



EDG 4376

Literacy/Literature & Social Studies/ESE

83231 600

Fall 2026

Instructor Name

Susan Bennett

Beth Wilt

University Course Description

The purpose of this course is to extend competency in teaching through an integrated approach integrating literacy, literature, and social studies for all students.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is delivered in a primarily face-to-face format with at least one asynchronous online class session, allowing candidates flexibility while maintaining meaningful instructional engagement. Instruction follows a multimodal approach, incorporating whole-group and small-group class discussions, hands-on activities, interactive demonstrations, and digital resources. Literacy instruction is intentionally integrated with social studies content, emphasizing the use of read-alouds and children's literature

across multiple genres—including realistic fiction, informational texts, historical fiction, biography, and poetry—to build comprehension, content knowledge, and critical thinking. Candidates actively engage in modeling, lesson development, and collaborative practice that connect reading, writing, speaking, and listening to social studies concepts, ensuring instruction is inclusive, engaging, and developmentally appropriate for all learners.

Student Learning Outcomes

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

1. Demonstrate an understanding of the similarities and differences in the literacy processes of beginning, skilled, remedial, and second language readers
2. Give explanations of the factors that cause reading difficulties and how each impacts decision-making about instruction
3. Identify guidelines for developing literacy with intermediate level at-risk students who have varied ability levels and backgrounds
4. Explain the characteristics of formal and informal assessment and describe the role of different assessment methods for determining student's performance in literacy and the accommodations needed for ESOL students
5. Describe instructional strategies and identify materials for facilitating fluency, comprehension, vocabulary, and questioning techniques with all learners, including ESOL students. Present the strategy developed
6. Demonstrate the ability to diagnose reading problems
7. Be able to identify a students' reading instructional level using an informal reading inventory
8. Demonstrate how to teach explicit, systematic and sequentially for word knowledge and vocabulary
9. Develop multisensory instruction and strategies for English Language Learners, such as songs, total physical response, drama, or manipulatives.
10. Demonstrate an understanding of the following genres in children's literature: Realistic Fiction, Informational Texts, some Poetry, Historical Fiction, and Biography
11. Identify techniques and strategies that allow students to respond to literature in a variety of ways
12. Identify the terminology and appropriate use of literary devices
13. Explain strategies for developing students' (including ESOL students) ability to read for information in content text having

- varied expository structures
14. Explore and describe similarities and differences in the way societies and cultures in different geographical areas address human needs and concerns
 15. Demonstrate knowledge of facts and concepts drawn from history to inform decision making about public issues and an understanding that people in different times and places view the world differently
 16. Examine the interactions of human beings and their physical environment and the changes over time of our varying landforms
 17. Describe the unique features of one's nuclear and extended families and how that contributes to individual development and identity
 18. Explain the types and purpose of governments and citizenship
 19. Identify the ways that limited resources affect the choices made by governments and individuals
 20. Describe the changes in values, beliefs and attitudes that have resulted from new scientific and technological knowledge
 21. Practice strategies to integrate NCSS themes in lesson development and delivery, including modifications for ELLs at various proficiency levels
 22. Candidates will demonstrate an understanding of the IFSP, IEP and ITP, the ethical practices involved in IEP development, and how it applies to literacy and social studies
 23. Candidates will demonstrate an ability to design effective instruction to accommodate students with disabilities across the life span including severity range and the use of technology within the area of literacy and social studies
 24. Candidates will understand the ethical practices in the development of accommodations/modifications and differentiated grouping including the use of technology for students with disabilities within the area of literacy and social studies
 25. Candidates will understand the role of families and other professionals in the development of accommodations/modifications including technology for students with disabilities within the area of literacy and social studies

Standards Assessed

SLO 1,2,3,4,5,8

ESOL CU.1.3, CU.1.4, AL.1.2, MT.3.2,MT.3.3,TE.2.1,

ESE 61.1, 61.2, 61.3, 61.4, 61.5, 61.6, 61.7

FEAP 1a, 1b, 1c, 1d, 2c, 2d, 2i, 3a, 3b, 3c, 3d, 3e, 3g,4b,5d, 5e, and 4a

RC 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.12, 3.15, 3.16, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18

