



EEC 4943
Field Experience III
84423 001
Fall 2026

Instructor Name

Stephanie Rubly
Stephanie Rubly

University Course Description

Field placement in primary grade where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Focus on developing deeper understanding of growth and development and relationship to curriculum planning with an emphasis on self-evaluation of knowledge, skills, and dispositions essential to teaching.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

You should have received a detailed email with internship placement information from Dr. Brown on 5/26/26. Internship begins 8/26/26. You will report to your school site every Wednesday of the semester as well as every day for these three weeks: Sept. 7-1 and Nov. 2-13. The level

3 seminar will be co-taught with Mrs. Stephanie Rubly, another level 3 supervisor, on Tuesdays. Typically we will have seminar first at 8AM, followed by your math and science content courses. The schedule is subject to change and you will be notified via Canvas and in person.

Student Learning Outcomes

By the end of the course, students will be able to:

- Demonstrate an understanding of how to design instruction and assessment that supports learning of young children including children with special needs and limited English speakers. (FEAP 1b, 1c, 1d; ESOL 3.2, 4.1; FLCS 4; NAEYC 4c, 5a, 5b, 5c; CF 3, 6)
- Demonstrate an understanding of how to create an environment and experience that meet the needs of a diverse population which include culturally and linguistically diverse children as well as children with disabilities, developmental delays, and special abilities. (FEAP 2d; ESOL 3.2, 4.2; FLCS 8; NAEYC 1a, 1c; CF 6)
- Demonstrate an understanding of how to integrate subject matter with other disciplines (i.e., literacy, math, science, and social studies) and life experiences. (FEAP 3b, 3e; FLCS 10, 11, 12, 13; NAEYC 4b, 5b; CF 2)
- Demonstrate an understanding of and uses a variety of strategies and technology to facilitate children's learning, and adapts strategies to meet the specific needs of children with disabilities, developmental delays, special abilities or culture and linguistic diversity. (FEAP 2g, 3g; ESOL 3.3, 4.2; FLCS 4; NAEYC 4c; CF 2, 3)
- Demonstrate an understanding of how to analyze and apply multiple assessments, and modify assessments to accommodate varying learning needs. (FEAP 4a, 4b, 4c, 4d; ESOL 5.2, 5.3; FLCS 7, 8; NAEYC 3c; CF 4, 6)
- Demonstrate an understanding of how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals), seek opportunities to grow professionally, serve as an advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and

working conditions for early childhood educators. (FEAP 6; NAEYC 4d, 6c, 6d, 6e; CF 1, 5)

- Demonstrate an understanding of the early childhood profession and demonstrates awareness of and commitment to the profession's code of ethics. (FEAP 6; NAEYC 6a, 6b; CF 5)

** 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; FLCS – Florida Subject Area Competencies and Skills; FREC – Florida Reading Endorsement Competencies; NAEYC – National Association for the Education of Young Children*

Course Objectives

Throughout the course, students will be taught to:

- Understand how to design instruction and assessment that supports learning of young children including children with special needs and limited English speakers.
- Understand how to create an environment and experience that meet the needs of a diverse population which includes culturally and linguistically diverse children as well as children with disabilities, developmental delays, and special abilities.
- Understand how to integrate subject matter with other disciplines (i.e., literacy, math, science, and social studies) and life experiences.
- Understand and use a variety of strategies and technology to facilitate children's learning, and adapts strategies to meet the specific needs of children with disabilities, developmental delays, special abilities or culture and linguistic diversity.
- Understand how to analyze and apply multiple assessments, and modify assessments to accommodate varying learning needs.
- Understand how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals), seek opportunities to grow professionally, serve as an advocate on behalf of young children and their families, improve quality of programs and services for young

children, and enhance professional status and working conditions for early childhood educators.

- Understand the early childhood profession and demonstrate awareness of and commitment to the profession's code of ethics.

