



COURSE SYLLABUS

Course Title: *RED 6749 History and Foundations of Reading and Literacy within STEM Discipline*

Department: *Language, Literacy, Ed.D., Exceptional Education and Special Education*

College: *College of Education*

Status: *Last updated 8/18/25*

Professor: Dr. Lindsay Persohn

Class Meeting Location: *Online*

Office Location: USF SM B212

Phone Number: 941-359-4385

Semester: Fall 2025

Semester Duration: August 25th - October 17th, 2025

Office Hours: Mondays 7:45-8:45pm, and by appt

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DESCRIPTION

This course introduces historical approaches to literacy. The course also traces the history of science/STEM movement in Education. Students learn the connections between current research and practice and former models in literacy, and their deployment within STEM areas of curriculum.

COURSE PURPOSE

This course is focused on providing an overview of the historical trajectory of reading and literacy. The course is relevant because it enables teachers and educators to trace current practices in reading and literacy back to their origins based on research conducted previously in the field. Students who take this course will have a clearer sense of how their current teaching and leadership in literacy are informed by historical factors that often remain invisible. Obtaining this insight will provide greater clarity for developing a sound philosophy of teaching reading/literacy that is designed to support all students, and particularly, underserved populations.

SUCCEEDING IN THIS COURSE

Students who wish to be successful in this course should follow several practical tips before each online session:

1. Check Canvas and emails daily for announcements.
2. Close down other programs and apps before online asynchronous class begins.
3. When possible, plug in to a wired internet connection, rather than rely on WiFi.
4. Read the detailed guidelines in Module 0 on our Canvas course site for additional information.

COURSE OBJECTIVES

- a. Develop an understanding of the different instructional models that have guided reading instruction in the last century, including whole word, letter-sound associations, readiness, direct instruction, whole language, and others in first and second language literacies. (FEAP 5d, e, FRC 4.1-4.7; ILA 1, 6; CF 2, FLCS 4, 8, 13)
- b. Develop an understanding of the history of science paradigms that have guided scientific inquiry, and how changes in the field of science presage twentieth century changes in literacy.
- c. Develop a conceptual understanding of the connections between theoretical models of literacy learning and STEM area learning and the instructional models that emanate from the theories. (FEAP 1a, 3e, h; CF 2, 4, 6; ILA 1, 2, 6; FCLCS 8, 9, 10, 11, 13)
- d. Develop the ability to synthesize and personalize reading research. (FEAP 5d, e; CF 2, 4, 6; ILA 1, 2, 3, 6; FLCS 3, 7, 8, 9, 10; FRC 1.G.1, 1.G.3, 4.1-4.7)
- e. Develop an understanding of paradigmatic shifts in literacy and STEM content area by completing a project that identifies the different paradigms in literacy within a STEM content area, with relationships to classroom practices, identifies the classic studies associated with the paradigm, and relates the paradigm to the societal movements that were occurring at the time. (FEAP 5d, e, CF 1-4, ILA 1, 6; FLCS 4, 8, 11, 13; FRC 1.G.1, 1.G.3)

REQUIRED TEXTS/READING MATERIALS

- ProCopy Packet: RED 6749 Course Packet
 - Visit the USF Bookstore in person, located at 4202 E Fowler Ave BKS0269, Tampa, FL 33620, or call to have the packet shipped.
 - For shipping, call the main store line at (813) 974-2631 and speak to an associate. The associate will take payment and shipping information over the phone.
- Additional articles constitute assigned reading. These articles will be available on Canvas.

CHOICE TEXTS

- Tierney, R. J., & Pearson, P. D. (2021). *A history of literacy education: Waves of research and practice*. Teachers College Press.
- Willis, A. (2023). *Anti-Black literacy laws and policies*. Routledge.
- Robinson, R. (2005). *Readings in reading instruction: Its history, theory, and development*. Boston: Pearson. ISBN 0-205-41058-8. The information in this text is still current. It is the most appropriate text for this course. *The readings from this text are available on Canvas as this textbook is no longer in print.*

RECOMMENDED TEXTS

- Publication manual of the American Psychological Association, Seventh Edition. Washington, DC: American Psychological Association.

