



STA 2023
Introductory Statistics I
91112 521
Fall 2026

Instructor Name

Jacqueline Waller

University Course Description

In this course, students will utilize descriptive and inferential statistical methods in contextual situations, using technology as appropriate. The course is designed to increase problem-solving abilities and data interpretation through practical applications of statistical concepts. This course is appropriate for students in a wide range of disciplines and programs.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This is an asynchronous online course. All work will be submitted online. All tests/exams will be proctored.

Student Learning Outcomes

Course Objectives/Learning Outcome

1. 1.1 – An Overview of Statistics

1. What You Should Learn

- The definition of statistics
- How to distinguish between a population and a sample and between a parameter and a statistic
- How to distinguish between descriptive statistics and inferential statistics

2. 1.2 – Data Classification

1. What You Should Learn

- How to distinguish between qualitative data and quantitative data
- How to classify data with respect to the four levels of measurement: nominal, ordinal, interval, and ratio

3. 1.3 – Data Collection and Experimental Design

1. What You Should Learn

- How to design a statistical study and how to distinguish between an observational study and an experiment
- How to collect data by using a survey or a simulation
- How to design an experiment
- How to create a sample using random sampling, simple random sampling, stratified sampling, cluster sampling, and systematic sampling and how to identify a biased sample

4. 2.1 – Frequency Distributions and Their Graphs

1. What You Should Learn

- How to construct a frequency distribution including limits, midpoints, relative frequencies, cumulative frequencies, and boundaries
- How to construct frequency histograms, frequency polygons, relative frequency histograms, and ogives

5. 2.2 – Additional Graphs and Displays

1. What You Should Learn

- How to graph and interpret quantitative data sets using stem-and-leaf plots and dot plots
- How to graph and interpret qualitative data sets using pie charts and Pareto charts
- How to graph and interpret paired data sets using scatter plots and time series charts

6. 2.3 – Measures of Central Tendency

1. What You Should Learn

- How to find the mean, median, and mode of a population and of a sample

- How to find a weighted mean of a data set and the mean of a frequency distribution
- How to describe the shape of a distribution as symmetric, uniform, or skewed, and how to compare the mean and median for each

7. 2.4 – Measures of Variation

1. What You Should Learn

- How to find the range of a data set
- How to find the variance and standard deviation of a population and of a sample
- How to use the Empirical Rule and Chebyshev's Theorem to interpret standard deviation
- How to approximate the sample standard deviation for grouped data
- How to use the coefficient of variation to compare variation in different data sets

8. 2.5 – Measures of Position

1. What You Should Learn

- How to find the first second and third quartiles of a data set, how to find the interquartile range of a data set, and how to represent a data set graphically using a box-and-whisker plot
- How to interpret other fractiles such as percentiles and how to find percentiles for a specific data entry
- How to find and interpret the standard score (z-score)

9. 3.1 – Basic Concepts of Probability and Counting

1. What You Should Learn

- How to identify the sample space of a probability experiment and how to identify simple events
- How to use the Fundamental Counting Principle to find the number of ways two or more events can occur
- How to distinguish between classical probability, empirical probability, and subjective probability
- How to find the probability of the complement of an event
- How to use a tree diagram and the Fundamental Counting Principle to find probabilities

10. 3.2 – Conditional Probability and the Multiplication Rule

1. What You Should Learn

- How to find the probability of an event given that another event has occurred
- How to distinguish between independent and dependent events
- How to use the Multiplication Rule to find the probability of two or more events occurring in sequence and find conditional probabilities

11. 3.3 – The Addition Rule

1. What You Should Learn

- How to determine if two events are mutually exclusive
- How to use the Addition Rule to find the probability of two events

12. 3.4 – Permutations, Combinations and Applications of Counting Principles

1. What You Should Learn

- How to find the number of ways a group of objects can be arranged in order
- How to find the number of ways to choose several objects from a group without regard to order
- How to use counting principles to find probabilities

13. 4.1 – Probability Distributions

1. What You Should Learn

- How to distinguish between discrete random variables and continuous random variables
- How to construct and graph a discrete probability distribution and how to determine whether a distribution is a probability distribution
- How to find the mean, variance, and standard deviation of a discrete probability distribution
- How to find the expected value of a discrete probability distribution

14. 4.2 – Binomial Distributions

1. What You Should Learn

- How to determine whether a probability experiment is a binomial experiment
- How to find binomial probabilities using the binomial probability formula
- How to find binomial probabilities using technology, formulas, and a binomial probability table
- How to construct and graph a binomial distribution
- How to find the mean, variance, and standard deviation of a binomial probability distribution