Required Texts and/or Readings and Course Materials

- There is no textbook for this course.
- USF College of Education polo shirts shall be purchased at the Image Depot and will be worn during the internship (Wednesdays only, professional dress during full immersion).
- *Campus Folio* electronic portfolio account for Critical Tasks submission

Supplementary (Optional) Texts and Materials

You may be required to read some scholarly articles depending on the seminar topics chosen throughout the semester.

How to Succeed in this Course

- Adhere to professional dispositions at all times and with all stakeholders.
- Communicate early and often with mentor teacher and course instructor.
- Stay organized and submit all work on time or even early.

Grading Scale

This course will be a hybrid of field-based practical experiences and reflective learning experiences. TCs will receive a final **“Satisfactory”** or **“Unsatisfactory”** grade for this course. Evaluation will be holistic, covering the entire experience. TCs are provided multiple opportunities to demonstrate professional educational competencies and skills for teacher certification. This will include (but are not limited to): school attendance records, seminar attendance and participation, course assignments, observation records, participation in post-teaching

conferences, collaborating teacher feedback, and midterm/final evaluations. TCs should “pass” each and every criterion in order to complete the course with a “Satisfactory” grade. **All TCs must be rated 3 or higher on the Level 3 FEAPS in order to receive a “Satisfactory” grade.**

Grade Categories and Weights

Level 3 Critical Task

This critical task requires TCs to integrate knowledge and experiences across Level 3 coursework. Components of the task will be completed across coursework as required in each course syllabus. At the end of the semester, TCs will submit the following assignments from each course to **“EEC 4943 Level 3 Critical Task”** via the *Campus Folio* online portfolio. The rubric is attached at the end of this syllabus, and more details will be provided in class.

A-1. Social Studies at the Center Integrated Lesson Planning Project (EEC 4212)

A-2. Math at the Center Integrated Lesson Planning Project (EEC 4321)

A-3. Science for Young Children Integrated Lesson Planning Project (EEC 4211)

A-4. Final Integrated Inquiry Project Documentation* (EEC 4943)

*** Final Integrated Inquiry Project Documentation**

The purpose of this “Final Integrated Inquiry Project Documentation” is for you to tell the story of your professional learning and growth over the course of the semester. The *presentation* will blend your learning from all of the Level 3 courses by charting your evolving understandings of the connections between differentiated teaching and data-driven instruction within the content areas of science, social studies, and mathematics. As evidence of your professional development, you will need to engage in on-going critical reflection of your learning and teaching practice throughout the semester. As you plan and deliver your lessons, you will capture video evidence, as well as evidence from your coursework, planning documents, and from students, of your approach to implementing meaningful and effective uses of technology in instruction. By critically analyzing

these experiences, you will be able to document your learning over time.

As evidence of your professional learning throughout the semester, you will create a video montage representative of your instruction of science, social studies, and mathematics. Each lesson should be accompanied by a reaction or critical reflection of how you integrated the Level 3 goals into your teaching, including the use of assessments to help individual learners achieve mastery. Your final presentation should include these various pieces of evidence in a creative demonstration of the story of your learning. In narrating your story and presenting your evidence, you may choose to draw on multiple media sources including PowerPoint, Prezi, Voicethread, Animoto, Keynote, iMovie, or video-based iPad app. Or you may choose to present your learning through another engaging presentation format. Feel free to get creative and select a presentation approach that allows you to best communicate your professional learning throughout the fall semester. You will present your story to the Level 3 faculty during the final exam week.

Educational goals for Level 3 include:

- Data-driven decision making based on quality formative and summative assessments

- Designing/applying appropriate instruction for individual students

- Powerful and purposeful integration of social studies content and processes

- Methodological approaches to mathematics and scientific inquiry

- Innovative implementation of technology into teaching and learning

- Inclusion and diversity in teaching and learning

Successful Completion of Level 3 Internship

You will attend internship classroom on **every Wednesday 7:00-3:00**. If any of these internship hours and days are missed, they must be made up within a two-week period. During the internship days, TCs should follow the host school calendar. TCs are not required to report on USF observed holidays in the case they conflict with the host school calendar. Make sure that you complete a log sheet for each visit and receive verification from your collaborating teacher. *'Attendance Verification Form' will be provided, and shall be submitted to the instructor by the end of the semester.*

