



EDF 3122
Learning & the Developing Child
83943 201
Fall 2026

Instructor Name

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University Course Description

EDF 3122 is an introductory course designed to acquaint students with the major theories and research in child development from the perspectives of educational psychology. The main goal is for students to gain an overview of children's physical, cognitive, social-emotional development and its relation to learning. The other goal is for students to learn and apply major theories and research in child development and educational psychology to children's development and learning. Classroom management techniques and the characteristics of effective classroom instruction will also be discussed. A student in this class will learn to recognize others' theoretical perspectives and will better understand why different educators recommend different types of educational programs. EDF 3122 is a required part of the undergraduate program in physical education (PE). Course content provides foundational knowledge in psychology that is essential to the teaching competencies expected of prospective PE teachers and others who work with children.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This fully online, asynchronous course is organized through weekly modules. Access and submit all assignments through Canvas. Most interactions take place online, though optional extra credit Phone Friends assignment meetings may occur in any modality your group prefers (video, phone, messaging, or in person). Weekly modules typically include textbook readings, quizzes, short instructional videos and Canvas lessons (e.g., lectures, additional materials). Some weeks will also include discussions and progress on case-study components. Overall, students should expect instruction that blends independent, applied, and collaborative learning activities as well as instructor presence and interaction, such as:

- **Applied learning:** A central feature of the course is the multi-stage Case Study, where you will select a real child, collect and analyze data, and apply theories of learning and development. This work is scaffolded through a series of drafts.
- **Collaborative learning:** In some weeks you will also engage with peers through discussions, casual low-stakes group conversations and peer review activities. These interactions are designed to build community, deepen understanding, and support your learning in an online environment.
- **Instructor presence and interaction:** Expect regular instructor interaction through individualized feedback on assignments and periodic announcements that guide your learning, clarify expectations, and connect course concepts to practice. You are encouraged to use instructor feedback to strengthen later assignments, and to reach out to the instructor via email if you have questions or comments.

Student Learning Outcomes

Course learning outcomes incorporate the following Educator Accomplished Practices: (FEAP): Instructional Design and Lesson Planning (FEAP 1), The Learning Environment (FEAP 2), Instructional Delivery and Facilitation (FEAP 3), Continuous Professional Improvement (FEAP 5) and Professional Responsibility

and Ethical Conduct (FEAP 6).

In completing the requirements for this course, students will be able to:

1. Discuss and apply methods and ethics in studying children's development and learning. (FEAP 6)
2. Identify individual differences among children within a classroom or educational setting. (CF5; FEAPs 2h, 3a, 3c, 3d, 3h, 4d)
3. Identify theories of development and learning and apply them to a case analysis, classroom, and/or school setting. (FEAPs 1e, 1f)
4. Recognize and respect individual and cultural diversity among a group of children. (FEAPs 2d, 2e, 2f, 2h, 2i)
5. Recognize the need to make new learning meaningful in order for it to become memorable. (FEAPs 3a-j)
6. Identify how different instructional methods work best for different individuals. (FEAPs 2g, 2i, 3g, 3h, 5b, 5d)
7. Distinguish between young children's and adult's second language acquisition processes. (FEAP 1f)
8. Recognize that it is better to reinforce appropriate behavior than to punish undesirable behavior. (FEAPs 2b, 2e, 3i)
9. Apply reflection, inquiry, and research findings to continuously improve their practice (FEAP 5b, 5c, 5e)
10. Apply academic conventions and practices to cite well and avoid plagiarism (FEAP 6)

See: [THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES \(FEAP\)](#)

Course Objectives

The Course Objectives describe how the activities, assignments, and instructional methods in this course are designed to teach toward and support achievement of the Student Learning Outcomes (SLOs) and their associated Florida Educator Accomplished Practices (FEAPs).

This course will...

1. **Introduce foundational concepts in educational psychology** (FEAP 1a–1f, 3a–3i) (Assignments: Textbook readings, Canvas lessons, Quizzes)
2. **Model ethical and research-based practices for studying children's learning and development**, including IRB principles (FEAP 6) (Assignments: CITI Training Certificate, IRB Reflection Paper, USF Library Modules on Avoiding Plagiarism and Citing Sources, School Mental Health Modules)
3. **Guide students in applying major developmental and learning theories** by designing, collecting, and analyzing data from a real child,

using case examples, observational evidence, and scaffolded case study assignments to interpret development and inform instructional planning (FEAP 1e–1f, 1, 3a–3i) (Assignments: Canvas Discussions, Case Drafts, Final Case Study)

