



EDF 3604
Schools & Society
87022 001
Fall 2026

Instructor Name

Larry Johnson

University Course Description

Students in this course will be introduced to issues that affect students, schools, and education. They will learn to identify, describe, and explain various educational perspectives. They will also learn to evaluate the context within which schools function.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Assigned reading material and assignments are broken down into weekly modules in Canvas. Each module will contain a lecture, a reading assignment, and writing assignments. Typically, reading assignments will include four articles but may include video and audio materials. The weekly written assignments will consist of three parts. One part, you complete individually and post to a small group discussion board. The

second part will help you respond to each other's individual work and to complete a group discussion of issues in the readings. The third part consists of a summary of your group work, which will be posted to a discussion board for the entire class, where you will discuss and compare and contrast what the different groups' work. Canvas will assign you to small groups, and you will work in those groups throughout the term.

Keep up with the weekly work. Here's a schedule to help you stay on target:

- **Begin reading the material by Monday**
- **Post your individual work in your work group discussion board by Thursday**
- **Complete group work in the group discussion board and post summaries in Group Summaries & Class Discussions by Saturday**
- **Respond to other groups' posts in Group Summaries & Class Discussions by Monday**

You will also complete a final paper. You will submit a proposal, complete peer reviews for two students' proposals, and submit a revised proposal.

Then, you will submit a draft of your final paper and review two other students' drafts. Finally, you will revise your draft and submit it for me to read. If need be, you can rewrite and resubmit your final paper after receiving my feedback and a grade.

I will provide you with a few suggested questions for your final papers.

You may modify a question, focus on only a part of a question, or mix and match parts of more than one question. Or, you may come up with your own questions.

Course Requirements

1. Read, listen to, or watch material linked below in the Major Topics and Course Schedule.
2. Complete individual weekly assignments (usually 1 or 2 pages) and participate in online discussions each week. Assignments and Discussion Questions (ADQs) are linked in the modules and listed below. Some weeks have two sets of ADQs. Do both.
3. Write summaries of group work (usually 1 or 2 pages). This work can be shared. -Make sure -everyone in our groups has a chance to

practice summarizing and synthesizing what the group discusses. If you are asked to do a summary, say yes or say what week or weeks you'll be able to do this assignment. Some groups sign up for this task at the beginning of the term.

4. Write [final paper](#) (10-12 pages, double-spaced). Post proposal, draft, and final paper.
5. Give feedback to others on their proposals and drafts.

This class takes a lot of time. Please, plan to spend between 135 and 180 hours during the term, or average between 9 and 12 hours per week. If you're working full time and taking several other demanding classes, it may be wise to postpone this class.

The easiest way to begin this course is to click on the Getting Started link on the course front page, the page that opens when you enter the course. The modules will walk you through everything. This syllabus also links to everything you'll need in the course.

Student Learning Outcomes

1. Understand models of how classrooms and schools operate as organizations.

Assignments used to assess Student Learning

Outcome: Discussion Board Posts

2. Evaluate the significance of enduring issues in education.

Assignments used to assess Student Learning Outcome: Individual work, group work, and final paper

3. Identify, describe, and explain various educational perspectives.

Assignments used to assess Student Learning

Outcome: Discussion Board Posts

4. Demonstrate understanding of key perspectives on education through sustained writing.

Assignments used to assess Student Learning Outcome: Individual work, group work, and final paper

Course Objectives

Students will develop an elementary understanding of the relationships between schools and society

Students will develop an elementary understanding of the concepts of ideology and political economy and how those are related to education.

Students will develop an elementary understanding of the historical struggle to democratize education.

Students will develop an elementary understanding of how international events have affected educational policy.

Required Texts and/or Readings and Course Materials

Readings and assignments available in Canvas. See the Course Schedule below. Everything is organized by modules in Canvas.

Supplementary (Optional) Texts and Materials

A few readings are optional. See the Course Schedule below.

How to Succeed in this Course

Read carefully, think deeply, write clearly, and discuss fully.

Grading Scale

90% A

80% B

70% C

60% D

Below 60% F

Grade Categories and Weights

12 weekly assignments and discussions (3 points per week) 36 Points

Proposal (10 points); peer review feedback (5 points)	15 Points
Draft of final paper (5 points); peer review feedback (5 points)	10 Points
Final paper	39 Points
Total	100 Points

A 90 points; B 80 points; C 70 points; D 60 points; F below 60 points

Instructor Feedback Policy & Grade Dissemination

Grades and feedback will be posted in Canvas. I will post weekly feedback for the entire class each week in the weekly module. Where needed, I will use SpeedGrader in Canvas to provide individual feedback.

