

ARC 1104 - What Is a City?: Exploring Life and Design for Urban Environments

Quest 1: Nature and Culture

I. General Information

Class Meetings

- Fall 2025
- Tuesday periods 5-6 (11:45 AM - 1:40 PM), Thursday period 6 (12:50 PM - 1:40 PM)
- Classroom: New Engineering Building (NEB) 202

Instructor

- Assistant Professor Sarah Gamble
- Office: Antevy Hall (AH) 250 (previously known as the Architecture Building)
- Office Hours: 1 – 2pm Monday and Wednesday, or by appointment
- Canvas Email preferred, sarah.gamble@ufl.edu as necessary

Teaching Assistant(s)

- Aaron Karr
- Office Hours: Thursday period 5 (11:45 – 12:35), location TBD
- Canvas Email preferred, akarr@ufl.edu as necessary

Course Description

Exploring the most popular setting for contemporary life, this course investigates urbanity - asking engaging, open-ended questions about culture, values, priorities, and quality of life and their connections to the built environment. With the global population exponentially rising, cities continue to grow and evolve to accommodate life in the 21st century. This semester we will explore life and design for urban environments, asking questions about the development of cities in Western and Eastern cultures and beyond, how they are designed and lived in today, and our vision for the future. We will consider why individuals and families are drawn to a range of urban environments, and how these choices impact everyday life. The course incorporates perspectives and knowledge from a range of disciplines, including architecture, urban planning, urban design, and others to expose students to a range of contexts, societies, landscapes, perspectives, and variables that impact the development of urban environments and how lives are shaped by them – and vice versa.

The course will spark curiosity about the spaces and places present within the city, as we look to study their morphology and impact on our way of life, including daily routine, behavior, finances, and relationships. We will consider why individuals and families are drawn to a range of urban environments, tied to relational networks, employment, mobility, and affordability. Throughout the course, resiliency and sustainability will be investigated, asking questions about the climate crisis and its impact on urban inhabitants. This course bridges multiple built environment disciplines, perspectives, cultures, and continents to take a wholistic look at cities around the world and contemporary life within them.

Quest and General Education Credit

- Quest 1
- Humanities

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Assigned readings and links to other media are available via Canvas at no cost, with exception of 2 documentaries that are available via online streaming services and/or rented for less than \$10 each.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

- Weekly Reflection: Prepare a reflective writing response with visual exploration (photos, sketching, etc) in response to a provided prompt. 12 total assignments, due each week with exception of Weeks 8, 14, 15.
- Paper: Further develop a Weekly Reflection assignment into a 1,000 to 1,500-word, thesis-driven paper. Assigned Week 14, due by the last day of class.
- Reading/Media Presentation: Prepare a short video in response to the reading/media assigned to each student to share with the entirety of the class. Unique assignment due date will be given to each student.
- Reading/Media Questions: Prepare questions in response to the reading/media assigned to each student to share with the entirety of the class. Unique assignment due date will be given to each student.
- Pop Quizzes: 5 unannounced, pop quizzes will test your knowledge of course content taken from in-class discussions/lectures and assigned readings/media.
- Mid-term Examination: An assessment at the mid-point in the semester composed of multiple choice, image identification, short answer, and essay. Administered during Week 8

covering material from Weeks 1 to 7.

- Final Examination: An assessment at the end of the course composed of multiple choice, image identification, short answer, and essay. Administered during Week 15 covering material from Weeks 9 to 14.

Grading Criteria

30% Weekly Reflections = 300 points (12 assignments at 25 points each)

10% Paper = 100 points

10% Reading/Media Video Presentation (50 points) + Questions (50 points) = 100 points

10% Pop Quizzes = 100 points (5 assignments at 20 points each)

15% Mid-term Exam = 150 points

15% Final Exam = 150 points

10% Attendance = 100 points

100% Total = 1000 points

Grading Scale

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

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

A grading rubric customized for each type of graded work is provided within the Canvas assignments.

III. Annotated Weekly Schedule

The following outline details the themes for each week, along with a framing question, lecture topics, assignments, and assigned readings/media. Note: You can expect minor revisions to this weekly outline as the semester progresses. Any revisions will be highlighted in class and/or within Canvas.

