



RED 4724
Intermediate Literacy
91119 001
Fall 2026

Instructor Name

Leah Burger

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University Course Description

The purpose of this course is to create an understanding of developmentally appropriate, research-based theories and practices that support children's literacy learning in the intermediate grade levels.

Course Requisites

Prerequisite(s):

(RED 4312 Minimum Grade: C-)

Corequisite(s):

Student Learning Outcomes

By the end of this course, students will be able to:

- a. Understand the processes required in developing intermediate literacy and language skills and how the elements of literacy (including oral language, phonological and phonemic awareness, orthography, morphology, vocabulary, comprehension, fluency, and writing) are interdependent. (FL Reading Competencies 1.A.1, 1.B.1-2, 1.C.1-4, 1.D.1, 1.D.3-5, 1.E.1-2, 1.F.1-2, 1.F.5-6, 1.G.3, 1.G.6, 2.C.2-3, 2.G.6; FLCS LAR 1; FL ESOL Indicator AL.1.1)
- b. Understand the importance of and administer appropriate intermediate literacy and language informal and formal assessments to inform individualized literacy instruction. (FL Reading Competencies 1.A.8, 1.C.7, 1.E.9, 1.F.12, 2.A.8, 2.D.7, 2.E.9, 2.F.12, 3.2-3, 4.4; FLCS LAR 4; FL ESOL Indicator TE.2.1)
- c. Interpret assessment data to determine the abilities and needs of intermediate literacy and language learners. (FL Reading Competencies 3.6, 3.11)
- d. Identify and evaluate instructional strategies for developing intermediate literacy and language skills and how to scaffold the interconnection of each area of literacy. (FL Reading Competencies 1.D.2, 1.G.7, 2.G.7)
- e. Based on assessment results, differentiate instruction and apply explicit, systematic, and sequential evidence-based instructional practices for intermediate literacy and language learners (FL Reading Competencies 1.D.7, 1.E.3-5, 1.F.5-6, 1.F.10, 1.G.2, 1.G.11, 2.A.1., 2.B.1-2, 2.C.1, 2.C.3, 2.D.1, 2.D.3, 2.E.1-5, 2.F.1, 2.F.5-6, 2.F.10, 2.G.2, 2.G.8, 2.G.11, 3.1, 4.4, 4.7; FEAP 1a)
- f. Understand the characteristics of students with reading difficulties, including students with dyslexia, and how these characteristics impact language development, phonics, fluency, and vocabulary, and differentiate literacy instruction for these students using evidence-based practices. (FL Reading Competencies 1.A.4, 1.A.6, 1.C.5, 1.D.6, 1.E.7, 1.G.8, 2.A.4, 2.A.6, 2.C.5, 2.E.7, 2.G.8, 3.10, 3.15, 4.6, 4.12, 4.18)
- g. Recognize the importance of English learners' home languages and how they contribute to English reading skills, and use their home language proficiency as a foundation for developing and supporting English literacy skills and recognize that phonology varies across dialects and speech patterns. (FL Reading Competencies 1.A.7, 1.B.5, 1.F.11, 2.A.7, 2.B.5, 2.F.11)
- h. Identify and employ appropriate evidence-based practices to enhance the metacognitive skills of English learners in order to support their reading comprehension and overall language development. (FL Reading Competencies 1.G.2, 2.G.2)

- i. Evaluate intermediate literacy and language assessments. (FL Reading Competencies 3.12)
- j. Communicate assessment and instruction decisions with parents/caregivers and colleagues and share strategies that support literacy development. (FL Reading Competencies 1.G.9-10, 2.G.9-11, 3.16)

Course Objectives

This course introduces pre-service teachers to the processes required in developing literacy and language skills for children in the intermediate grade levels. Pre-service teachers will administer appropriate literacy and language assessments and plan an interactive read-aloud and a morphology/fluency lesson, emphasizing differentiating instruction for all learners.