SYNCHRONOUS SESSIONS

- You are required to attend and participate in our five Synchronous Sessions to be held on *Monday evenings, August 25, September 8, September 15, September 22, and October 6, 2025, at 5:00 PM EST*. The link to these synchronous sessions will be provided through our Canvas course site. It is highly recommended that each student attend these live sessions given the **intensive** and **fast-paced** nature of this course. Our synchronous discussions will help with your understanding of the syllabus and your thinking about completing the tasks and journals for each module. Each student is expected to be present as this tends to affect successful completion of the course. You will need a microphone, a reliable internet connection, and a computer to be able to attend and participate.

PEER-REVIEWED JOURNALS RECOMMENDED FOR ARTICLE SEARCHES

- *Journal of Adolescent and Adult Literacy*
- *Journal of Language and Literacy Education*
- *Journal of Literacy Research*
- *Language Arts*
- *Literacy Practice and Research*
- *Literacy Research, Theory, Methods and Practice*
- *Literacy Research and Instruction*
- *Reading Research Quarterly*
- *The Reading Teacher*
- *Research in the Teaching of English*
- *Written Communication*

PROFESSIONAL ORGANIZATIONS FOR MEMBERSHIP

- American Reading Forum (ARF) <https://www.americanreadingforum.org>
- American Educational Research Association (AERA): <http://www.aera.net>
- International Literacy Association (ILA): marketplace.reading.org
- Literacy Research Association (LRA): secure.literacyresearchassociation.org
- National Council of Teachers of English (NCTE): secure.ncte.org
- Florida Literacy Association

CONTENT OUTLINE AND SCHEDULE

This course is divided into four specific modules as indicated next with each module lasting approximately two weeks (exception--Module 0 which contains an overview of technical requirements for the course). Please note that in addition to assigned reading in the course text and packet, students may be required to read an article from a refereed journal (e.g., *Journal of Literacy Research*, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Reading Research Quarterly*), which is associated with given modules, and/or a portion of their choice text. **Your instructor reserves the right to make adjustments to this course outline in response to learning needs and interests. Please note that this is an intensive and fast-paced course. Do plan accordingly.**

Module Titles	Topics	Readings	Assignments	Due Dates
Module 0: Course Overview	Access Canvas. Read all pages in Module 0 on Canvas carefully. Read the Syllabus carefully. Read Introduction to Professor of Record. Complete Student Introductions for First Day Attendance. Attend Synchronous Session.			8/25
Module 1: The Moment of Invention August 25 th – September 8 th Holiday: Labor Day – Sept. 1st	- Paradigmatic Shifts, Moments and Persons of Influence Readings - Key elements surrounding the Moment of Invention	- Read Robinson, Chapter 1 (Reading Research) - Read King & Stahl (2012) - In addition, choose 1 of the following: Kuhn (1969), Tuthill & Ashton (1983) - Read Robinson, Chapter 3 (Phonics) - In addition, choose 2 of the following: Huey (1908), Thorndike (1917), Nicholson (1983), Allington (1983), Herber (1994), Morphett & Washburne (1931), Gentile (1983), Ollila (1983)	- Attend Synchronous Session - Select Person of Choice for Oral History & Complete Oral History Selection Form - Identify Research Paper Topic - Complete Learning Log 1	8/25 9/8 - Week of 9/1 - Week of 9/1 9/8
Module 2: The Moment of Instruction & The Clinical Moment September 9 th – September 22 nd	- Key elements surrounding the Moment of Instruction - Key elements surrounding the Clinical Moment	- Read Robinson, Chapter 7 (Vocabulary Instruction) & Robinson, Chapter 4 (Reading Comprehension) - In addition, choose 1 of the following: Blair & Rupley (1983), Gates (1937), Blair & Rupley (1983), Duffy (1983), Durkin (1978), Durkin (1981), MacGinitie (1983), Bond & Dykstra (1967) - Read Robinson, Chapter 8 (Remediation of Reading Difficulties) & Robinson, Chapter 2 (Reading Assessment) - In addition, choose 1 of the following: Spache (1976), Manzo & Manzo (1993), Tierney (1994), Smith (1979)	- Attend Synchronous Session - Conduct Oral History Interview - Develop Research Paper Outline and preliminary Reference List - Complete Learning Log 2 - Complete Midway Semester Student Evaluations	9/15 9/15 9/15 9/22
Module 3: The Cognitive Moment & The Collaborative Moment September 23 rd – October 6 th	- Key elements surrounding the Cognitive Moment - Key elements surrounding the Collaborative Moment	- Read Robinson, Chapter 5 (Spelling) & Robinson, Chapter 10 (Love for Reading) - In addition, choose 1 of the following: Goodman (1965), Blanchard (1979), Goodman (1980), Dreher & Singer (1981), Dreher (1981), King (pp. 290-296) - Read Robinson, Ch. 6 (Content Area Reading) & Moje (2008). In addition, choose 1 of the following: Alvermann, et al. (1990), Mulhern (1997), Au (1995)	- Attend Synchronous Sessions - Complete Oral History Interview - Complete Learning Log 3	9/22 10/6 - Week of 9/29 10/6
Module 4: The Critical Moment, The Media Moment, & The Moment of Assessment and Accountability October 7 th – October 17 th	- Key elements surrounding the Critical Moment - Key elements surrounding the Media Moment - Key elements surrounding The Moment of Assessment and Accountability	- Read Robinson Chapter 9. Read also, 1 of the following: Lankshear & Knobel (2001), King and O'Brien (2002), Leu, Kinzer, Coiro, & Cammack (2000) - Read 1 of the following: Lohrey (1998), NCLB documents (2001), National Reading Panel (2000), Coles (2000), Allington (2002)	- Complete Learning Log 4 - Complete Research Paper - Complete End of Semester Student Evaluations	- Week of 10/13 10/17