Week 1: The City

Framing Questions: What is a City? What is life like in an urban environment?

Lecture Topics: Course overview; the definition of city / urban vs. rural, suburban, and tribal; national and global trends and pressing issues around urban living

Assignment(s) due: Weekly Reflection

- Reading: "Long Island, New York", Chapter 1 of *Flaneuse: Women Walk the City in Paris, New York, Tokyo, Venice, and London*, Lauren Elkin, p. 25 - 37
- Reading: *Happy City* Chapter 1 "The Mayor of Happy," p. 3 - 16
- Podcast: "Cities," Radiolab (01:02:04)

Week 2: Origins and Physical Development

Framing Question: How have urban environments been established and developed? What are the elements that compose a city?

Lecture Topics: brief history of urban development; the elements that compose a city; density and sprawl

Assignment(s) due: Weekly Reflection

- Video: "A Brief History of U.S. City Planning" by City Beautiful (14:30)
- Video: "Land Use" by Bozeman Science (8:06)
- Reading: "What is Sprawl?" by Oliver Gillham, p. 287 - 307
- Reading: "Chapter 3: The City Image and Its Elements" from *The Image of the City* by Kevin Lynch. (p. 46-90)

Week 3: Culture and Community

Framing Question(s): How do the inhabitants of a city shape the physical environment, relationships, and living?

Lecture Topics: Culture's impact on the built environment; the built environment's impact on community, relationships, interaction; involvement in public life and collective decision-making

Assignment(s) due: Weekly Reflection

- Reading: "Introduction" and "The Use of Sidewalks: Contact" from *The Death and Life of Great American Cities* by Jane Jacobs (p. 3-25; 55-73)
- Reading: "The Neighborhood Unit" by Clarence Perry (p. 78-89)

Week 4: Environment and Our Senses

Framing Question(s): How do our bodies and senses impact our experience and perception of space and place?

Lecture Topics: The five senses and our perception of space; space vs. place

Assignment(s) due: Weekly Reflection

- Reading: "Hearing in Architecture" in *Experiencing Architecture* by Steen Eiler Rasmussen (p.224 – 240)
- Reading: "Part 2" of *The Eyes of the Skin: Architecture and the Senses* by Juhani Pallasma (p. 39 – 50)
- Reading: "Phenomenon of Place" by Norberg Schulz (p125 -137)

Week 5: Living and Moving

Framing Question(s): How does our movement within the city shape our perception, daily routine, and way of life?

Lecture Topics: the mode and speed by which we move impacts our everyday and perception of the city; types of transportation based on culture and environment; walking as a fundamental right; the concept of accessibility and ADA

Assignment(s) due: Weekly Reflection

- Reading: “The Theory of the Derive” by Guy Debord from the Situationist Anthology (p. 1 – 6)
- Reading: “Why Public Transit is Worth More to a City than You Might Think” (online article)
- Reading: “Why Kansas City’s Free Transit Experiment Matters” (online article)
- Reading: “Why the Bus Got So Bad, and How to Save It” (online article)

Week 6: Quality of Life

Framing Question: How does our physical environment impact our quality of life? Lecture Topics: Definition of quality of life; review of variables - affordability, mobility, stability, etc; Daily life for those experiencing poverty, homelessness, etc; health and its relationship to the physical environment

Assignment(s) due: Weekly Reflection

- Reading: “Our Health Is a Function of Where We Live” (2168-2170)
- Reading: “Why the Places We Live Make Us Happy” (online article)
- Radio Story: “Walking? You’re risking your life in Florida, the deadliest state for pedestrians” (1:54)
- Reading: “Executive Summary” and “Introduction” of *Dangerous by Design* (p. 2-10)
- Documentary: *Urbanized* (1:25:00)

Week 7: Visionaries

Framing Question: How have others envisioned ideal cities for living?

