SCE 4310
Science Methods in the Elementary Classroom
83716 001
Fall 2026

Instructor Name

Stephanie Arthur

University Course Description

The purpose of this course is to support the preparation and learning of pedagogical practices in science for preservice elementary teachers who will be entering the teaching field. The social, emotional, and cognitive development of children as it relates to learning science will be explored. This is primarily a methods course, and will specifically focus on the development of students? own science pedagogical knowledge (organizing the classroom, creating lessons, monitoring understanding/learning, developing higher order thinking through questioning and collaboration, assessing achievement, establishing links to other curriculum, considering achievement for each child within the classroom, etc.), consideration and implementation of the nature of science within a variety of instructional strategies for practices and techniques that allow all students to receive high-quality instruction that develops their science content understandings, subject matter knowledge by exposing students to a selection of science concepts commonly taught in the elementary classroom through the engagement with investigations designed to highlight specific instructional practices, opportunities to teach and observe science in action using the above knowledge bases, and reflective opportunities through practice.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Course takes place in-person, on the Tampa campus, with the exception of field experiences to be announced.

Student Learning Outcomes

The specific goals for the semester are that students will be able to:

- Demonstrate understanding of the central concepts (content), tools of inquiry (process skills), and structure of science (the nature of science) appropriate to teaching at the K-6 level [*FEAP 3.b, 3.c. **FLC 22.2, 23.4, 24.10, 25.1, 25.2, 25.4, 25.5, 26.1. ***ACEI 2.2, 3.1. ****USF CF 2, 3]
- Demonstrate understanding of the social, intellectual, and personal development of students and recognize the needs, interests, and abilities of students in regard to science at the K-6 level [FEAP 1.b, 2.b, 2.g, 2.h, 2.i, 3.h, 4.d. FLC 1.9. ACEI 1.0, 3.1, 3.2. USF CF 5, 6]
- Demonstrate knowledge of and ability to critically evaluate and utilize contemporary science standards and curriculum materials for science education [FEAPs 1.a, 1.d, 4.b, 5.f. FLC 4.6. ACEI 3.1 USF CF 4]
- Demonstrate knowledge of and ability to plan and implement a variety of instructional strategies and assessment techniques for teaching science inquiry through hands-on, minds-on activities that foster scientific “habits of mind” and promote scientific literacy [FEAPs 1.c, 1.f, 2.i, 3.a, 3.b, 3.e, 3.f, 3.g, 4.a, 4.c. FLC 1.5, 1.10, 3.5, 4.1, 4.2, 4.3, 5.2, 27.1, 27.2, 27.3. ACEI 2.2, 3.1, 4.0. USF CF 2, 4]
- Demonstrate the capacity to create a positive environment that encourages science learning by modeling the attitudes and dispositions of scientific inquiry [FEAPs 2.a, 2.c, 2.f, 2.h, 3.i. ACEI 3.3, 3.4, 3.5. FLC 5.2]
- Demonstrate the capacity for collegiality, reflective practice, and professional growth in regard to science teaching [FEAPs 5, 6. ACEI 1.0, 3.1, 5.1, 5.2. USF CF 2]
- ESOL PS 3.1 – ESL/ESOL Research and History (base all accommodations on research practice)
- ESOL PS 3.2 – Standards-Based ESL and Content Instruction (teach English through science)
- ESOL PS 4.1 – Planning for Standards-Based Instruction of ELLs (plan for multilevel instruction for ELLs)

Course Objectives

Upon successful completion of this course, students will be able to:

1. Plan and write standards-aligned elementary science lessons and units that reflect the Florida Elementary Education Subject Area Competencies.
2. Implement inquiry-based science instruction that engages elementary learners in investigation, exploration, and evidence-based reasoning.
3. Explain and apply the nature of science within a range of instructional strategies, distinguishing scientific knowledge, processes, and habits of mind.
4. Design and use assessments (formative and summative) to monitor student understanding and evaluate science learning.
5. Develop higher-order thinking in learners through purposeful questioning, discourse, and collaborative learning structures.
6. Differentiate science instruction to address all learning profiles and to support achievement for every child in the classroom.
7. Organize and manage the elementary science classroom to create a safe, productive environment for hands-on learning.
8. Demonstrate subject-matter knowledge of science concepts commonly taught in the elementary classroom by engaging in investigations that model effective instructional practices.
9. Integrate science with other curricular areas to create meaningful, connected learning experiences.
10. Teach and observe science instruction in authentic or simulated settings, applying pedagogical and content knowledge in practice.
11. Reflect critically on their own teaching practice and that of others to refine pedagogical decision-making and professional growth.

