



RED 6068.001

Adolescent Literacy

3 credits

College of Education, Literacy Studies Program

COURSE SYLLABUS

Last Updated: 01/05/2026

Semester: Spring 2026

Class Meeting: **Asynchronous**, Online

Class Meeting Time: No synchronous meetings

Class Meeting Location: Zoom

Instructor: Alexandra Panos

Office Location: Virtual

Student Support Hours: by appointment

Email: Canvas Message

Please only message me through Canvas Messenger.

I generally respond to Canvas Messages in the mornings (8:30-9:30 AM),

Monday-Friday. Typically, I respond to these within 24 hours of receiving them during the weekdays. Thus, if you have not heard from me within 24 hours, please resend your message. My response is generally delayed on the weekends.

I. Welcome!

You are taking a course that is offered from the Literacy Studies program in the College of Education. As Literacy scholars, we seek to understand and educate for humanizing stances around the role that literacy plays in the lives and futures of all learners.

My Approach/Commitment: In this course, my primary goal is to establish a safe and inclusive environment that will support your online learning. Throughout the semester, I invite your questions and critiques, desiring thoughtful dialogue to be central to our learning experience. In this course, we will work to understand a variety of positions and practices associated with adolescent literacy, pushing one another to question taken-for-granted beliefs and assumptions about teaching adolescents and adolescents' literacy lives. Throughout the course, we will remind each other that there is not "one right" way to approach teaching adolescents or understanding their lives. As such, we will work to understand a variety of positions and learn to become critical friends and partners. This does not mean that you may not disagree with one

another or with me about these varied perspectives and approaches. Yet, in order to facilitate our learning environment, we will each work to cultivate an online classroom space that generates respectful, thoughtful, and empathetic understanding. What we come to learn is a shared experience; thus, we will all work to cultivate a community of learners, as I hope you do in your classrooms. In our learning community, I will position myself as a co-learner, as well as a teacher. Hence, if I am teaching and you are not learning, then I am not teaching. Please let me know! Throughout the semester, I welcome your feedback and will encourage your participation in an informal mid-semester evaluation. In addition, throughout the semester, you can expect feedback from me, with this feedback designed to support your growth as a student, teacher, and academic.

II. Course Overview/Description

Students in this course will explore the literate practices (both in and out of school) of adolescent learners. Students will explore the literate world of adolescents, including the ways that race, gender, and culture inform and impact students' agency and identity.

III. Course Objectives

In this course, students will:

1. Develop understanding of adolescents in and out of school literacy practices. (FEAP 1a, 5b; FLCS 11, 12; IRA 4, 5)
2. Critically analyze literature related to adolescents' in and out of school literacy practices. (FEAP 1f, 2e, 3a, 3c, 5e, 5f; FLCS 11, 12; IRA 1, 4, 5)
3. Develop instructional implications for adolescents based on the critical analysis of literature. (FEAP 1f, 2e, 3a, 3c, 5e, 5f; FLCS 11, 12; IRA 1, 4, 5)
4. Share knowledge of the literature with colleagues. (FEAP 5a, 5e, 5f; FLCS 11, 12; IRA 1, 4, 5)

IV. Required Text, Materials and Technology

Both texts are available and free to use through digital access via the USF Library

Alvermann, D. E., & Hinchman, K. A. (Eds.) (2012). *Reconceptualizing the Literacies in Adolescents' Lives*, Third Edition. Mahway, NJ: Lawrence Erlbaum Associates, Publishers.

https://usf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_USF/8i7ivu/alma99380063299806599

Hinchman, K. A., & Sheridan-Thomas, H. K. (Eds.). (2022). *Best Practices in Adolescent Literacy Instruction, Third Edition*. New York: Guilford Press.

Other required course materials will be found by accessing the course modules in Canvas.

