



MAE 6117

Teaching Elementary Math / Elementary Math I

87794 001

Fall 2026

Instructor Name

Sandra Vernon-Jackson

University Course Description

The course develops the knowledge and skills necessary to prepare students to assume roles as teachers of mathematics in elementary schools. Provides opportunities to develop methods for teaching number ideas, computation skills, and mathematical reasoning in elementary (K ? 6) classrooms.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This virtual course meets on Microsoft Teams Tuesdays 5:00 PM to 7:45PM.

Course Format- What to Expect

This course is conducted virtually and is designed to foster an engaging, collaborative learning environment. Class sessions will incorporate a combination of discussion-based instruction, collaborative learning activities, focused lectures, and hands-on exploration. Students will actively

participate in problem-solving experiences, apply mathematical concepts, and engage in meaningful discussions that connect theory to practice.

Throughout the course, students will use a variety of virtual mathematical manipulatives and instructional tools to deepen their understanding of geometry, measurement, probability, and algebraic thinking. Students will be expected to read and analyze current research and learning theories, connect these ideas to evidence-based instructional practices, and strategically apply them during class activities. The course is designed to strengthen both mathematical content knowledge and pedagogical expertise while building confidence in teaching elementary mathematics. Through active participation and reflection, students will develop effective strategies for supporting mathematical understanding and success in their future classrooms.

Student Learning Outcomes

The candidate will be able to:

- 1. Demonstrate pedagogical content knowledge related to knowledge of student thinking and instructional practices (Mathematics FLCS #1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)*
- 2. Demonstrate specialized content knowledge and pedagogical content knowledge related to knowledge of number and operations. (Mathematics FLCS #2.6, 2.7, 2.8)*
- 3. Demonstrate specialized content knowledge and pedagogical content knowledge related to algebraic thinking (Mathematics FLCS #2.1, 2.2, 2.3, 2.4, 2.5)*
- 4. Demonstrate specialized content knowledge and pedagogical content knowledge related to rational number concepts. (Mathematics FLCS #3.1, 3.2, 3.3, 3.4, 3.5)*

Course Objectives

The candidates will:

- **Explore the Foundations and Perspectives of teaching Mathematics** including qualities of effective mathematics teachers, effective methods for teaching, and the importance of content standards, process standards, and standards of mathematical practice.
- **Development of Mathematical Concepts and Procedures** including early number concepts and number sense, meanings for the operations, whole-number place value concepts, strategies for addition, subtraction, multiplication, and division computation, and fraction concepts.

Required Texts and/or Readings and Course Materials

Van de Walle, J., Karp, K., & Bay-Williams, J. Pearson ETEXT Elementary and Middle School Mathematics: Teaching Developmentally. (11th Ed). Boston, MA: Allyn & Bacon ISBN 9780136941118

Additional Readings will be posted on Canvas throughout the semester. Appropriate articles from journals such as Teaching Children Mathematics.

Supplementary (Optional) Texts and Materials

National Council of Teachers of Mathematics (NCTM). 2014. *Principles to Actions : Ensuring Mathematical Success for All*. Reston, VA: NCTM.

How to Succeed in this Course

Be punctual. It is expected that all students are on time for class.

Attend all class sessions. It is expected that all students attend all the class sessions.

Actively participate in class including discussions. Beyond just attending, students need to actively participate and be prepared for class. Please have the following materials for each class (this will be part of participation grade):

- Van de Walle Textbook (11 edition)
- Any necessary documents asked for on weekly canvas page

Demonstrate adherence to professional behavior. It is expected that College of Education students will display enthusiasm and a positive attitude toward your work with both the course instructor and your peers in this course. You must be thoroughly prepared in advance for each class session and perform all tasks assigned by course instructor in a prompt, professional, and responsible manner. It is expected that all students dress in **professional casual attire** for each class session. Please turn off cell phone during class session.

Please do not text, email, or conduct personal Internet business during class time.

1. ***Exhibit positive interpersonal relationships*** both during class sessions and internship.

This is your future. The relationships you establish through this course could follow you throughout your career.