4. **Illustrate strategies for understanding and addressing learner differences** across cognitive, cultural, social-emotional, and behavioral domains (FEAP 2d–2i, 3g–3h) (Assignments: Textbook readings, Canvas lessons, Quizzes, Canvas Discussions, Case Drafts, Final Case Study, School Mental Health Modules)
5. **Foster professional communication and reflective practice** through structured peer engagement, discussion, and feedback that supports understanding of learners and ethical conduct (FEAP 6, FEAP 2—professional interaction components) (Assignments: Canvas Discussions, Case Study Peer Review, School Mental Health Modules)
6. **Support students in practicing effective communication** (i.e., clear, organized, analytical writing) and academic integrity, including APA formatting and appropriate citation practices (FEAP 6) (Assignments: USF Library Modules on Avoiding Plagiarism and Citing Sources, Canvas Discussions, Case Drafts, Final Case Study)

Required Texts and/or Readings and Course Materials

Woolfolk, A. & Usher, E. (2023). *Educational Psychology: Active learning edition* (15th ed.). Pearson.

ISBN-13: 9780136945116

This textbook is available through the USF Bookstore and online distributors. Either digital or print versions are fine, you just need one. See Canvas for all other required materials.

Supplementary (Optional) Texts and Materials

All additional materials will be provided on Canvas.

How to Succeed in this Course

This course is online and asynchronous, with a limited number of flexible-format small group activities that you schedule on your own in the modality of your choice (i.e., synchronous, asynchronous, or in person). To be successful, please complete the **Getting Started Module** in Canvas before beginning the course. This module covers essential information and strategies for success, including university policies (academic integrity, accessibility, privacy), guidelines for

submitting assignments, expectations for high-quality writing, how to access academic and technical support services, and proper netiquette. Also do the following:

- **Reach out and stay engaged.** Be proactive: ask questions, share ideas, and seek support whenever needed. I'm here to help, and you have an entire university of resources available—use them. Check announcements and email daily.
- **Commit the necessary time.** In a standard 15–16 week semester, a 3-credit online course requires about 12 hours per week (3 hours in class + 9 hours of coursework). Time needs may vary by student and by week.
- **Maintain a professional tone.** Use a respectful, professional demeanor in all discussion posts and email communication. See the netiquette guidelines.
- **Use feedback to grow.** Approach feedback with a growth mindset. Read comments carefully, ask questions when needed, and apply feedback to future assignments so you continue improving.
- **Plan peer meetings early and respond promptly.** Some assignments involve connecting with classmates to discuss course ideas and build community in this fully online format. These tasks are flexible, but effective collaboration requires that group members coordinate early and respond quickly. Make a plan as soon as groups are formed.

Grading Scale

This table describes the grading scale for this course. Grading is based upon the percentage of points a student earns. Students may earn an A+ if their work is consistently outstanding for every assignment. Grades are earned according to a straight grading scale; grades will not be assigned on a curve. Grades will be awarded based on the percentage of possible points attained. No grade below "C" will be accepted toward a graduate degree. This includes C- grades.

Grading Scale (%)

94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	F

Grade Categories and Weights

This table lists assessments and the percent of the final grade each is worth.

Assignments	Points	% of Grade
IRB Certificate & Paper*	20	7%
Reading Quizzes (8 at 8 pts each)	64	23%
Peer Meets:		
Phone Friends (2 at 5 pts each)	10	4%
Discussions (3 at 10 pts, 2 at 5 pts, 1 at 3 pts)	43	15%
Case Study Peer Review	10	4%
Identify Your Case Study Participant	2	1%
Case Study Drafts (5 at 15 points each)	75	27%
Mental Health Modules* (3 at 3 pts each)	9	3%
Final Case Study*	45	16%
Total	278	100%

* These assessments are designated critical assignments: teacher education candidates/ education majors in the College of Education must submit these assignments and earn a score of 3 or above on a College of Education Critical Task Rubrics to pass the course. The assignments may also be graded on other rubrics designed by your instructor. Contact the instructor if you have completed any of these assignments in another course.

Assignment Descriptions

The following is a brief description of the assignments. See Canvas for more details.

Critical Assignment 1: Citi Basic Course Certificate & Paper

This task is designated as a critical assignment and must be completed with a score of 3 or above on a College of Education Critical Task Rubric to pass the course. An assignment that receives a score of below 3 must be resubmitted until

a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. Although needed to pass the course, your course grade on this assignment may also be assessed on a separate assignment rubric with specific points. The original grade on the assignment rubric will be the score used to compute the final grade for the course. All revisions must be completed before the last class.

