



RED 4312
Emergent Literacy
88676 001
Fall 2026

Instructor Name

Rachel Hatten

TBD

University Course Description

The purpose of this course is to create an understanding of developmentally appropriate, research-based theories and practices that support young children's emergent literacy and language learning.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course will meet synchronously online.

Student Learning Outcomes

1. The candidate will be able to demonstrate substantive understanding of the development of foundational literacy skills (i.e., oral language, phonological/phonemic awareness, phonics, vocabulary). (FL Reading Competencies 1.A.1, 1.A.5, 1.B.1-3,

1.B.6, 1.C.1-2, 1.C.4, 1.E.3-4, 1.G.3, 1.G.6, 1.G.7, 1.G.9; FLCS LAR 1)

1. The candidate will be able to understand variations in language and literacy development for all students, including English learners and students with reading difficulties and/or characteristics of dyslexia. (FL Reading Competencies 1.A.4, 1.A.6-7, 1.B.4-5, 1.B.7-8, 1.C.5-6, 1.E.7, 1.G.1, 1.G.8, 3.8)

1. The candidate will be able to apply instructional strategies for scaffolding development of foundational literacy and language skills (i.e., oral language, phonological/phonemic awareness, phonics, vocabulary, and integration across skills). (FL Reading Competencies 2.A.1, 2.A.5, 2.B.1-3, 2.B.6, 2.C.1-2, 2.C.4, 2.E.3-4, 2.G.3, 2.G.6-7, 2.G.9)

1. The candidate will be able to understand and administer appropriate emergent literacy and language assessments, and interpret and communicate results, to determine the abilities and needs of emergent literacy and language learners. (FL Reading Competencies 1.A.8, 2.A.8, 1.B.9, 2.B.9, 1.C.7, 2.C.7, 1.G.10-11, 2.G.10-11, 3.1-3.3, 3.5-3.7, 3.10, 3.12, 3.16; FLCS LAR 4)

1. The candidate will be able to develop and deliver differentiated instructional plans for emergent literacy and language learners, including those with characteristics of dyslexia and reading difficulties, based on assessment results. (FL Reading Competencies 2.A.4, 2.A.6-7, 2.B.4-5, 2.B.7-8, 2.C.5-6, 2.E.7, 2.G.1, 2.G.8; FEAP 1a)

Course Objectives

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Required Texts and/or Readings and Course Materials

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Boston: Allyn & Bacon. 978-0-136-61550-7 (7th edition)
- Honig, B., Diamond, L., Cole, C. L., & Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement*. Arena Press. 978-1-634-02235-4 (3rd edition)
- Tech tools (device with camera recording capabilities)

How to Succeed in this Course

To find success in this course, you must consistently attend class, read and think about assigned readings, participate in in-class activities, work collaboratively with your peers, think critically about assignments, consider all feedback (verbal and written) provided by your professor, and apply what you are learning in the field.

Grading Scale

The following grading scale and qualitative criteria will be used to determine your final grade. **A minimum grade of C- is required to pass the course.**

Grading Scale	
Grading Scale (%)	
97-100	A+
94-96	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Qualitative Grade Breakdown

In addition to assessment grades, other qualitative criteria will be used to evaluate your learning processes and products throughout the semester. The following qualitative guidelines will also be used to determine your final grade.

A-, A, A+ Consistent and thoughtful participation in all class discussions and activities. Excellent quality and serious thought put into all assignments. Evidence that all readings were read carefully and thoughtfully discussed.

B-, B, B+ Effort to participate in most class discussions and activities. Extra effort and above average quality in class assignments

and projects. Evidence that reading was completed and contemplated.

C-, C, C+ Occasional participation in class discussions and activities. Assignments and adequately completed. Evidence some reading was completed.

D/F Lack of participation in class discussions. Assignments incomplete and/or poorly done. Lack of evidence that reading was completed.