Required Texts and/or Readings and Course Materials

The texts are located online. All course readings will also be provided. Important: all posted reading assignments are required reading – you will be expected to bring to class your notes and insights, infusing them in to the class discussion. If you prefer hard-copy versions of the books, you will need to purchase them.

1. Ansberry, K. R., & Morgan, E. R. (2010). *Picture-perfect science lessons: Using children's books to guide inquiry*. NSTA Press.
   Available for free online with USF Libraries Online https://lib.usf.edu/
2. Ansberry, K. R., & Morgan, E. R. (2007). *More Picture-perfect Science Lessons: Using Children's Books to Guide Inquiry, K-4*. NSTA press.
   Available for free online with USF Libraries Online https://lib.usf.edu/
3. Ansberry & Morgan, E. R. (2005*). Picture-perfect science lessons: Using children's books to guide inquiry: grades 3-6*. NSTAPress.

Available for free online with USF Libraries Online https://lib.usf.edu/

4. Cartier, J.L.; Smith, M.S.; Stein, M. K.; & Ross, D.K. (2013). *5 Practices for Orchestrating Productive Task-Based Discussions in Science*. National Council of Teachers of Mathematics.
5. Florida Teacher Certification Examinations (FTCE) Website – *Note: It is expected that students enrolled in the course will register and take the Science test by the end of the semester.* https://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/
6. Additional required readings are linked on the course Canvas site.
7. Laptop computer – *bring to each class* with the exception of field experiences.

Supplementary (Optional) Texts and Materials

Note: all science practice quizzes are available to you in Canvas.

1. Wenham, M. & Ovens, P. (2010). Understanding Primary Science. (3rd ed). Chapman.
   Required chapters will be provided in Canvas.

How to Succeed in this Course

Plan to *read all assigned documents prior to each class meeting*. Classes will *meet in-person, on campus*. Come prepared to discuss the readings, apply the information from the readings, and collaborate with others in small group as well as whole class activities.

Note: The value of this course comes from the required in-person attendance. As such, the *attendance policy* is robust (see Attendance Policy below).
Announcements will be sent each week via Canvas. It is *critical* to *completely read* all announcements which are transmitted via Canvas.

Please review the **scope and sequence** of the K-6 science curriculum which includes the following content:

Earth Science Elementary Education K-6 Science and Technology
Scope and sequence of Earth Science topics per grade level:

- *K – Weather and seasons, Earth's landforms, rocks, soil, water, natural resources*

- *1 – The sky, the Sun's daily path, night skies, ponds*
- *2 – Water cycle, weather, pollution and conservation, clues from the past, rock layering, fossil formation, properties of rocks, changes in rocks, light and sound*
- *3 – The Sun, the Solar System, rocks and resources, minerals, rock properties, glaciers, earthquakes, pollution, conservation*
- *4 – Interpreting evidence in rocks, rock cycle, fossil evidence, learning about Earth, weathering, erosion, soil properties, Earth's interior, Earth's water, sources of water, water cycle, ocean currents, tides, climate, pollution, conservation*
- *5 – Weather, the Sun's energy and the atmosphere, water cycle, precipitation, clouds, air pressure, wind, air masses and fronts, severe storms, Earth and its resources, Earth within the solar system, forces that shape Earth, properties and uses of minerals and rocks, the rock cycle, soil, pollution, conservation, energy alternatives*
- *6 – Astronomy, tools of astronomers, light, rotation and revolution, seasons, the moon's phases, tides eclipses, lunar surface, ecosystems, the solar system and beyond, inner and outer planets, asteroids, comets, meteors, star properties and life cycles, galaxies, Earth, plate tectonics, earthquakes, volcanoes – prediction and preparation, changes in Earth over time*

Physical Science Elementary Education K-6 Science and Technology

Scope and sequence of Physical Science topics per grade level:

- *K – Properties of objects, comparing and grouping objects, weather and seasons, Things that move, floating/ sinking, push/pull, wheels, magnets*
- *1 – Using senses, properties of matter, measurements, forces, objects as systems with parts*
- *2 – Measuring temperature, effects of heat, sources of heat, heat transfer, light and sound, path of light, mirrors, sound and vibration, differences in sound, sounds through matter, forces and machines, forces and magnets*
- *3 – Matter: physical properties, changes, solids, liquids, gases, magnetism, elements, compounds, mixtures, energy: heat, basic properties of light, electricity, how things move, work and machines*
- *4 – Describing matter: physical properties and measurements, density, elements of the periodic table, comparing compounds and mixtures, energy and change: physical and chemical change, energy forces, work, machines, electricity/ magnetism: paths of electricity, making and using electricity*
- *5 – Properties of matter, boiling point, melting point, atomic structure, formulas, groups of the periodic table, making and separating mixtures/solutions, chemical changes, energy transformations, sound, vibrations and sound waves, hearing, pitch and loudness, light, sources, reflection, refraction, vision, colors, the electromagnetic spectrum, kinds of wave motion*

- *6 – Matter and energy, properties and changes, temperature, heat and energy, forces, distance-time graphs, speed and acceleration, Newton's 3 Laws, momentum, work and machines*

Life Science Elementary Education K-6 Science and Technology

Scope and sequence of Life Science topics per grade level:

- *K - Plants, living things, parts of a plant, different kinds of plants, flowers, seeds, life cycle and growth, animals, pets, needs of animals, different kinds of animals, environments, life cycles, animals and people, habitats and the web of life*
- *1 – Trees and how we use them, animal movement and survival, needs of living things, habitats, seasons, Ponds: animals and plants, life cycles, food chains, survival*
- *2 – Plants and their parts, fossils, animals of past/present, food chains, endangered species, and extinct life, canyons, life, habitats*
- *3 – Life functions, needs and responses, life cycles of animals, plants, inherited traits, bodies as systems, cells, ecosystems, food chains/webs, roles of living things, competition, survival, adaptations, change*
- *4 – How living things are put together, cells, levels of organization, plant /animal cells, microbes, how organisms are organized, six kingdoms, fossils/organisms from the past, comparing ecosystems, describing animal characteristics, classification, endangered species, habitats, comparing life systems, life cycles, adaptations, survival*
- *5 – Plants, groups of plants, parts, photosynthesis, plant reproduction and response, ecosystems, living things interacting, biomes and aquatic ecosystems*
- *6 – Cells, growth, reproduction, cells; cell theory, microbes, osmosis, photosynthesis, respiration, mitosis, meiosis, fertilization, Heredity and change, Mendel's experiments and conclusions, probability and Punnett Squares, genes, DNA, human genetics, fossils, life through the eras, human history, Darwin, natural selection, mutations*

Human Body Elementary Education K-6 Science and Technology

Scope and sequence of Human Body topics per grade level:

- *K – Senses*
- *1 – Human growth and change, skeleton, muscles, skin*
- *2 – Heart and lungs, structure of the heart, blood, lungs and breathing,*
- *3 – Keeping healthy, protection against disease, nutrition and digestion*
- *4 – Body in motion, muscles and systems, skeleton, bones, alcohol ,tobacco, and drugs*
- *5 – Blood, air, circulation, breathing, using food and staying fit, exercise and fitness, digestion*

- *6 – Nervous/endocrine systems, internal/external stimuli, reproductive system, growth, stages of the life cycle*

Grading Scale

Grading Scale	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

Assignments/Tasks	Points
Assignments / Tasks	**Course Grade Points**
Discrepant Event and Presentation	15
Lesson Analysis and Modification	15
Understanding Appropriate Educational Use of Generative AI	12
SSI Plan and Presentation	20
Inquiry Project	25
Lesson Plan (Critical Task)	85
Lesson Plan Presentation and Peer Feedback	10
FTCE Practice Quizzes (14)	14
Field Trip assignments (3 at 10 points each)	30
Course Digital Portfolio	30

Assignments/Tasks	Points
Class Participation: (Reading Responses, Contributions to Discussions, Attendance, and Professionalism)	100
TOTAL	356

Throughout the semester, you will take part in class activities and complete a variety of tasks, which may or may not be graded. Examples include probing data analysis, evaluating lessons, reflections, and sharing web resources. *These are considered part of the participation grade in the course and may be included as evidence in your course digital portfolio.*

Curriculum-Based Assessment Tasks (Informal)

The candidate completes additional curriculum-based informal assessment tasks for review, comment, and evaluation. The curriculum-based assessment tasks may include varied activities, projects, practices, or exercises. The curriculum-based assessment tasks may also be evaluated either quantitatively and/or qualitatively for course grading purposes. Performance on the curriculum-based assessment tasks will impact the grade in the course. The curriculum-based assessment tasks that are required in the course are described below.

