



**EDF 4440**  
**Measurement Concepts & Assessment of All**  
**Students**  
**84807 001**  
**Fall 2026**

**Instructor Name**

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Lang

**University Course Description**

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Combines various methods of measurement and assessment strategies for analyzing student performance including English Language Learners and students with exceptionalities.

**Course Requisites**

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**Prerequisite(s):**

**Corequisite(s):**

**Course Format**

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Each week, a new lesson will be revealed. Usually, each week will consist of 5 parts:

- 1.) Reading
- 2.) Group Forum Discussion

3.) Masterclass Activity

4.) Quiz

## **Student Learning Outcomes**

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| <b>SLO</b>                                                                                    | <b>SLO</b>                                                                                                    | <b>SLO</b>                                                                         | <b>SLO</b>                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b>                                                                              | <b>Skills</b>                                                                                                 | <b>Impact</b>                                                                      | <b>Dispositions</b>                                                                                                                           |
| Define the types of assessment and describe their uses before, during, and after instruction. | Recognize problems that can decrease validity, reliability, fairness, practicality, and efficiency of testing | Produce examples of effective individual student(s) growth through work samples.   | Self-report beliefs and values concerning assessment and consistency with INTASC or a national standard.                                      |
| Explain the concepts of validity, reliability, and absence of bias.                           | Select appropriate types of validity and reliability evidence.                                                | Summarize effective student(s) growth in data analysis or aggregated reports.      | Describe examples of the personal (teacher) values of assessment in professional experience as consistent with INTASC of a national standard. |
| Discuss current trends in assessment.                                                         | Plan a test using a test map.                                                                                 | Collect positive evidence of assessment construct mapping results in student data. | Discuss effectively the affect of self-performance on a culturally loaded assessment and empathy with diverse students.                       |

| <b>SLO</b>                                                                                           | <b>SLO</b>                                                                              | <b>SLO</b>                                                                                                       | <b>SLO</b>                                                                                                                                 |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Describe various types of learning outcomes and learning taxonomies.                                 | Differentiate between purpose, assessment, measurement, and evaluation.                 | Provide an accurate case study of a miss-fitting student(s) assessment with analysis.                            | Provide a projective result of the teacher's values and beliefs about assessment.                                                          |
| Identify types, strengths, and weaknesses of various selected and constructed response item formats. | Classify and sequence objectives based on selected taxonomies.                          | Provide an accurate case study of an excellent fitting student(s) assessment with analysis.                      | Give a focused-reflection of self-analysis of values and beliefs about assessment compared to INTASC or a national standard.               |
| Identify criteria for writing selected and constructed response items.                               | Write objectives at a variety of cognitive levels.                                      | Collect information in a focus group setting of positive student views of assessment.                            | Collect information in a focus group setting of the student's view of the teacher's positive values of assessment.                         |
| Identify components of a properly constructed product or performance task.                           | Select appropriate and adequate assessment methods appropriate for achievement targets. | Produce a case study of the appropriate use of the results of high-stakes testing on student(s) (with analysis). | Collect information from an adaptive behavior checklist from others as observers of the teacher's values and beliefs regarding assessment. |

| SLO                                                           | SLO                                                                                                            | SLO                                                                                                                | SLO                                                                                                                                  |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Differentiate between holistic and analytic scoring rubrics.  | Explain the concepts of validity, reliability, and absence of bias.                                            | Produce a sample portfolio of the positive change in a student needing help as the teacher works with the student. | Describe a personal development plan to change your values and beliefs regarding assessment to be more positive or professional.     |
| Apply criteria for creating holistic and analytic rubrics.    | Recognize problems that can decrease validity, reliability, fairness, practicality, and efficiency of testing. | Produce a sample portfolio of a student being enriched or accelerated as the teacher works with the student.       | Discuss the values and beliefs reflected in assessment systems with regard to performance gaps, quota's, and cut-scores.             |
| Describe appropriate and inappropriate uses of portfolios.    | Select appropriate types of validity and reliability evidence.                                                 | Produce both a positive and a negative example of an assessment with excellent and poor reliability.               | Compare (and/or contrast) the teacher's values regarding assessment with those of decision-makers (School board, legislatures, etc.) |
| Define affective and behavioral assessment and their purpose. | Plan a test using a test map.                                                                                  | Produce both a positive and a negative example of an assessment with excellent and poor validity.                  | Compare (and/or contrast) the teacher's values regarding assessment with those of care-takers and parents.                           |