ASSIGNMENT DESCRIPTIONS

- A. *Learning Logs and Responses (60%)*
- B. *Oral History Interview (20%)*
- C. *Research Paper (20%)*

A. Learning Logs and Responses (60%)

I. Learning Logs: Maintain an individual (i.e., independently) or dialogue (i.e., 2 peers) learning log in a format of your choice. I will provide formative feedback for your possible revision of subsequent learning logs. Whatever the format, the log should *summarize* your reactions to the significant points in **each** of your assigned readings. It should also make some kind of *application* and/or *analysis*, or make a *connection* to your experience, and from your interactions with class members. The log is to be typed and submitted via the Discussion Board by midnight on the night it is due on the syllabus. Use legible 12-point font and APA style. Include a cover page at the beginning of each learning log and a reference list at the end of the document. Your audience can be the instructor, a classmate, or administrators in the field (e.g., You may choose this assignment to inform your current principal of new information in literacy). These should be a minimum of 5-10 double-spaced pages, depending on style.

For instance, one popular format for completing the learning log is the bulleted list of 5 key ideas for each separate reading—consider a “reading” to be that text written by a specific author or group of authors. When the author and date change, it is a new piece and would be represented by 5 key ideas. For chapters from the Robinson text, a student would provide 3 key ideas from each article included in that chapter. After listing all the key ideas, the student would combine the readings by writing a synthesis. The student would also look for and report relationships among the sets of readings and ideas explored. Next, the student would ask any lingering questions and raise discussion points. They would also add any applications they can regarding STEM area implementations and include any relationship to personal life/teaching experiences. An assignment submission that reflects all of these aspects would gain full points.

Examples of this style for the learning log as well as other various styles are available on Canvas. You will submit a total of **four (4)** learning logs, one for each module of the course. The four learning logs are due on *September 8th, September 22nd, October 6th, and October 13th.*

II. Responding to Others’ Learning Logs: In addition to posting and submitting your learning logs, you are required to individually respond to the journals of at least two of your peers’ journal responses for a given module in the designated place on our Discussion Board by the deadline. In other words, individually develop at least two responses to different posts of your peers for Module 1 and also, individually develop at least two responses to different posts of your peers for Module 2, Module 3, and Module 4. It may be best to challenge yourself to respond to two posts that require a different approach in your thinking. For instance, you may decide to a post that you will agree and with the other with which you do not agree or at least partially agree/disagree. State why you agree or disagree using citations from our readings.

A substantive response may do one or more than one of the following:

- a. make a thoughtful connection between and among readings as relates to your peers’ synopses;
- b. question your peers’ perspectives and supply additional references to support or refute arguments;
- c. reference readings from other classes in which you are enrolled to guide your peers;
- d. use your literacy teaching and leadership experiences as examples and models to guide your peers;
- e. be sensitive in your *ways of being*, willing to *disagree respectfully* with peers and to allow views to which you do not subscribe to be aired comfortably as you learn from and share with others.