I will use SpeedGrader to provide feedback on final papers. I will use the textbox in SpeedGrader as well as Crocodoc, which allows me to make comments directly on your paper.

Major Topics and Course Schedule

Week	Date	Readings & Assignments
Week		Readings & Assignments

Week	Date	Readings & Assignments
w1	24-Aug	Introduction to Class: Democratic Education & the Problem of Inequality Lecture: The Problem of Democratic Education. (Original PowerPoint. with links &c.) Lecture Outline .(Alt Link). Readings Krugman., “Graduates versus Oligarchs” Au., “It’s Still the Economy, Stupid” (Optional) Assignment & Discussion Questions (ADQDownload ADQ). Has both individual and group work. First Day Introductions Individual Work Group Work Group Summaries & Class Discussion

Week	Date	Readings & Assignments
w2	31-Aug	The Reproduction of Inequality and the Myth of Meritocracy Video Lecture: "The Construction of School Success and Failure." (At the end of lecture, I discuss Mark Van Doren's article assigned next week.) Lecture Outline. Readings Rose, Lives on the Boundary (selections) Preface. I Just Wanna Be Average. Bill Moyers, Interview with Mike Rose McNally., "A Ghetto within a Ghetto" Alternative Link. Karabel., "The Legacy of Legacies" ADQ. Individual Work Group Work Group Summaries & Class Discussion You may find Mike Rose's blog. interesting. (If you're not familiar with the term "meritocracy," you may find this article by the creator of the

Week	Date	Readings & Assignments
		term helpful: Young, “Down with Meritocracy”) You may also find this additional reading interesting: McNally, “Black Over- representation in Special Education Not Confined to Segregation States”

Week	Date	Readings & Assignments
w3	7-Sep	Some Ideals of Democratic Education Lecture: "Ideals of Democratic Education." Readings Van Doren., "Education for All" Martin., "The Ideal of the Educated Person" Greene., "'Excellence,' Meanings, and Multiplicity" Dewey., "Education and Social Change" Noam Chomsky. - The Purpose of Education ADQ Lecture Outline. Individual Work Group Work Group Summaries & Class Discussion

Week	Date	Readings & Assignments
w4	14-Sep	The Birth of the U.S. Public School System (PowerPoint: "The Birth of the US Public School System,-" Alt Link.) Readings Katz, Doucet, and Stern., "Early Industrial Capitalism" Lerner, "The Lady and the Mill Girl" (Old Link) Mann., 10th Annual Report (optional) Mann., 12th Annual Report Brownson., "Decentralization: Alternative to Bureaucracy" ADQ Lecture Outline. Individual Work Group Work Group Summaries & Class Discussion

Week	Date	Readings & Assignments
w5	21-Sep	Two Topics: The Feminization of Teaching & The Education of Blacks in the South Video Lecture: “The Feminization of Teaching” Readings Grumet., "Pedagogy for Patriarchy" Nicholson., "Women and Schooling" (optional) .Lecture Outline The Education of Blacks in the South Anderson, Brief Lecture [Alt Link. (MP3) Alt Link.] Q&A with Anderson [Alt Q&A. (MP3) 2nd Alt Link.] Anderson., “Common Schools for Black Children: The Second Crusade, 1900-1935” .ADQDownload ADQ Individual Work Group Work Group Summaries & Class Discussion Optional Reading: Rosenwald Database.

Week	Date	Readings & Assignments
		McGill: Consequences to raising teacher pay.
w6	28-Sep	Corporate Liberal Educational Policy in the Early 20th Century PowerPoint Video: Corporate Liberal Educational Policy. (.) (w/ sound) Lecture Outline Violas., "Progressive Social Philosophy" Butler., "An Address to the Merchants' Club of Chicago" Haley., "Why Teachers Should Organize" Murphy., "Centralization and Professionalization" W6 ADQs

Week	Date	Readings & Assignments
w7	5-Oct	Differentiating the Curriculum & Suppressing the Working Class & Women Readings Differentiating the Curriculum: Suppressing the Working Class & Women .Audio Lecture. Lecture Outline Readings Violas., "Manual Training" Rury., "Vocationalism for Home and Work" Kliebard., "Scientific Curriculum-Making & the Rise of Social Efficiency" Ehrenreich., "Women and White Sauce" W7 ADQs

