



**LAE, MAE, SCE, SSE 6947:**

**Final Internship**

9 credit hours

College of Education

Department of Teaching & Learning

**DEPARTMENTAL COURSE SYLLABUS**

|                            |                                            |                  |                                                        |
|----------------------------|--------------------------------------------|------------------|--------------------------------------------------------|
| <b>Instructor:</b>         | Dr. Laura Sabella                          | <b>E-Mail:</b>   | <a href="mailto:Lsabella@usf.edu">Lsabella@usf.edu</a> |
| <b>Term:</b>               | Spring 2026                                | <b>Dates:</b>    | Jan. 5 – Apr. 24                                       |
| <b>Delivery Method:</b>    | Face-Face and Online                       | <b>Location:</b> | Assigned School                                        |
| <b>Course Requirements</b> | Masters of Arts in Teaching (MAT) students |                  |                                                        |
| <b>Office Hours:</b>       | By appointment                             |                  |                                                        |

**The College of Education CAREs**

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

**1. Instructor Contact Information and Communication**

My name is Dr. Laura Sabella, and I will be your instructor for this course. It is my goal to be available to you as frequently as you need. If you have any questions, concerns, and/or just want to chat, please feel free to email me directly at [Lsabella@usf.edu](mailto:Lsabella@usf.edu). I check email often and will respond generally within 24-48 hours. If you do not hear from me after 72 hours, please email again.

**2. First Week Attendance Policy**

Attendance to the first class (***Orientation***) is mandatory unless the instructor is notified and the absence approved. Students who do not attend the Orientation or do not report on the first day of their classroom internship (January 6th) run the risk of being dropped.

**3. Course Description & Major Units**

**Catalogue Course Description:**

One full semester of internship in a public or private school. In special programs where the internship experience is distributed over two or more semesters, students will be registered for credit which accumulates from 9 to 12 semester hours.

**Expanded Course Description:**

The teacher candidate is assigned to a school under the guidance of a school-based teacher educator for one full semester during the final semester of your MAT program. It is during this period that the teacher candidate devotes a major portion of the program to taking an active part in actual classroom experiences. Throughout the internship, teacher candidates

(TCs) will be afforded the opportunity to apply both theoretical and practical knowledge in an authentic, challenging

school classroom environment. TCs are expected to develop and demonstrate accomplished educator practices such as establishing and maintaining high expectations, exhibiting knowledge of the subject matter, and adhering to the various standards of the teaching profession. Refer to the University of South Florida Secondary Final Internship Handbook for additional information and objectives.

#### **4. Field-based Course Statement**

This course is a field-based course. If you intend to withdraw from this course after the drop/add date, you should inform your instructor before doing so as it may impact your ability to gain placement in a future term. This course requires fingerprinting. You will be informed via email by Student Academic Services regarding your need to fingerprint. Any questions/concerns regarding fingerprinting should be directed to Jennifer Jacobs at [jjacobs8@usf.edu](mailto:jjacobs8@usf.edu).

#### **5. Objectives**

This course will introduce teacher candidates (TCs) to the following:

- To develop a coherent and rational view of current professional practice in education.
- To establish a collegial relationship with members of the school staff, parents, and all persons interested in the education of the students.
- To become skilled in teaching by understanding the behavior of pupils, managing student learning and applying educationally sound principles of learning.
- To enhance instructional competencies by:
  - selecting and specifying goals and objectives
  - selecting instructional strategies
  - selecting instructional materials
  - organizing classroom groups and activities
  - implementing lesson plans
  - collecting data to use for program improvement (FEAPS 1, 2, 3, 4, 5, 6)
- To develop skills in performing normal administrative duties including the maintenance of required records and the submission of required reports.