Course Objectives

Course Objectives

By the end of this course, the instructor will support candidates in developing the knowledge and skills to:

1. Examine and compare the literacy processes of beginning, skilled, remedial, and multilingual readers, including factors that contribute to reading difficulties and their impact on instructional decision-making.
2. Design and implement developmentally appropriate literacy instruction for all students using explicit, systematic, multisensory, and evidence-based strategies.
3. Apply instructional practices that support word knowledge, vocabulary development, fluency, comprehension, questioning techniques, and reading for information across varied text structures and content areas.
4. Select, administer, and interpret formal and informal literacy assessments—including informal reading inventories—to diagnose reading problems, determine instructional levels, and plan appropriate accommodations, particularly for ESOL students.
5. Explore major genres of children's literature and literary devices, and implement instructional strategies that promote multiple ways for students to respond to and analyze texts.
6. Integrate literacy instruction with social studies content by examining history, geography, culture, government, economics, and environmental interactions across time and place.
7. Promote understanding of families, citizenship, governance, resource limitations, and the impact of scientific and technological advances on societies and individuals.

8. Plan and deliver instruction that integrates National Council for the Social Studies (NCSS) themes, including appropriate modifications for English Language Learners at varying levels of proficiency.
9. Design inclusive instruction for students with disabilities across the lifespan by applying ethical practices related to IFSPs, IEPs, ITPs, accommodations, modifications, differentiated grouping, and assistive technology in literacy and social studies contexts.
10. Demonstrate collaborative practices by engaging families and interdisciplinary professionals in supporting students' literacy and social studies learning through ethical, responsive, and inclusive instructional planning.

Required Texts and/or Readings and Course Materials

Devries, B. A. (2023). *Literacy assessment and intervention for classroom teachers* (7th. Ed.) Taylor & Francis.

Cecil, N. L., Gipe, J. P., & Merrill, M. (2014). *Literacy in Grades 4-8: Best Practices for a Comprehensive Program* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers. (Available as eText at USFSP library)

Beck, T. A., & Parker, W. C. (2021). *Social studies in elementary education*. 16th Ed., Pearson. ISBN-13: 9780135762035

Knipper, K. J., & Duggan, T. J. (2006). *Writing to learn across the curriculum: Tools for comprehension in content area classes*. *The Reading Teacher*, 59(5), 462–470.
<https://doi.org/10.1598/RT.59.5.5>

Vienna Psychological Group, Inc (2026). *What Tests are Used to Diagnose a Learning Disability?*
<https://viennapsychologicalgroup.com/what-tests-are-used-to-diagnose-a-learning-disability/>

Student Choice: Young Adult Literature and articles/chapters

How to Succeed in this Course

Strategies for Staying on Track in This Course

- Attend every class session and arrive on time prepared to stay for the full class period.
- Complete assigned readings and tasks before class so you can actively participate and engage in discussions.
- Use a planner or digital calendar to track face-to-face meetings, online deadlines, and major assignments.
- Stay current with the online (asynchronous) component by setting aside dedicated weekly time to complete activities.
- Participate actively by asking questions, contributing to discussions, and engaging fully in group and hands-on work.
- Review notes and materials regularly rather than waiting until assessments or due dates approach.
- Communicate early if challenges arise by seeking clarification or support as soon as possible.
- Organize course materials (readings, handouts, digital files) so resources are easy to access when needed.
- Avoid falling behind by completing work on time and breaking larger assignments into manageable steps.
- Take responsibility for your learning by being proactive, reflective, and consistent in your effort.

These strategies will help you remain engaged, manage your time effectively, and succeed in both the face-to-face and online components of the course.

