



LAE 6315

**Composing Texts: Disciplinary Practices for Writers &
Writing**

83168 900

Fall 2026

Instructor Name

Csaba Osvath

University Course Description

Examine writing as a multimodal, communicative practice embedded in social, cultural, and disciplinary contexts. Demonstrate strategies to facilitate K-12 students' writing development as well as develop leadership skills to support writing teachers.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Modules and Synchronous TEAMS Meetings are the Organizing Structure for Course Content:

1. Scheduled Module Release: Each week, I will release asynchronous online modules with content and assignments. The content of each unit is outlined below, but new topics might emerge based on your interests and

the collective understanding of participants in this course. Therefore, I will open the units of study on a schedule and engage in planned synchronous sessions to interact around the content. You are responsible for checking the online course materials for weekly postings and updates.

2. Scheduled Synchronous TEAMS Sessions: Each week, we will have synchronous meetings (TEAMS video conference sessions).
3. Specific Dates and Times: The syllabus provides an overview of the course. On the first day of class, I will share a detailed outline of assignments, due dates, and other specifics to help you plan the semester.

Student Learning Outcomes

1. Students will demonstrate an understanding of writing as a communicative practice in weekly modules (CF 2, 6; ILA/RSLC 1.1; ACEI 1.0, 2.1; CS 1.1; FRC 1B3, 1C4, 1E4, 2B4, 2C4)
2. Students will interpret writing theory and research in Research Projects. (CF 5; ILA/RSLC 1.1, 2.1; ACEI 3.3)
3. Students will demonstrate a critical stance in the Writing Research Review. (CF 4; ILA/RSLC 1.1, 2.1)
4. Students will create supportive social environments that promote writing for discipline-specific purposes in The Writer assignment. (CF 2; ILA/RSLC 5.2)
5. Students will collaborate with and provide support for teachers in their analysis of students' writing processes and products in the Coaching Writing Project. (CF 1; ILA/RSLC 3.2; FRC 2G1)
6. Students will use a wide range of texts to provide differentiated instruction, to capitalize on diversity, and to promote writing competency in the Research Project. (CF 3; ILA/RSLC; ACEI 3.1; CS 6.1, 12.3; FRC 1G4)
7. Students will use evidence-based grouping practices to meet the needs of all students, especially those who struggle with writing in the Coaching Writers Project. (FEAPS 3h; CF 6; ILA/RSLC 5.4)
8. Students will demonstrate effective use of technology for improving student learning in writing for STEM areas in the Weekly Modules. (FEAPS 4f; CF 3; ILA/RSLC 6.2)
9. Students will design effective and differentiated professional development programs to support writing and multi-media composing in STEM area subjects in the Coaching Writing Project. (ILA/RSLC 6.3; ACEI 3.5, 5.1; CS 13.2)
10. Students will connect with linguistic, academic, and cultural experiences that link schools to their communities within STEM areas in the Modules. (FEAPS 5d; CF 5; ILA/RSLC 4.3; ACEI 3.2, 5.2; CS 13.1)

Course Objectives

1. Demonstrate an understanding of writing as a communicative practice involving multi-symbolic systems such as text transcription, phonetic coding, visual expression, oral language, etc. (CF 2, 6; ILA/RSLC 1.1; ACEI 1.0, 2.1; CS 1.1; FRC 1B3, 1C4, 1E4, 2B4, 2C4)
2. Interpret writing theory and research to understand the needs of writers with diverse linguistic and cultural backgrounds. (CF 5; ILA/RSLC 1.1, 2.1; ACEI 3.3)
3. Demonstrate a critical stance toward the scholarship, policies, and practices of writing and multi-media composing research. (CF 4; ILA/RSLC 1.1, 2.1)
4. Create supportive social environments that promote writing for discipline-specific purposes. (CF 2; ILA/RSLC 5.2)
5. Collaborate with and provide support for teachers in their analysis of students' writing processes and products, using observations and assessment results to vary instruction to meet students' needs. (CF 1; ILA/RSLC 3.2; FRC 2G1)
6. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources to provide differentiated instruction, to capitalize on diversity, and to promote writing competency. (CF 3; ILA/RSLC; ACEI 3.1; CS 6.1, 12.3; FRC 1G4)
7. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with writing. (FEAPS 3h; CF 6; ILA/RSLC 5.4)
8. Demonstrate effective use of technology for improving student learning. (FEAPS 4f; CF 3; ILA/RSLC 6.2)
9. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs to support writing and multi-media composing. (ILA/RSLC 6.3; ACEI 3.5, 5.1; CS 13.2)
10. Provide students with linguistic, academic, and cultural experiences that link school to their communities. (FEAPS 5d; CF 5; ILA/RSLC 4.3; ACEI 3.2, 5.2; CS 13.1)

