



EEC 4211
Science for Young Children
84397 001
Fall 2026

Instructor Name

Dr. Amber Brown

University Course Description

The purpose of this course is for pre-service teachers to apply research-based learning theories to plan and teach science effectively in the Early Childhood classroom.

Course Requisites

Prerequisite(s):

(EDF 4124 Minimum Grade: C-)

Corequisite(s):

Course Format

All class sessions will be held in person each Tuesday with the exception of full immersion weeks and the last week of class.

Field-based course statement: This course is a field-based course. If you intend to withdraw from this course after the drop/add date, you

should inform your instructor before doing so as it may impact your ability to gain placement in a future term.

Fingerprinting: This course requires fingerprinting. You will be informed via email by Student Academic Services regarding your need to fingerprint.

ESOL & Florida Educator Accomplished Practices Requirements:

Please note certain assignments may serve as appropriate documentation for one or more of the Florida Accomplished Practices/ESOL Performance Standards.

Student Learning Outcomes

1. Use strategies for designing appropriate objectives and developing lesson plans, including the application of developmentally appropriate learning theories to plan and teach sequenced instruction of science process skills and concepts to plan innovative lessons, including ideas for teaching science as inquiry, techniques for using value-added technology, and strategies related to teaching methodological approaches to science (e.g., forming a hypothesis, manipulating variables). (FEAP-1a, 1b, 1c, 1f, 2e, 2g, 3a, 3c, 3g, 4a, 4b; Sect.53-1.4.6, 3.5.5; ESOL- 1.1.a., 4.1.a., 3.3.a., 3.3.b., 3.3.c., 4.2.a., 4.2.b., 4.2.c.; NAEYC- 4b, 4c, 5b,5c.)
2. *Describe characteristics of, and employ techniques for, integrating science content with other subject areas, including selecting children's literature to build science concepts, using multiple representations of information (e.g., graphs, charts, tables), and relating lessons to other disciplines and life experiences. (FEAP- 3e; Sect. 53- 3.5.8; ESOL- 4.2.a., 4.2.b., 4.2.c; NAEYC- 4c, 5b, 5c.)*
3. *Develop educational experiences and utilize resources for all learners, including adaptations and activities that support English Language Learners (ELLs), and incorporate their understanding of student differences into instructional planning that leads to student mastery, acknowledges student differences (e.g. ELLs, students with disabilities, gifted learners), and requires students to demonstrate a variety of skills and competencies through engaging and challenging science lessons. (FEAP- 2d, 2h; Sect. 53- 1.5.9; ESOL-1.1. a, 3.3.a., 3.3.b., 3.3.c., 4.1.a., 4.2.a., 4.2.b., 4.2.c.; NAEYC- 2a.)*
4. *Interpret a variety of data from summative and formative assessments that match learning objectives to identify gaps in students' subject matter knowledge, respond to preconceptions and misconceptions, flexibly group children for instruction, and*

otherwise drive the learning process. (FEAP-1b, 1c, 1d, 3c, 3d, 4a, 4b, 4c; Sect. 53- 1.6.1, 1.6.3, 1.6.4; ESOL- 5.3.c.; NAEYC- 3a, 3b, 3c.)

- 5. Select materials that enrich and extend children's learning of science and incorporate strategies for active learning, such as utilizing content area literacy strategies, reading comprehension across the curriculum, use of higher-order thinking, "verbalization of thought" techniques, collaborative learning, and applying subject matter. The pre-service teacher will incorporate those materials and strategies into instructional planning. (FEAP- 2a, 3b, 3f, 3i; Sect. 53- 4.1.1, 4.1.2, 4.1.3, 4.1.6; ESOL- 3.3.a, 3.3.b., 3.3.c., 4.1.b.; NAEYC- 5b, 5c.)*
- 6. Apply knowledge of basic concepts related to Physics, Earth Sciences, and Life Sciences in planning coherent lessons using developmentally appropriate science concepts. (Sect. 53- 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9, 4.5.10; NAEYC- 5a.)*