B-1. Lesson Planning, Implementation, and Reflection

Each TC is required to plan, implement, and reflect on **three (3) official lessons** that will be observed and evaluated: 1 by the mentor teacher and 2 by the university supervisor. These official observations should be from any approved lesson plan from your Level 3 coursework. All suggested changes from each course instructor shall be made in your lesson implementation. **At least one of the official lessons must be whole group instruction.**

The date/time of lesson implementation shall be scheduled in communication with your mentor teacher and your university supervisor, and thus will vary individually. It is your responsibility to communicate and confirm the schedule at all times. Upon setting the schedule, you are required to share your final lesson plan **at least 24 hours prior** to your pre-conference date to both your mentor teacher and university supervisor for their feedback and/or approval.

In most cases, the first observation will be an in-person observation by the university supervisor, and a goal setting plan may be developed collaboratively with the university supervisor and your mentor teacher. You are encouraged to complete this first observation cycle as soon as possible. If you are ready and your mentor teacher approves, the first observation cycle can be done during the initial 9 weeks prior to the two-week full immersion. The second observation could be either an in-person or video-taped observation depending upon your university supervisor's availability. For the video-taped observation, you will video record one of your lessons and submit an unedited version of the lesson to your university supervisor.

Upon completion of each lesson, you will have a conference with the university supervisor, where you are expected to critically reflect on your lesson. *Please note, there is a separate written reflection required for each observation lesson. Additionally, your final presentation will contain a reflection on the overall experience, which includes the observed lessons.*

B-2. Observation Feedback/Coaching from University Supervisor & Mentor Teacher

As each lesson is implemented, each TC will receive observation feedback/coaching from the mentor teacher or the university supervisor. The observation feedback/coaching tool will be reviewed in class. *Note, this means you will receive a total of 3 feedback/coaching. The original written feedback from the MT shall be submitted to the instructor within one week of receipt, so please make a copy for yourself before turning them in.*

B-3. Midterm and Final Evaluation from University Supervisor & Mentor Teacher

Both at the mid-point and at the end of the semester, the Mentor teacher as well as the university supervisor will complete an evaluation on your performance. Midterm evaluation is aimed to provide you with formative feedback. **On the final evaluation, you must receive a minimum score of three (3) for each indicator in order to successfully complete the internship. They shall be submitted to the instructor by the end of the semester.**

Participation and Professionalism

This course will be conducted as a collaborative and reflective learning experience. Course contents and activities are based on the principles of constructivism that embody active learning strategies and your ownership of learning. Adequate preparation and participation are expected of everyone, each and every day. Read assigned materials in advance with sufficient comprehension so that you are ready to participate actively and knowledgeably in class activities and/or discussions. Furthermore, open minded exchange of ideas and opinions is a cornerstone of constructive and reflective learning. All individuals associated with this course will be accorded courtesy and respect at all times. Although we may not agree or reach the same conclusions, we agree to respect others and value diverse experiences and views.

C-1. Seminar Attendance

TCs are expected to attend all seminar sessions. The instructor should be notified in advance of any intended absences (i.e., religious observance, family event, etc.) or as soon as possible in the case of unavoidable illness, childcare or transportation problem, or other unforeseen crises). Instructor approval will be made as a case-by-case decision. Any tardy or early departure over 30 minutes will be considered an absence. It is also your responsibility to get any missed information from your peers. **If more than ONE seminar**

session is missed, you may not pass the course. Take this seriously! Exceptions to this policy will rarely be approved by the instructor and will occur only under extremely unusual, documented circumstances.