Required Texts and/or Readings and Course Materials

- Bear, D., Invernizzi, M., Templeton, S., Johnston, F., (2018). Words their way. Word study for phonics, vocabulary, and spelling instruction. (8th Ed.). Prentice Hall.
- Clay, M. (1975). *What did I write?* Portsmouth, NH: Heinemann.
- Graham, S., MacArthur, C.A., & Hebert, M. (Eds.). (2019). *Best practices in writing instruction* (3rd ed.). New York, NY: Guilford Press.
- Serravello, J. (2017). *The Writing Strategies Book*. Heinemann. 9780325078229

Supplementary (Optional) Texts and Materials

- Fountas, I. & Pinnell, G.S. (2016). The Fountas and Pinnell Literacy Continuum (3rd. ed). Heinemann. 9780325060782
- Honig, B., Diamond, L., & Gutlohn, L. (2018). Teaching reading sourcebook. 3rd Edition
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing words to life: Robust vocabulary instruction. Guilford Press. 2nd Edition.
- Walther, M.P. (2018). *The Ramped Up Read Aloud*. Corwin Press. ISBN: 9781506380056

Software/Apps

- digital composing spaces (e.g., Google)
- generative AI tools (e.g., Teacher Server)
- annotation software (e.g., Perusall)
- video conference/collaboration platforms (e.g., TEAMS)

How to Succeed in this Course

Online courses require students to be self-motivated, conscientious, diligent, and ethical. Online courses also require students to be excellent readers, digital navigators, and communicators. The course content is presented through text, video, and images. Students must be able to “read” across multimodal sources and make connections. Students must carefully follow directions and submit work before deadlines.

Click here for technology requirements: <http://www.usf.edu/innovative-education/resources/student-services/technical-requirements.aspx>

Grading Scale

Grading Scale %

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

Grade Categories and Weights

Grade Categories and Weights	
Assessment	Percent of Final Grade
Module Assignments	25%
Research Project on Writing Challenges	45%
Coaching Writing Teachers*	30%
	100%

Instructor Feedback Policy & Grade Dissemination

Standard grammar, spelling, and punctuation are required on all written assignments. You are responsible for checking the online system for all assignments and corresponding rubrics.

Assignments for the course will be evaluated in different ways. For each assignment, you will receive an outline of the criteria for the assignment and a rubric for assessment. You will receive written or verbal feedback on all assignments within a week of submission. *The timeline for readings and assignments are posted in Canvas.

Assessment of Weekly Participation/Attendance:

Attendance is mandatory in synchronous sessions. Promptness is expected in synchronous sessions. Active participation and preparation for class are essential and should be demonstrated through synchronous session tools. Assignments must be turned in on time.

There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, personal obligations, children's recitals, etc.). If you miss class, arrive late, or exit early, I know that your reasons are legitimate.

Therefore, I do not “excuse” absences or tardies. However, consistent and complete attendance is necessary to engage in the participatory culture of this class. If you are absent, you will view the class recording and engage in alternative assignments and participation structures through the Discussion Board.

Subsequently, if you are absent and do not make up for the absence, each absence will lower your course grade by one letter grade. Any tardy over 30 minutes is considered an absence.

The course follows an executive model and uses an accelerated timeline. Each late assignment (for any reason) will lower your grade. Students will lose 10% of the assignment grade for each day the assignment is late. (Each "day" means that work is late if it is submitted 1 minute late, 5 hours late, or any time up to 24 hours late. The Canvas clock is set and Canvas records the submission time. If you must turn in a late assignment, I will not accept it more than one week past its original due date.