** CAEP – Council for Accreditation of Educator Preparation; CF – College of Education Conceptual Framework; ESOL – English Speaker of Other Language Endorsement Competencies; FEAP – Florida Educator Accomplished Practices; FSTC – Florida Standards for Teacher Certification; FLCS – Florida Subject Area Competencies and Skills; FREC – Florida Reading Endorsement Competencies; NAEYC – National Association for the Education of Young Children*

Course Objectives

- Apply developmentally appropriate learning theories to design effective early childhood science instruction.
- Develop standards-based science lesson plans that promote inquiry, critical thinking, and problem-solving skills.
- Integrate science instruction with literacy, mathematics, social studies, and technology across the curriculum.
- Create a variety of science learning experiences that support all learners, including English Language Learners and students with exceptionalities.
- Use formative and summative assessment data to guide instructional planning and improve student learning outcomes.
- Implement active learning strategies that engage young children in hands-on scientific exploration and discovery.
- Demonstrate understanding of foundational concepts in life, earth, and physical sciences appropriate for early childhood learners.

- Select and utilize instructional materials, children's literature, and educational technologies that enrich science learning.
- Reflect on teaching practices to evaluate lesson effectiveness and identify areas for professional growth.
- Collaborate professionally with peers, instructors, and mentor teachers to support effective teaching and learning in early childhood science classrooms.

Required Texts and/or Readings and Course Materials

Harlan, J. D. & Rivkin, M. S.(2011) *Science Experiences for the Early Childhood Years – An Integrated Affective Approach* (10th Edition)

Science lab materials for assigned lab group week. More details will be provided in class. Expense will be minimal and split between 4-5 group members. Most materials are everyday household items (e.g., toothpicks, string, plastic cups, etc.).

Supplementary (Optional) Texts and Materials

- Critical Tasks will be uploaded to CampusFolio, an online portfolio. More information about CampusFolio will be discussed in class. No purchase is necessary at this time.
- Additional supplementary readings may be assigned as needed. All supplementary readings will be posted in Canvas modules (chapters, articles, videos, etc...)

How to Succeed in this Course

Here are a few tips for succeeding in this course.

- Ask questions!
- Be present.
- Read and take notes.
- Actively participate.
- Have an open/growth mindset.
- Follow the rubrics.

Plan to *read all assigned documents prior to each class meeting*.

Classes will *meet in-person, on campus*. Come prepared to discuss the readings, apply the information from the readings, and

collaborate with others in small group as well as whole class activities.

Note: The value of this course comes from the required in-person attendance. As such, the *attendance policy* is strict (see Attendance Policy below).

Grading Scale

NOTE: Please retain all your assignments for the semester, including those that are graded/returned. Maintaining a GPA of 2.5 or higher is required for program continuation.

Grading Scale

Grade	%	Grade	%	Grade	%
A+	98-100	A	94-98	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63
F	0-59				

Grade Categories and Weights

Assignment	Percentage of Final Grade
Level 3 Critical Task: Science at the Center	70%
Learner Analysis	15%
Curriculum Web	20%
Integrated 5 Es Lesson Plan	20%
Lesson Implementation and Reflection	15%
Class Engagement	20%
Weekly Class Engagement and Professionalism	10%
Reading Assignments, Quizzes, and Lab Participation	10%
Science Lab and FTCE Review	10%

Level 3 Critical Task: Science at the Center (4 major assignment components)

Science Learner Analysis– 15% of Final Grade

The Learner Analysis assignment is the first step in developing your integrated unit. The goal of this task is to help you get to know the community, school, and class you are working in.

You will consider characteristics of the community, school, and classroom that may affect learning, articulate an in-depth knowledge of student differences (e.g., developmental, background, linguistic, communication, behavioral, academic, and interests), display an in-depth knowledge of students' skills and prior learning, and articulate the implications of this information for planning and assessment as a part of the overall Learner Analysis.

You will gather information on every student in your class and use this data to develop both an individual and holistic sense for “where students are now” on their journey toward mastery of science concepts. You will use prior assessment data and observational data you gather on “where students are now”, you will also consider “where students need to go”, based on FL State Science Standards and school district curriculum maps. To accomplish this, you will consult the school district curriculum map for science (at your grade level), refer to the adopted Science Standards, and speak with your collaborating teacher about his/her forecast for student needs.

