

LAA 1920
Landscape Architecture Site Analysis (Online)
UF Department of Landscape Architecture
Fall 2023

SYLLABUS

I. General Information

CLASS MEETINGS: Asynchronous Online
LOCATION: n/a
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

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](#)¹
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](#)² through the UF Library with a valid GatorLink ID

II. Student Learning Outcomes (SLOs)

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:

CONTENT
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 – Explain, integrate, and apply 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 3 – Explain, integrate, and apply the abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes.
CLO 4 – Explain, integrate, and apply ecology principles to the design of the landscape. interrelationships between ecosystems and climate.
CLO 5 – Explain, integrate, and apply the social, human, economic and environmental principles of sustainability and resilience.
CLO 6 – Explain, integrate, and apply the use of behavioral sciences to assess the impacts of design within diverse social, human, economic and environmental systems.
CLO 7 – Explain, integrate, and apply values of environmental, historic, cultural and community resources in compliance with legal and regulatory frameworks.
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
CLO 8 – Identify, integrate and apply a process to develop material, spatial, and temporal landscape compositions.
CLO 9 – Critically analyze and evaluate ideas that are grounded in the natural, physical, and social sciences.
CLO 10 – Combine and analyze information from multiple sources to make informed design decisions that address and balance aesthetic, environmental, and social issues and goals.

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

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

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SLO 3 – Apply ethical understanding to design decision-making.

CLO 11 - Explain the ethical principles and professional obligations of landscape architects.

CRITICAL THINKING

SLO 4 – Combine and analyze information from multiple sources to support design decision-making.

CLO 12 – Critically analyze and evaluate ideas that are grounded in the natural, physical, and social sciences.

CLO 13 – Combine and analyze information from multiple sources to make informed design decisions that address and balance aesthetic, environmental, and social issues and goals.
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III. Graded Work

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](#)³), 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 (5% of grade)

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.

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

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](#)⁴.

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](#)⁵ 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
Week 1: Course Introduction (Introduce Assign 1)	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
Week 2: Site Planning Process	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	Discussion 02 Quiz 02	Sunday, Sept 3 @11:59pm

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

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

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	<p>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 Retrofitting Suburbia Reading The Seas Are Rising. Could Oysters Protect Us?" Project Toward an Urban Ecology</p>		
Week 3: Base Mapping + Site Selection	<p>Lecture Scale and Context Lecture Base Maps Lecture The Development Program Lecture Needs Assessment Lecture Site Selection Video Counter-Cartography and the City Video Making sense of maps Video Landscape Architecture + Cities Project Indian Mounds Cultural Landscape Study and Messaging Plan Reading Critiquing Maps II Reading The Agency of Mapping: Speculation, Critique and Invention</p>	<p>Discussion 03 Quiz 03 Assignment 01: Site Selection</p>	<p>Sunday, Sept 10 @11:59pm</p>
Week 4: Physical Inventory + Analysis: Topography + Geomorphology (Introduce Assign 2)	<p>Lecture Topography – Part 1 Lecture Topography – Part 2 Lecture Geomorphology – Part 1 Lecture Geomorphology – Part 2 Video New York - Before the City Video South Florida and Sea Level Rise Reading How Geology Influenced Central Park's Design Reading Chapter 2: Sculpting Wetlands Reading Chapter 11: Imagining the Geologic Project Quarry Gardens in Nanning Garden Expo Park Project Abstracting Morphology Project Chilmark: Embracing a Glacial Moraine Project Grand Teton National Park Craig Thomas Discovery and Visitor Center Project Yellowhorn Farm Park: Battling the Threat of Desertification</p>	<p>Discussion 04 Quiz 04 Peer Review 01</p>	<p>Sunday, Sept 17 @11:59pm</p>
Week 5: Physical Inventory + Analysis: Hydrology + Soils	<p>Video How to translate sinking cities into landscapes that fight floods Video Resilient By Design Bay Area Challenge: Islais Hyper Creek, South Bay Sponge, and Public Sediment for Alameda Creek Video Soils: Soil Story - The Whole Story Reading Interview with Kotchakorn Voraakhom: How to Live with Water Project Low-cost and High-efficiency: Use Low-Impact Development Facilities to Build an Ecological Sewage Treatment System for Remote Areas Project Chulalongkorn University Centenary Park Project Slow Down: Liupanshui Minghu Wetland Park Project Low Maintenance Eco-Campus: Vanke Research Center Project Design with Dredge: Resilient Landscape Infrastructure in the Chesapeake Bay</p>	<p>Discussion 05 Quiz 05</p>	<p>Sunday, Sept 24 @11:59pm</p>

