LAA 2360c
Landscape Architecture Principles
UF Department of Landscape Architecture
Fall 2024

SYLLABUS

General Information

CLASS MEETINGS: Mondays & Wednesdays Periods 6-9 (12:50 – 4:55 p.m.) + Thursdays Period 7 (1:55 – 2:45 p.m.)
318/320 Jonathan and Melanie Antevy Hall

CREDITS: 5 Credits

INSTRUCTORS: **Andrea Galinski**, mla, asla, cfm, Assistant Professor
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COURSE DESCRIPTION. This course introduces interfacing communication skills with design thinking. Emphasizes awareness and understanding of basic organization ideas in design.

PREREQUISITE KNOWLEDGE AND SKILLS. Students are required to have completed LAA1330 and the co-requisite is LAA2379c: Design Communications 1.

COURSE ROLE IN CURRICULUM + OBJECTIVES

Purpose of Course and Role within the Sequence
Landscape Architecture Principles is your first design studio, and its goal is to explore the fundamental issues of design from a landscape architecture perspective. During this term, we will address a range of items that form the foundation for what we might call a "*design culture.*" The LA Principles class will explore basic design skills in terms of drawing, sketching, and model building; additionally, we will develop a sense of the *design process*, which can be understood as the methodology one employs while developing a project. Of equal importance are the issues of *thinking as a designer*. The ability to conceptualize the design process, to state your position with respect to your design intent, and to develop a logic for decision-making is a critical aspect of your development as a designer.

Course Goals
- To introduce and develop the skills that will foster the perception, comprehension, and design of meaningful space.
- To introduce the issues at stake in understanding design decision-making and to provide a foundation for future design courses.

Course Objectives:
The course is intended to introduce the student to:
- **Design Issues:** introduce fundamental design ideas through studio involvement with a basic formal language based to communicate architecturally significant ideas.
- **Drawing and Making:** recognize and construct quality analog and digital drawings (including sketching, line drawings, measured drawings, diagrams) and develop clarity of graphic language; construct models that recognize the systemic foundations of form and space; employ iteration/refinement/distillation as a fundamental design activities.
- **Spatial Acuity:** understand, communicate, and manipulate spatial systems as a fundamental component of design activity; develop visual/spatial acuity through drawing/modeling character and quality.
- **Abstraction:** define and study abstraction as a tool of investigation with all its possibilities for the discipline of design.
- **Design Activity:** develop the expectation that design activity requires diligence and focus; commit to an iterative design practice and ongoing process of learning and transformation.

At the end of the course, the student should be capable of:
- Understanding **conventions of architectural drawings** (plan, section, elevation, axonometric, and perspectival projections) as instruments for understanding and constructing three-dimensional assemblies and spatial sequences.
- Understanding the use of **precedent** as constituting a disciplinary body of knowledge and a source for landscape architectural ideas.
- **Distilling, translating, and transforming** formal and spatial ideas from precedent work and/or life into new architectural spaces.
- Creating spatial design proposals that reflect a sophisticated and refined architectural language, and engage design frameworks and assemblies in **clear, meaningful, and systemic ways**.
- Creating drawings and models that probe the **immersive qualities of space**, including analog/digital/hybrid constructions.
- Working through an **iterative design process**, where the evolution of spatial ideas and design process is evidenced through a series of sequential studies that develop over time.

STUDENT LEARNING OUTCOMES (SLOs)

At the end of this course, bachelor's and master's degree students will be expected to have achieved the following introductory course learning objectives (CLOs) under the each of the program's Student Learning Outcomes (SLO) headings.

BLA Student Learning Outcomes	Domain
SLO1_Knowledge. Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.	Content

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SLO2_Skills. Apply core professional skills in landscape architecture.	Content
SLO3_Ethics. Display ethical behaviors and professional conduct.	Content
SLO4_Critical Thinking. Combine and analyze information from multiple sources to support design decision making.	Critical Thinking
SLO5_Communications. Produce professional visual, oral and written communications.	Communication

Note, these SLOs can be found in the BLA "student learning compact."[1]