As you complete the above, your overall contribution to the course via your commitment to enhancing our learning community will also be considered:

- a. Do you often access and read multiple posts in all asynchronous discussion sessions?
- b. Do you complete all the required responses for each module and submit them on time?
- c. Do you offer to scaffold peers who need support?

- d. Do you develop as a curriculum leader who is willing to go above and beyond to determine how to address issues of literacy assessment in curriculum?
- e. Do you access Canvas regularly?
- f. Do you reach out to the Professor if you are convinced that you do not understand how to do something or if you are having extenuating circumstances?
- g. Do you reflect civility, respect, and professionalism in all of your interactions?

You will submit a total of **eight (8)** responses to your peers' learning logs, two for each module of the course. The eight responses are due one week after the learning logs are posted to the Discussion Board.

Overall, you will begin the course with a total of **60** points for the **Learning Logs and Responses**. Points will be deducted based on deviations from the guidelines and rubric. The rubric for assessing the Learning Logs is available in **Appendix A** at the end of this Syllabus. The rubric for assessing the Peer Responses to Learning Logs is available in **Appendix B** at the end of this Syllabus.

B. Oral History Interview (20%)

Students will complete an interview study of a Literacy Professional. Detailed information regarding the steps of this project, suggestions for questions to ask, presentation guidelines and scoring procedures will be available in "Modules" on Canvas. Oral histories will comment on teachers' experiences with teaching reading within a STEM area subject(s). You will begin the course with a total of **20** points for the **Oral History Interview**. Points will be deducted based on deviations from the guidelines and rubric. The rubric for assessing the Oral History Interview is available in **Appendix C** at the end of this Syllabus.

C. Individual Research Paper (20%)

Complete a 7-10 page, typed, double-spaced research paper (excluding title page, references, abstract, appendices) with a minimum of 10 professional citations, on a topic related to literacy curriculum and/or instruction, its historical influences, and its connection to STEM research. These 10 professional citations should be accessed from articles **beyond** the course. You may feel free to use citations from our course text in addition to these 10 references.

- a. Identify a researchable topic/problem.
- b. Identify a theoretical perspective & historical basis for the topic.
- c. Identify a specific connection to STEM research.
- d. Find research relevant to the topic by conducting library and literature reviews. *Sources should be studies from peer-reviewed journals-not opinion pieces.* You may use studies we've read in class.
- e. Analyze the articles that have been collected using techniques that are appropriate to the research format and data.
- f. Synthesize your research & list references accumulated (APA style). Your paper will be enhanced by personal contributions and reactions but should not rely on opinion. This paper is primarily a synthesis of research.
- g. Write the paper/report based on your findings.
- h. Submit to Canvas by the due date.

You will begin the course with a total of **20** points for the **Research Paper**. Points will be deducted based on deviations from the guidelines and rubric. The rubric for assessing the Research Paper is available in **Appendix D** at the end of this Syllabus.

COURSE ASSESSMENT AND GRADING

Timely completion of readings and assignments and active class participation are expected as part of our learning community. The quality of your assignments, discussions, and active participation in this class will determine your final grade. Each of your assignments, discussions, and your participation will be assessed based on a point system and calculated toward the total percentage of 100%.

Grading Scale:

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:

Assignment	Percentage	Points
Four Learning Logs	40%	40
• Module 1	10%	0-10 points
• Module 2	10%	0-10 points
• Module 3	10%	0-10 points
• Module 4	10%	0-10 points
Responses to Four Learning Logs	20%	20
• Module 1	5%	0-5 points
• Module 2	5%	0-5 points
• Module 3	5%	0-5 points
• Module 4	5%	0-5 points
Oral History Interview	20%	20 points
Research Paper	20%	20 points
TOTAL	100%	100

COURSE POLICIES ON STUDENT EXPECTATIONS

A. First Week Attendance Policy

USF has a First Week Attendance Policy that requires students to attend the first session of class in order to remain enrolled. For the purposes of this online course, you are asked to attend closely to Canvas in order to complete this first week attendance requirement.