Grade Categories and Weights

Grade Categories and Weights	
ASSIGNMENT	% of final grade
*Assessment Data Presentation	20%
*Interactive Read-Aloud Lesson	20%
*Phonemic Awareness/Phonics Lesson	20%
*Final Exam	20%
Reading Quizzes	5%
Weekly Participation	15%

***Critical Tasks:** All tasks designated as critical must be completed with a 70% (a score of 3/5 or above on each criterion) in order to pass the course. During courses and clinical experiences, candidates are assessed on critical performance tasks identified by faculty within candidates' programs of study and designed to make decisions about candidates' level of proficiency in the knowledge, skills, and dispositions necessary to help students learn. These critical tasks are used to assess the most significant outcomes of each course, and they are linked to several sets of professional standards, including the Florida Educator Accomplished Practices.

***CampusFolio:** All tasks designated as critical must be completed with a score of 3 or above on each criterion in order to pass the course. An

assignment that receives a score below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into CampusFolio. However, the original grade on the assignment will be the score used to compute the final grade for the course. All revisions must be completed before the last class meeting. CampusFolio is free to students.

I. Major Assignments

1. ***Assessment Data Presentation** (20% total of final grade; FL Reading Competencies 1.A.8, 2.A.8, 1.B.9, 2.B.9, 1.C.7, 2.C.7, 1.G.9-11, 2.G.9-11, 3.1-3.4, 3.6, 3.10, 3.12, 3.16, 4.4; FLCS LAR 4)

You will develop and write an assessment plan to meet with your student at least once to conduct your assessments. During this meeting, you will administer 2-3 assessments related to phonemic awareness, phonics, and your student's background and interests. After conducting the assessments, reviewing data, and drafting analyses, you will create a final assessment presentation.

In your final Assessment Data Presentation, you will interpret and describe the results of the interest inventory, the phonemic awareness assessment, and the phonics assessment. Based on these data analyses, you will recommend the next steps of explicit, systematic instruction based on diagnosis of student needs. Include examples and demonstrations, when appropriate. This presentation will be recorded. Your face should be visible in your presentation. You can use any format presentation (e.g., PowerPoint, Prezi, Google Slides, Keynote, etc.) and you can record your presentation using a number of programs (e.g., Zoom meeting, Google apps, etc.). Review Canvas rubrics for specific assignment requirements.

1. ***Phonemic Awareness/Phonics Lesson** (20% of final grade; 1.B.1; 2.B.1-8; 1.C.1; 2.C.1-2; 2.C.4-6, 2.G.1, 4.1, 4.8, 4.11-4.12, 4.14)

You will prepare for, teach, and critically reflect on your instruction of an explicit, systematic phonemic awareness and phonics lesson. This lesson should be taught in your internship classroom or alternate approved setting, and should use an explicit, systematic lesson that builds on the previous lessons taught (i.e., part of a research-based scope and sequence) and is based on assessment data. You may use UFLI, a Florida Center for Reading Research lesson, or a lesson from another research-based phonics curriculum to be discussed with your professor.

Using a provided template, you will write a lesson plan for your phonemic awareness/phonics lesson. Your plan should include a copy of the research-based curriculum's lesson you are using. Your lesson plan will explain why you are teaching this skill now, as a part of systemic decoding instruction. You will also explain how you will differentiate the lesson for student language variation and for students experiencing reading difficulties. You will record your lesson delivery with emergent/early readers. You will then engage in critical reflections of your developing teaching practice in phonemic awareness and phonics instruction.

1. ***Interactive Read-Aloud Lesson** (20% of final grade; 1.A.1; 2.A.1, 1.A.4-8; 2.A.4-7; 2.E.3-4; 1.E.4-5, 2.E.8; 2.G.3; 2.G.6-8, 4.1, 4.9, 4.13; FEAP 1a)

You will teach an interactive read-aloud lesson with emergent/early readers. With a strong focus on selecting a book that aligns well with your audience's interest as well as the skills/strategies/content you are teaching, you will specifically plan for teaching vocabulary and comprehension, using a provided lesson plan template.