A rubric will be provided on Canvas for the Learner Analysis.

Science at the Center Curriculum Web – 20% of Final Grade

Using the Learner Analysis as a starting point for informing your instructional decision-making, you will create an interdisciplinary curriculum web with science at the center to illustrate how a science lesson connects to other subject areas. This web will utilize clear labels to show the connections to each content area. You should strive for a reciprocal connection between content areas.

- **Technology:** At least one activity must incorporate effective uses of technology in teaching and learning
- **Math or Social Studies:** Two or more connections to each math and social studies
- **Literacy (Reading and Writing):** Two (or more) literature sources, a literacy component, and demonstrate the characteristics of meaningful learning environments: active, constructive, goal directed (i.e., reflective), authentic, and collaborative.

These connections should be based on the key content in standards for your grade level, as well as the needs, interests, background, and learning styles of students in your classroom.

A rubric will be provided on Canvas for the Science at the Center Curriculum Web.

Integrated 5 Es Science Lesson Plan– 20% of Final Grade

You will submit a science lesson plan based on your curriculum web. The primary purpose of your lesson is to meet a science objective(s) and work toward content mastery by engaging students, prompting them to think critically, and helping them to construct new knowledge. The lesson must embed an opportunity for students to practice either a basic process skill (i.e., observe, classify, measure), or practice a methodological approach to science (define the problem, form a hypothesis, run multiple tests). This lesson should include components detailed on the Lesson Plan template provided.

A rubric will be provided on Canvas for the Lesson Plan. You will implement the lesson in your field experience course. You will then reflect on the process and outcomes of your teaching.

Lesson Implementation Reflection – 15% of Final Grade

In this assignment, you will reflect on the process and outcomes of your teaching. The reflection should consider the effectiveness of the strategies you employed, discuss challenges you faced and triumphs you experienced during lesson implementation, examine each of the objectives you identified to make comparisons of the learners' pre and post instructional performance, and describe changes you would make if you had the opportunity to teach the lesson again.

A rubric will be provided on Canvas for the Reflection.

**** The above components will be submitted to the course instructor as required in this course schedule. At the end of the semester, the entire Level 3 Critical Task should be submitted as a whole to *Campus Folio*, an electronic portfolio. More details will be shared.**

Class Engagement

Class Engagement and Professionalism (10% of Final Grade)

In order to successfully complete the course, participants must attend class and demonstrate active and thoughtful engagement in discussions and activities. Teacher Candidates (TCs) are obligated as emerging professionals to sincerely engage with course material, go beyond the surface, consider material they may not like immediately, reflect on their own situation (make connections, see relevance), and formulate language to describe and understand that situation more fully. They are obligated to pose good questions to their practice, look critically at their teaching performance, and to identify targeted goals for their own professional development.

TCs demonstrate progress toward course goals and objectives by carefully reading assigned material prior to class, engaging with course material, going beyond the surface, pondering multiple perspectives on an issue or topic, reflecting upon their own situation and roles as emerging professional educators, and formulating language to describe and understand that situation more fully.

Participation includes thinking, reflection, raising thoughtful questions, facilitating discussions with peers, and contributing to the learning of

others in the class. Furthermore, active participation during learning tasks both in and out of class will be evaluated as part of your participation. Leaving class early or arriving late is considered time absent from class. See attendance policy below.

Reading Assignments, Quizzes, and Lab Participation (10% of grade)

Each week you will read from the course text and/or additional readings from Canvas. All reading assignments must be completed **prior** to class.

Mini-quizzes will be given throughout the semester. Quizzes will cover the content featured in the reading within the course textbook and associated readings, FTCE content, and related pedagogy. The quizzes will be administered through Canvas. Students may use notes or textbook to assist them with the quizzes. Quizzes may be retaken any number of times before the due date.

Most class sessions will include a hands-on science lab. TCs are expected to participate fully, ask questions, and reflect thoughtfully on the content as well as the pedagogy used to teach young children.