#### **6. Student Learning Outcomes**

By the end of this course, students will demonstrate the ability to:

### **Florida Educator Accomplished Practices (FEAP)**

- Demonstrate the ability to teach lessons that have been planned and modeled by the school-based teacher educator. (FEAP 2a, 2b, 2d, 2e, 2h, 3e, 3i, 3f, 3j, 6)
- Plan and implement lessons and units that demonstrate skills of planning and knowledge of subject matter and pedagogical content knowledge. (FEAP 1a, 1b, 1c, 1f, 2a, 2b, 2c, 2e, 2f, 2h, 3a, 3d, 3f, 3i, 3j)
- Model a variety of teaching techniques and strategies that reflect knowledge of human development and learning. (FEAP 1c, 2a, 3h)
- Demonstrate the ability to plan and deliver lessons appropriate for varied strengths and learning needs of the student. (FEAP 2d, 2f, 2h, 3d, 3h, 4e)
- Demonstrate the ability to plan and deliver lessons that promote critical thinking among students. (FEAP 1f, 3a, 3b, 3f)
- Demonstrate ability to integrate technology into classroom instruction. (FEAP 2g, 2i, 4f)
- Demonstrate ability to integrate Florida Educator Accomplished Practices and the State Standards into lesson preparation and presentation. (FEAP 1a, 1f, 3b, 3c, 3e)
- Assess and report students' learning through formative and summative processes and use that information to design future lessons appropriate for the students that will lead to learning gains. (FEAP 1d, 1e, 4a, 4b, 4c, 4d)
- Become familiar with the demographics of the school. (FEAP 2d, 2f, 2h, 3d, 3h, 4e)
- Adhere to all policies, rules, and procedures of the school. (FEAP6)
- Understand the behavior management system of the school and classroom, and manage student behavior and student behavior when assisting the school-based teacher educator with individual student, small group student, and large group student instruction and in other situations that are appropriate. (FEAP 2a, 2b, 2c, 2f)
- Demonstrate knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and abide by them. (FEAP 5c, 5e, 6)
- Use appropriate verbal and non-verbal communication with students, colleagues, families, and other stakeholders in the education community. (FEAP 2e, 4e, 5d)
- Demonstrate professional dispositions as described in the College of Education Conceptual Framework such as appropriate attendance, professional responsibility,

enthusiasm, emotional balance, record keeping, attire and grooming, and positive role modeling. (FEAP 5a, 5b, 5e, 6)

- Engage with colleagues, supervisors, families, and other stakeholders in the education community to improve educational experiences and student learning in the school. (FEAP 5d)
- Engage in continuous reflection and respond positively to constructive feedback. (FEAP 5a, 5b, 5c, 5e)
- Engage in professional development through opportunities made possible by the school, school district, and professional organizations. (FEAP 5e, 5f)

## **1. Content Outline**

### **ACADEMIC EXPECTATIONS**

- Write detailed lesson plans and have them approved by the school-based teacher educator preferably three days in advance of implementation;

**In the event of any absence, the teacher candidate is to see that the school-based teacher educator has the lesson plan/s with accompanying instructional materials;**

- Write short and long range (unit) plans; including the Impact on Student Learning Analysis assignment, which serves as the final comprehensive exam/capstone project for the MAT degree.
- Plan and confer continuously with the school-based mentor teacher and notify university supervisor if school-based mentor teacher is not available for conferencing on a regular basis;
- Assume total responsibility for teaching students.

### **SCHOOL PROCEDURES**

A teacher candidate is expected to:

- Be at the school during the hours of the teaching staff and be punctual;
- Follow the calendar of the School District;
- Abide by the regulations and rules of the School District;
- Attend all meetings and professional development opportunities offered to school-based mentor teacher unless directed otherwise by the school principal;
- Practice sound professional ethics and hold all information in confidence concerning children or others as directed;
- Limit cell phone use to non-student instructional time during the school day;
- Use school email system for school-related business only; and
- Avoid social media use of any kind with their students (exceptions can be made for teachers-of-record in accordance with school and district social media policies). See Handbook and district social media policies.

## **ORIENTATION to the School**

The principal and school-based mentor teacher are key figures in making a teacher candidate feel welcome to their school and staff. The following activities can help the teacher candidate feel comfortable and confident in the school environment.

The school-based mentor teacher should:

- Introduce the teacher candidate to the faculty and school staff;
- Provide a tour of the entire school facilities;
- Explain the general philosophy and policies of the school, the rules and regulations and all emergency procedures to be followed;
- Treat the teacher candidate as a coworker and professional person;
- Notify parents of the presence of the teacher candidate and identify him/her to them;
- Introduce the teacher candidate to the students as **another teacher** who will be interning in the classroom;
- Acquaint the teacher candidate with the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standard of conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., cumulative records, conferences with parents, test scores, health records, etc.);
- Provide a desk/table, storage space, handbooks, teacher's guides, textbooks, etc., for the teacher candidate; and
- Make the school handbook available to the teacher candidate.