C-2. Field Attendance

TCs are required to attend and fulfill internship hours at each of their field placements. Absences during the full immersion time period are permitted only in case of an emergency. **For any emergency reason when you are unable to attend on your scheduled day, you must contact your mentor teacher AND university supervisor as soon as possible. Permission for any planned absence must be approved by both the mentor teacher and university supervisor.** Regardless of the reason, any hours missed must be made up to meet the required numbers of hours, and rescheduling should be done in consultation with your mentor teacher in a way that is respectful to the class and children. Your university supervisor must also be notified of the details pertaining to make-up hours. **Missed hours must be made up within a 2-week period** unless approved otherwise by the mentor teacher and university supervisor. Punctuality, absences, and tardiness in your field placement will be considered in your dispositions assessment. Additionally, leaving early from your field placement is not permitted. An exception could be considered only with extenuating and documented circumstances. If your field placement date is a university designated holiday, you are not required to attend your field placement.

C-3. Professionalism in the Field

Professionalism is a serious issue for interns preparing to be teachers. These aspects of our professional expectations will be assessed in our evaluations of you (both by your collaborating teacher as well as your university supervisor). If you need to be reminded of professional expectations more than twice, you will be called to a departmental professional standards committee. Professional and ethical behaviors that are expected at all times include (but not limited to):

- Arriving on time.
- Staying until the appropriate time.

- Giving effort to your work in the interests of children's learning (when you are working with the children, you are focused on this).
- Ethics: You will not criticize a child in front of other children or other families, or otherwise refer to the child in a negative manner. Further, there should not be a talk about a child unless he/she is engaged in the conversation, or if it is a confidential conversation in the educational interest of the child.
- Following through with lessons when you have planned and agreed to do so.
- Realizing that everything that you do in the classroom is in the interest of the young children; realizing that they take priority over your own learning needs.
- Dressing professionally when working with children and families – you should consult the administration of the school for guidelines, but you should also understand that you represent USF and we would like to see your best, most professional and presentable self (EVEN IF other teachers in the school do not seem to comply!). No shorts or short skirts; no sleeveless or low-cut shirts; be sure that skin on your back is always covered no matter what physical position you may be in (i.e., bending over); no shirts with graphic art that may have messages with sexual content or that advertise products; no heels over 3 inches; no flip-flop sandals. If your teacher, administrator, or university professor observe that you are not professionally dressed, you will be spoken to (and this is almost always embarrassing for both of us), and you can also be expected to be sent home to change before returning to the classroom. Time missed due to this incident will be considered absent from field placement, and you will be required to make up this absence at a later time.
- Providing support to young children while maintaining a professional demeanor. As a teacher, you should have consistent high expectations for students' academic work and behavior. Your relationship with children should be warm, supportive, and nurturing, but you should also have 'professional distance'.
- Professional distance is particularly important when it comes to your interactions with students both in person and through virtual means. USF and Hillsborough County Schools have very strict policies relating to interactions between teachers (including interns) and their

students through social media. Interns may NOT email, text, Tweet, or befriend any student through Facebook. Interns may email the parents of the students in their class, with permission form, and in collaboration with, the collaborating teacher, and only as the subject matter relates to the educational interest of their child.

- Supporting the teachers' classroom instruction and management.
- Wisely using classroom/school resources.
- Not using the school phone or internet for personal use unless it is an emergency and is approved in advance by school personnel; not using your mobile phone in the classroom or on school property unless it is an absolute emergency or if you are using the camera or vocal recording features of your phone for purposes of documentation of teaching/learning.

C-4. Additional Expectations include (but not limited to)

- Completing all assignments
- Personal integrity
- Contribution to small and/or whole group works
- Openness to constructive feedback and willingness to make suggested changes
- Consideration, caring, and sensitivity to others (i.e., peers and instructor)
- Evidence of a continuous process of self-exploration and reflection
- Practice of ethical and moral professional behaviors
- Maintaining confidentiality of classmates and case examples

Assignment Category	Percentage of Total Grade
Seminar Engagement and Attendance	15%
Field Experience Engagement and Attendance	20%
Observation Cycle 1 (University Supervisor)	15%
Observation Cycle 2 (University Supervisor)	15%
Observation Cycle 3 (Mentor Teacher)	15%
Critical Task and Campus Folio	20%

Instructor Feedback Policy & Grade Dissemination

You can access your scores at any time using “Grades” in CANVAS.