Week	Date	Readings & Assignments
w8	12-Oct	The New Deal, The Great Society, and Education Readings and audio/visual presentations PowerPoint Video: From the New Deal to the Great Society. PowerPoint Presentation (download to hear audio). Katznelson (.). (.). When Affirmative Action Was White Alt Link (audio_only) Transcript. Kantor and Lowe., "Class, Race, and the Emergence of Federal Education Policy: From the New Deal to the Great Society" Reed., "The New Deal Wasn't Intrinsically Racist" Roosevelt, First Inaugural Address. (Video) Roosevelt, Outlining the New Deal (Text of Outlining the New Deal). Johnson, "The Great Society". (Video) W8 ADQs Midterm Grades Submitted (Based on

Week	Date	Readings & Assignments
		first 7 weeks' work. No Exam.) Background Material New Deal Links. "Black Domestic During the Depression: Workers, Organizers, Social Commentators". The Great Depression and the New Deal. (a Brief Introduction for those who want some background)

Week	Date	Readings & Assignments
w9	19-Oct	Educational “Excellence” & the US Political-Economy Readings Audio Lecture By Larry Johnson. National Commission of Excellence in Education., <i>A Nation at Risk</i> (Here's the entire report, as it was published in 1983, if you want to look at it.) Bracey., “April Foolishness: The 20th Anniversary of <i>A Nation at Risk</i>” Strauss., "Gaslighting Americans about public schools: The truth about 'A Nation at Risk'" .. Refresh your memory of Greene's "‘Excellence,’ Meanings, and Multiplicity" above W9 ADQs

Week	Date	Readings & Assignments
w10	26-Oct	Public Schools in 21st Century American Society & Culture Kozol, The Shame of the Nation (lecture, Kozol at 8 minutes and 40 seconds) Readings Anderson., "Can Public Schools Save America?" (See also, Anderson., "The Historical Context of the Test Score Gap" Ogbu., "Class Stratification, Racial Stratification, and Schooling" Fig 1. Fig 2. Kozol., "Still Separate, Still Unequal" Fitzpatrick. et al., Failure Factories: Five Once-Average Schools Remade into the Worst in Florida (PDF.) W10 ADQs ADQDownload ADQ Individual Work Group Work Group Summaries & Class Discussion Post Proposal 24-Mar

Week	Date	Readings & Assignments
		Peer Reviews 26-Mar Revised Proposal 28-Mar I will grade and give feedback on Revised Proposals.

Week	Date	Readings & Assignments
w11	2-Nov	Legislated “Excellence” in the Era of No Child Left Behind Readings & Websites Kantor and Lowe., “From New Deal to No Deal : No Child Left Behind and the Devolution of Responsibility for Equal Opportunity” “Key Provisions of the No Child Left Behind Act.” G.W. Bush., NCLB Is Bringing Progress and Hope Capellaro., “Blowing the Whistle on The Texas Miracle” Meier. et al., <i>Many Children Left Behind</i>, Introduction and the article by Darling- Hammond. Kohn, “Test Today, Privatize Tomorrow: Using Accountability to ‘Reform’ Public Schools to Death.” W11 ADQs

Week	Date	Readings & Assignments
w12	9-Nov	Tracking in the 21st Century Mickelson & Everett, "Neotracking in North Carolina: How High School Courses of Study Reproduce Race and Class-Based Stratification" Mickelson & Everett, "Executive Summary: Neotracking in North Carolina: How High School Courses of Study Reproduce Race and Class-Based Stratification" If summary doesn't open, here's the article. Oakes, "Keeping Track" Anyon, "Social Class and School Knowledge" Rist, "Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education" (Alternative link.) W12 ADQs Additional Readings (Optional) Riggs, Why Do Teachers Quit

Week	Date	Readings & Assignments
w13	16-Nov	Why Education Can't End Poverty (And Why NCLB Won't Help, nor will ESSA) Lecture: Part 1. Lecture: Part 2. Readings Anyon and Greene., "No Child Left Behind as an Anti-Poverty Measure" (Alt Link.) Perelman., "Chapter 2. Labor Discipline in the Procrustean Bed--Jobs! Jobs! Jobs!" Alt Link. Pager and Western., "Race at Work: Realities of Race and Criminal Record in the New York City Job Market (alt Link.) Unemployment Rates. (1939-Present) Alt links: (HTML.) (PDF.) Educational Attainment. (1910-2007). More tables. (if you're interested), and here. Educational Attainment by Race and Hispanic Origin., 1940–2007 Bureau of Labor Statistics., Employment outlook: 2000–10 (see tables, esp. Table 6, p. 83) Bluestone., "The Inequality Express" (if you have time)