Required Texts and/or Readings and Course Materials

Materials in yellow will need to be purchased. All others are available as e-books through the USF library website.

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th ed.). Boston: Allyn & Bacon.
- Beck, L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life*. New York: Guilford Press.
<https://ebookcentral.proquest.com/lib/usf/detail.action?pq-origsite=primo&docID=1115202> (USF library eBook).
- Beck, L., McKeown, M.G., & Kucan, L. (2008). *Creating robust vocabulary*. New York: Guilford Press.
<https://ebookcentral.proquest.com/lib/usf/detail.action?docID=2040242&pq-origsite=primo> (USF library eBook).
- Go React (2018). *Go react: Student 1-class access card*. Go React.
- Honig, B., Diamond, L., Cole, C. L., & Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement*. (3rd ed.). Novato, Calif: Arena Press.
- Hougen, M.C. & Smartt, S.M. (2020) *Fundamentals of literacy instruction & assessment pre-k-6* (2nd ed.) Baltimore: Paul H. Brookes Publishing.

- <https://ebookcentral.proquest.com/lib/usf/reader.action?docID=6268413&ppg=1> (USF library eBook).
- Morris, D. (2014). *Morris informal reading inventory: Preprimer through grade 8*. Guilford Publications.
<https://ebookcentral.proquest.com/lib/usf/detail.action?pq-origsite=primo&docID=1760716> (USF library eBook)
 - Walther, M. (2025). *More ramped-up read alouds: Building knowledge and boosting comprehension*.
<https://ebookcentral.proquest.com/lib/usf/detail.action?pq-origsite=primo&docID=31650777> (USF Library eBook).
 - Walther, M. (2018). *The ramped-up read-aloud: What to notice as you turn the page*. Corwin Publishing. 978-1506380049 (1st edition).
<https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6261947&pq-origsite=primo> (USF library eBook)
 - Other readings provided in Canvas

How to Succeed in this Course

To find success in this course, you must consistently read and think about assigned readings, attend class, participate in in-class activities, work collaboratively with your peers, think critically about assignments, and consider all feedback (verbal and written) provided by your instructor.

Grading Scale

A percentage will be calculated based on the number of points earned.

Your letter

grade for the course will be determined in several ways. I will assess and evaluate your learning processes and products throughout the semester. The following guidelines will be used to determine your grade.

Any student earning a grade below 70% will be removed from the Cohort for the remainder of the year. No grade below C- will be accepted toward a degree. Reassignment to a new cohort will be made to retake RED 4724/6317.

97-100 A+ 94-96 A 90-93 A-
87-89 B+ 84-86 B 80-83 B-
77-70 C+ 74-76 C 70-73 C-
67-69 D+ 64-66 D 60-63 D-
59 or below F

Grade Categories and Weights

Grade Categories and Weights

ASSIGNMENT	PERCENTAGE of total Final Grade
Professional & Continuous Engagement (including PLCs)	10%
Weekly Quizzes	10%
*Interactive Read Aloud Lesson	20%
*Assessment Data Presentation	20%
*Morphology and Fluency Lesson	20%
*Final Exam	20%

*Denotes a Critical Task for the course.

****For any assignment requiring a resubmission, your instructor reserves the right to award only the minimum passing score on any and every successful resubmission.**

All tasks designated as Critical Tasks must be completed with satisfactory score deemed by your instructor on each criterion to pass the course.

*** Assessment Data Presentation (20% of total grade)**

FL Reading Competencies:

2.A.8, 2.B.5, 2.D.7, 2.E.9, 1.F.12, 2.F.12, 1.G.9-11, 2.G.9-11, 3.1-4, 3.6, 3.9-12, 3.16, 4.4, 4.7, 4.12; FLCS LAR 4; FL ESOL Indicator TE.2.1

You will work with a student in an intermediate reading developmental level (grades 3-5). You will administer a series of assessments for your student, utilize school-based assessments, and analyze the quantitative and qualitative results to generate conclusions about the child's strengths and needs as a reader, and create an assessment presentation that describes your findings and suggested instructional strategies. Your audience for the presentation will be your focus student's family.