B. Disability Access

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request. See student responsibilities: <http://www.sds.usf.edu>

C. Religious Observances

Students who anticipate the necessity of being absent from the online environment for more than 1 week due to a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of the course.

D. Academic Conduct

Cheating or plagiarism are not allowed. Assignments with evidence of either will be refused without credit. In this course we will utilize safeassignment.com or TurnItIn, an automated system which

instructors can 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 will be expected to submit certain assignments in electronic format. After the assignment is processed, as instructor, I receive a report from safeassignment.com (or TurnItIn) 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.safeassignment.com>.

E. Emergency Procedures/Academic Integrity

In the event of an emergency, it may be necessary for the USF campus to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: learning management system (Canvas), email and/or alternative schedule. It is the responsibility of students to monitor their courses for specific communication, and the main USF, College and department websites, emails and MoBull messages for important general information.

F. Instructor Communication

Contacting me by email is the best way to ensure an immediate response, as I respond within 24-48 hours (unless I am traveling for work, in which case I will tell you ahead of time if you should expect a longer response time). If you do not hear back from me within 24-48 hours, and I have not made you aware of a longer response time, please feel free to resend the email. It is very rare for me to take longer than 24-48 hours, and there may have been trouble with delivery or an oversight on my part. If you wish to set up an appointment to discuss via video conference, please send an email. Be sure to use a greeting in the initial email sent within any thread.

- G. Late Work Policy:** There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. The Professor of Record reserves the right to determine whether late work will be accepted.

H. Recording

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 the Professor of Record.

I. Netiquette Guidelines

General Communication Guidelines

1. Use a greeting when emailing your instructor, university staff or other peers. A greeting in email should address the instructor by their professional titles and other students by their preferred names.
2. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do on a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
3. 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.
4. 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.
5. 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.
6. 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

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. 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.

J. Help Resources Canvas Technical Support

Canvas is the designated USF Learning Management System used in this course. Students are expected to login weekly to identify required assignments and to complete these on time. To obtain support with learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the videos provided on Canvas or consult the Canvas help guides. *Do use the Canvas Help page.* You can also contact the help desk by calling 813-974-1222 in Tampa, or emailing help@usf.edu.

- K. **ADA Statement:** *Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services.* Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation. A letter from the USF Disability Services Office must accompany this request.

- L. **USF Policy on Religious Observances:** *All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs.* Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

- M. **Web Portal Information:** *Why are the NetID and Helios account important to students?*

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." A Helios account, which is the official USF e-mail account, is given to every USF student when enrolled. Every official USF correspondence to students will be sent to that account. Go to the [Academic Computing](#) website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at <http://www.usf.edu/about-usf/web-tools.aspxm>

- N. **Academic Dishonesty:** *Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text.* On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work. Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

Detection of Plagiarism

Instructors and students should be aware of an available service called "Safeassignment.com" or TurnItIn to detect plagiarism. The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and

2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to www.safeassignment.com and <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

Turnitin Privacy Policy

In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original. *Please follow your instructor's instructions carefully regarding what identifying information to include.* [How do I submit a Turnitin Assignment?](#) More information can be found in the on-line Graduate Catalog: (<http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct>).

O. Covid-19 Procedures

All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing during in-person classes. Failure to do so may result in dismissal from class, referral to the Office of Student Conduct and Ethical Development, and possible removal from campus. Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact Student Health Services immediately (813-974-2331) for appropriate medical guidance and to obtain a *verification of care letter*. **To be approved for missed classes, late assignments or missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.** Additional details are available on the University's Core Syllabus Policy Statements page: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

P. Gender-Based Crimes

Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance.

Q. Title IX Policy

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

R. Florida House Bill 7 As per USF's General Counsel OGC HB Guidance Distribution 081522, on March 10, 2022, the Florida Legislature passed Florida House Bill 7/Senate Bill 148 (HB 7) titled the "Individual Freedom Act". The bill amends the Florida Educational Equity Act (FEEA) by *placing limitations on how certain topics or concepts can be discussed as part of any instruction or training to which a student or employee is subjected.* The law took effect on **July 1, 2022**. According to USF's General Counsel, the new law states that "it does not prohibit discussion of the concepts identified under (1)-(8) above as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts. A University regulation is also required to incorporate the provisions of section 1004.097, Florida Statutes, which