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<p>Week 6: Ecological Inventory: Climate + Ecology</p>	<p>Lecture Climate/Microclimate Lecture An Overview of the Fourth National Climate Assessment Lecture National Climate Assessment 4: Actions to Reduce Risks in a Changing Climate Video Climate Adaptation & Landscape Architecture Video A 3-part plan to take on extreme heat waves Video Extreme heat is worse in redlined neighborhoods Video Shade Project Perez Art Museum Miami: Resiliency by Design Project Recreation at the Intersection of Resilience – Advancing Planning and Design in the Face of Wildfire Project Parsons Island Conservation and Regeneration Plan Project Climate Positive Design Project Central Seawall Project</p>	<p>Discussion 06 Quiz 06: Assignment 02: Physical Systems</p>	<p>Sunday, Oct 1 @11:59pm</p>
<p>Week 7: Ecological Inventory: Fieldwork (Introduce Assign 3)</p>	<p>1 Ecology 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 2 Fieldwork Lecture Intro to Fieldwork Lecture Fieldwork + Site Visit Project Precedents The Ecological Atlas Project Project Precedents The Phenology Project Project Precedents Spontaneous Urban Plants</p>	<p>Discussion 07 Quiz 07 Peer Review 02</p>	<p>Sunday, Oct 8 @11:59pm</p>
<p>Week 8: Human Systems: Land Use + Regulatory Context</p>	<p>1 Land Use Planning + Regulations Lecture Property Rights Basics Lecture Intro to Land Use- Part 1 Lecture Intro to Land Use- Part 2 Reading Landscape Architects Must Become Planners 2 Geography of Inequality Video Segregated By Design Video The Geography of Inequality Reading Think Land Policy Is Unrelated to Racial Injustice? Think Again 3 Planning + Regulatory Tools for Green Infrastructure 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 4 Planning + Zoning Tools for Climate Change Reading Wildfires Are a Land Use Problem Reading Norfolk Forges a Path to a Resilient Future</p>	<p>Discussion 08 Quiz 08</p>	<p>Sunday, Oct 15 @11:59pm</p>

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	<p>Project James Island</p> <p>Project Jiading Park</p> <p>Project Penn's Landing Redevelopment Feasibility Study</p>		
Week 9: Midterm Exam Week	Study for the mid-term exam! ☺	Mid-Term Exam Assignment 03: Climate + Ecology	<p>Friday, Oct 22 @9:00pm</p> <p>Sunday, Oct 22 @11:59pm</p>
Week 10: Human Systems: Infrastructure (Introduce Assign 4)	<p>1v Infrastructure</p> <p>Lecture Infrastructure and Concurrency</p> <p>Video IPWEA Sustainable Communities: Critical Insights</p> <p>Video 2021 Infrastructure Report Card</p> <p>Video America's \$16 billion problem</p> <p>Video Planning Is Essential for Recovery Infrastructure Development</p> <p>Reading What is infrastructure and what does the government have to do with it?</p> <p>Reading State of the Union- Infrastructure</p> <p>Reading Green Infrastructure</p> <p>Reading The Green New Deal is really about designing an entirely new world</p> <p>Reading Landscape Architects Leading Community Infrastructure Design and Development</p> <p>2 Urban Economics</p> <p>Reading Place Value: Empowering Landscape Architects to Measure the Economic Benefits of Designed Landscapes</p> <p>Reading Interview with Robert Gibbs: Trees Cause You to Spend More</p> <p>Reading After Lockdown, New Opportunities for Downtown Shopping Districts</p> <p>Reading When Real Estate Collapse Washes Ashore</p> <p>Project Baton Rouge Lakes: Restoring a Louisiana Landmark</p> <p>Project Hunter's Point South Waterfront Park</p> <p>Project Jiading Park</p>	<p>Discussion 10</p> <p>Quiz 10</p> <p>Peer Review 03</p>	<p>Sunday, Oct 29 @11:59pm</p>
Week 11: Human Systems: History + Culture	<p>1 Sense of Place</p> <p>Lecture Sense of Place: Introduction</p> <p>Video A Sense of Place: Sonoma County</p> <p>2 Cultural + Historic Landscapes</p> <p>3 The Cultural Landscape Foundation:</p> <p>Blair Mountain Battlefield (Logan County, WV)</p> <p>Druid Heights (Marin County, CA)</p> <p>Hall of Fame for Great Americans (Bronx Community College, NY)</p> <p>Hog Hammock (Sapelo Island, GA)</p> <p>Japanese American Confinement Camps (various locations)</p> <p>Lincoln Memorial Park (Miami, FL)</p> <p>Lions Municipal Golf Course (Austin, TX)</p> <p>Lynching Sites in Shelby County (TN)</p> <p>Princeville (NC)</p> <p>Susan B. Anthony Childhood Home (Batterville, NY)</p> <p>Project Indian Mounds Cultural Landscape Study and Messaging Plan</p> <p>Project A People's Plan for Freedom Park</p>	<p>Quiz 11</p> <p>Discussion 11</p>	<p>Sunday, Nov 5 @11:59pm</p>