For this course, you will need access to the following technology:

- Working Internet connection,
- MS Word (or compatible word processing system),
- Personal accounts on the following sites:
 - o MilaNote

V. Content Outline

This course is divided into six specific modules as indicated in the following table. This information will assist the student in the preparation for course assignments. Final grades are determined by dividing the total number of points earned by the number of possible points.

Course Expectations and Assignments/Activities: In all of your assignments, I am looking for evidence of: (1) understanding and the application of the concepts and processes learned and discussed; (2) critical reflection and responses to issues and concepts; (3) clarity of expression; (4) explicit connections among ideas; and (5) complete work with no grammatical or spelling errors. All assignments are due on the date listed in the Tentative Schedule table. Incompletes and Withdrawals are strongly discouraged and are only given when the conditions of the university are met and after a conference with the instructor at the initiation of the student.

Late Work: A student who will miss an assignment due date because of an excused absence (arranged with the instructor ahead of time) will be given one week to submit the assignment without penalty (not including the final week of the course). If the student misses the extended deadline, the assignment will become “unexcused” and will not be accepted. If you are concerned about deadlines, you should be in touch with your instructor via email and schedule a meeting to discuss this with her.

Grades of Incomplete: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

AI Policy

As a classroom community, we will develop a shared policy for using AI or other natural language models (e.g., ChatGPT). Per USF Policy, use of any tool or assistive technology for completion of coursework must be authorized by your instructor first. If you choose to use ChatGPT or some other generative AI technology for writing, be sure you are transparent about your use of it with your teachers. [APA 7 has recommendations for citing generative AI tools like ChatGPT.](#)

Assessment Type	Assessment	Module	Points
Readings, Videos, Web Resources	Assigned readings are either from the required course texts, or are posted Canvas under each respective module (as are videos and web resources). Students are responsible for all assigned readings.	All	n/a
Discussion Boards	Informal response to peers via the discussion board on Canvas. You are encouraged to use multimodal resources available to you in Canvas or elsewhere.	1-5	5 points total
Comic Strip Assignment	Select one of the sites from this page, and use it to develop your own comic strip all about you: http://www.hongkiat.com/blog/create-online-comics/ You will share this comic strip on a discussion board and upload it to Canvas.	2	10 points
Milanote Collections	1) adolescents' identities and the sociocultural factors that most influence the development of their identities;	4	20 points each
	2) texts and tools that will support disciplinary literacy and inquiry with adolescents OR inclusive literature to use with adolescents	5	(40 points)
Individual Response to Course Learning	This in depth professional development presentation should be a synthesis of what you learned about adolescence, adolescents, and being a teacher of adolescents. Use the readings and other course resources to develop your presentation which you will record and post to a shared space in the class. The presentation should use APA 7 style.	6	20 points
Total Points			100

Tentative Schedule*

Week	Themes	Assigned Readings/Resources	Sensemaking	Due Date
Week 1	Module 1: Course Intro	Ted Talk: "The Mysterious Workings of the Adolescent Brain" AI Quadrant	Discussion Board (First Day Attendance) Set up personal accounts on <i>MilaNote</i>	March 14 [Friday]
Week 2	Module 2: Valuing Adolescence	Alvermann & Hinchman <i>Chapter 1:</i> Playing for Real: Texts and the Performance of Identity Hinchman & Sheridan-Thomas <i>Chapter 1:</i> Texts and Adolescents: Embracing Connects and Connectedness <i>Chapter 3:</i> The Role of Motivation in Engaged Reading of Adolescents <i>Chapter 4:</i> #EyebrowsOnFleek: Centering Black Girls' Performative Digital Literacies in the Urban Secondary Context	Comic Strip Assignment	March 21
Week 3	Module 3: Teaching Adolescents	Hinchman & Sheridan-Thomas <i>Chapter 2:</i> Meaningful Discipline-Specific Language Instruction for Middle School Students for Whom English is an Additional Language <i>Chapter 5:</i> Teaching Literacy to Youth Who Struggle with Academic Literacies <i>Chapter 6:</i> A Model for Equity and Access: Teaching Adolescent Literacy through a Black Historical Lens <i>Chapter 7:</i> Academic Language Development for Adolescents: Multiple Contexts/Multiple Opportunities	Module 3 Discussion Board (See Canvas for more information)	March 28
Week 4	Module 4: Integrating Everyday and Academic Literacies	Alvermann & Hinchman <i>Chapter 5:</i> "Struggling" Adolescents' Engagement in Multimediating: Countering the Institutional Construction of Incompetence <i>Chapter 8:</i> Teacher Response: Bridging Everyday Literacies with Academic Literacy Choose One: Catanzaro, M., & Collin, P. (2023). Kids communicating climate change: learning from the visual language of the SchoolStrike4Climate protests. <i>Educational Review</i> , 75(1), 9-32. Higgs, J. M., & Stornaiuolo, A. (2024). Being human in the age of generative AI: Young people's ethical concerns about writing and living with machines. <i>Reading Research Quarterly</i> , 59(4), 632-650. Kendrick, M., Early, M., Michalovich, A., & Mangat, M. (2022).	Module 4 Discussion Board (See Canvas for more information)	April 4