MLA Student Learning Outcomes (SLOs)	Domain
SLO1_Knowledge. Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.	Knowledge
SLO2_Skills. Apply core professional skills in landscape architecture.	Skills
SLO3_Ethics. Display ethical behaviors and professional conduct.	Professional Behavior
SLO4_Critical Thinking. Combine and analyze information from multiple sources to support design decision making.	Knowledge
SLO5_Communications. Produce professional visual, oral and written communications.	Skills
SLO 6_Research. Devise research methodologies and conclusions appropriate to individual area of interest.	Knowledge

Note, these SLOs can be found in the MLA "student learning compact."[2]

	Course Learning Outcomes (CLOs)
	SLO1_Knowledge. Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
1.1	Design: Identify, describe, and express in studio work a formal design language and the fundamental principles of spatial organization and design (all studios).
1.2	Spatial Acuity: Understand, communicate, and manipulate spatial systems as a fundamental component of design activity; demonstrate visual/spatial acuity through drawing/modeling character and quality (all studios).
	SLO2_Skills. Apply core professional landscape architecture skills in design decision-making.
2.1	Design Process: Apply and evaluate the design process to develop a variety of creative projects or research applications (all studios).
2.2	Design Mindset: Demonstrate diligence, focus, curiosity, and commitment to an iterative design process as part of an ongoing practice of learning and transformation (all studios).
	SLO4_Critial Thinking. Combine and analyze information from multiple sources to support design decision-making.

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[1] UF Bachelor of Landscape Architecture, student learning outcomes: https://catalog.ufl.edu/UGRD/colleges-schools/UGDCP/LAE_BLAE/#academiclearningcompacttext

[2] UF Master of Landscape Architecture, student learning outcomes: https://gradcatalog.ufl.edu/graduate/colleges-departments/design-construction-planning/landscape-architecture/landscape-architecture/#studentlearningoutcomestext

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4.1	Critical Thinking: Conduct a comprehensive process of analysis and synthesis of both objective and subjective information to inform the organization of space and forms within the landscape (all studios).
4.2	Design Assessment: Articulate and explain the methodology of decision-making used in design development (all studios).
	SLO 5_Communications. Produce professional visual, oral and written communications.
5.1	Representation: Demonstrate adroit employment of architectural drawing conventions and models (physical and digital) to design three-dimensional spaces.
5.2	Workflow: Display an effective design workflow, including progression between analog and digital platforms, and drawing and modeling techniques.
5.3	Communication: Express ideas concretely and convincingly through visual, written, and oral communication.
5.4	Persuasion: Demonstrate creative approaches to design representation that are persuasive, compelling, and inspiring.
5.5	Critique: Thoughtfully provide, receive, and respond to critique as part of an iterative design decision-making process (all studios).

GRADED WORK

APPROACH + PROJECT SEQUENCE

Project 01_Terra Mutare: Understanding a Changing Ground (30% grade)
(Weeks 1-7)
Your hands and feet are familiar appendages that will be seen anew and the source of our terrain with which to explore spatial relationships as well as fundamental design vocabularies. Based on these appendages you will develop a set of analytical drawing studies and terrain models that capture shifting spatial relationships and a dynamic ground.

Project 02_Analysis of the Familiar/Unfamiliar (30% grade)
(Weeks 7-11)
Moving from the abstract terrain into an actual place, you will immerse yourself within a campus landscape and study it as a human being and a designer. Experience, observe, record, analyze, and represent. You will deepen the understanding of fundamental design vocabularies and spatial organization principles, communicate your understandings through diagrams and models, and represent space in standard drawings.

Project 03_Occupying the Landscape (30% grade)
(Weeks 12-16)
The final project emerges from the spatial ideas derived from your terrain model, as you design a sequential itinerary, series of framed views, and infrastructural assemblage to integrate the "system of access" into the landscape. These spatial intersections will be developed into a three-dimensional construct that serves to bridge, connect, enclose, and filter with specified itinerary. These will be developed through model and drawing, which in turn will lead to a significant design exploration that builds directly from this new-found analytical awareness.

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Participation (10% grade)

We ask you to make a concerted effort in studio, bravely try new skills and modes of thinking, to create an interesting take on the design problem, and, most importantly, for you to challenge yourself and be constantly willing to learn and develop. *Grades will be assigned as much on dedication and improvement as on talent*- if you enter the course gifted and sit on your skill all term, you will not necessarily get an A.