prohibit a university from shielding a student or employee from ideas and opinions that they may find uncomfortable, unwelcome, disagreeable, or offensive.” In response to this law, and based on the guidance of USF’s General Counsel, this course, “in the first class meeting, will provide instruction on how to engage academically with the concepts in class discussions and in written assignments.” As per USF’s General Counsel, “engaging in a topic academically means as an area of intellectual inquiry apart from personal opinions and beliefs. This instruction should be followed with written guidance that students can refer to as needed. Students should be asked to acknowledge the written guidance.” Also in response to this law, and per guidance from USF’s General Counsel, a written disclaimer is included in pertinent class documents, such as this course syllabi, stating that pursuant to Florida’s Campus Free Expression Act, “the university cannot shield students from ideas and opinions they may find uncomfortable, unwelcome, disagreeable, or offensive, and (b) any instructional discussions are intended to be objective,” a corresponding disclaimer as recommended by the USF’s General Counsel and to which this course subscribes, is included below:

- 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.
- Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

For further guidance provided by USF’s General Counsel in relation to Florida House Bill 7, please see OGC HB7 Guidance – Distribution 081522.

S. Generative AI Tools: Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.

- **Permitted Use:** The use of generative AI tools is permitted for course-related submissions, including assignments, projects, presentations, examinations, and other forms of assessment. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy. Students are responsible for submitting work that reflects their own original effort.
- **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. **This includes citing all AI-generated content used in their submissions.**
- **Generative AI tools,** while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.
- **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion [as defined above in permitted use], or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027).
- **Exceptions:** If there are specific assignments where the use of AI tools is not appropriate, these will be clearly marked in the assignment guidelines. Students must adhere to these specific instructions.

- Questions and Clarifications: If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

UNIVERSITY POLICIES

Standard Policies covering the above and other areas can be found at

http://www.grad.usf.edu/policies_Sect7_full.php#resp

- *Academic Integrity of Students*
- *Disruption of the Academic Process*
- *Student Academic Grievance Procedures*

LEARNING SUPPORT AND CAMPUS OFFICES: TAMPA CAMPUS

A. Tutoring Hub

- 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

B. 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

C. 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](#).

D. 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](#).

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 Thank you for carefully reading this syllabus which serves as a contract and a guide for our course. As Professor of Record for this course, I reserve the right to make any changes as needed based on my observations and your feedback.

Best wishes for a successful and productive Fall 2025 semester!

Appendix A: Rubric for Learning Log

Standards for Assessing each Learning Log	
<i>Summary of Readings and Connections</i> - Multiple issues or arguments emerging from all the readings required for the module are specifically explained and supported with in-text citations and corresponding references at end of paper - The ways in which various authors develop and support the issues or argument in each reading is clearly described and explained - At least one strength and one weakness of the issues or argument are reasonably and explicitly identified and analyzed in relation to the specific current curriculum policies and practices with which you are familiar - The issue that you take, questions that you raise, or the puzzlement that you have about the issue or argument is persuasively presented drawing on at least one additional reference - Your discussion of assigned readings is connected to your classroom assessment or instruction <i>General Writing Requirements</i> - The post is written with fewer than three errors in APA style throughout - The post should be no less than 5 double-spaced pages long excluding title page, abstract, references, etc. - The post includes a title-page and a summary/synopsis of readings section of no less than 5 pages, and a reference page(s).	Emerging Literacy Leader (6-10 points)
<i>Summary of Readings and Connections</i> - An issue or argument emerging from all the readings required for the module is somewhat specifically explained, sometimes supported with in-text citations and may not include all corresponding references at end of paper - The ways in which various authors develop and support the issues or argument in each reading is somewhat described and explained - At least one strength and one weakness of the issues or argument are identified but not quite reasonably and explicitly explained and analyzed in relation to the specific current curriculum policies and practices with which you are familiar - The issue that you take, questions that you raise, or the puzzlement that you have about the issue or argument is somewhat argued and/or you do not draw on additional references - Your discussion of assigned readings is somewhat connected your classroom assessment and instruction <i>General Writing Requirements</i> - The post is written with multiple errors in APA style throughout - The post is less than 5 double-spaced pages long excluding title page, abstract, references, etc. - The post is missing one of the following: title-page and a summary/synopsis of readings section of no less than 5 pages, and a reference page(s).	Proficient (4-5 points)
<i>Summary of Readings and Connections</i> - An issue or argument emerging from all the readings required for the module is not specifically explained and supported with in-text citations and references - The ways in which various authors develop and support the issues or argument in each reading is not clearly described and explained - At least one strength and one weakness of the issues or argument are not reasonably and explicitly identified and analyzed in relation to the specific current curriculum policies and practices with which you are familiar - The issue that you take, questions that you raise, or the puzzlement that you have about the issue or argument is not persuasively presented drawing on at least one additional reference - Your discussion of assigned readings vaguely, if at all connected, to your classroom assessment and instruction <i>General Writing Requirements</i> - The post is written with numerous errors in APA style throughout - The post is minimal in length and less than 5 double-spaced pages long excluding title page, references, etc. - The post is missing more than one of the following: title-page or a summary/synopsis of readings section of no less than 5 pages, and a reference page(s).	Insufficient (1-3 points)