		Digital storytelling with youth from refugee backgrounds: Possibilities for language and digital literacy learning. <i>TESOL Quarterly</i>, 56(3), 961-984. Kinloch, V., Burkhard, T., & Penn, C. (2017). When school is not enough: Understanding the lives and literacies of Black youth. <i>Research in the Teaching of English</i>, 52(1), 34. Martinez, D. C., Rojo, J., & González, R. A. (2019). Speaking Spanish in white public spaces: Implications for literacy classrooms. <i>Journal of Adolescent & Adult Literacy</i>, 62(4), 451-454. Mirra, N., & Garcia, A. (2020). "I hesitate but I do have hope": Youth speculative civic literacies for troubled times. <i>Harvard Educational Review</i>, 90(2), 295-321.		
Week 5	Module 5: Addressing Sociocultural , Identity and Social Justice Issues in Adolescents' Literacy Lives	Alvermann & Hinchman <i>Chapter 9: Exploring Race, Language, and Culture in Critical Literacy Classrooms</i> <i>Chapter 11: "In this little town nothing much ever happens but someday something will": Reading YA Literature from the Blue Ridge Foothills</i> <i>Chapter 12: Addressing Sociocultural and Identity Issues in Adolescents' Literacy Lives</i> Watson, V. W., & Beymer, A. (2019). Praisesongs of Place: Youth Envisioning Space and Place in a Literacy and Songwriting Initiative. <i>Research in the Teaching of English</i>, 53(4), 297-319. Blackburn, M. V., & Buckley, J. F. (2005). Teaching queer-inclusive English language arts. <i>Journal of Adolescent & Adult Literacy</i>, 49(3), 202-212. Optional Videos: Ted Talk: High School Training Ground (Video) Chimamanda Adichie: The Danger of a Single Story (Video) OSDE: Critical Literacy (Video) Unified District Poetry Jam (Video)	Module 5 Discussion Board (See Canvas for more information) Milanote Collection: Adolescent Identities and Sociocultural Influences	April 11
Week 6	Module 6: Disciplinary Literacy + Choosing Text	Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. <i>Harvard Educational Review</i>, 85(2), 254-278. Hinchman & Sheridan-Thomas - Select from one of the following. • Science, Ch. 11 • Math, Ch. 12 • History, Ch. 13 Hinchman & Sheridan-Thomas <i>Chapter 9: Creating and Sustaining Inclusive Writing Communities for Adolescence</i> <i>Chapter 10: Engaging Adolescents in Multiple Texts in Literacy</i>	Milanote Collection: Disciplinary Literacy Inquiry Texts or Inclusive Literature for Adolescents Text Set	April 18