15. 4.3 – More Discrete Probability Distributions

1. What You Should Learn

- How to find probabilities using the geometric distribution
- How to find probabilities using the Poisson distribution

16. 5.1 – Introduction to Normal Distributions and the Standard Normal Distribution

1. What You Should Learn

- How to interpret graphs of normal probability distributions
- How to find areas under the standard normal curve

17. 5.2 – Finding Probabilities in Normal Distributions

1. What You Should Learn

- How to find the probabilities for normally distributed variables using a table and using technology

18. 5.3 – Finding Values in Normal Distributions

1. What You Should Learn

- How to find a z-score given they are under a normal curve
- How to transform a z-score to an x-value
- How to find a specific data value of a normal distribution given the probability

19. 5.4 – Sampling Distributions and the Central Limit Theorem

1. What You Should Learn

- How to find sampling distributions and verify their properties
- How to interpret the Central Limit Theorem

- How to apply the Central Limit Theorem to find the probability of a sample mean
- 20. 5.5 – Normal Approximations to Binomial Distributions
 1. What You Should Learn
 - How to determine when a normal distribution can approximate a binomial distribution
 - How to find the continuity correction
 - How to use a normal distribution to approximate binomial probabilities
- 21. 6.1 – Confidence Intervals for the Mean (σ Known)
 1. What You Should Learn
 - How to find a point estimate and a margin of error
 - How to construct and interpret confidence intervals for a population mean when σ is known
 - How to determine the minimum sample size required when estimating a population mean
- 22. 6.2 – Confidence Intervals for the Mean (σ known)
 1. What You Should Learn
 - How to interpret the t -distribution and use the t -distribution table
 - How to construct and interpret confidence intervals for a population mean when σ is not known
- 23. 7.1 – Introduction to Hypothesis Testing
 1. What You Should Learn
 - How to state a null hypothesis and an alternative hypothesis
 - How to identify type I and type II errors and interpret the level of significance
 - How to know whether to use a one-tailed or two-tailed statistical test and find a P -value
 - How to make and interpret a decision based on the results of a statistical test
 - How to write a claim for a hypothesis test
- 24. 7.2 – Hypothesis Testing for the Mean (σ known)
 1. What You Should Learn
 - How to find and interpret P -values
 - How to use P -values for a z -test for a mean when σ is known
 - How to find critical values and rejection regions in the standard normal distribution
 - How to use rejection regions for a z -test for a mean μ when σ is known
- 25. 7.3 – Hypothesis Testing for the Mean (σ Unknown)
 1. What You Should Learn
 - How to find critical values in a t -distribution
 - How to use the t -test to test a mean μ when σ is not known
 - How to use technology to find P -values and use them with a t -test to test a mean μ when σ is not known
- 26. 9.1 - Correlation
 1. What You Should Learn
 - How to find a correlation coefficient

- How to test a population correlation coefficient ρ using a table
 - How to perform a hypothesis test for a population correlation coefficient ρ
 - How to distinguish between correlation coefficient and causation
27. 9.2 – Linear Regression
1. What You Should Learn
 - How to find the equation of a regression line
 - How to predict y -values using a regression equation

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 - How to find binomial probabilities using technology, formulas, and a binomial probability table
 - How to construct and graph a binomial distribution
 - How to find the mean, variance, and standard deviation of a binomial probability distribution
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 - 1. What You Should Learn
 - How to find probabilities using the geometric distribution
 - How to find probabilities using the Poisson distribution
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 - 1. What You Should Learn
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 - How to find areas under the standard normal curve
- 17. 5.2 – Finding Probabilities in Normal Distributions
 - 1. What You Should Learn
 - How to find the probabilities for normally distributed variables using a table and using technology
- 18. 5.3 – Finding Values in Normal Distributions
 - 1. What You Should Learn

- How to find a z-score given they are under a normal curve
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1. What You Should Learn

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1. What You Should Learn

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- How to construct and interpret confidence intervals for a population mean when σ is known
- How to determine the minimum sample size required when estimating a population mean

22. 6.2 – Confidence Intervals for the Mean (σ known)

1. What You Should Learn

- How to interpret the t -distribution and use the t -distribution table
- How to construct and interpret confidence intervals for a population mean when σ is not known

23. 7.1 – Introduction to Hypothesis Testing

1. What You Should Learn

- How to state a null hypothesis and an alternative hypothesis
- How to identify type I and type II errors and interpret the level of significance
- How to know whether to use a one-tailed or two-tailed statistical test and find a P -value
- How to make and interpret a decision based on the results of a statistical test
- How to write a claim for a hypothesis test