Appendix B: Rubric for Peer Responses for Learning Logs

Standards for Assessing Participation	
● Access and read all posts in all the discussions sessions. ● Complete all the required posts using guidelines provided in the syllabus and submit them on time. ● Complete all the required responses using guidelines provided in the syllabus and submit them on time. ● Submit all the writing assignments using guidelines provided in the syllabus in the right places and on time.	Emerging Literacy Leader <i>(4-5 Points)</i>
● Access and read most posts in each discussion session. ● Complete most posts using some guidelines provided in the syllabus and may submit these on time. ● Complete most responses using some guidelines provided in the syllabus and may submit these on time. ● Submit most writing assignments using some guidelines provided in the syllabus in the right places and may submit on time.	Proficient <i>(3 Points)</i>
● Do not consistently access and read all posts in each discussion session. ● Do not consistently complete and submit posts. ● Do not consistently complete some responses. ● Do not consistently complete writing assignments.	Insufficient <i>(1-2 Points)</i>

Appendix C: Rubric for *Oral History Interview*

7pts Quality

- Did the author/producer develop a clear picture of the person?
- Was there a richness of example?
- Did the author/producer highlight interesting characteristics of the interviewee's life or career?
- Was there an attempt to monitor writer/producer bias in the writing/presentation?
- Are the standards of written English used consistently (except in the case of direct quotes)?

7pts Content

- Did the text/presentation provide background information on the interviewee?
- Did the text/presentation use an historical perspective on literacy?
- Did the author/presenter provide evidence for major points (examples from the interview)?
- Is there a noticeable theme in the product?
- Were literacy strategies evident in the product?

3pts Impact on Readers (and the Writer)

- Is there evidence of an interviewee's impact on the writer/producer?
- Is there evidence of reflection on the writer's/producer's practice?
- Was there evidence of advice from the interviewee?
- Was there evidence of writer enjoyment?

3pts Organization

- Did the writing/presentation flow?
- Was there logic to the sequence of events?
- In a text, was the content grouped in a sensible way?

TOTAL: 20 points

Appendix D: Rubric for *Individual Research Paper*

Criteria	Distinguished	Satisfactory	Novice	Unacceptable	Total
Basic Components - Title of the project, class acronym and title, professor's name, date of submission) - Academic paper is 7-10 pages long excluding references OR the multimodal product is equivalent to a 10-page paper	2	1	0	0	
Introduction that includes a thorough Description of Area of Research Examined Example: Demonstrate an established need for examining literacy instruction and/or assessment in the topic selected. Indicate the area of STEM related to this need. Identify how examining this topic can be useful to students, teachers, administrators, etc.	3	2	1	0	
Overview of Findings from the Peer-Reviewed Literature Related to Area of Research Examined	5	3	2	0	
Identify Concerns/Issues Raised in Relation to the Area of Research examined that include perspectives about if and how the recommendations can be effective for STEM literacy and how this relates to diverse student populations	5	2	1	0	
Conclusion that includes a list of Recommended Resources for Peers and Colleagues who wish to use literacy instruction and assessment in the content area identified	2	2	1	0	
List of References (in APA style) – at least 10 peer-reviewed references are cited	3	2	1	0	
					/20