		Instruction <i>Chapter 15: Reading and Challenging Texts in High School: How Teachers Can Scaffold and Built Anti-Racist Reading for Social Justice in the Disciplines</i> Extra Resources Identifying Inclusive Literature (PDFs) Inclusive Literature Websites (See Canvas)		
Week 7	Module 7: Working with Teachers and Addressing Program and Policy Issues	Alvermann & Hinchman <i>Chapter 13: Adolescents' Multiple Identities and Teacher Professional Development</i> Hinchman & Sheridan-Thomas Choose one chapter from Part IV. Addressing Program and Policy Issues Choose 2: Gabriel, R. (2018). Preparing literacy professionals: The case of dyslexia. <i>Journal of Literacy Research</i>, 50(2), 262-270. Savitz, R. S., Morrison, J. D., Brown, C., Aldrich, C., Kane, B. D., & O'Byrne, W. I. (2024). Secondary Teachers' Adolescent Literacy Efficacy and Professional Learning Considerations. <i>Reading Research Quarterly</i>, 59(1), 102-123. Banack, A. (2024). Resisting the Chilling Effect of Censorship and Scripted Curriculum. <i>English Journal</i>, 113(3), 29-37. Shaw, M. S., Toliver, S. R., & Tanksley, T. (2024). The internet doesn't exist in the sky: Literacy, AI, and the digital middle passage. <i>Reading Research Quarterly</i>, 59(4), 690-705.	Module 7 Discussion Board (see Canvas for more information)	April 25
Week 8	Module 8: Individual Responses to Course Learning	N/A	Individual Response to Course Learning	May 2

* Dr. Panos reserves the right to change the schedule. Students will be alerted to schedule changes via Canvas and their University of South Florida email account

I. Grade Dissemination

You can access your scores at any time using "Grades" in Canvas.

II. University Policies

Academic Integrity

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion

of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation 3.027.

Academic Grievance Procedure

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Accessibility Services

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their

instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Sexual Misconduct / Sexual Harassment

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF Policy 0-004). 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.

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF 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, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information (USF Policy 6-010). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

III. Course Policies: Grades

Attendance: Class meets asynchronously. Attendance at class meetings is not required.

Late Work Policy: Late work is only accepted if approved by your instructor prior to a due date. If you are concerned about deadlines, you should be in touch with your instructor via email and schedule a meeting to discuss. **Flexibility for students is a priority in this course and will be given if communication occurs.** Without communication prior to assignment deadlines and the development of a submission plan with your instructor, late work **will not be** accepted.

Extra Credit Policy: There is no extra credit offered in this course.

Grades of "Incomplete": 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.

Group Work Policy: No shared assignments will be required.

IV. Course Policies: AI, Technology, and Media

Generative AI Framework

The framework below acknowledges the growing presence of generative artificial intelligence in education and the development of workforce-ready skills while upholding academic integrity and responsible use. When used appropriately, generative AI tools can support critical thinking, communication, and digital literacy. In this course, AI use is structured, transparent, and purpose-driven rather than unrestricted.

All uses of generative AI in this course must align with one of the AI use quadrants introduced below and discussed in class. Each assignment will specify which quadrant(s) apply. Any AI use that falls outside the designated quadrant for an assignment is not permitted.

In addition, every assignment requires an AI use statement or log, regardless of whether generative AI tools were used.

Definition of Generative AI Tools

Generative AI tools refer to artificial intelligence–powered software, programs, or applications that can generate content, including but not limited to text, visuals, audio, code, and other creative outputs. Examples include AI text generators, AI content rewriters, AI image or graphic generators, and similar tools.

Permitted Use

The use of generative AI tools is conditionally permitted for course-related submissions, including assignments, projects, presentations, and other forms of assessment, provided that:

- The use clearly falls within one of the AI use quadrants covered in class.
- The specific assignment permits AI use in that quadrant.
- The student documents their AI use through the required AI statement or log.

Some assignments may explicitly restrict or prohibit the use of generative AI tools. Assignment guidelines will clearly indicate these expectations.