Grading Scale

A+ 98-100%

A 93-97%

A- 90-92%

B+ 88-89%

B 83-87%

B- 80-82%

C+ 78-79%

C 77-79%

C- 74-76%

D+ 71-73%

D 68-70%

D- 65-67%

F 0-64%

Grade Categories and Weights

Literacy Assignments:

- *Online/In-class Activities:* These activities and journal will be based on your chapter and journal article readings as well as class discussions and materials.
- *Quizzes (online):* all quizzes will be taken online. They will include class lecture, readings, and videos.
- *Battery of Assessments (critical assignment for Campusfolio)-*The candidate will administer a battery of assessments to an ELL student in grades 6-12 and evaluate the results. This battery will include a reading interest inventory and a qualitative reading inventory. The candidate will evaluate the results from these assessments and provide instructional goals determined from the diagnosis, focusing on word recognition, vocabulary, and comprehension and create a presentation to share with families.
- *Text Set:* You will create a text set of both digital and print. You will create it for students you are currently teaching in your internship.
- *Final:* The final will include material from readings, assignments, and class lecture.
- *Book Club:* You will choose a multicultural book (from a list), read it, and participate in a group discussion. You will also take a quiz and complete an in class activity.

Social Studies Assignments

- *Reading Response Journals and Online Activities:* These activities and journal will be based on your chapter and journal article readings as well as class discussions and materials.
- *INTEGRATED LITERACY AND SOCIAL STUDIES LESSON (critical assignment for foliodata)* For this lesson, you will choose a multicultural text (fiction or nonfiction). Then, you will create a plan that integrates a social studies and literacy standards. You will use the same lesson plan format that I provide.
- *Quizzes (online):* all quizzes will be taken online before class. They will include class lecture, readings, and videos.

Social Studies and Literacy

- *Final:* The final will include material from readings, assignments, and class lecture.

ESE Assignment

- **ESE lesson Plan (critical assignment for Campusfolio)**-Develop a lesson plan in social science (multicultural lesson) and differentiate based on a student in your current classroom with a disability. The lesson plan must include the use of appropriate technology and ESE components specified in the syllabus.

This table provides a breakdown of points for each assignment.

Literacy	
<u>Literacy Assignments</u>	<u>Points</u>
Quizzes (online)	20
Reading Responses/Online Activities	40
Book Club quiz/culminating activity (in class)	10
Text Set	15
Assessment Slides (Intro, RI	10
Battery of Assessments; critical/folio	50
Final	15
Total	150

Social Studies	
<u>Social Studies Assignments</u>	<u>Points</u>
Quizzes (online)	20
Reading Responses/Online Activities	40
Integrated Literacy/Comprehension/Social Studies Lesson Plan (critical/folio)	30
Final	15
Total	105

This table breaks down the points for each assignment.

ESE	
<u>ESE Assignments</u>	<u>Points</u>
Children's Book Differentiation	20

ESE	
Book Talk-Varied and ESE Backgrounds	20
IRIS module IEP	20
IRIS module Reading Strategies	20
Discussion post 1: Person First Language	20
Discussion post 2: Stages of Reading	20
Discussion post 3: Children's Book Connection	10
Critical Lesson Plan	50
Total	180

<u>Combined Total Course Points</u>	
Literacy Assignments Total	150
Social Studies Assignments Total	105
ESE Assignment Total	180
Participation and Attendance	20
<u>Total Course Points</u>	455

Major Topics and Course Schedule

This table provides topics, assignments, readings, and weekly schedule.

Content Outline		
Dates	Topic	Reading & Assignments Due
8/25/26 Face to Face Module 1 SOCIAL STUDIES/LITE RACY Bennett	- Overview of Assignments/syllabus - Get to know you - Social Studies Education: What and Why? - Teaching All Children - Start Battery of Assessment Presentation - Introduce Reading Inventory ***Bring Laptop/iPad to class	Part A (Tuesday): - Read Parker Ch. 1 & 2 Reading Response Journal Due (Parker, Ch. 1 & 2) Part B (Friday): - Read Cecil, Gipe, & Merrill Chapter 2: Assessments
9/1/26 Face to Face Module 2 SOCIAL STUDIES/LITE RACY Bennett	Assessments - Devries Ch. 2 - Battery of Assessments: Reading Inventory and QRI - Article: <i>What Tests are Used to Diagnose a Learning Disability?</i> - Choose ESE student - Literacy Braid/Science of Reading	Part A (Tuesday): - Read Devries Chapter 3: Assessments Part B (Friday): - Read Reading Rocket articles - M2: Literacy Quiz #1 based on assessment chapters, readings and class lecture Conduct Reading Interest Inventory with Student