Description: Complete the CITI Program's free Human Subject Protection Education training: The Social and Behavioral Investigators and Key Personnel – Basic Course. Complete a registration form to participate in the online session. At the end of the course you will receive a certificate of completion. You are responsible for retaining a copy of the certificate for documentation that they have completed the course. To complete the course, see:

<http://www.citiprogram.org>

Also complete Library modules and read/view materials on Citing Well and Plagiarism/Academic Integrity (in Canvas).

After completing the IRB training and the Citing Well Modules, write a paper about how this training is relevant for you as current or future educator. In the paper, discuss a) what were the key ideas that you learned from the IRB training session and Citing Well module, and b) how this information may be relevant to your profession or be useful in the future. Double spaced, standard 12-point Times New Roman font, 2 full pages in length. Include the certificate at the end of the paper. See assignment and College rubrics in Canvas.

You may not use AI tools for this paper.

Critical Task Assignment 2 Final Case Study:

This task is designated as a critical assignment and must be completed with a score of 3 or above on a College of Education Critical Task Rubric to pass the course. An assignment that receives a score of below 3 must be resubmitted until a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. Although needed to pass the course, your course grade on this assignment may also be assessed on a separate assignment rubric with specific points. The original grade on the assignment rubric will be the score

used to compute the final grade for the course. All revisions must be completed before the last class.

Description: Teacher candidates will create an instructional or behavioral plan for a specific student to master particular instructional or behavioral skills within the classroom. Candidates will draw upon well-established human development and learning theories and concepts in designing the instructional or behavioral plan for the student. The candidate will propose instructional and behavioral strategies based on the theories and concepts discussed, differentiating the plan based on the individual student's learning needs and differences.

Case Drafts: Students will complete several assignments on about a biweekly basis leading up to the Final Case Study. These include 5 Case Drafts in which students collect information from a child or adolescent and analyze and apply course topics to their case. Details and rubrics will be provided in Canvas. Drafts cover these topics:

Case Draft 1: Describe Your Participant and Their Contexts

Case Draft 2: Cognitive and Language Development

Case Draft 3: Social-Emotional and Moral Development

Case Draft 4: Learning Theories and Cognitive Processes

Case Draft 5: Motivation

You should not use AI tools to write the reports for these assignments. However, I encourage you to use AI tools to generate ideas for data collection for your drafts, such as generating interview questions or activities or identifying surveys you can use with your case study participant.

Critical Task Assignment 2 Final Case Study:

Reading Quizzes

Each week there are a lot of new ideas, so quizzes are designed to help you to meaningfully process and navigate ideas, mostly by recalling and demonstrating understanding of key concepts and instructional strategies. However, some questions will also include practicing applying, analyzing, and evaluating ideas. Each quiz will cover textbook readings. Quizzes should be done independently, however, you may refer to the readings while completing the quizzes (these are

open book quizzes). These are formative assessments and points will be allocated on a complete/partially complete/incomplete basis depending on completion and of quality of short answer and essay responses.

1. **Multiple Choice:** Each quiz will include approximately 10-20 multiple choice questions. Read each question carefully: select the best answer based on class readings.
2. **Short Answer or Essay:** Each quiz will include approximately 2-3 short answer or essay questions. Be specific in your responses; a thoughtful discussion and application to teaching based on ideas from class readings is critical to a successful response.

Use the textbook for these quizzes. You may not use AI tools.

Peer Meets & Discussions

Discussions. Phone Friends. Data Collection Idea Shares. Case Study Peer Review.

Students will complete peer discussions in a variety of modalities on specific questions. See Canvas for descriptions and due dates. Grade points will vary by post requirement.

You may not use AI tools for these assignments. However, I encourage you to use AI tools to generate ideas for data collection for your case study drafts, which you can share in the Data Collection Idea Share assignments.

Discussions

Students will reply to questions posted on Canvas, as well as a comment/respond to at least one other student's posts. The purpose of this task is to foster comprehension of the material learned and to generate an exchange of ideas with one another. Discussion post questions and requirements may differ.

Discussion Replies: For discussions requiring replies, students participating in the discussion are expected to review the discussion posts of at least two other students and reply providing thoughtful comments. Each of these responses should be at least one full paragraph of four sentences or more. A

thoughtful comment is defined as posing questions to a classmate for a response, sharing an insight you gained from the original post, or providing a perspective/counterpoint to the information shared. You are encouraged to help explain the question that your classmates posted. It is therefore not sufficient to simply state that you agree or like, agree with, or disagree with another comment. While students are required to write only one response to another post, they may write more if they are inspired to conduct additional discussion. All answers must be each student's original work.