Student Responsibility

Students are responsible for the appropriate, transparent, and ethical use of generative AI tools in their work. This includes properly citing or acknowledging all AI-generated content and clearly distinguishing between their own thinking and AI-assisted contributions.

Generative AI tools can produce misinformation or inaccurate results. Students are responsible for the accuracy, quality, and integrity of all submitted work and must verify AI-generated content using reliable sources when applicable.

Violations and Consequences

Misuse of generative AI tools includes, but is not limited to:

- Using AI in ways that fall outside the designated quadrant for an assignment
- Failing to include an AI use statement or log
- Failing to cite or disclose AI-generated content
- Using AI in ways that undermine the learning objectives of the course or assignment
- Submitting inaccurate or misleading information generated by AI tools

Violations will be subject to academic penalties in accordance with USF Regulation 3.027. Consequences may range from a reduction in an assignment grade to more significant academic sanctions, depending on severity.

Exceptions

If the use of generative AI tools is not appropriate for a specific assignment, this will be clearly stated in the assignment guidelines. Students are expected to follow these instructions carefully.

Quadrants

In this course, generative AI tools may be used only when their use aligns with one of the AI use quadrants discussed in class. These quadrants are intended to support professional judgment, not convenience.

Quadrant 1: I should do this because AI is not good at it

Tasks that require human judgment, contextual knowledge, ethical reasoning, or reflection on practice. AI use here would undermine learning or responsibility.

Quadrant 2: I should do this because I enjoy it

Tasks you choose to do yourself because they support curiosity, meaning, or your identity and growth as an educator.

Quadrant 3: I need to do this myself to ensure learning or accuracy

Tasks that may be undesirable but are necessary for internalization, precision, or accountability.

Quadrant 4: AI can do this because it is better suited to the task

Low-learning-value or routine tasks where AI use supports efficiency and allows you to focus on higher-order thinking. AI use must still be reviewed and verified.

All generative AI use must align with the assignment and be documented through the required AI reflexivity statement or log.

Required AI Use Statement or Log

Every assignment must include an AI use statement or log (a template is available on Canvas). This requirement applies whether generative AI tools were used or not.

The AI use statement or log should:

- Identify whether AI tools were used
- Name the specific tool(s), if applicable
- Describe how the tool was used and for what purpose
- Indicate which AI use quadrant the work aligns with

Students may follow a formatting option from the USF Library guide or use a format provided by the instructor.

Questions and Clarifications

If students are unsure whether a tool qualifies as a generative AI tool, whether its use fits within an assigned quadrant, or how to document its use appropriately, they should consult with the course instructor before using the tool.

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 view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

General Communication 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, Discussion Guidelines:

Please communicate via Canvas Message. 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.

I. Course Policies: Student Expectations & Additional Resources

Course Hero 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 CourseHero.com – any use of this website (including uploading materials) constitutes a violation of the academic integrity policy.

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.

The 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, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

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

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](#).

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](#).

Canvas Technical Support: Include information where students can find technical support.

Example: If you have technical difficulties in canvas, you can find access to the canvas guides and video resources in the “Canvas Help” page in 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.

Learning Support:

<https://www.usf.edu/academic-continuity/student-toolkit/learning-support.aspx>

Remote Learning Support: <https://www.usf.edu/it/remote/index.aspx>

Food Access:

We recognize that students facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website).

The USF student food pantry is a confidential service available to currently enrolled students. The pantry strives to alleviate food hardship by providing supplemental food assistance to USF students.

Food pantries on all three campuses are operational and welcome you to take advantage of the services as needed. Please review the details below regarding operations and hours for each campus.

Tampa: <https://www.usf.edu/student-affairs/student-health-services/services/feed-a-bull-food-pantry.aspx>

Sarasota-Manatee:

<http://www.usfsm.edu/campus-life/support-a-bull-food-pantry.aspx>

St. Petersburg:

<https://www.usfsp.edu/student-outreach-and-support/food-pantry>

Food pantries take regular donations, so if you are able please consider sharing resources.