| <b>SLO</b>                                                                                           | <b>SLO</b>                                                            | <b>SLO</b>                                                                                        | <b>SLO</b>                                                                                                          |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Describe various grading procedures and their strengths and weaknesses.                              | Evaluate items for compliance with established item writing criteria. | Produce both a positive and a negative example of an assessment with excellent and poor fairness. | Compare (and/or contrast) the teacher's values regarding assessment with those of administrators (Principles, etc.) |
| Describe characteristics of item analysis using both classical test theory and item response theory. | Evaluate items for appropriateness for ESOL populations.              | Produce examples of effective individual LEP student(s) growth through work samples.              | Compare (and/or contrast) the teacher's values regarding assessment of LEP students with ordinary students.         |
| Describe characteristics of criterion and norm-referenced tests.                                     | Modify items for low proficiency LEP children.                        | Produce examples of effective exceptional student(s) growth through work samples.                 | Compare (and/or contrast) the teacher's values regarding assessment of exceptional students with ordinary students. |
| Describe various types of standardized test scores.                                                  | Evaluate rubrics with established criteria.                           | Produce examples of effective minority student(s) growth through work samples.                    | Compare (and/or contrast) the teacher's values regarding assessment of minority students with ordinary students.    |

| SLO                                                                                      | SLO                                                                          | SLO                                                                                             | SLO                                                                            |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Differentiate between measures of central tendency and variability.                      | Create a task with directions, criteria for grading, and ESOL modifications. | Demonstrate an example of affective change of students with assessment results.                 | Discuss the values of the META decree with regard to assessment.               |
| Convert FCAT scores to Developmental Scale scores and explain the meaning of the scores. | Use purpose to drive portfolio creation.                                     | Provide separate examples of portfolios as showcase, growth, story, assessment, and creativity. | Discuss values and beliefs of portfolios as assessment for different purposes. |
| Align assessment content with the Sunshine State Standards or SPA standards.             | Differentiate between various types of behavioral and affective measures.    |                                                                                                 |                                                                                |
|                                                                                          | Create affective observation and self-report assessment instruments          |                                                                                                 |                                                                                |
|                                                                                          | Use weighting factors to calculate grades.                                   |                                                                                                 |                                                                                |

| SLO | SLO                                               | SLO | SLO |
|-----|---------------------------------------------------|-----|-----|
|     | Analyze test data using item analysis procedures. |     |     |
|     | Analyze standardized test report data.            |     |     |
|     | Use descriptive statistics to analyze test data   |     |     |
|     | Analyze and correct flawed test items.            |     |     |

## Course Objectives

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Module Objectives:

By reading and studying this module you should acquire the competency to:

- Briefly describe the history of testing
- Explain the major reasons why we test in today's schools
- List and describe the steps in test development
- Describe the Lake Wobegon Effect
- Describe No Child Left Behind, Race to the Top, and related federal actions regarding testing
- Identify the basic types of testing and classify examples

Module 2: Is the Number Correct a Measurement?

Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe S. S. Stevens levels of measurement
- Demonstrate application of levels of measurement to testing
- Provide examples of the correct use of levels of measurement
- Describe Simpson's paradox
- Discuss "measure and punish"

Module 3: Is it Consistent Over Time?

#### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Define reliability of measurement
- Describe different types of reliability (test-retest, internal consistency, alternate forms)
- Describe interrater reliability

#### Module 4: Does it Measure What it Purports to Measure?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Define validity of measurement
- Describe different types of validity evidence (content, criterion, construct)

#### Module 5: Is There More Than One Way to Weigh a Cat?

By reading and studying this module you should acquire the competency to:

- Recognize and describe different types of test scores: percentile rank, stanines, z-scores, T scores, CEEB scores, IQ
- Explain the advantages and disadvantages of different test scores
- Describe the Standard Error of measurement
- Distinguish between norm-referenced and criterion-referenced scores

#### Module 6: What is an Inch of Reading Ability?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe a brief history of Item Response Theory
- Describe how IRT is used
- Interpret IRT output
- Define item difficulty and item discrimination

