instructor. Support services for students with disabilities are coordinated by the [Disability Resource Center](#)<sup>8</sup> (352-392-8565) in the Dean of Students Office. Students requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. (There is no requirement for a student to self-identify their disability to the instructor.) Students with disabilities should follow this procedure 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 [here](#)<sup>9</sup>. 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 [HERE](#)<sup>10</sup> as well.

### 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.’***

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<sup>8</sup> Disability Resource Center: <https://disability.ufl.edu/>

<sup>9</sup> GatorEvals student guidance: <https://gatorevals.aa.ufl.edu/students/>

<sup>10</sup> GatorEvals results: <https://gatorevals.aa.ufl.edu/public-results/>

The [Honor Code](#)<sup>11</sup> 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.”

**Within the Department of Landscape Architecture**, it is to be assumed that all work will be completed independently unless the assignment is defined as a group project by the instructor. This does not mean that students cannot help one another in learning material, but all work that is turned in must be independent work of that individual. Misrepresentation or plagiarism, such as claiming another’s work to be one’s own, refers to graphic and design work as well as written work. Submitting work from one course to fulfill the requirements of another (unless expressly allowed by the instructor) is also misrepresentation. Any students found to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment will be punished according to the severity of the act and may be referred to the Honor Court. It is each student’s responsibility to report any infraction, and it is expected that each faculty will report all infractions as well.

## COURSE MATERIALS + 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

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<sup>11</sup> Honor Code: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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.

## COUNSELING + WELLNESS CENTER

Students experiencing crisis or personal problems that interfere with their general well-being are encouraged to utilize the University's counseling resources. The Counseling & Wellness Center (CWC) provides confidential counseling services at no cost for currently enrolled students. The CWC is located at 3190 Radio Road. For further information on services, making appointments, and emergency or after-hour assistance call the CWC at [321-392-1575](tel:352-392-1575) or on the [web](#)<sup>12</sup>.

## U MATTER, WE CARE

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at [352-392-1575](tel:352-392-1575). The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing Staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## 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.

## STUDENT COMPLAINT PROCESS

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. If you are unsure about who to contact at the program level, please email [distance@dce.ufl.edu](mailto:distance@dce.ufl.edu) and a member of the distance learning staff will forward your complaint to the appropriate UF administrative authority. You can find more information [here](#)<sup>13</sup>.

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<sup>12</sup> Counseling & Wellness Center: <https://counseling.ufl.edu/>

<sup>13</sup> Distance Learning: <https://distance.ufl.edu/student-complaint-process/>