You will submit your lesson plan to your professor for feedback before delivering the lesson. Your plan must include selected words and definitions to teach, selected comprehension supports/questions/prompts, and you must consider all learners in your planning. Your lesson plan must include strategies for differentiation for all learners, including students from a variety of language backgrounds (4.14). This lesson will scaffold children's oral

language skills and academic language skills through questioning, with the goal of supporting overall comprehension of the text through discussion (2.A.2, 2.A.4). You will record your delivery of the lesson so you may reflect on your developing teaching practice.

1. ***Final Exam** (20% of final grade; 1.B.1-8; 1.C.1-2; 1.C.4-6; 1.E.3, 1.E.7; 1.G.1; 1.G.3; 1.G.6-8; 3.5, 3.7-3.8, 4.2, 4.5, 4.13; FLCS LAR 1)

This exam will assess your knowledge of the alphabetic principle, sound-spelling patterns, structural analysis, regular, irregular, and multisyllabic word reading. The exam will also assess your understanding of assessment-driven literacy instruction for emergent and early readers. The exam will assess your understanding of the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The exam will consist of short-answer, multiple-choice questions, and a pre-recorded video to pronounce select phonemes.

1. **Reading Quizzes** (5% of final grade)

To help you process the information in our readings and class discussions, you will regularly complete quizzes. You will be expected to fully engage with all assigned readings in this course, then demonstrate your growing knowledge through course quizzes. In order to keep pace with the content and ensure you are prepared for each class meeting; quizzes must be completed BEFORE class meetings to apply the readings to discussion and learning activities each week. Specific due dates/times will be posted in Canvas. Reading quizzes will also help to ensure you are prepared for the Final Exam.

1. **Weekly Participation** (15% of final grade)

To develop your professional literacy practice as a future teacher, **attendance and participation are required.** Active participation and preparation for the class are essential. Consistent and complete attendance is required because young readers and writers are relying on you as a developing teacher in early literacy instruction. **The following attendance and participation policies are in effect:**

ATTENDANCE: Attendance is required. You will earn points for each class you attend. **Points cannot be earned if you miss a class.** **More than 2 absences for any reason may lower your final grade.**

TARDY/LEAVE EARLY: More than one tardy/leave earlies (total) (for any reason) may lower your weekly participation points because you will miss demonstrations, class activities, or literacy content. **Any tardy or early departure over 30 minutes is considered an absence.**

PROFESSIONALISM: Each time you demonstrate a lack of participation in class or lack of preparation for class (for any reason) your grade will be lowered by a minimum of 5%. This includes, but is not limited to, checking email, texting, shopping, unrelated talking, phone calls, sleeping, etc.

PROMPTNESS IN ASSIGNMENT SUBMISSIONS: All your work, including online assignments, must be submitted by the due date for feedback. **EACH LATE ASSIGNMENT will lower your GRADE ON THE ASSIGNMENT by 10% for each day that it is late and if I have not granted an extension.** If you must turn in a late assignment, I must be notified in advance, and you will need to provide a goal and submission deadline within the week. Late assignments for reasons beyond your control will be handled case by case. **If you submit an assignment that is inaccessible to me, the assignment will be considered “late.”** For example, if you submit a link for which you did not provide proper access and I must reach out to you to open or resubmit the link, your assignment is late.

Major Topics and Course Schedule

Emergent Literacy Course Outline

****Note that the course schedule is subject to change to meet student needs throughout the semester. Check back on Canvas regularly.***