24. 7.2 – Hypothesis Testing for the Mean (σ known)

1. What You Should Learn

- How to find and interpret P -values
- How to use P -values for a z-test for a mean when σ is known
- How to find critical values and rejection regions in the standard normal distribution
- How to use rejection regions for a z-test for a mean μ when σ is known

25. 7.3 – Hypothesis Testing for the Mean (σ Unknown)

1. What You Should Learn
 - How to find critical values in a t -distribution
 - How to use the t -test to test a mean μ when σ is not known
 - How to use technology to find P -values and use them with a t -test to test a mean μ when σ is not known
26. 9.1 - Correlation
 1. What You Should Learn
 - How to find a correlation coefficient
 - How to test a population correlation coefficient ρ using a table
 - How to perform a hypothesis test for a population correlation coefficient ρ
 - How to distinguish between correlation coefficient and causation
27. 9.2 – Linear Regression
 1. What You Should Learn
 - How to find the equation of a regression line
 - How to predict y -values using a regression equation

Required Texts and/or Readings and Course Materials

Text: Elementary Statistics: Picturing the World 8th edition by Larson & Farber

MyMathLab: MyMathLab is required for homework. We may also utilize traditional homework (paper/pencil).

Calculator: Graphing Calculator, TI 84 plus or TI 89

Computer/Tablet: This device will be used in conjunction with MyMathLab.

Supplementary (Optional) Texts and Materials

Not applicable.

How to Succeed in this Course

How to Succeed in this Course

This course will move at a rapid pace to keep up with the stated outcomes. **It is your responsibility to use good time management skills and not wait until the last minute to do assignments.** You can work ahead as much as you want. It is your responsibility to ask questions during class, after class and via email.

Factors that will help you succeed in this course are listed below. Be sure to take control of your own learning!

1. Schedule time to study. Be sure to allow time to work through the sections so that you meet the schedule in the syllabus.
2. Do not fall behind. It is harder to catch up than to stay on top of things.
3. If possible, choose a quiet area where you will not be interrupted for studying. Multi-tasking or technology used during mathematics study is not a good study plan.
4. Self-motivate. Remind yourself of why you are taking this course. What personal goals require you to complete this course?
5. Work hard. Complete all course activities.
6. Seek help if needed. Be proactive.

Getting Help:

There is a *Student Solutions Manual* available as a companion to the text in MyLab. It contains answers to all the odd-numbered problems. There is also a *Study Guide*.

Students can complete the Study Plan in MyMath Lab (a tab on the left). A study plan has been created for each test and the final exam; it is recommended you do the study plan as part of your review.

Grading Scale

The +/- grading policy will be used in assigning final grades. If your overall percentage of total points falls into the following range, you will receive the corresponding grade:

Dates	Grading Scale
Grading Scale (%)	
97 – 100	A+
93 – 96	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-

Dates	Grading Scale
77 – 79	C+
70 – 76	C
67 – 69	D+
63 – 66	D
60 – 62	D-
0 – 59	FG

Grade Categories and Weights

This is a college course, you will not receive progress report or quarter grades only a semester grade.

Grading Scale

90-100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

Category Percent

Quizzes 20%

Homework 15%

Exams 50%

Final 15%

Homework

Homework assignments must be completed through MLM. You can access the assignment

computer. Each assignment will have at most 5 submissions and the highest score from all

submissions taken will be the recorded grade for the homework assignment. The homework exercises are coordinated with the textbook exercises and will generate new numbers after three failed attempts.

Quizzes

There will be a 15 minute quiz given at the beginning of every week covering the course material from the online homework from the prior week. **Makeups are only allowed in extreme situations that have been discussed, in advance, with the instructor.**

At the end of the semester, the 2 lowest quiz grades will be dropped.

Exams

Three exams and a cumulative final exam will be given during this course. Each exam will be

worth 15% of your course grade and the final exam will be worth 20% of your course grade.

Any student that does not take the final exam will receive an “F” grade for the course.

**The final exam grade will be used to replace the lowest test grade, if and only if, the final

Exam is higher than the lowest test grade.**

Tentative Course Schedule.