Major Topics and Course Schedule

Course Schedule

Date	Topic	Due new
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Week 1 August 27	Welcome and Overview • Getting started Student Success • Writing Tools (media resources, materials, instruments) • Technology as a Tool, Technology as Literacy • Participatory Culture and Purpose What are we going to do about AI and writing?	• Module 1 (Due during first class) • Really Into • Introduction of the Research Project on Writing Challenges • Thinking about writers. • ◦ KWL • Creating research questions. • ◦ Areas of interest • ◦ Wondering • Strategies for observing writers. • ◦ Guiding questions • ◦ Anecdotal • ◦ Structured • ◦ Data collection • Examples from last year—
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Week 2 Sept 3	Getting to Know You, Getting to Know All About You • Texts • Images • Arts • Digital Getting to Know K-12 Writers • Spelling Development and Handwriting • Traits-Based Assessment • Standards-Based Assessment • Beginning Assessments • Observations in context	• Module 2 • Maker Spaces for Designed Thinking • Research Project on Writing Challenges • Introduce your writer to the class. Bring a writing sample or two for analysis. Bring a spelling inventory. • Coaching Writing Teachers • Starting Up the Writing Through Reading Library
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Week 3 September 10	Composing: Foundational Skills and Strategies • Defining Composing • Classroom Libraries • Maker Spaces • Instructional Strategies for Teaching Writing	• Module 3 • Research Project on Writing Challenges • Collect information about different approaches to teaching writing that address the specific instructional challenge (e.g., library search, AI queries, professional books, Pinterest) • Bring new writing samples and share observations. • Coaching Writing Teachers • Writing Through Reading Library- new additions on your topic
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Week 4 September 17	Emergent Writing Development • Key Vocabulary • Developmental Considerations • Analyzing Texts • Observing Writers • Pro-humanity Writing Pedagogy • Books as Mentor Texts	• Module 4 • Research Project on Writing Challenges • Collect refined information about different approaches to teaching writing that address the specific instructional challenge • Share new writing samples and observational notes. • Coaching Writing Teachers • Writing Through Reading Library- new additions based on emergent writers
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Week 5 September 24	Writing Development across the Elementary Grades (Early and Transitional) • Key Vocabulary • Developmental Considerations • Analyzing Texts • Observing Writers • Pro-humanity Pedagogy • Books as Mentor Texts	• Module 5 • Research Project on Writing Challenges • Collect refined information about different approaches to teaching writing that address the specific instructional challenge • Share new writing samples and observational notes. • Design a mini-lesson to support student outcomes. Get feedback and refine. • Coaching Writing Teachers • Writing Through Reading Library- new additions based on early and transitional writers, consider language learners and students with disabilities
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Week 6 Oct 1	Writing Development of Adolescents & Adults (Fluent Writers) Personal & Workplace Literacies Teacher as Writer • Key Vocabulary • Developmental Considerations • Analyzing Texts • Observing Writers • Pro-humanity Pedagogy • Books as Mentor Texts	• Module 6 • Research Project on Writing Challenges • Revise information about different approaches to teaching writing that address the specific instructional challenge • Share new writing samples and observational notes. • Share results of the mini-lesson. Get feedback and refine. • Coaching Writing Teachers • Writing Through Reading Library- new additions based on fluent writers, consider your writing challenge
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Week 7 October 8	Disciplinary Writing • Genres and Text Structure • Discipline-Specific Texts • The Arts and Writing • Digital Resources for Writing and Teaching Writing	• Module 7 • Research Project on Writing Challenges • Revise information about different approaches to teaching writing that address the specific instructional challenge • Share new writing samples and observational notes. • Coaching Writing Teachers • Writing Through Reading Library- new additions based on fluent writers, consider your writer's interests and disciplinary content • Share draft infographic that summarizes your learning about teaching a specific writing challenge and supports other teachers' professional development
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Week 8 October 15	Coaching Writing, Developing Writing Programs and Supporting Effective Writing Instruction • Teacher as Writer • Teacher Knowledge of Writing • Instructional Strategies • Effective Writing Programs • Life Hacks for Writing • Writing Research Review	• Module 8 • Research Project on Writing Challenges • Final sharing of observations and reflections. • Coaching Writing Teachers • Final library sharing • Final infographic sharing
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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

Assignments for the course will be evaluated in different ways. For each assignment, you will receive an outline of the criteria for the assignment and a rubric for assessment. You will receive written or verbal feedback on all assignments within a week of submission. *The timeline for readings and assignments are posted in Canvas.

Assessment of Weekly Participation/Attendance:

Attendance is mandatory in synchronous sessions. Promptness is expected in synchronous sessions. Active participation and preparation for class are essential and should be demonstrated through synchronous session tools. Assignments must be turned in on time.

There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, personal obligations, children's recitals, etc.). If you miss class, arrive late, or exit early, I know that your reasons are legitimate. Therefore, I do not "excuse" absences or tardies. However, consistent and complete attendance is necessary to engage in the participatory culture of this class. If you are absent, you will view the class recording and engage in alternative assignments and participation structures through the Discussion Board.

Subsequently, if you are absent and do not make up for the absence, each absence will lower your course grade by one letter grade. Any tardy over 30 minutes is considered an absence.

The course follows an executive model and uses an accelerated timeline. Each late assignment (for any reason) will lower your grade. Students will lose 10% of the assignment grade for each day the assignment is late. (Each "day" means that work is late if it is submitted 1 minute late, 5 hours late, or any time up to 24

hours late. The Canvas clock is set and Canvas records the submission time. If you must turn in a late assignment, I will not accept it more than one week past its original due date.

Extra Credit Policy:

Extra credit assignments are not built into the course. However, the instructor may decide to include extra credit at her discretion.

Grades of "Incomplete":

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

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when the student has a demonstrated record of strong performance and becomes 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.

Group Work Policy:

Group work is not required. However, peer feedback and group interactions are required for discussion boards and synchronous sessions.

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

Academic Accommodations:

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SDS website at <http://www.usf.edu/student-affairs/student-disabilities-services/> .

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 at- <http://www.usf.edu/student-success/> ;

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.

Course Recordings

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your 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)