You will meet with your student at least twice during the semester to conduct your assessments. During these meetings, you will administer a series of 3 assessments related to intermediate literacy development, including an interest inventory, a spelling assessment, and a fluency/comprehension assessment.

- **Plan:** Plan for your meeting utilizing the provided lesson planning template.
- **Initial Draft:** Create a preliminary draft of your assessment results, analysis, interpretation, and instructional recommendations.
- **Final Draft:** Use instructor feedback to refine your presentation and submit a final Assessment Data Presentation.

Assignment submission areas for the processes above are located in Canvas.

For the Assessment Data Presentation*, you will:

- interpret and describe the results of the interest inventory;
- interpret and describe the results of the spelling assessment;
- interpret and describe the results of the fluency/comprehension assessment;
- plan the next steps of intentional, explicit, systematic instructional practices based on an analysis of student needs.

You will describe each assessment, your student's results, your interpretation of those results, and your specific instructional recommendations for supporting your student's growth in each area. Include examples and demonstrations when appropriate.

This presentation will be recorded. Your face should be visible in your presentation. You can use any presentation format (e.g., PowerPoint, Prezi, Google Slides, Keynote, etc.), and you can record your presentation using a number of programs (e.g., Zoom meeting, Google apps, etc.). Since this is a Critical Task and part of your Reading Endorsement, you must earn at least a 70% on the Presentation. Your instructor will provide a rubric and suggested assignment format in Canvas. Review the rubric for specific areas needed to meet the assignment requirements.

The Assessment Data Presentation* should be 10 to 15 minutes in length.

***This is a Critical Task requirement and a passing score (70%) is required on this assignment to earn a passing grade in the course.**

***Interactive Read-Aloud Lesson (20% of total grade)**

FL Reading Competencies:

2.D.2, 2.D.4-6, 2.E.1, 2.E.3-5, 2.E.7, 2.F.1-4, 2.F.6; 2.F.10-11, 1.G.2, 2.G.2-3, 3.6, 2.1, 4.9, 4.12-13, 4.16; FEAP 1a

Using Padlet, you will develop a mentor text library that supports your intermediate students in this class. Your mentor library will support teaching intermediate literacy across the developmental spectrum and across the traits of effective teaching. You will develop a mentor text library based on the following topics:

- Phonological and Phonemic Awareness
- Comprehensive Vocabulary Instruction
- Text Comprehension (promote text interpretation and reading fluency)
- Oral Language Development and Instruction
- Supporting English Learners' Language Development
- Supporting Students with Reading Difficulties (including Dyslexia)

You will select one text from this library and develop an interactive read-aloud lesson for your student. Your lesson should scaffold one of the above-mentioned areas that you believe is most relevant to your student's literacy development through the reading and discussion of a mentor text. The plan and demonstrations will incorporate intentional, explicit, systematic instructional practices for supporting students' vocabulary development, text interpretation, reading fluency, etc. The major components of this assignment include:

- Developing a mentor text library in Padlet
- Creating an interactive read-aloud lesson plan
- Conducting your lesson with your student participant
- Post-lesson reflection on your recorded lesson

Specific assignment details and the evaluation rubric will be discussed in class and posted in Canvas.