Lecture Topics: Contrasting views of the city of future / ideal city: Le Corbusier, Ebenezer Howard, Frank Lloyd Wright, Designers of China’s Traditional Walled Cities, the New Urbanist

Assignment(s) due: Weekly Reflection

- Reading: “Broadacre City: A New Community Plan” by Frank Lloyd Wright (p. 325-330)
- Reading: “A Contemporary City” by Le Corbusier (p. 315-324)
- Reading: “The Charter of the New Urbanism” (online article)
- Documentary: *Citizen Jane: Battle for the City* (1:32:00)

Week 8: Reflection / Review / Mid-term

Lecture Topics: Review of Weeks 1 – 7, Mid-term Examination during class time

Assignment(s) due: none

Week 9: City-Making

Framing Question: What guides how cities physically take shape? How can I be involved in the shaping of the physical environment?

Lecture Topics: Overview of land use principles, zoning, and code; Built environment professionals’, government’s, and the community’s role in city-making; artificial intelligence and smart cities

Assignment(s) due: Weekly Reflection

- Video: Introduction to Zoning Codes by City Beautiful (5:57)
- Video: Zoning by Design TED Talk (12:38)
- Reading: “Great Idea: Form Based Codes in Public Square,” CNU Journal (online article)
- Reading: “Buffalo Is the First City to Bid Parking Minimum Goodbye” by Citylab (online article)
- Reading: “Everything You Need to Know about the Affordable Housing Debate” (online article)

SPRING BREAK

Week 10: Streetscapes

Framing Question: What is the role of the street in urban life?

Lecture Topics: Elements of the street; relationships between the streetscape and architecture, transportation, public space, and quality of life

Assignment(s) due: Weekly Reflection

- Reading: "Three Types of Outdoor Activities" and "Integrate or Segregate" from *Life Between Buildings: Using Public Space* by Jan Gehl (p.9 – 14, 101 -120)
- Reading: "Conclusion: Great Streets and City Planning" by Allan B. Jacobs (p. 311-315)

Week 11: Housing

Framing Questions: What types of housing are present in the city? How does housing impact daily life, affordability, and more?

Lecture Topics: Housing typologies (single family, duplex, multi-family, low-rise, mid-rise, high-rise; the economics of housing (market rate, affordable housing, etc); composition of communities and neighborhoods

Assignment(s) due: Weekly Reflection

- Video: Levittown - The Man is the Father of the Modern American Suburb (2:36)
- Video: Levittown - 1950s Newsreel Footage covering Levittown (3:52)
- Video: Levittown: A Living History (28:12)
- Reading: "At 45, Levittown's Legacy Is Unclear," The New York Times (digitized version)
- Reading: Pamphlet Architecture #5: The Alphabetical City by Steven Holl (p. 6 – 62)

Week 12: Parks and Public Spaces

Framing Questions: How do cultures and communities use public / park spaces? Why are they an essential amenity for urban life?

Lecture Topics: The importance of shared public space; public space and park typologies; design trends

Assignment(s) due: Weekly Reflection

- Reading: "City Parks Aren't Luxuries. They Are Critical Infrastructure" (online article)
- Reading: "Austin Central Library: The Architectural Crit" in Texas Architect magazine by Aaron Seward (online article)
- Reading: "Austin Central Library: The Public Responds" in Texas Architect magazine by Sarah Gamble (online article)
- Reading: "The Life of Plazas", "Sitting Space", and "Sun, Wind, Trees, and Water" in by William Whyte (p.198 - 213)
- Documentary: *Social Life of Small Urban Spaces* by William Whyte (58:00)

Week 13: The Composition of Uniqueness

Framing Questions: What are the elements and characteristics which make an urban place unique?

Lecture Topics: Local character and feel of a city; In-between space; historic preservation; public art

Assignment(s) due: Weekly Reflection

- Reading: "The Generators of Diversity" from *The Death and Life of Great American Cities* by Jane Jacobs (p. 143-151)
- Reading: "Using Art as City Problem Solver," The Boston Globe (online article)

- Video: *A Landmark Decision: Penn Station, Grand Central, and the architectural heritage of NYC* (6:36)
- Reading: "Hang On, Preservationists Want to Save Penn Station Now?" (online article)

Week 14: Resiliency + The Future of Cities

Framing Questions: How is the climate crisis impacting urban environments? How can we design cities to be more resilient in the future?