Content Outline		
Dates	Topic	Reading & Assignments Due
9/8/26 Face to Face Module 3 SOCIAL STUDIES/LITERACY Bennett	- History - Introduce Children's Literature - Introduce Text Sets <i>Scaffolding High School Students' Reading of Complex Texts Using Linked Text Sets</i> by Elish-Piper, Wold & Schwingendorf (2014). - Practice QRI	Part A (Tuesday): - Read articles "Windows & Mirrors" - Read Parker Ch. 7 History SS Quiz: Ch. 7 History Due Part B (Friday): - Read Indigenous Chapter on Canvas/Reading Response Reading Interest Slides Due
9/15/26 Face to Face Module 4 SOCIAL STUDIES/LITERACY Bennett	- Devries Ch. 4 - Cecil, Gipe, & Merrill Chapter 5 - Civics and Democratic Citizenship Education - Vocabulary	Part A (Tuesday): - Read Religion Literature Chapter - Read Parker Ch. 3: Civics SS Quiz Parker Ch. 3: Civics Part B (Friday): - Read Devries Ch. 9 Conduct QRI

Content Outline		
Dates	Topic	Reading & Assignments Due
9/22/26 Face to Face Module 5 SOCIAL STUDIES/LITERACY Bennett	• Comprehension • Vocabulary • Introduce YA Book Club	Part A (Tuesday): • Read Devries Ch. 10 Comprehension • M5: Literacy Quiz #2: Devries Chapters 9 & 10 due Part B (Friday): • Text Set Due • Conduct QRI/ QRI Slides Draft
9/29/26 Face to Face Module 6 SOCIAL STUDIES/LITERACY Bennett	• Economics, Anthropology and Sociology	Part A (Tuesday): Read Parker Ch 5: Economics, Anthropology and Sociology • M9: SS Quiz #4 due Part B (Friday): • Integrated Comprehension/literacy/social studies lesson due

Content Outline		
Dates	Topic	Reading & Assignments Due
10/6/26	• Geography • Devries Ch 14: Teachers, Caregivers, and the Community • Fluency • Vocabulary	Part A (Tuesday): • Read Parker Ch 6: Geography • M6: SS Quiz #2 due Part B (Friday): • Read Cecil, Gipe, & Merrill Chapter 11: Connecting Home and School • M6: Literacy Quiz #3 due • Conduct QRI/ QRI Slides Draft
10/13/26	• Writing and writing to learn • Pre-Museum	Due Tuesday: • Read article: <i>Writing to learn across the curriculum: Tools for comprehension in content area classes</i> by Knipper & Duggan (2006). • Read Devries Ch 12: Writing • M10: Literacy Quiz #4

Content Outline		
Dates	Topic	Reading & Assignments Due
10/20/26 Face to Face Module 7 SOCIAL STUDIES/LITERACY Bennett	• Tentative Meet at James Museum	Part A (Tuesday): • Read articles and Online Pre-museum Activity Part B (Friday): • Post James Museum Assignment Due • Conduct QRI/ QRI Slides Draft (last chance for feedback) • Battery of Assessments Presentation Due
10/27/26 Face to Face Module ESE Wilt	• Syllabus and Assignments • Introductions • Brief History of ESE • Differentiating Literacy Instruction • Critical Assignment Q&A	• Discussion Board Post: Literacy Learning for All. The initial post is due on Friday, 10/31/26, and a minimum of two (2) responses are due on Tuesday, 11/3/26. 250-word minimum. • IRIS module Reading Strategies is due Tuesday, 11/3/26.