Major Topics and Course Schedule

SCE 4310 *Tentative* Schedule

(Note: this is a *tentative* schedule for syllabus purposes only. For the most up-to-date postings of readings and assignments, refer to the course Canvas.)

Week	Date	Readings
Week #	**Date**	**Assignments / Due Dates**
		Readings to be completed and associated reflections and work should be prepared ***prior*** to the next class meeting. Please be prepared to implement your reactions to the readings in class discussions – active and meaningful contributions will comprise a portion of the course grade.

Week	Date	Readings
1	8/24	Prior to class READ: 1. Ansberry and Morgan Chapters 1,2,3,4,5. These chapters are the same for all three of the Ansberry and Morgan books. 2. Course Syllabus in full
2	3/31	Discrepant Event mini-presentations today Prior to class READ: 1. Bell Teaching the Nature of Science - Three Critical Questions (Bell) 2. AAAS The Nature of Science Overview Discrepant Event assignment (Sign up to present) Introduction to Inquiry Project
--	9/7	Labor Day Holiday No Class
3	9/14	READ: 1. Bybee BSCS 5E Instructional Model
4	9/21	READ: tba in Canvas
5	9/28	READ: tba in Canvas MOSI Today - meet at MOSI at 11 a.m.
6	10/5	READ: tba in Canvas
7	10/12	READ: tba in Canvas
8	10/19	READ: tba in Canvas
9	10/26	READ: tba in Canvas USF Botanical Gardens - meet at 11 a.m.
10	11/2	READ: tba in Canvas
11	11/9	READ: tba in Canvas
12	11/16	READ: tba in Canvas
--	11/23	Thanksgiving Holiday – No Class
13	11/30	Presentations: Final Critical Task Lesson Plans today DUE: Final Critical Task Full Lesson Plans due 12/6 DUE: FTCE practice tests must be completed by 12/7

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Grades and Attendance Policy

Attendance Policy: Students are expected to attend all scheduled class sessions. However, due to circumstances beyond your control (ex: illness) you may be absent during the semester at some point. **Unexcused absences will result in a deduction of 20 points from the overall grade for each unexcused absence.** Excused absences will not result in a deduction of points with proper documentation provided within one week (7 days) of the missed class. Documentation must be

dated *before or on* the date of missed class and signed. (i.e., doctor's notes dated the day after the missed class will not be accepted as documentation). In addition, *tardiness or early self-dismissals will be documented as absences*. Arriving late or leaving early *will be counted as an absence unless documentation is provided before or on the date*. As a courtesy to your instructor and your classmates, please let me know when you will be out of class so that accommodations in group structure, etc. can be made. Please do not schedule any appointments during class time, they will not be considered excused absences. If absent with an excused absence, it is your responsibility to ensure any assignments due are turned in, and to find out what tasks you need to complete. Please note that given the hands-on nature of our course, many in-class activities cannot be "made up."
To clarify, please do NOT schedule appointments of any kind during class time – they will not be considered excused absence. If absent, it is your responsibility to ensure any assignments due are turned in, and to find out what tasks you need to complete to make up for the missed time.

Late Work Policy: As this course is intended to support the continuous development of professional learning, timely submission of assignments is a requirement in order to demonstrate conceptual understanding and generation of teacher knowledge over time. As such, all late assignments may receive *up to* 50% of the graded assignment based on communication prior to due date. Otherwise, late assignments will not be graded.

Grades of "Incomplete"

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

Campus Free Expression

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

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

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

Course Policies: Technology and Media

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.

Laptop Usage:

Laptop and cell phone usage: Non course related laptop and cell phone use during class time is not permitted unless we are engaged in a project that requires the use of a laptop or cell phone.

Phone Usage:

Non course related cell phone use during class time is **not permitted** unless we are engaged in a project that requires the use of a cell phone.

Classroom Response Clickers: If your course includes the use of student response devices, provide specifics about the usage and how to get started.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.
SAS website for the Tampa campus and Sarasota-Manatee Teachout site.
SAS website for the St. Pete campus.

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website.

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.
USF IT Services

Center for Victim Advocacy

The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.
Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.
Counseling Center website for the St. Pete campus.

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.
Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.

Tutoring website for the St. Pete campus.

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.
Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.
Writing studio website for the St. Pete campus.

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. Learn more or make an appointment at usf.edu/student-ombuds.