1. ***Review and edit all written work to ensure that it is error-free in spelling and grammar***

Professional Dispositions and Conduct

Teacher candidates are preparing to enter a profession that requires sound judgment, professionalism, ethical conduct, and effective communication. As future educators, candidates are expected to demonstrate behaviors consistent with the expectations of Florida educators, school districts, and the teaching profession.

Throughout this course, teacher candidates are expected to:

- Demonstrate self-control, professionalism, and emotional maturity in all classroom, online, field, and school-based settings.
- Communicate clearly, respectfully, and professionally in verbal, written, and electronic communications with faculty, peers, school personnel, students, and community members.
- Participate constructively in class discussions, collaborative activities, and field experiences.
- Accept constructive feedback professionally and demonstrate a willingness to improve instructional practice.
- Arrive prepared, engaged, and ready to contribute to a productive learning environment.
- Exercise sound professional judgment, maintain appropriate boundaries, and comply with all university policies and applicable school district expectations.
- Demonstrate honesty, integrity, and ethical behavior in accordance with university academic integrity policies and the expectations of the teaching profession.

Teacher candidates are expected to conduct themselves in a manner consistent with the standards of professional practice reflected in Florida law governing educator conduct, including the ethical obligations established by the Florida Education Practices Commission and applicable provisions of Chapters 1001 and 1012, Florida Statutes.

Classroom Expectations

Professional learning environments depend upon mutual respect and orderly conduct. The following behaviors are considered disruptive and inconsistent with professional expectations:

- Repeated interruptions of instruction or class activities.
- Disrespectful, discourteous, or unprofessional communication.
- Use of electronic devices in a manner that interferes with instruction.
- Failure to follow reasonable directions provided by the instructor.

- Conduct that substantially interferes with the learning environment or the educational opportunities of others.
- Any behavior that violates university policies governing student conduct.

Professional Communication Regarding Faculty and Colleagues

Teacher candidates are expected to demonstrate professionalism in all communications concerning faculty members, school personnel, peers, and other education professionals. Constructive questions, disagreements, and feedback are appropriate when expressed respectfully and through appropriate channels.

The following behaviors are inconsistent with professional expectations:

- Making disrespectful, disparaging, or unprofessional comments about faculty members, classmates, school personnel, or other education professionals during class or in course-related activities.
- Engaging in gossip, personal attacks, or conversations that undermine a professional learning environment.
- Publicly evaluating, criticizing, or discussing the performance of faculty members in a disrespectful or disruptive manner during instructional time or course activities.
- Using inflammatory, insulting, or inappropriate language toward any member of the university or school community.

Teacher candidates who have concerns regarding instruction, grading, field experiences, or other academic matters are encouraged to address those concerns directly with the appropriate faculty member or through established university procedures. Maintaining professional, respectful communication is an essential disposition expected of future educators and reflects the standards of the teaching profession.

Professional Conduct Penalty

Because professional behavior is an essential component of teacher preparation, any documented incident of disruptive or unprofessional conduct may result in a **10% deduction from the student's final course grade**. The instructor will determine whether the conduct rises to the level of a documented disruption based on the facts and circumstances of the incident.

This deduction is separate from academic performance and reflects the professional disposition component of teacher preparation.

Professional Improvement Plan

Candidates who demonstrate concerns related to professional dispositions or conduct may be placed on a **Professional Improvement Plan (PIP)**. The purpose of the plan is to

provide clear expectations, measurable goals, and opportunities for improvement to ensure candidates meet the minimum professional standards expected of future educators.

The Professional Improvement Plan may include:

- Identification of the specific behaviors requiring improvement.
- Clearly defined performance expectations.
- Required meetings with the instructor or program personnel.
- Progress monitoring and documentation.
- Timelines for demonstrating satisfactory improvement.

Failure to demonstrate sufficient improvement may result in additional academic or programmatic action consistent with university policies and educator preparation program requirements.