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

Major Topics and Course Schedule

Course Schedule

(subject to change at instructor's discretion)

Week	Topic(s)	Readings and Assignments Due
Week 1 (8/25)	Course Introduction and Level 3 Overview Field Placement Details, Dispositions and Professionalism	Syllabus Level 3 Handbook Disposition Assessment
Week 2 (9/1)	Goal Setting and Dispositions Learner Analysis Overview	Submit Class Schedule(s) for placement Read Learner Analysis Assignments
Week 3 (9/7-9/11)	Full Immersion Week (no content courses)	Gather Learner Analysis data
Week 4 (9/15)	Level 3 Critical Task Advanced Lesson Planning	Critical Task Rubric Lesson Plan Template
Week 5 (9/22)	Observation and Lesson Analysis Overview	Observation and Feedback Forms
Week 6 (9/29)	No Seminar Prepare for Observation 1	Observation Window (US Math or MT any subject)
Week 7 (10/6)	Mid-Term Triad Conference	Observation Window (US Math or MT any subject) Mid-term self-evaluation and dispositions due at conference.
Week 8 (10/13)	Mid-Term Triad Conference	Observation Window (US Math or MT any subject) Mid-term self-evaluation and dispositions due at conference.

Week	Topic(s)	Readings and Assignments Due
Week 9 (10/20)	TBD	Observation Window (US Math or MT any subject)
Week 10 (10/27)	Reflection on Teaching Practice Stress Management Prepare for full Immersion	Observation Window (US Math or Science, or MT any subject)
Week 11 (11/2-11/6)	Full Immersion Week (no USF content courses) Seminar TBD	Observation Window (US Science or MT any subject)
Week 12 (11/9-11/13)	Full Immersion Week (no USF content courses) Seminar TBD No Internship 11/11 (Veteran's Day)	Observation Window (US Science or MT any subject)
Week 13 (11/16-11/20)	Regular Seminar Final Evaluation Triad Conference (in person or virtual)	Final self-evaluation and dispositions due at conference
Week 14 (11/23-11/25)	No Internship, No Seminar USF Courses may meet	Ensure you have submitted all internship paperwork and assignments (excluding the critical task)
Week 15 (11/30-12/4)	Final Presentations (Virtual meeting, schedule TBD)	Critical Task due on Canvas and Campus Folio 11/29

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 10 times during the semester for seminar and you have 22 field placement days. Each day you attend and fully participate in seminar or field placement, you will earn 5 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 seminar does not impact your grade (ie. a 'free pass'). Your first absence from field placement does not impact your grade as long as you make up the hours within 2 weeks. Your second absence from seminar or field placement causes you to lose 5 attendance points; missed field hours must be made up within 2 weeks. Your third absence from seminar or field placement 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. While lost points cannot be made up, missing hours from field placement **MUST** be made up within 2 weeks of the absence.

You will begin with 150 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.**

Hillsborough County Public Schools Task Force Class Activity Statement:
The Level 3 assignments have been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected, and that teachers and potential

teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor.**

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

Email:

When sending an email to the instructor, **please do not use CANVAS email**. Instead, please email me directly to anbrown5@usf.edu using your USF email account, and put EEC 4943 in the subject line of the email. I check my email regularly and will respond to all emails within 24-48 hours Monday-Friday. Please note that I may not be available on weekends, but will respond to weekend emails 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.

Canvas:

This course will be offered via USF's learning management system (LMS), CANVAS. In other words, CANVAS will be used to share all major course related information, such as announcements, course readings, assignment rubrics, and extra resources. Please check them regularly and download materials, as necessary. You are responsible for information that is emailed to your USF email account and/or is posted on CANVAS. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop/Phone Usage:

All students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. While using a word processor to take class notes is acceptable, web-surfing during class sessions will not be tolerated. Additionally, cell phones must remain silenced during all class periods. Answering, talking, or text messaging on cell phones during class will not be tolerated. Anyone who violates this policy repetitively may be asked to leave the class by the instructor.

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.

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)