***This is a Critical Task requirement and a passing score (70%) is required on this assignment to earn a passing grade in the course.**

*** Morphology and Fluency Lesson (20% of total grade)**

FL Reading Competencies:

1.A.5, 2.A.1; 2.A.4-7, 2.B.1-2, 2.C.1-5, 2.D.1, 2.D.3, 2.E.2, 2.G.6-8, 4.1, 4.9, 4.12

Based on multiple assessment data, pre-service teachers will independently develop an appropriate literacy instructional plan for their students' needs. You will create an explicit morphology and fluency lesson plan to address the specific need(s) identified in your assessment data. This lesson will include word work plus explicit instruction with a connected decodable text. A plan template will be provided for this assignment. You will deliver this lesson in a small group in your internship classroom or alternate approved setting and should use an explicit, systematic lesson using research-based practices and based on assessment data. This assignment consists of two components:

- **Plan:** describe the lesson you will teach and provide a copy of your lesson plan; explain how this lesson fits into an appropriate scope and sequence for morphology and fluency instruction (i.e., why are you teaching this skill now) and reflects your understanding of student areas for growth, based on assessment data. Explain how you will differentiate and/or modify aspects of the lesson based on students' language variations and reading difficulties.
- **Teach the lesson, upload to GoReact, and reflect:** You will teach the lesson in an intermediate classroom, then upload the video to GoReact. You will provide at least 10 specific time-stamped comments that respond to instructor prompts (on Canvas) and reflect critically on your practice.

***This is a Critical Task requirement and a passing score (70%) is required on this assignment to earn a passing grade in the course.**

Weekly Quizzes (10% of total grade)

For your weekly in-class quizzes, you can expect the content to include questions based on your assigned readings and/or instructional videos for the class meeting.

Professional Learning Communities and Continuous Engagement (10% of total grade)

- Knowledge of research-based practices and relevant literacy assessments will be used to compose a response to in-class content reflective of your developing understanding of effective literacy practices. These responses will focus on connections to your Field Experiences, assigned readings, assigned instructional videos, and class discussions. These may be assigned as individual or group assignments.
- Your in-class assignments should convey clear evidence that you have completed all readings, are carefully considering what you read, and have conveyed clear evidence your thinking as a future literacy teacher is growing and changing over the course of the semester.
- You are expected to use of specific examples or citations (citations are not always for direct quotes) from the readings to exemplify a point you are making. Statements and/or questions that show you 1) understand what was read, and 2) carefully think about it. Avoid broad, general statements that do not specifically address the content of the reading, and/or that fill space but don't give insight into your competency or development/growth as a future literacy teacher (e.g., "This helps children learn to read" [Why? In what ways? How do you know? What did the author say about it? How might you implement it one day? Does it connect to one of our effective literacy practices?]). You are expected to use appropriate academic vocabulary addressed in the course readings/class conversations (e.g., segmenting instead of "separating"; blend instead of "letters"; prosody instead of "how a student's voice sounds when s/he reads", etc.).
- You will be grouped in Professional Learning Communities (PLCs) for peer exploration and extension of many ideas in class. We will create goals and expectations for PLCs in class. You will be required to actively participate in your PLCs discussions and activities.
- Continuous Communication gives you the chance to share your thoughts and questions, while providing me the opportunity to see how you are growing. Professional Dialogue will be graded essentially in the same ways specified for In-Class Assignments/PLC Work Responses; see the expectations above. Professional Dialogue responses should be based on

in-class conversations and activities. Note: In the case of absence, you may not receive credit towards the 10% designated for Professional and Continuous Engagement.

*** Final Exam (20% of total grade)**

FL Reading Competencies:

1.A.1, 1.A.4-8, 1.B.1-2, 1.B.5, 1.C.1-5, 1.C.7, 1.D.1-7, 1.E.1-5, 1.E.7, 1.E.9, 1.F.1-2, 1.F.5-6, 1.F.10-11, 1.G.3, 1.G.6-8, 3.12, 3.15, 4.18; FLCS LAR 1; FL ESOL Indicator AL.1.1

Your Final Exam for this course is a Critical Task. You will be asked to demonstrate your understanding of fundamental literacy concepts during your exam. You will also be asked to demonstrate your ability to teach fundamental literacy concepts. Keeping up with the readings throughout the semester, actively participating in in-class activities, and continuing to develop your teaching practice will prepare you well for this exam.