Lecture Topics: Concept of resiliency vs. sustainability; current and future impacts to global urban environments; opportunities for environmental education and increased resiliency

Assignment(s) due: none

- Reading: "Living with Water", ArtForum, by Jessie Kendig (online article)
- Reading: "Which U.S. cities will fare best in a warming world — and which will be hit hardest?" Washington Post (online article)
- News Story: "Climate change challenges sinking city of Venice" (online article)
- News Story: "Italy's plan to save Venice from sinking," BBC (online article)

Week 15: Final Exam

Framing Questions: none

Lecture Topics: none

Assignment(s) due: Paper, Final Examination will be administered in-class during the last class meeting.

IV. Course Learning Objectives

The course learning objectives are:

- Build students' familiarity with and knowledge of history, theories, and methodologies used to develop urban environments and how these environments are designed in relationship to and impact culture, lifestyle, landscape, history, values, and community
- Introduce and explain the design of urban environments, both process and products, and their impact on urban life, including community, quality of life, daily routine, behavior, spending, relationships, and the natural environment
- Expose students to a variety of course materials, including a range of authors, perspectives, and media, to explore communication and contemporary issues involving cities and urban life
- Provide opportunities for students to reflect and connect course content to their intellectual, personal, and professional interests and ambitions

V. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

Identify, describe, and explain the history, theories, and methodologies used to develop urban environments and how these environments are designed in relationship to and impact culture, lifestyle, landscape, history, values, and community (Quest 1, H).

Assessments: Pop Quizzes, Reading/Media Presentation, Midterm Examination, Final Examination

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

Analyze, evaluate, and critically reflect on the design of urban environments and their impact on urban life, including community, quality of life, daily routine, behavior, spending, relationships, and the natural environment. (Quest 1, H).

Assessments: Reading/Media Presentation, Reading/Media Questions, Weekly Reflections, Midterm Examination, Final Examination

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Develop and present clear and effective responses to essential questions in oral and written formats about life and design for urban environments and other relevant subject matter engaged in the course. (Quest 1, H).

Assessments: Reading/Media Presentation, Reading/Media Questions, Weekly Reflections, Paper.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

Connect course content on urban environments with critical reflection on their intellectual, personal, and professional development at UF and beyond, including housing, affordability, mobility, employment, quality of life, and participation in civic life. (Quest 1).

Assessments: Weekly Reflections, Paper.

VI. Quest Learning Experiences

1. Details of Experiential Learning Component

Experiential learning is integrated into Weekly Reflection assignments. As part of these assignments, you will be asked to visit spaces and places on campus or a location of your choosing to further engage and explore course content through on-the-ground experience and observation, and can be done at a time of your choosing. For example: the crosswalk adjacent to Turlington Hall, the architecture of the Law School, the use of Plaza of the Americas. You will be asked to reflect upon these experiences in your Weekly Reflection assignments. The completion of these visits will be assessed through the reflections, and related questions may appear on the mid-term and final exams.

If a student is unable to complete these visits, please talk with the instructor to make special accommodations at least 48 hours before the associated assignment is due.

2. Details of Self-Reflection Component

Self-reflection is integrated into Weekly Reflection assignments. Students will respond to a provided prompt, often informed by an experiential learning opportunity, in writing. In addition, many of the reflection assignments also include a complementary creative exercise, such as sketching, photography, sound recording, etc.

VII. Course Information and Policies

Research

As part of this course, students will complete assignments that are also part of an ongoing research study (# 202200946) led by your instructor titled *Walking within the Design Process*. After final grades for the course have been submitted, students can elect or decline to participate in the research study. If they elect to participate, the already completed course assignments will contribute to the on-going research and future publications. Students can also elect to remain anonymous or have their name associated with their work.

Communication

Canvas will serve as the hub of communication for the course. Assigned readings, assignments, announcements, etc will be distributed and collected through the site. It is your responsibility to actively review the Canvas page and remain updated about the course.

Students should regularly check the 'Announcements' section of Canvas for important information from the Professor and GTA, such as reminders, changes to assignments and due dates, and new course information. *Students are solely responsible for reading all 'Announcements' and staying up to date with information posted on Canvas, including Assignments.*

In Canvas, you have the ability to set notifications that will alert you when a new announcement, discussion post, or when Canvas mail is posted. Students should set these up on the first day of class to not miss important course information.