Science Lab and FTCE Review (10% of final grade)

TCs will work together to create a hands-on science lab relevant to the content for the week that would be appropriate for teaching young children. The lab must be based on appropriate grade-level standards. As a group, TCs are responsible for providing lab materials for the entire cohort to participate. Each lab will follow the 5Es lesson format and end with a brief whole-group discussion and reflection on the teaching and learning opportunities appropriate for young children. More details will be provided during class. Each group will prepare and lead the class through one lab during the semester.

TCs will work together with a small group to provide a brief 3-5 question FTCE Review for your classmates. You will choose a form of technology or app to present your review questions the FCTM mathematics test. You will post the review on Canvas for classmates to study with. A signup sheet will be provided to choose your group. A rubric will also be provided.

Instructor Feedback Policy & Grade Dissemination

Students can access assignment scores and overall grade at any time using “Grades” in CANVAS.

Instructor feedback will generally be provided within 1 week of assignment submission.

Major Topics and Course Schedule

*The instructor reserves the right to modify the course schedule and/or assign additional readings with adequate notice based on the rate of progress, student needs, and/or other unforeseen events.

Week	Topic	Class Preparation	Assignments Due
Week 1 Aug, 25	Introduction and Course Overview	Syllabus	Week 1 Quiz Week 1 Reflection
Week 2 Sept. 1	Nature of Science	Ch. 1 & 2 (pp. 1-27)	FTCE Review Week 2 Quiz Week 2 Reflection
Week 3 Sept. 7-11	Full Immersion	Gather data for Science Learner Analysis Assignment	N/A
Week 4 Sept. 15	Assessment	Ch. 3 (pp. 28-52)	Learner Analysis Week 4 Quiz Week 4 Reflection
Week 5 Sept. 22	Earth and Space Science	Ch. 7, 8, & 9 (pp. 135-192)	Lab Group 1 Week 5 Quiz Week 5 Reflection
Week 6 Sept. 29	Earth and Space Science	Ch. 10 (pp. 193-209)	Curriculum Web Lab Group 2 Week 6 Quiz Week 6 Reflection

Week	Topic	Class Preparation	Assignments Due
Week 7 Oct. 6	Physical Science	Ch. 11, 12, & 13 (pp. 210-256)	Lab Group 3 Week 7 Quiz Week 7 Reflection
Week 8 Oct. 13	Physical Science	Ch. 14 & 15 (pp. 257-289)	Lab Group 4 Week 8 Quiz Week 8 Reflection
Week 9 Oct. 20	Life Science	Ch. 4 (pp. 55-79)	Integrated Lesson Plan Lab Group 5 Week 9 Quiz Week 9 Reflection
Week 10 Oct. 27	Life Science	Ch. 5 & 6 (pp. 80-134)	Lab Group 6 Week 10 Quiz Week 10 Reflection
Week 11 Nov. 2-6	Full Immersion	Work with MT to plan and deliver daily science instruction	Lesson Implementation Window
Week 12 Nov. 9-13	Full Immersion	Work with MT to plan and deliver daily science instruction	Lesson Implementation Window
Week 13 Nov. 17	Environmental Connections	Ch. 16 (pp. 290-310)	Lesson Reflection Week 13 Quiz Week 13 Reflection
Week 14 Nov. 24	TBD	TBD	Course Evaluation
Week 15 Nov. 30-Dec. 4	Final Presentation	Virtual meeting, schedule TBD	Critical Task due on Canvas and Campus Folio 11/30

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

First Day Attendance Policy:

In person attendance is required for the first day of seminar (8/25/26) AND field placement (8/26/26). Students who do not attend both days may be dropped from the course.

Attendance Policy:

Per to the course schedule, we meet 11 times during the semester for class. Each day you attend and fully participate in class, you will earn 10 points. Your attendance record is kept under the "role call attendance assignment" however that does not count toward your grade. The "attendance and participation" assignment reflects your attendance grade, including participation. (You can also earn 5-10 additional points some weeks for completing in class work and reflection assignments. These points vary by week and cannot be made up if you miss class).

Your first absence from class does not impact your grade (ie. a 'free pass'). Your second absence from class causes you to lose 10 attendance points. Your third absence from class results in failing the course. If you come late, leave early, leave excessively during class, or do not engage, you will lose points as appropriate.