Date	Course Topics	Required Readings	Assignments Due *Critical Tasks
Week 1	Introduction to Emergent Literacy	- Course Syllabus <i>Teaching Reading Sourcebook</i> - About the Teaching Reading Sourcebook pp. xiv-xv <i>Teaching Reading Sourcebook</i>- pp. 1-18	Early Literacy Pre-Test Module 1: Quiz
Week 2	Early Language Structures & Teaching English Language Learners	<i>Teaching Reading Sourcebook</i> - Chapters 1-2 - Words Their Way – Chapter 1	Module 2: Quiz
Week 3	Early Literacy Assessments	<i>Words Their Way</i> - Chapter 2 - Applying New Visions of Reading (Stahl, 2011) - Stahl, Flanigan, & McKenna, 2020, <i>Assessment for Reading Instruction</i> Ch 2. - Reading Rockets Assessment Article	Module 3: Quiz (due before class) *Phonological Awareness & Phonics Assessment Plan
Week 4	Phonological Awareness & Phonemic Awareness	<i>Teaching Reading Sourcebook</i> - Ch. 5 - Phonemic Awareness Assessments	Module 4: Quiz (due before class)

Week 5	Print Awareness & Letter Knowledge	• <i>Teaching Reading Sourcebook</i> - Chapter 3-4 • <i>Words Their Way</i> - Chapters 4 -5	Module 5: Quiz (due before class) *Bring assessment data to class
Week 6	Phonics & Decoding	• <i>Teaching Reading Sourcebook</i> – Intro to Decoding & Chapter 6 • <i>Words Their Way</i> – Chapters 3 & 6	Module 6: Quiz (due before class) *Assessment Presentation
Week 7	Multisyllabic Orthography	• <i>Teaching Reading Sourcebook</i> - Chapters 7 & 8 • <i>Words Their Way</i> - Ch. 7	Module 7: Quiz (due before class) *Phonemic Awareness/Phonics Lesson Plan
Week 8	Reading Difficulties & Dyslexia	• Dyslexia in the Classroom - What Every Teacher Needs to Know. International Dyslexia Association. • <i>Conquering Dyslexia</i>, Hasbrouck - Ch 5	Module 8: Quiz (due before class)
Week 9	Early Fluency & Text Types	• <i>Teaching Reading Sourcebook</i> – Ch. 10	*Phonemic Awareness/Phonics Lesson Recording & Reflection
Week 10	Drop-In Online Conferences		
Week 11	Early Language & Vocabulary Instruction	• <i>Teaching Reading Sourcebook</i>, p. 405-486 (focus on pp. 432-452) • Venegas & Guanzon, 2023: A Planning Tool for Improving Interactive Read-Alouds. <i>The Reading Teacher</i>. • Osario (2020) <i>The Reading Teacher</i>.	Module 11: Quiz (due before class)

Week 12	Early Discourse & Comprehension Instruction	• <i>Teaching Reading Sourcebook</i> - pp. 607-632 & 648-650 • Baker & Santoro, 2023: <i>Quality Read-Alouds Matter, The Reading Teacher</i> • The Ramped-Up Read Aloud, Ch. 3 p. 99-131 (Converse about Comprehension - Fiction) and Ch. 4 p. 133-172 (Converse about Comprehension - Informational and Narrative Nonfiction)	Module 12: Quiz (due before class) *Interactive Read-Aloud Lesson Plan
Week 13	Comprehension, Reader Response, & Multimodal Composition	Choice	
Week 14	Comprehensive Systems of Support for Early Literacy & Differentiated Instruction	• Teaching Reading Sourcebook, p. 743-755 (Honig et al., 2018) • Walpole & McKenna, Ch 2., How to Plan Differentiated Reading Instruction: K-3. E-book online with USF library.	Module 14: Quiz (due before class) *Interactive Read-Aloud Recording & Reflection
Week 15	Review & Early Literacy Book Fiesta!		
Week 16		Prepare for final exam	
Finals Week	Final Exam (in Canvas)		*Final Exam

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy:

Assignments submitted beyond the due date may will lower the grade by 10% per day and assignments will not be accepted if overdue by more than seven days.

Extra Credit Policy:

There are no scheduled extra credit assignments. If extra credit is granted due to unexpected situations, details about the logistics will be provided at that time.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed.

Rewrite Policy:

If you are asked to revise and resubmit any Critical Task assignment for any reason, you may only earn the minimum passing score.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757.

Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for

their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)