EVALUATION OF PERFORMANCE

Learning by doing. We won't have quizzes or exams in our class; there are also no right or wrong answers to your studio design brief, per se. You will not be taking in information over the course of the term and regurgitating it for us in another form. ***You will begin as you will go on - by making things over and over and over***. Each time you will take on new questions or the same questions at another level of sophistication. We will give you feedback on the directions you have taken and suggestions for further work. Our goals for you are:
- To challenge yourself and be constantly willing to learn,
- To have at your fingertips a many fruitful ways to approach any problem, and
- To learn to critique yourselves effectively.

Timeliness. Timely completion of all project requirements is expected; late work will be penalized 2.5% per day. A due date and time will be provided for every assignment, and an assignment is considered a day late if it is submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date. Projects that are 8 days late or more will be graded out of 80% of the total points of the assignment.

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. It is the student's responsibility to ensure that a submission is complete; missing items will not be given credit. Requirements for making up missed assignments or other work in this course are consistent with university policies that can be found [here](#)[3].

The graded work assesses the course learning objectives as follows:

	Assessments			
CLOs	Project 01 Terra Mutare	Project 02 Analysis of the Familiar/Unfamiliar	Project 03: Occupying the Landscape	Participation
1.1 Design	X	X	X	
1.2 Spatial Acuity	X	X	X	
2.1 Design Process	X	X	X	X
2.2 Design Mindset	X	X	X	X
4.1 Critical Thinking		X	X	
4.2 Design Assessment		X	X	
5.1 Representation	X	X	X	

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[3] UF Attendance Policies: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext

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5.2 Workflow	X	X	X	
5.3 Communication	X	X	X	
5.4 Persuasion	X	X	X	
5.5 Critique	X	X	X	

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[4] 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.

COURSE POLICIES

STUDIO SYSTEM

There are differing perspectives on education and learning processes. One model suggests that knowledge is transferred from teacher to pupil, and this idea of "learning as transmission" is common. An alternative educational model suggests that *students learn through doing*. Through multiple iterations, the student gradually improves his/her abilities to both make things and to critically self-reflect on the work. This latter approach, "learning through making," is at the core of your Landscape Architecture curriculum.

The structure of studio is substantially different than a lecture format, more closely approximating a lab class. The basic assumption of the studio format is that the student learns as much from fellow students as from professors. Studio time will involve your active participation in discussion and exercises. The process is an active and communal one, involving numerous and repeated sequences of looking, doing, articulating, clarifying and doing again. All effort and critique are public - therefore it is essential that you learn to trust and respect one another. A good design studio is necessarily one in which the class forms a community. The first few sessions will be difficult. After that it will become much easier.

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[4] UF Grades and Grading Policies: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

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It is critical that students and faculty contribute to a positive, rigorous, and focused environment that is both challenging and rewarding. You will have a permanent desk in a studio with your fellow students. This is great because it means that when you are working, you are always surrounded by your best resources - critics and inspiration are always at hand. Working in the studio leads to more rapid learning and will allow you to produce work at a much higher level of rigor. We recommend you do the bulk of your design work at your desk in studio. The studio will prove to be the most fertile environment for you to do your work.

We would like to recommend that the only way to appreciate either the extent of the commitment required (and subsequent rewards) is *total immersion*. LA Principles is a demanding course - that is because it is part of a challenging major, and one where work becomes much more than just 'homework'. Talk to our upper-level students - they will give you some sense of how design becomes a way of life. Go to the library - we will give you a list of periodicals to look at - keep up, look at them each month. Stop in on other cohorts' studios and on upper-level critiques and keep an eye on the ever-changing Gallery on the main floor of the Antevy Hall. The best way to fully understand the breadth and depth of the design disciplines is to fully immerse yourself into the culture of the studio, the school, and the college.

Since many students are working in the same room, it is essential that you work quietly and unobtrusively, that you respect your fellow student's work, and that you clean up after you are finished. During studio hours and during critiques, mobile devices should be turned off or placed in silent mode. Earphones and headphones should be stowed away during instruction, group discussions, desk critiques, etc.