Discussion Boards

If you have a question about the course, please reference the course discussion boards, labeled in Canvas as 'Discussions'. If you do not find your question and/or answer there, please post your question in one of the established sections. The GTA will check the discussion threads once each day and respond to questions. Students can also comment and/or add to questions posted by other students.

Remember, other students likely have the same question as you! Using the discussion boards ensures your question will be answered quickly and avoids a large number of repetitive emails to the teaching team. If you contact the GTA or Professor by Canvas by email with a question that would be worthwhile for the entirety of the class, you'll likely be asked to post the question to the discussion boards for answering.

If your question is private in nature or concerning an individual grade, contact the GTA and/or Instructor privately by Canvas message.

Contacting the Professor + GTA

If you need to contact the teaching team outside of class time, please use the Canvas Messaging function. Students can send a message through Canvas by going to the “Inbox” in the left-hand, blue bar in Canvas. The teaching team will check Canvas messages once per day. Before sending general questions, please refer to the Canvas discussion boards to see if the question has already been asked / answered.

It is important messages are sent through Canvas messaging for security / student privacy and tracking of student messages. Responses to messages sent via individual email addresses will be delayed.

Assignment Submissions + Late Work Policy

All assignments will be submitted through Canvas. Each assignment has a unique date / time that the assignment is ‘available’, ‘due’, and open ‘until’. The assignment opens up on the ‘available’ date and students will be able to access the assignment and submit. Assignments submitted past the ‘due’ date will receive an automatic 10% deduction per day (24-hour period). This deduction is set up automatically within Canvas, which rounds up to the nearest day. For example: If a submission worth 10 points is submitted 2 days after the ‘due’ date, and the student is awarded full points for their submission, their final grade on the assignment would be 8 points (2 days late x 1 point deduction per day = 2 point Late Penalty). The same deduction would apply to an assignment submitted 1.3 days after the ‘due’ date, because Canvas rounds up to the next day.

It is entirely the responsibility of the student to verify due dates to ensure on-time submission. Assignments will not be accepted once the assignment has closed, which is the ‘until’ date. This policy will be strictly enforced. *Check and double check* that your submission is satisfactory and has been submitted in the correct place within Canvas. Be sure to provide ample time to get assignments properly submitted, keeping in mind technological glitches and that problems often arise at the most inconvenient times.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

AI Tools

The teaching team recognizes that there are a variety of AI programs and tools available to assist students in writing and making. AI programs/tools are not a replacement for human creativity, originality, and critical thinking. Writing and making are crafts that you must develop over time to develop your own individual voice as a writer and creative. Unless explicitly stated in the assignment, AI programs/tools are not permitted for any stage or phase of work in this class. If you use these programs/tools, your actions would be considered academically dishonest and a violation of UF’s Academic Honesty Policy. Violations will be reported to the Dean of Students Office.

It's important to note that the use of AI programs/tools produces text, visuals, etc. that is often easily recognized by the teaching team. For example, multiple student responses may be very similar and/or text appears well-written from a language/grammar standpoint, but the information included is not accurate or consistent with the writing prompt. Assessment software also assists the teaching team to recognize plagiarism in many forms.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor, graduate teaching assistant, and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

VIII. Required Policies

Consistent with the information shared below, information on university-wide academic policies and resources can be found at <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

Attendance Policy

Attendance is expected and will be taken at each class. Each student will have 2 discretionary, unexcused absences from class. After 2 unexcused absences, each additional unexcused absence will subtract 20 points from the 100 total points allocated to attendance in the overall grade. Upon the 8th absence, students will be asked to withdraw from the course or receive a failing grade. See the University's policies related to excused absences (linked below). Students should inform the instructor as soon as possible and provide documentation, when required by University policy.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "[Get Started With the DRC](#)" webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor via email at sarah.gamble@ufl.edu and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or

3. The central portal at <https://my-ufl.bluera.com>.

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

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

Campus Resources: Health + Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Campus Resources: Academic

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

In-Class Recordings

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.