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	Project Cultural Crossing Transforms Portland Japanese Garden into a Place of Cultural Dialogue		
Week 12: Final Analysis + Site Synthesis	Lecture Site Synthesis Lecture Site Suitability: Hand Drawn Graphics Lecture Site Suitability: Geographic Information Systems Lecture Site Synthesis: Opportunities & Constraints Reading A Man and His Environment Reading The River Basin Reading Site Analysis Reading Landscape Architecture and Green Infrastructure in the Slovak Countryside	Discussion 12 Quiz 12 Assignment 04: Human Systems	Sunday, Nov 12 @11:59pm
Week 13: New Analysis Technologies (Introduce Assign 5)	1 Introduction Reading Infinite Mapping: 3-D Scanning and the Holographic Landscape 2 LiDAR 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 & Papua New Guinea 3 Drones 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 4 Combining Pixels: Point Cloud Modeling Video Point Cloud Modeling the Alpine Landscape Video Native Juncture at Devils Millhopper Pointcloud Model	Discussion 13 Quiz 13 Peer Review 04	Sunday, Nov 19 @11:59pm
Week 14: New Site Analysis Applications	1 Introduction Video Smart Cities: Solving Urban Problems Using Technology Reading Live and Learn 2 Artificial Intelligence (AI) 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" 3 Crowdsourcing + VGI Video Smarter Cities through Big Data Video Happy maps Video Volunteer Wildlife Mapping in Denali National Park	Quiz 14 Discussion 14	Sunday, Nov 26 @11:59pm (Thanksgiving Nov 22-26)

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	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 4 Participatory Design Video How kids can help design cities Video Crowdsourcing the City Check out another project from Good City Life: 6 Hacks [for community engagement]Links to an external site. Project Precedent Co-created Campus: Participation Design in Action		
Week 15: Exploring Precedents	Video Color of Landscape Architecture: Mahan Rykiel Associates Video Inside the LA Studio: Rana Creek Design Video Inside the LA Studio: DesignJones Video Inside the LA Studio: Michael Van Valkenburgh Associates	Discussion 15 Assignment 05: Final Analysis + Site Synthesis (Final Project)	Sunday, Dec 3 @11:59pm
Week 16: Conclusions	Course Evaluations	Discussion 16 (not graded) Peer Review 05 Self + Partner Evaluation	Sunday, Dec 11 @11:59pm <i>*Note: grades will be finalized by Dec 18</i>

VI. Required Policies

COURSE POLICIES

WORK EXPECTATIONS

As this is an **asynchronous online course**, there is no required class attendance. The course has been constructed similarly to a regular 3-credit class, which means that **there is a total of ~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](#)⁶.)

PARTICIPATION

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

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

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class resources, responding to our “Just for Fun” questions, and other activities 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](#)⁷.

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
- (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](#)⁸ (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](#)⁹. 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](#)¹⁰ as well.

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

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

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

¹⁰ GatorEvals results: <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](#)¹¹ 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

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

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.

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:321-392-1575) or on the [web](#)¹².

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 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,

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

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 and a member of the distance learning staff will forward your complaint to the appropriate UF administrative authority. You can find more information [here](#)¹³.

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

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