## **GUIDED OBSERVATION**

Planning for periods of observation early in the internship is suggested. This will enable the teacher candidate to become familiar with content and procedures so that he/she will be more knowledgeable when teaching responsibilities are assumed.

The observation stage is a continuous process. While it is helpful for teacher candidates to spend some time observing the school-based teacher educator's procedures during the first week, it is difficult for anyone to just sit and watch for several hours a day. Systematic observation periods should be integrated with other experiences such as tutoring one or two individual students. It is important that the teacher candidate has an opportunity to observe, at some time, all the activities that teaching involves. We suggest that the **initial observations** focus on the following:

- The **procedural** aspects of the classroom - how the teacher takes roll, organizes the class, and initiates the lesson.
- The **classroom management** aspects of teaching. Most teacher candidates find that this is difficult for them. While they learn **about** classroom management in the college courses, they cannot begin to acquire competency in it until they are in a real class.

These initial observations should be the focus during the first few days and should be accompanied by discussions.

Observation periods should continue intermittently during the first few weeks with the emphasis shifting to observing instructional techniques and procedures.

These include:

- **How is the class organized for learning?** How is movement from large to small groups accomplished? How are students grouped for optimal learning experiences? (Who is not allowed to sit with whom?)
- **How does the school-based teacher educator teacher plan for teaching?** Teacher candidates will be expected to write fairly lengthy lesson plans at this stage of development. The lesson plans during internship serve two purposes. First, they help teacher candidates organize their thinking about the content and processes they plan to use. Second, they serve as a communication instrument which helps the school-based teacher educator and the university supervisor understand how the intern thinks about the crucial matter of planning for instruction.
- **How is the instruction delivered?** How much time is spent lecturing? How are discussions initiated and maintained? What audio-visual aids are available, and what procedures should be followed to access them properly? (Do they have to be signed out by the teacher?) How can technology be employed to deliver instruction?

Teacher candidates should also have an opportunity to learn how the everyday paperwork is handled. Teacher candidates are usually unprepared for the amount of paperwork that is part of the teacher's daily load, as well as the importance of doing it accurately. This is one of those competencies that cannot be learned outside the classroom.

Throughout the semester, teacher candidates may need to observe some specific aspects of the instructional process. Sometimes this need may be expressed by the teacher candidate; sometimes the school-based teacher educator will perceive the need based on observing the teacher candidate teaching.

### **PARTICIPATION**

In addition to guided observation, participation in the classroom should be planned sequentially, making the transition to full-time teaching a successful and rewarding experience.

Each school-based mentor teacher should plan for the teacher candidate to participate in the following areas:

- Provide opportunities for the teacher candidate to observe and participate in the classroom and in extra-curricular activities;
- Allow and encourage the teacher candidate to plan and carry out lessons that may deviate from the assigned text book but still meet appropriate course objectives and curriculum guides (such lessons will be subjected to review and approval by the school-based teacher educator);
- Develop plans for instruction;
- Secure instructional and resource materials;
- Write daily lesson plans with the school-based teacher educator;

- Tutor individual students;

## **TEACHING**

The length of internship is one full semester. The actual amount of full-time teaching the teacher candidate will do depends upon individual needs, past experiences, abilities, interest, enthusiasm for teaching and commitment to the profession. There is no "one plan" for all teacher candidates. A period of six to eight weeks full-time teaching is expected. Some teacher candidates have assumed full-time responsibility for longer periods, others shorter. Nevertheless, a "block" of weeks will enable the teacher candidate to view the process of teaching in a more sequential, comprehensive pattern. The teacher candidate will develop skills in planning for instruction over a period of time as opposed to a day-to-day fragmented vision. Periodic visits by the university supervisor to observe will also aid in determining the progress of the teacher candidate.