Week of	Sections Covered	Assigned	Due by
Week	Sections Covered	Assigned	Due
1 – 8/24 - 8/30	1.1, 1.2, 1.3	HW 1.1,1.2, 1.3, Quiz 1	8/30
2 – 8/31 - 9/6	2.1, 2.2	HW 2.1, 2.2, Quiz 2	9/6
3 – 9/7 - 9/13	2.3, 2.4, 2.5	HW 2.3, 2.4, 2.5, Quiz 3	9/13
4 – 9/14- 9/20	Review, Test , 3.1	HW Review, 3.1	9/20
5 – 9/21- 9/27	3.2, 3.3, 3.4	HW 3.2, 3.3, 3.4, Quiz 4	9/27
6 – 9/28 - 10/4	4.1, 4.2	HW 4.1, 4.2, Quiz 5	10/4
7 – 10/5- 10/11	4.3, Review, Test	HW 4.3, Review	10/11

Week of	Sections Covered	Assigned	Due by
8 – 10/12- 10/18	5.1, 5.2, 5.3	HW 5.1, 5.2, 5.3, Quiz 6	10/18
9 –10/19 - 10/25	5.4, 5.5, 6.1	HW 5.4, 5.5, 6.1, Quiz 7	10/25
10 – 10/26 - 11/1	6.2, Review	HW 6.2, Review	11/1
11 – 11/2 - 11/8	Test , 7.1, 7.2	HW 7.1, 7.2, Quiz 8	11/8
12 – 11/9 - 11/15	7.3, 9.1	HW 7.3, 9.1, Quiz 9	11/15
13 –11/16 - 11/22	9.2, Review, Test	HW 9.2, Review	11/22
14 – 11/23- 11/29	Review Exam		11/29
15 – 11/30 - 12/4	Final Exam		12/4

* Note: The Schedule is subject to revision

Instructor Feedback Policy & Grade Dissemination

Communication and Response Time:

The instructor will respond to course-related email communications within 48 hours of receipt on business days. Emails should be clear, concise, and pertain directly to course content or requirements.

Feedback on Assignments:

Feedback on assignments will be provided within one week of the posted deadline. Feedback on major assessments, including exams and final projects, will be provided within two weeks of the posted deadline, when applicable.

Access to Grades:

Students may access their scores and overall course progress at any time through MyMathLab and, where applicable, the Canvas “Grades” feature. It is the student’s responsibility to regularly review posted grades and promptly address any questions or concerns with the instructor.

Major Topics and Course Schedule

[Tentative Course Schedule.](#)

Week of	Sections Covered	Assigned	Due by
Week	Sections Covered	Assigned	Due
1 – 8/24 - 8/30	1.1, 1.2, 1.3	HW 1.1, 1.2, 1.3, Quiz 1	8/30
2 – 8/31 - 9/6	2.1, 2.2	HW 2.1, 2.2, Quiz 2	9/6
3 – 9/7 - 9/13	2.3, 2.4, 2.5	HW 2.3, 2.4, 2.5, Quiz 3	9/13
4 – 9/14- 9/20	Review, Test , 3.1	HW Review, 3.1	9/20
5 – 9/21- 9/27	3.2, 3.3, 3.4	HW 3.2, 3.3, 3.4, Quiz 4	9/27
6 – 9/28 - 10/4	4.1, 4.2	HW 4.1, 4.2, Quiz 5	10/4
7 – 10/5- 10/11	4.3, Review, Test	HW 4.3, Review	10/11
8 – 10/12- 10/18	5.1, 5.2, 5.3	HW 5.1, 5.2, 5.3, Quiz 6	10/18
9 – 10/19 - 10/25	5.4, 5.5, 6.1	HW 5.4, 5.5, 6.1, Quiz 7	10/25
10 – 10/26 - 11/1	6.2, Review	HW 6.2, Review	11/1
11 – 11/2 - 11/8	Test , 7.1, 7.2	HW 7.1, 7.2, Quiz 8	11/8
12 – 11/9 - 11/15	7.3, 9.1	HW 7.3, 9.1, Quiz 9	11/15
13 – 11/16 - 11/22	9.2, Review, Test	HW 9.2, Review	11/22
14 – 11/23- 11/29	Review Exam		11/29
15 – 11/30 - 12/4	Final Exam		12/4

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General Education Statement

This course is a Florida state core general education course certified for Mathematics. Students enrolled in this course may be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

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 Requirement

Students are required to complete a first-day attendance activity to confirm enrollment in the course. This activity may include a syllabus quiz, introductory assignment, participation in a class discussion, or completion of an online survey. Students who do not complete the required activity may be administratively dropped from the course.

Make-Up Policy and Missed Exams

Exams must be taken at the scheduled times. Personal travel or convenience does not constitute a valid reason for rescheduling exams or the final examination. Makeups for homework and quizzes are not provided.

Exceptions may be considered at the discretion of the instructor or course coordinator for documented university-related obligations, provided the request is submitted at least one week in advance of the assessment and includes appropriate documentation.