Content Outline		
Dates	Topic	Reading & Assignments Due
11/3/26 Face to Face Module ESE Wilt	- Individualized Education Plan (IEP) - Accommodations and Modifications Supporting SWDs	Book Talk: “Text Features” Varied and ESE Backgrounds is due by 11/14/26. - Discussion Board Post: Stages of Reading. The initial post is due on Friday, 11/7/26, and a minimum of two (2) responses are due on Tuesday, 11/10/26. Read chpt 13 in <i>Literacy Assessment & Intervention for Classroom Teachers</i> by Devires (2019)
11/10/26 Face to Face Module ESE Wilt	- Response to Intervention (RtI) - Differentiated Instruction - Universal Design for Learning - Utilizing Technology	Lesson Connection: Children’s Book due: 11/21/26 - Discussion Board Post: Children’s Book Connection to the Lesson Plan. The initial post is due on Friday, 11/14/26, and a minimum of two (2) responses are due on Tuesday, 11/17/26. - Reading- Read Chpt 9 in Cecil, Gipe, and Merrill text

Content Outline		
Dates	Topic	Reading & Assignments Due
11/17/26 Face to Face Module ESE Wilt	• Family Involvement • Ethical Considerations in ESE	• Critical Lesson Plan with Focus Student due 11/21/26. • Read intervention strategies section in <i>Literacy Assessment & Intervention for Classroom Teachers</i> by Devires (2019) for each chpt (5-10).
11/24/26 SOCIAL STUDIES/LITERACY Bennett	• Thanksgiving Week	Read YA Book
12/1/26 Asynchronous Module 9 SOCIAL STUDIES/LITERACY Bennett	• Civics: Current Events and Public Issues	• Read Parker Ch. 4: Current Events • M8: SS Quiz #3 • Complete online activity

Content Outline		
Dates	Topic	Reading & Assignments Due
12/8/26 Face to Face SOCIAL STUDIES/LITERACY Bennett	• Final Exam • YA Book Club	ALL Assignments due to Campusfolio

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

Class Participation and Attendance Policy (for Bennett and DeWitt)

-
Participation and Attendance-Attend all classes! This is a hybrid course, not hy-flex. Attendance and participation are a very important part of learning. **PARTICIPATION AND PREPARATION FOR CLASS ARE ESSENTIAL.** There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, car trouble, etc.). If you miss class, arrive late, or leave early, I will assume that your reasons are legitimate. Therefore, I do not “excuse” absences, tardies, or late work for any reason.

- Attend each class **meeting on time** face to face and stay for the entire the class. It is your responsibility to attend all class sessions prepared to be an active participant by having completed the assigned reading and related written assignments prior to class. Additionally, you will be expected to raise relevant questions, make contributions that promote discussion, and actively participate in small group work.
- **This class has a very important online component.** You are expected to complete the assignments on time. You do not want to get behind.
- Consistent and complete attendance is necessary to learn all of the information covered in the course and to observe modeled instructional strategies. The following course policies are in effect:

ABSENCES: More than one absence (for any reason) will
LOWER YOUR COURSE GRADE by 10% because you will miss

literature activities and modeled instructional strategies.

TARDY/LEAVE EARLY: More than two tardies/leave earlies (total) (for any reason) will LOWER YOUR COURSE grade by 10% because you will miss demonstrations, class activities, or reading strategies. Any tardy or early departure over 30 minutes is considered an absence.

ASSIGNMENT SUBMISSIONS: All of your work, including online assignments, must be submitted by the due date. Any late work for any reason will have a reduced grade; you **must email** to submit any late work. There are no “free” late work credits. EACH LATE ASSIGNMENT (for any reason) will lower your GRADE ON THE ASSIGNMENT by a letter grade and cannot be turned in more than one week late (before the next class).

PROFESSIONALISM: Each time you demonstrate a lack of participation in class or lack of preparation for class (for any reason) your grade will be lowered by 5 points. This includes, but is not limited to, checking email, texting, searching the Internet, unrelated talking, phone calls, sleeping, etc. Cell phone use (texting), social media, and outside class or computer work is limited to break-time.

Grades of "Incomplete"

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

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Email: We will communicate with you through email, so please check your email on a regular basis.

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

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.](#)