The following is an example of a typical time schedule for observing and teaching:

- |             |                                                                                                                                                                                                                  |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 1-2   | Observation and modeling of school-based mentor teacher. Initial meeting between university supervisor and school-based mentor teacher.                                                                          |
| Weeks 3-5   | Gradual undertaking of full teaching responsibilities jointly determined by school-based mentor teacher and teacher candidate.                                                                                   |
| Weeks 3-13  | A minimum of three observations by university supervisor. This may include at least one unannounced observation.                                                                                                 |
| Weeks 6-13  | Teacher candidates will be teaching full time and have assumed all classroom responsibilities.                                                                                                                   |
| Weeks 14-15 | Gradual relinquishing of teaching responsibilities back to the school-based mentor teacher . Planned observations in other class settings as appropriate. Final observation and evaluation of teacher candidate. |

## **2. Evaluation of Student Outcomes**

### **Impact on Student Learning Analysis through Unit Plan**

1. Engage in meaningful critical reflection in required coursework;
2. Under professional oversight, apply contextually appropriate behaviors, tools, techniques and/or dispositions with relevant course-related experiences;
3. Apply classroom knowledge to critically consider and address issues relevant to the field;
4. Provide discipline appropriate evidence of their learning in the course via a culminating assignment;
5. Students will apply classroom knowledge to critically consider and address issues;
6. Students will provide disciplinary appropriate evidence of their learning in their course via a culminating assignment.



**Description:** This unit plan assessment is to give you the opportunity to tie together many pieces of the continuous teaching cycle and assessment process you've learned about throughout your program to help you:

1. make instructional and assessment choices that demonstrate knowledge of students, standards, content, and pedagogy steeped in sound rationale and supported by research;
2. determine the effect of your instruction on all your students' learning;
3. guide decisions about future instruction and plans to improve upon every student's performance;
4. communicate performance results to others.

### **Participation and Teaching**

Throughout the internship, various participation and teaching tasks will be completed:

- Taking over all teaching duties for a minimum of 6-8 weeks
- Formal Observation Lesson Plans

- Formal Post-Observation Reflection Form
- Participation in Final Evaluation Meeting

**Hillsborough County Public Schools Task Force Specific Class Activity Statement (FERPA)**

This project has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected and that teachers and potential teachers have the most appropriate training opportunities.

**Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) past the completion of the course and the assignment of a grade by the instructor/professor.**

- **Grading Criteria**

Grading in this course is based on points (745 points possible):

***NOTE: Internship failure can occur regardless of grade. Failure by any teacher candidate to uphold the required standards of professionalism, ethics, and/or performance required by the placement school, the Final Internship program, and/or the USF College of Education can result in dismissal from the program and failure of the internship course .***

|                                                               | Points Possible |
|---------------------------------------------------------------|-----------------|
| <b>Participation and Teaching</b>                             | <b>930</b>      |
| • TC Orientation Quiz                                         | <b>15</b>       |
| • Form A1 Teaching Schedule                                   | <b>15</b>       |
| • Letter to Families                                          | <b>50</b>       |
| • Gather Domain Evidence Observing MT                         | <b>90</b>       |
| • Initial Triad Meeting Checklist                             | <b>25</b>       |
| • Documentation (MT and US Observation Scores)                | <b>450</b>      |
| • Professional Disposition Assessments (Cycles 1 and 2)       | <b>100</b>      |
| • Formal Observation Lesson Plans (Cycles 1, 2, and 3)        | <b>75</b>       |
| • Formal Observation Post-Conference Form (Cycles 1, 2 and 3) | <b>60</b>       |
| • Cycle 3 Summative Self-Assessment                           | <b>25</b>       |
| • Domain 4 Professional Responsibilities                      | <b>25</b>       |
| <b>Resume and Cover Letter</b>                                | <b>60</b>       |

|                                                                            |            |
|----------------------------------------------------------------------------|------------|
| <b>Impact on Student Learning Analysis Critical Task Unit Plan Project</b> | <b>200</b> |
|----------------------------------------------------------------------------|------------|