You will begin with 100 points and I will subtract each week if attendance and participation requirements are not met.

Late Work Policy:

Assignments submitted after the due date will be considered late and are subject to grade deductions of 10% for each day late up to 3 days. Assignments submitted after 3 days will receive a 0 grade. Proactive communication requesting due date extensions may be granted if communicated more than 24 hours in advance.

Critical Tasks:

Students in the Early Childhood Education Program are required to successfully complete Critical Tasks in program courses to document meeting State of Florida teacher preparation standards. All tasks designated as Critical Tasks must be submitted to the e-portfolio system ***Campus Folio***. **Failure to follow instructor's guideline to submit Critical Tasks assignments to *Campus Folio* in a timely manner will result in failure of the course.**

All Critical Tasks assignments must be completed with a score of 3 or above on each criterion on the rubric in order to pass the course. In the event when your initial Critical Tasks assignment submission does not meet the required score of 3 or above, but you are passing the course otherwise, then you will be given feedback and will be offered an opportunity to revise and resubmit your assignment one additional time. In such case, the original score on the assignment will be used to compute the final grade for the course.

Professional Standards and Dispositions Policy:

Students enrolled in teacher preparation degree programs in the College of Education or enrolled in such courses offered in the College are expected to demonstrate the professional dispositions outlined in the College's conceptual framework, and the professional behaviors defined by their academic department. It is the responsibility of students to exhibit ethical behavior and the highest standards of professional conduct. Depending on the nature and severity

of the violation, the student may be placed on a course correction action or professional growth plan, placed on probation, or dismissed from the college. Students who wish to grieve probation or dismissal decision that is based on violation of this policy may do so using the Student Academic Grievance Procedures.

Each program will require students to sign a form indicating they understand that failure to adhere to the College's *Professional Disposition and Ethical Practices Standards Policy* may result in a professional growth plan, probation, or dismissal from the program. Students will be required to submit a copy of the signed document to the faculty advisor for specific degree programs. Students will be required to submit an electronic copy of the signed document to each course instructor through the Canvas Course website or as specified by the course instructor. Students enrolled in initial teacher preparation programs will be required to complete a survey about their professional disposition and ethical standards at multiple points in their academic program.

TCs are required to abide by the standards outlined in the USF College of Education Professional Disposition and Ethical Practices Standards Policy and Procedures, Social Media Policy and Contract, and will also be evaluated in terms of the aspects of professionalism outlined in the NAEYC Code of Ethical Conduct and Statement of Commitment. These aspects will be assessed in evaluations conducted by the cooperating teacher and university supervisor. If a TCs needs to be reminded of professional expectations more than twice, he or she will be called to a USF Professional Standards Committee meeting in which the students' performance will be reviewed and a determination will be made regarding continuation in the Level II field experience. **If a TC displays lack of professionalism in field experience schools, he or she will not satisfactorily complete Level 3.**

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

Canvas and Email: Course materials, checklists, and announcements will be posted on Canvas. Students are responsible for downloading materials. Canvas email will be used to communicate among class members. You are responsible for information that is emailed to your Canvas account or is posted on Canvas. Review Canvas announcements regularly for an overview of our weekly schedule. Specific due dates for assignments are listed in the schedule and can also be found in the course calendar.

Please email me directly with questions. Use only your USF email to correspond with me and put EEC 4321 in the subject line of the email. I check my email regularly and will respond to emails within 24-48 hours Monday-Friday. Please note that I may not be available on weekends but will respond to weekend email messages no later than Monday. If you do not receive a reply within this timeframe, please contact me again, since emails sometimes get lost in delivery. Please do not send messages through Canvas.

Laptop and Mobile Device Usage: During each class session, we will use technology together, so all students should make arrangements to bring a laptop or tablet to class. You are welcome to also use a laptop or tablet in this class to take notes or look up information as long as it contributes to your learning. This class involves engaged participation. This means that all students are expected to actively listen to one another in order to participate in classroom activities. If you are unable to contribute to the discussion or are otherwise distracted by your computer, cell phone, or tablet, I will ask that you refrain from using it in class except when engaged in specific activities

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)