#### Module 7: How to Separate the Sheep from the Goats?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe what achievement tests do
- Compare teacher-made to standardized achievement tests
- Define criterion-referenced and norm referenced tests
- Describe the steps in creating a standardized test
- Define "High-stakes testing"
- Apply Bloom's taxonomy to a table of specifications

#### Module 8: Is it Hard Work or Talent?

#### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe how aptitude tests are used
- Differentiate between types of aptitude tests
- Apply the concepts of validity and reliability to aptitude tests

#### Module 9: What is the Recipe for a Smart Cookie?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the nature of intelligence
- Describe some of the major tests of intelligence
- Explain the different theories of intelligence

#### Module 10: Who Are You?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the purpose and approach of personality tests
- Explain why a battery of tests is usually used in neuropsychological testing
- Apply the concepts of validity and reliability to personality tests

#### Module 11: What Makes a Good Teacher?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Explain the purpose of career development tests
- Discuss the limitations of career development tests
- Apply the concepts of validity and reliability to career tests

#### Module 12: The Best Type of Test Item is \_\_\_\_\_?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the four most popular classroom test item types
- Create example MC, TF, Matching, and Short-Answer items
- Discuss the validity and reliability of objective tests

#### Module 13: How Do You Put It All Together?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe construct response items
- Create example essay and portfolio test items
- Create a rubric or scoring guide

- Argue a position on the validity and reliability of construct items

#### Module 14: What Do They Think?

##### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the construction of surveys
- Create survey items
- Describe obtaining a representative survey response from a population

#### Module 15: Is There a Thumb on the Scale?

By reading and studying this module you should acquire the competency to:

- Describe Test Bias
- Compare Test Bias and Test Fairness
- Describe Difference-Difference Bias
- Describe the Cleary Model
- Describe the Test Score Gap

#### Module 16: Are There Rules for the Game?

By reading and studying this module you should acquire the competency to:

- Describe major laws that govern the use of tests
- Identify the standards promoted by professional organizations

### **Required Texts and/or Readings and Course Materials**

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Your assigned textbook is:

- Tests & Measurement for People Who (Think They) Hate Tests & Measurement- Fourth Edition by Neil J. Salkind & Bruce B. Frey

Modules also contain article PDFs, interactive presentations, videos, and other instructional materials.

### **Supplementary (Optional) Texts and Materials**

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Alternative textbooks:

- Classroom Assessment: Principles and Practice for Effective Instruction, 3rd Ed. By James McMillian;
- Classroom Assessment for Student Learning: Doing it Right-Using it Well by R. Stiggins, J. Arter, J. Chappuis, & S. Chappuis;
- Educational Assessment: Tests and Measurement in the Age of Accountability by Robert J. Wright

## Grading Scale

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

## Grade Categories and Weights

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On-line versions of the course have scored activities labeled Solo Activities, Group Forums, Master Class Activities, and Quizzes. Each has assigned points as explained in the Intro Videos.

## Major Topics and Course Schedule

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Due Date: 8/28

Module Objectives:

By reading and studying this module you should acquire the competency to:

- Briefly describe the history of testing
- Explain the major reasons why we test in today's schools
- List and describe the steps in test development
- Describe the Lake Wobegon Effect
- Describe No Child Left Behind, Race to the Top, and related federal actions regarding testing
- Identify the basic types of testing and classify examples

Due Date: 9/4

## Module 2: Is the Number Correct a Measurement?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe S. S. Stevens levels of measurement
- Demonstrate application of levels of measurement to testing
- Provide examples of the correct use of levels of measurement
- Describe Simpson's paradox
- Discuss "measure and punish"

Due Date: 9/11

## Module 3: Is it Consistent Over Time?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Define reliability of measurement
- Describe different types of reliability (test-retest, internal consistency, alternate forms)
- Describe interrater reliability

Due Date: 9/18

## Module 4: Does it Measure What it Purports to Measure?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Define validity of measurement
- Describe different types of validity evidence (content, criterion, construct)

Due Date: 9/25

## Module 5: Is There More Than One Way to Weigh a Cat?

By reading and studying this module you should acquire the competency to:

- Recognize and describe different types of test scores: percentile rank, stanines, z-scores, T scores, CEEB scores, IQ
- Explain the advantages and disadvantages of different test scores
- Describe the Standard Error of measurement
- Distinguish between norm-referenced and criterion-referenced scores