Commitment to Professional Excellence

Successful completion of a teacher preparation program requires more than academic achievement. Teacher candidates are expected to consistently demonstrate the professional dispositions, communication skills, ethical conduct, and self-regulation necessary to foster safe, orderly, and effective learning environments. These expectations apply throughout coursework, clinical experiences, internships, and all activities associated with the educator preparation program

Grading Scale

Scale	Letter Grade
Grading Scale (%)	
90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Grade Categories and Weights

Major Course Assignments:

- A. **Reading Assignments-** There is a significant amount of reading each week. In order to support the processing of this information, students will complete weekly activities to process the key information.
- B. **Lesson Observation-**
A detailed rubric of the grading criteria for this assignment will be posted on

Canvas. Candidates will observe a mathematics lesson being taught in a K-5 classroom. During the observation, the candidates will take field notes. Following the observations, the candidates will complete a post-observation report in which they reflect upon key areas related to instruction and assessment. Candidates will

C. **Teaching with the Standards Portfolio (TWS).**

* The purpose of this portfolio is to provide you with opportunities to practice intentionally incorporating math related standards into working with a student or a small group of students. This portfolio requires approximately 15 minutes of time for each of two sessions.

D. **Evidence Based Practice Portfolio (EBP).** * This portfolio gives you the opportunity to identify an area you would like to strengthen in your mathematics teaching, an opportunity to search the research literature for potential solutions, and then the opportunity to create an actionable plan to implement your findings in the elementary mathematics classroom.

E. **Mathematics Teaching Platform.** This is a brief statement (2 or 3 sentences) that captures your platform for teaching elementary school mathematics. You will write a mission statement at the beginning of the semester and revise it at the end of the semester.

F. **Daily Quizzes.** Quizzes will be due the **Friday @ 11:59 AM** of each week. Students are encouraged to take the test immediately after reading the chapter of the quiz. Quizzes will cover material from previous course readings/discussions/activities. Each quiz will be worth 1 point. There is no opportunity to make these points up if you miss a quiz. Quizzes will close via Canvas **at 11:59 AM each Friday.**

G. **Exam 1 & 2.** These exams provide you with an opportunity to demonstrate your mastery of the specialized content knowledge and pedagogical content knowledge that we cover in our coursework.

**This project has been approved through the Hillsborough County Public Schools 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 the Hillsborough County Public Schools both want to ensure that students' 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 identifies the individual student and any 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

Major Topics and Course Schedule

Major Course Assignments:

- A. Reading Assignments- There is a significant amount of reading each week. In order to support the processing of this information, students will complete weekly activities to process the key information.
- B. Lesson Observation- A detailed rubric of the grading criteria for this assignment will be posted on Canvas. Candidates will observe a mathematics lesson being taught in a K-5 classroom. During the observation, the candidates will take field notes. Following the observations, the candidates will complete a post-observation report in which they reflect upon key areas related to instruction and assessment. Candidates will
- C. Teaching with the Standards Portfolio (TWS). * The purpose of this portfolio is to provide you with opportunities to practice intentionally incorporating math related standards into working with a student or a small group of students. This portfolio requires approximately 15 minutes of time for each of two sessions.
- D. Evidence Based Practice Portfolio (EBP). * This portfolio gives you the opportunity to identify an area you would like to strengthen in your mathematics teaching, an opportunity to search the research literature for potential solutions, and then the opportunity to create an actionable plan to implement your findings in the elementary mathematics classroom.
- E. Mathematics Teaching Platform. This is a brief statement (2 or 3 sentence) that captures your platform for teaching elementary school mathematics. You will write a mission statement at the beginning of the semester and revise it at the end of the semester.
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Date	Coures Schedule	Due daye
Week	Topic	Assignment Due
8/25	Introduction to the Course Establish procedures and norms for course Chapter 1: <i>Teaching Mathematics in the 21st Century</i>	
Teaching Mathematics Foundations and Perspectives		
9/2	Chapter 2: <i>Exploring What it Means to Know and Do Mathematics</i>	Teaching Platform 1 RA#1
9/8	Chapter 3: <i>Problem Solving</i>	RA#2
9/15	Chapter 4: <i>Planning in the Problem-Based Classroom</i>	RA#3
9/22	Chapter 5: <i>Creating Assessments for Learning</i> Chapter 6: <i>Teaching Mathematics Equitably to All</i>	RA# 4 TS P#1
Development of Mathematical Concepts and Procedures		
9/29	Chapter 7: <i>Early Number Concepts and Number Sense</i>	RA#5
10/6	Chapter 8: <i>Meanings for the Operations</i>	RA#6
10/13	Exam 1 Chapter 8: <i>Meanings for the Operations</i>	Critical Task Submit f or Peer Review
10/20	Chapter 9: <i>Basic Fact Fluency</i>	TSP#2 RA#7
10/27	Chapter 10: <i>Whole-Number Place Value Concepts</i>	RA#8