A plus and minus grading system will be used in this course based on the number of points earned:

| Grade | Points      | Poi<br>nt<br>Val<br>ue | Grade | Points    | Poi<br>nt<br>Val<br>ue | Grade | Points    | Poi<br>nt<br>Val<br>ue |
|-------|-------------|------------------------|-------|-----------|------------------------|-------|-----------|------------------------|
| A+    | 1161-1190   | 4.0                    | A     | 1129-1160 | 4.0                    | A-    | 1087-1128 | 3.67                   |
| B+    | 1056-1086   | 3.33                   | B     | 1024-1055 | 3.0                    | B-    | 982-1023  | 2.67                   |
| C+    | 951-981     | 2.33                   | C     | 918-950   | 2.0                    | C-    | 877-918   | 1.67                   |
| D+    | 846-917     | 1.33                   | D     | 814-916   | 1.0                    | D-    | 772-813   | .67                    |
| F     | 771 or less | 0                      |       |           |                        |       |           |                        |

### **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.

- **Instructor Feedback Policy & Grade Dissemination**

Response time for communication typically is within 72 hours. Response time for feedback is typically provided within 2-7 days. Grades are disseminated as soon as possible and vary depending on assignment. You can access your scores at any time using "Grades" in Canvas.

### **3. Required Textbooks and Technology**

#### **Required Textbook(s):**

- The course text is the Secondary Internship Handbook.
- Course instructor may assign additional readings based on contextual factors such as school site, student population and instructional needs, content and grade level taught, and professional development needs.

#### **Technology:**

- Computer, internet connection, Word and PowerPoint processing software

### **4. Course Policies**

- Consult the Secondary Internship Handbook.

### **5. Internship Host/Site Supervisor Review and Vetting**

For detailed information see Secondary Final Internship Handbook.

The College of Education follows Florida Department of Education guidelines for vetting internship hosts and sites under Statute 1004.04 in collaboration with district partners.

- MOU: The College of Education has MOUs with partnering school districts
- On-boarding process: Teacher candidates are on-boarded at the school site under the guidance of the school-based teacher educator and school administration.
- School-based teacher educator credentialing: School-based teacher educator meets the following credentials required by the Florida Department of Education: 3 or more years teaching, professional teaching certificate in the teacher candidate's certification area, currently teaching in content and grade level under the teacher candidate's certification area, completion of Clinical Educator Training or equivalent, highly effective teaching, and principal recommendation.
- Professional experiences: Includes attendance at PLC and staff meetings, department meetings, in-school staffings, staff development, district professional development, extracurricular activities.
- Host site support of student's SLOs: The teacher candidate works closely with the school-based teacher educator on the objectives of the internship and provides routine and on-going supervision, observation, evaluation, and feedback in collaboration with the university supervisor.
- Student hours: Teacher candidates attend internship at the school site daily for 15 weeks assuming the schedule of the school-based teacher educators. Attendance is mandatory and verified by the school-based teacher educator and university supervisor.
- The host site safety: The school site is routinely assessed by school, district, and community personnel (e.g. fire marshal) for safety as relevant to the care of children and is thusly maintained.

## **6. USF Institutional Policies**

USF Undergraduate Academic Policies- <http://www.usf.edu/undergrad/students/academic-policies.aspx>

### **Academic Integrity of Students:**

Academic integrity is the foundation of the University of South Florida System'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 final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. See <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>

**Disruption to Academic Process:**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process 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. See <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>

**Student Academic Grievance Procedures:**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System 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. See <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>

**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>.

**Sexual Misconduct/Sexual Harassment Reporting:**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757. Additional confidential resources on campus are: the Counseling Center (<https://www.usf.edu/student-affairs/counseling-center/>; 813-974-2831) and Student Health Services (<https://www.usf.edu/student-affairs/student-health-services/>; 813-974-2331).

**Religious Observances:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. See <http://www.ugs.usf.edu/policy/>

[ReligiousDays.pdf](#)

**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.

**Campus Emergencies:** 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: Canvas, Blackboard Collaborate Ultra, Microsoft Teams, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.

## **7. Student Expectations and Course Policies**

### **Netiquette Guidelines:**

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

## **8. Course Technology & Student Support**

### **Academic Accommodations:**

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

### **Academic Support Services:**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate student success. For a comprehensive list of academic support

services available to all USF students, please visit the Office of Student Success website at-  
<http://www.usf.edu/student-success/>

**Canvas Technical Support:**

If you have technical difficulties in canvas, you can find access to the canvas guides and video resources in the “Canvas Help” page on the homepage of your canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

- **Important Dates to Remember**  
<http://www.usf.edu/registrar/calendars/>

\* All dates and assignments are tentative and can be changed at the discretion of the professor.