Students with a documented and approved absence for a test may be permitted to take a make-up exam during the final week of the semester at a time determined by the instructor or course coordinator. Students must notify the instructor within two days of the missed exam and provide supporting documentation. Failure to do so will result in a grade of zero. Approval of all make-up exams is at the discretion of the instructor or course coordinator.

Zero Grade Policy

A grade of zero will be assigned in the following circumstances:

- Failure to attend a scheduled exam without approved and documented justification.

- Violation of university academic integrity policies during an exam or related activity

Group Work Policy

If group work is assigned, all students are expected to contribute meaningfully to the completion of the assignment. Group projects will generally receive a shared grade based on the overall quality of the work. Individual accountability may also be incorporated, including peer evaluations that inform a portion of each student's grade. Group membership is expected to remain consistent once established, except in cases of significant and documented circumstances, subject to instructor approval.

Final Examination Policy

All final examinations will be administered in accordance with the University's official final examination schedule and policies.

Attendance and Participation Expectations

Regular attendance is expected. Students should arrive on time and remain for the full class session. Tardiness or early departure may be recorded as an absence. In cases of unavoidable absence, such as serious illness or other documented circumstances, students must notify the instructor and provide appropriate documentation within 48 hours for consideration. Requests related to religious observances must be submitted in writing by the second class meeting. Active participation is required during class sessions. Students

who are not engaged in course activities may be marked absent and may receive reduced participation credit. Attendance and participation evaluations are determined by the instructor based on consistent engagement throughout the semester.

Late Homework Policy

Homework submitted after the deadline will incur a 15% penalty. All late assignments must be completed by December 4, 2026. No submissions will be accepted after this date.

Exam Retention Policy

After grading, exams may be reviewed in class. All exams will then be collected and retained by the instructor for one academic semester following the course. After this period, they will be securely discarded.

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 (Learning Management System)

This course is delivered through the University of South Florida's learning management system, Canvas. Students are expected to access Canvas regularly (at minimum several times per week) to review course materials, announcements, assignments, and grades.

Course activities, including individual and any assigned group work, will be organized and communicated through Canvas. Specific instructions, deadlines, and submission requirements will be clearly posted. Students are responsible for monitoring due dates and complying with all submission requirements.

Late submissions may be subject to penalties as outlined in the course syllabus, unless prior approval has been granted or documented circumstances apply. Students are expected to plan accordingly and manage their time to meet all deadlines.

For technical assistance with Canvas, students should consult the Canvas Student Guides or contact USF Information Technology at (813) 974-1222 or help@usf.edu

Online Exam Proctoring

Students are required to review all course requirements, including those related to online testing and proctoring, prior to continuing enrollment. Continued participation in the course constitutes acknowledgment and acceptance of these requirements. Students who do not wish to comply may withdraw prior to the end of the official drop/add period.

Some exams and quizzes may require the use of online proctoring services. Students must ensure they have access to the necessary equipment, including a functioning webcam with microphone. Certain assessments may require additional equipment, such as a secondary (side-view) camera.

Students are responsible for ensuring that any recording conducted in a private setting complies with applicable privacy considerations. This includes obtaining consent from any individuals who may be present during testing. A private, controlled testing environment is strongly recommended to avoid potential privacy or compliance issues.

Students assume full responsibility for ensuring that their testing environment and actions do not infringe upon the rights of others and accept any associated liability.

Students are also responsible for meeting all technical requirements for proctored exams, including reliable hardware, high-speed internet access, and up-to-date software. This may include the use of a supported web browser (e.g., Chrome) and required proctoring extensions or applications.

Detailed setup instructions will be provided in advance of each proctored assessment. Additional information is available through USF's online proctoring resources and Honorlock support materials.

Laptop and Device Usage

Laptops and similar electronic devices may be used during class for course-related purposes, including note-taking, accessing assigned materials, and participating in instructional activities. Use of devices must not disrupt the learning environment.

Instructors may provide additional guidance regarding appropriate device use, including restrictions or designated seating arrangements when necessary to maintain focus and minimize distractions.

Students may record class sessions for personal academic use, provided such recording does not interfere with instruction or classroom conduct. Recordings may not be shared, distributed, or used outside the course without prior authorization.

Mobile Phone Usage

Mobile phones should be silenced and not used during class except for course-related purposes or urgent situations. Non-academic use (e.g., texting, social media, browsing) is discouraged, as it may disrupt both individual learning and the classroom environment.

Classroom Response Systems (Clickers)

If applicable, this course may utilize student response systems (e.g., clickers or app-based tools) to support participation and engagement. Instructions for obtaining and using these tools, as well as any associated grading policies, will be provided by the 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)