Date	Coures Schedule	Due daye
11/3	Chapter 11: <i>Addition and Subtraction</i>	RA# 9 EPB
11/10	Chapter 11: <i>Addition and Subtraction</i>	RA#10 Critical Task Due
11/17	Chapter 12: <i>Multiplication and Division</i>	
	Thanksgiving Break	
11/30	Test Free Week	Teaching Platform 2

* Note: The Schedule is subject to revision

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:

Students are expected to attend the 1st class session on Tuesday August 25th failure to do so will result in you dropping from the class by registrar. This course is part of the University of South Florida's Enhanced General Education Curriculum. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting

Professional Dispositions and Behavior Policy for Teacher Candidates

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Medical Excuses: Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact immediately the Student Health Services (813-974-2331) on the Sarasota-

Mantatee and Tampa campus or the Wellness Center (727-873-4422) on the St. Petersburg campus for appropriate medical guidance and to obtain a verification of care letter. Students may turn to other health providers as well. **To be approved for missed classes, late assignments or missed examinations, a verification of care letter must be presented by the student to the faculty member upon return to class.**

Attendance Policy This is an intense hands-on methods course that requires active participation. Students are expected to attend all scheduled class sessions. However, due to circumstances beyond your control (excused-ex. Illness) or within your control (unexcused-ex. Out of town trip) it may unavoidable to be absent during the semester at some point.

Absences. If you miss a class, it is your responsibility to obtain from other students the information missed or material distributed **AND/OR** If you are absent on a day when an assignment is due, the assignment must be submitted via Canvas and your instructor should be notify via email directly (sajackson@usf.edu).

More than one unexcused absence may negatively affect your grade – up to 10 percentage points for each absence. When absent due to Illness, please communicate at the earliest possible opportunity to your professor.

Three or more unexcused absences will result in failure of the course or incomplete for excused absences

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

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 (Learning Management System)

This course is delivered through the University of South Florida’s learning management system, Canvas. Students are expected to access Canvas regularly (at minimum several times per week) to review course materials, announcements, assignments, and grades.

Course activities, including individual and any assigned group work, will be organized and communicated through Canvas. Specific instructions, deadlines, and submission requirements will be clearly posted. Students are responsible for monitoring due dates and complying with all submission requirements.

Late submissions may be subject to penalties as outlined in the course syllabus, unless prior approval has been granted or documented circumstances apply. Students are expected to plan accordingly and manage their time to meet all deadlines.

For technical assistance with Canvas, students should consult the Canvas Student Guides or contact USF Information Technology at (813) 974-1222 or help@usf.edu

Laptop and Device Usage

Laptops and similar electronic devices may be used during class for course-related purposes, including notetaking, accessing assigned materials, and participating in instructional activities. Use of devices must not disrupt the learning environment.

Instructors may provide additional guidance regarding appropriate device use, including restrictions or designated seating arrangements when necessary to maintain focus and minimize distractions.

Students may record class sessions for personal academic use, provided such recording does not interfere with instruction or classroom conduct. Recordings

may not be shared, distributed, or used outside the course without prior authorization.

Mobile Phone Usage

Mobile phones should be silenced and not used during class except for course-related purposes or urgent situations. Non-academic use (e.g., texting, social media, browsing) is discouraged, as it may disrupt both individual learning and the classroom environment.

Classroom Response Systems (Clickers)

If applicable, this course may utilize student response systems (e.g., clickers or app-based tools) to support participation and engagement. Instructions for obtaining and using these tools, as well as any associated grading policies, will be provided by the instructor.

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)