***This is a Critical Task requirement and a passing score (70%) is required on this assignment to earn a passing grade in the course.**

Instructor Feedback Policy & Grade Dissemination

Written assignments will be submitted through Canvas, and instructor feedback will be provided. You can access your scores anytime using "Grades" in Canvas.

Major Topics and Course Schedule

[Course Schedule/Outline](#)

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

Course Policies: Grades

Late Work Policy: Your instructor reserves the right to assess a penalty of 10% per day for late work, and assignments may not be accepted if they are overdue by more than seven days. If you find yourself in a position where you need to submit work late, communicate your situation to your instructor as soon as possible.

Resubmission Policy:

Your instructor reserves the right to refuse any unsolicited resubmissions. If you are asked to revise and resubmit any Critical Task assignment for any reason, you may only earn the minimum passing score for your work.

Extra Credit Policy:

Extra Credit should not be expected. However, extra credit may be offered throughout the semester as opportunities arise.

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 course instructor. 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.

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students cannot complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn, factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by the student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including the summer semester) will revert to the grade noted on the contract.

Attendance Policy:

- Active participation and preparation for class is essential and indicative of your engagement, involvement and professionalism (FEAP 6). Consistent and complete attendance is necessary to learn all of the course's information, observe modeled instructional strategies, and participate in discussions and activities, regardless of class format. **You must actively engage in the discussion and work if your class meets online.** If you will be absent, you are responsible for notifying the instructor before class by email. It is the student's responsibility to get any missed

information and materials. ***Each absence may result in a deduction of points from your participation grade or any assignment not submitted on time. Beginning with the 3rd absence, each may lower your course grade by 5%.***

- Prompt arrival to class is also a reflection of involvement and professionalism. Excessive tardiness will result in missing vital information and point deductions. ***One tardy of 30 min or less may be overlooked, 2 tardies of less than 30 minutes may count as an absence. Any tardy in excess of 30 minutes or more may count as an absence. Leaving class more than 30 min early may constitute an absence. Please review the attendance policy above for possible grade impact.***

Additionally, all cohort students have signed disposition agreements upon entering the program. Please adhere to the following professional standards:

Indicators for Commitment to Collaboration

- Exhibits professional demeanor and behavior, appropriate to the setting.
- Displays a positive attitude and emotional maturity.
- Fosters trust among and between K-12 students, peers, colleagues, and professors by maintaining a high reliability.
- Has the ability to interact, work, and be with people who have characteristics different from self.
- Demonstrates deep interest in acquiring content knowledge and pedagogical expertise.
- Establishes and maintains respectful and professional collaborative relationships with others.
- Consistently demonstrates initiative, interest in, and enthusiasm for teaching and learning.
- Demonstrates behaviors conducive to appropriate classroom participation and commitment to learning.
- Communicates effectively and thoughtfully through well-organized and clearly expressed ideas in spoken or written language.
- Communicates in ways appropriate to the professional context.
- Strives to establish positive interpersonal connections.
- Is able to develop rapport with students, peers, colleagues, and professors.

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:

Canvas is the preferred communication method for this course. Use the Canvas Messages feature to contact your instructor outside of class time.

This course will be offered via USF's learning management system (LMS), Canvas. Course content, communications, and assignment submissions should all occur through Canvas.

If you need help learning how to perform various tasks related to this course or other courses offered in Canvas, please view the following videos or consult the Canvas help guides. Contact USF's IT department at (813) 974-1222 or help@usf.edu.

Phone Usage: Please silence cell phones during class sessions. **Please do not text, email, or conduct personal Internet business during class.** Texting, sending emails, or conducting personal Internet business during class time will result in a loss of participation points.

Recordings:

Software may be used to record live class lectures and discussions in this class. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class to assist those who cannot attend the live session or to serve as a resource for those who would like to review the presented content. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

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)