We ask that you understand that the studio is a public space and conduct yourselves in an appropriate manner. The work atmosphere must accommodate a range of tastes of music, language, public conduct, and so forth. Be both courteous toward and tolerant of your colleagues. Remember, the studio is an academic workplace; it is not an extension of your private house or apartment. Treat it as a professional environment, and act as you would if working at an architectural firm. This includes curtailing loud music and conversations, no smoking (UF is a tobacco-free campus), e-cigarettes, or vaping.

When working in the studio outside of class, please respect the wishes of your fellow classmates by limiting loud, boisterous, and or long mobile phone conversations as these may be distracting to others. If requested, please take your conversation out of the studio.

CRITIQUE

Your work in the design studio will develop through presentations and group discussions about the work during each class session. From time-to-time at the end of a project or at a critical moment of the work, more formal "critiques" are scheduled. These are public presentations of the work and provide a forum for its discussion. Usually, one or more external critics are invited to provide a fresh viewpoint and to stimulate discussion. These sessions are usually more formal than class sessions and should be taken quite seriously. Critics come in on their own time and expend a serious level of energy on trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment, but as an opportunity to get input on possible

directions for future development, whether through continued work on the project or through work on future projects.

Please recognize that the critiques of your peers and studio colleagues provide you with excellent learning opportunities and will be essential to your education as a designer. You are required to both attend and actively participate in the discussions of work by others.

SKETCHBOOK/JOURNAL

You are expected to keep a sketchbook/journal (which will be discussed more in your Design Comms 1 class). As you begin your design career, it is important to begin documenting ideas and thoughts. Many artists and designers in all disciplines keep their personal journals replete with thoughts and ideas. A sketchbook is a great way to keep track of creative ideas and refining your thought processes. It also serves as a great resource for when you are short on ideas. Don't feel constrained by what others think should be in your sketchbook. Make your sketches and writings about whatever you find interesting, be it an unusual object, an interesting face, a beautiful landscape, your design ideas, things happening in other classes, reflections on the week, etc. Moleskin notebooks[5] with a grid lining are very good sketchbooks. You can get them at most Barnes and Nobles, the Student Center, or online. Other sketchbooks are great also - pick one that will be easy for you to use and to carry around!

WORKLOAD

As this is a 5-credit class, which means that **there is a total of ~15 hours of work required per week including studio instruction and homework outside of class time**. Please be sure to schedule the appropriate amount of time each week to devote to this class and the various assignments. (This is based on university guidelines where 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].)

ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:
- Illness
- Serious family emergency
- Participation in official university activities such as music performances, athletic competition or debate
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Severe weather conditions
- Religious holidays
- Court-imposed legal obligations (e.g., jury duty or subpoena)
- Military obligation

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[5] Moleskin notebooks: http://www.moleskineus.com/
[6] SACS: https://citt.ufl.edu/resources/student-engagement/ensuring-academic-rigor/

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Two unexcused absences are permitted. ***Each additional absence will lower the student's grade by 2.5%.*** Students are requested to contact via e-mail the instructor prior to the class they will be missing. 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.

The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule an office meeting for any discussions regarding attendance, tardiness, and late assignments. Do not discuss these issues with the instructor during studio time.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

PARTICIPATION

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 LAA2360 assignments. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

TEXTBOOKS, SOFTWARE + OTHER RESOURCES

This course will utilize the UF's e-learning CANVAS site. Relevant course material will be posted to this site. It is expected that you will login into and check-in on the site periodically and to retrieve course resources and required readings. Our course will have required readings and it is expected that all assigned readings will be completed and students will be prepared to discuss the readings at the ***beginning*** of the class. Other recommending readings may be posted over the course of the semesters and it is encouraged that students complete these readings as well.

ANNOTATED 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.

Week 1	22-Aug	
	Thurs	Class intro, syllabus, supply list, desk space; **Intro 1.1** (**"Terrain: Construct"**)
Week 2	26-Aug	
	Mon	Intro 1.1 (con't), desk crits
	Wed	**Intro 1.2 ("Terrain: Sculpt")**, casting demo
	Thurs	Desk crits 1.1, 1.2