Due Date: 10/2

## Module 6: What is an Inch of Reading Ability?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe a brief history of Item Response Theory
- Describe how IRT is used
- Interpret IRT output
- Define item difficulty and item discrimination

**Due Date: 10/9**

## Module 7: How to Separate the Sheep from the Goats?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe what achievement tests do
- Compare teacher-made to standardized achievement tests
- Define criterion-referenced and norm referenced tests
- Describe the steps in creating a standardized test
- Define "High-stakes testing"
- Apply Bloom's taxonomy to a table of specifications

**Due Date: 10/16**

## Module 8: Is it Hard Work or Talent?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe how aptitude tests are used
- Differentiate between types of aptitude tests
- Apply the concepts of validity and reliability to aptitude tests

**Due Date: 10/23**

## Module 9: What is the Recipe for a Smart Cookie?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the nature of intelligence
- Describe some of the major tests of intelligence
- Explain the different theories of intelligence

**Due Date: 10/30**

## Module 10: Who Are You?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the purpose and approach of personality tests
- Explain why a battery of tests is usually used in neuropsychological testing
- Apply the concepts of validity and reliability to personality tests

**Due Date: 11/6**

## Module 11: What Makes a Good Teacher?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Explain the purpose of career development tests
- Discuss the limitations of career development tests
- Apply the concepts of validity and reliability to career tests

**Due Date: 11/13**

## Module 12: The Best Type of Test Item is \_\_\_\_\_?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the four most popular classroom test item types
- Create example MC, TF, Matching, and Short-Answer items
- Discuss the validity and reliability of objective tests

**Due Date: 11/20**

## Module 13: How Do You Put It All Together?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe construct response items
- Create example essay and portfolio test items
- Create a rubric or scoring guide
- Argue a position on the validity and reliability of construct items

**Due Date: 11/27**

## Module 14: What Do They Think?

### Module Objectives:

By reading and studying this module you should acquire the competency to:

- Describe the construction of surveys
- Create survey items
- Describe obtaining a representative survey response from a population

Due Date: 12/2

Module 15: Is There a Thumb on the Scale?

By reading and studying this module you should acquire the competency to:

- Describe Test Bias
- Compare Test Bias and Test Fairness
- Describe Difference-Difference Bias
- Describe the Cleary Model
- Describe the Test Score Gap

Due Date: 12/7

Module 16: Are There Rules for the Game?

By reading and studying this module you should acquire the competency to:

- Describe major laws that govern the use of tests
- Identify the standards promoted by professional organizations

## **USF Core Syllabus Policies**

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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**

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### **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

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### Evaluation Criteria:

On-line versions of the course have scored activities labeled Solo Activities, Group Forums, Master Class Activities, and Quizzes. Each has assigned points as explained in the Intro Videos. The grading scale uses +/- as follows:

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

## **Grades of "Incomplete"**

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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**

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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**

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The following are the basic skill-based prerequisites you'll need to meet to be successful in this online course.

Basic Computer Skills:

**Be able to:**

- Navigate between two or more applications without closing and reopening them (i.e. multitasking)
- Connect to the internet
- Change drives
- Locate a file on a hard drive, USB drive, and/or cloud server (like Google Drive)
- Minimize, maximize, and move program windows

## Email Skills:

### **Be able to:**

- Create an email message
- Send file attachments
- Open and save file attachments
- Reply to messages
- Send a message
- Open an email message
- Forward an email message
- Create folders
- Save a message into a specific folder
- Delete messages
- Add a name to an email address book
- Retrieve a name from an address book
- Paste text from a word processor into an email
- Paste text from an email into a word processor

## Word Processing Skills:

### **Be able to:**

- Create a new file
- Open an existing file
- Save file to hard drive, USB drive, cloud server, or specific folder
- Rename a file
- Spellcheck a document
- Cut, copy, and paste text and graphics
- Format text (bold, underline, font size, font type)
- Format documents (set margins, set tabs, set headers, set automatic page numbering, insert a page break, change line spacing)
- Print documents

If you do not feel confident in your ability to perform these computer skills, the following videos available through LinkedIn Learning may help you to gain or sharpen your skills as you begin your online course.

[Computer Literacy Basics Training \(PC\)](#)

[Computer Literacy Basics Training \(Mac\)](#)

## **Course Policies: Student Expectations**

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### **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](http://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](http://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**

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### **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](mailto: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](mailto: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](mailto: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)