Week	Date	Readings & Assignments
		W13 ADQs

Week	Date	Readings & Assignments
w14	23-Nov	Resegregation & Obama's Education Policies Part 1.: Intro to Failure Factories Part 2.: Every Student Succeeds Act Part 3.: Clip from Obama's Speech to Hispanic Chamber of Commerce Part 4.: Critique of Obama's Policies Part 5.: The Freedom Budget for All Americans Playlist of Lecture: Obama's Education Policy. Fitzpatrick et al., Failure Factories, Lessons in Fear. Who's My Teacher Today. Gartner et al., Hearing from the Kids Every Student Succeeds Act (ESSA). Summary W14 ADQs If you're interested: Read the Every Student Succeeds Act. Pinellas violated class size rules, state investigation finds. Obama A Blueprint for Reform.

Week	Date	Readings & Assignments
		Duncan. , Excerpts from Secretary Arne Duncan's Remarks at the National Press Club. (Optional; includes link to video) NEA Delegates Vote 'No Confidence' in Race to Top. (Obama's program) Bracey. , The Bracey Report of the Condition of Public Education, 2009 Karp. , "Charter Schools and the Future of Public Education" Ravitch (Asst Secy of Education, 1991-93), "Obama's Right-Wing School Reform," Ravitch. Responds (a bit longer than the above piece by Ravitch)
w15	30-Nov	Writing Week (No readings). Draft 28-Apr Peer Reviews of drafts 30-Apr Final Paper Due by 11:59 PM, 5-May

Global Citizens Project

EDF 3604 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

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

First Day Attendance Policy:

FIRST DAY ATTENDANCE: Be sure to [introduce](#) yourself to your group. I use the introductions to take first day attendance in online sections of the course. If you don't submit an introduction, you may be dropped from the course. If you are dropped and wish to be in the course, let me know asap.

Late Work Policy:

This course only works if everyone stays up with the readings and participates in group discussions. However, there are circumstances that require accommodations. For example, sometimes a due date for individual or group work will fall on a religious holiday, or sometime work schedules interfere with posting work on time. The best thing to do is to finish the assignment early, but sometimes that isn't possible. In that case let your group know that you'll be late and post the work as soon as you can.

Several things can go wrong with a final paper. When I was an undergraduate, I saw a friend's dog tear up his final paper. I went with him to explain to his professor what happened, and he was allowed to take several days to rewrite the paper. Computer glitches seem to increase as paper deadlines approach. More likely though is that someone imagines a paper that is too difficult to write in the time you have. It's usually better to turn in what you have and get some feedback than to struggle alone. And keep in mind that you will have a chance to rewrite your paper. I prefer you strive for profundity rather than worry about punctuality.

Extra Credit Policy:

You can earn full credit for the weekly work by completing 12 of 14 weekly assignments. Sometimes, students do the first 12 assignments but find the material for the last two weeks is central to their final paper, so they decide to complete the last two assignments and participate in group discussions. If you decide to complete more than 12 weekly assignments, I will include the extra points in your total score for the term.

Rewrite Policy:

You may rewrite the final paper. Rewriting it, is entirely optional. Please use a different color font when you make your changes or additions.

Essay Commentary Policy:

All of my comments on your papers will be made in Canvas, either in the text box beside your paper or on your paper itself using Crodoc.

Group Work Policy:

This course began years ago as an undergraduate seminar in which a small number of students read, presented, and discussed articles and books. I've tried to keep the feeling of a seminar by making small group discussions central to the entire course.

Exams: There are no exams in this class.

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

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

If you have problems with course links, documents won't open, for example, contact your instructor.

This is an online class. Students will need a reliable computer, a connection to the internet, and at least a word processing program. Your computer needs to be powerful enough to play videos and display some graphics.

Expect to log in more than once per week. Some will find it easier to do the work assigned each week by logging in several times.

Minimum Technical Skills & Requirements: You will need to be able to use Canvas and use a word processor.

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.](https://usf.edu/student-ombuds)