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Week 3	**2-Sep**		
	Mon	*Holiday*	
	Wed	Desk crits 1.1, 1.2	
	Thurs	Pin-up 1.1, 1.2	
Week 4	**9-Sep**		
	Mon	**Intro 1.3 ("Terrain: Kinetic")**	
	Wed	Desk crits 1.3	
	Thurs	Desk crits 1.3	
Week 5	**16-Sep**		
	Mon	Pin-up 1.3; **Intro 1.4 + 1.5 (Terra Mutare: Site Plan/Model)**	
	Wed	Desk crits 1.4, 1.5	
	Thurs	Desk crits 1.4, 1.5	
Week 6	**23-Sep**		
	Mon	Desk crits 1.4, 1.5	
	Wed	Desk crits 1.4, 1.5	
	Thurs	Desk crits 1.4, 1.5	
Week 7	**30-Sep**		
	Mon	Final Review Project 01	
	Wed	Intro 2.1	
	Thurs	Desk crits 2.1	
Week 8	**7-Oct**		
	Mon	*Florida Field Trip!*	
	Wed	*Florida Field Trip!*	
	Thurs	*Florida Field Trip!*	
Week 9	**14-Oct**		
	Mon	Pin-up 2.1; **Intro 2.2**	
	Wed	Desk crits 2.2	
	Thurs	Desk crits 2.2	
Week 10	**21-Oct**		
	Mon	Desk crits 2.2	
	Wed	Desk crits + mock pin-up 2.2	
	Thurs	**Intro 2.3**	
Week 11	**28-Oct**		
	Mon	Desk crits 2.3	
	Wed	Desk crits 2.3	
	Thurs	Final Review/Pin-Up Project 02	
Week 12	**4-Nov**		
	Mon	**Intro 3.0**, Desk crits 3.0	
	Wed	Desk crits 3.0	
	Thurs	Desk crits 3.0	
Week 13	**11-Nov**		
	Mon	*Holiday*	

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		Wed	Desk crits 3.0
		Thurs	Pin-up 3.0
Week 14	**18-Nov**		
		Mon	Desk crits 3.0
		Wed	Desk crits 3.0
		Thurs	Desk crits 3.0
Week 15	**25-Nov**		
		Mon	*Thanksgiving Holiday Week*
		Wed	*Thanksgiving Holiday Week*
		Thurs	*Thanksgiving Holiday Week*
Week 16	**2-Dec**		
		Mon	Practice presentations
		Wed	Final Review Project 03

COURSE MATERIALS + SUPPLIES

Required drawing materials:
- Architect's scale, Engineer's scale
- 2-3 Mechanical push-point drafting pencils (also called lead holder)
- Lead pointer (**usually needs to be same brand as lead holder)
- Drafting Leads: 2H, HB, 2B, 6B
- Drafting tape or drafting dots
- Drafting brush
- Push pins (clear) and T-pins
- 2 rolls of tracing paper (12" + 28")

Required drawing materials:
- Micron/Staedtler pens with at least 3 different tips (fine to medium width)
- Prisma color pencils
- Erasers (1 block and 1 eraser sticks recommended)
- Eraser shield
- High quality pencil sharpener
- Workable fixative
- 1 pad, Strathmore Bristol (Vellum Finish), 100lb weight, size: 18"x24" or larger
- Hardbound sketchbook

Required modeling materials:
- Plaster of paris
- Duragel, alginate, or comparable (dental casting material)
- Vasoline, wax, or other mold-release substance
- X-acto knife & large box of #11 blades
- Matt knife and refill blades
- 2 metal straight edges/rulers with core backing, 12" and 24-36"
- Cutting board or mat (at least 18" x 24") additional small board recommended

General studio supplies (optional):
- Chip board (or similar) to cover desk (~32" x 48")
- 2 basic adjustable drafting lamps, extra bulbs, and extension cord
- Digital camera (or high-quality phone camera/ tripod)

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

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coordinated by the Disability Resource Center[7] (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.

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[8] 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.

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[7] Disability Resource Center: https://disability.ufl.edu/
[8] Honor Code: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

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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 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.

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[9].

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

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[9] UF Netiquette: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

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professional and respectful manner is available here[10]. 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[11] as well.

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 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 are available by phone at 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.

ONLINE 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 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].

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[10] GatorEvals student guidance: https://gatorevals.aa.ufl.edu/students/
[11] GatorEvals results: https://gatorevals.aa.ufl.edu/public-results/
[12] Counseling & Wellness Center: https://counseling.ufl.edu/
[13] Distance Learning: https://distance.ufl.edu/student-complaint-process/

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