Phone Friends

Students "meet" with an assigned group of peers and discuss topics about the course. Meeting modality is flexible (i.e., live or asynchronous, in person or virtual, etc.). Each student submits a short report of the meeting to the instructor. These assignments support connection among students in a flexible format designed for the online environment in which students' schedules differ.

Data Collection Idea Shares

Students share ideas on a discussion board about ways to collect information about their case study participant. The purpose is to generate and discuss ideas for case study data collection among the class.

Case Study Peer Review

Students are assigned to pairs or groups and use a rubric to review and receive feedback on drafts of the case study.

School Mental Health Collaborative Modules

These modules satisfy the state's Uniform Core Curriculum requirement for teacher preparation programs to prepare teacher candidates to address strategies for the early identification of students in crisis or experiencing a mental health challenge and their referral to a mental health professional for support.

Three Units:

- Unit 1: Common Mental Health Signs
- Unit 2: Mental Health Stigma and Bias
- Unit 3: Teacher's Role in Mental Health Support

This 25-minute professional development is intended for pre-service teachers to build capacity in knowing their role in providing mental health support as a part of the Training in Mental health for Educators –Pre-service Teachers (TIME-PT). Studies have shown that mental health trainings can reduce mental health stigma and increase teacher's knowledge, attitudes, and mental health literacy. The Teacher's Role in Mental Health Support module will include background information, interactive videos, and opportunities for discussion. This module will allow participants to make connections to current or past experiences, outline necessary components of their role as a future teacher, and provide opportunities for practice and feedback.

Instructor Feedback Policy & Grade Dissemination

Students should expect feedback and grades on assignments within 1-2 weeks after submitting them on the posted deadline. Feedback will be posted in the assignment grading spaces/comments of each assignment in Canvas. Late assignments may not receive feedback. You can access your grades at any time using "Grades" in Canvas. For guidance on how to do this, please visit Canvas Guide on How to View Grades.

Major Topics and Course Schedule

Course Schedule

Schedule is subject to change. See Canvas for updates. Optional resources are posted weekly. **Assignments are due Thursdays (with some Discussion replies due by Sunday).**

Part 1- Foundations of Educational Psychology

Week/Overview	Required to Read/View	Assignments Due
Week 1 Introduction to Research and Practice in Educational Psychology (Textbook Modules 1, 2) Linking educational psychology and teaching. Becoming a reflective educator.	✚ Getting Started Module and Syllabus ✚ Textbook: Module 1 Educational Psychology for Today's Teachers ✚ Textbook: Module 2 Research and Theory in Educational Psychology (up to p. 20) ✚ Article: Hole & McEntee (1999). Reflection is at the heart of practice ✚ Article: Adams et al. (2023) Implementing action research in physical education ✚ Case Study Materials	Due: Thursday ✚ First Day Attendance ✚ Discussion 1: Your Teaching Philosophy (10 pts) – Initial post is 8 pts and post 2 replies by Sunday (2 pts)
Week 2 Conducting Research with Children & Adolescents (Textbook Module 2) Research methods. Academic integrity. Research Ethics.	✚ Textbook: Module 2 Research and Theory in Educational Psychology (pp. 20-32) ✚ Florida Code of Ethics ✚ Berk (2013) Ethics in Research on Children (pp. 41, 66-69) ✚ CITI IRB Certificate Course ✚ Library Modules: Avoiding Plagiarism and Citing Well ✚ Additional lectures/lessons in Canvas	Due: Thursday ✚ IRB Certificate and Paper (20 pts)
Week 3 Principles and Contexts for Human Development (Textbook Modules 8, 11, 12) Definition, domains questions, and principles of development. Bronfenbrenner's Bioecological Model. Social contexts for development.	✚ Textbook: Module 8 A Definition of Development (pp. 88-90) ✚ Textbook: Module 11 Physical Development ✚ Berk (2013) Physical Growth (Ch 5, pp. 175-210) ✚ Textbook: Module 12 Bronfenbrenner's Theory ✚ Additional Activities in Canvas	Due: Thursday ✚ Identify Your Case Study Participant (2 pts) ✚ Phone Friends 1 (5 pts) ✚ Quiz 1 (8 pts)

Part 2- Applying Theories of Development

Week/Overview	Required to Read/View	Assignments Due
Week 4 Cognitive and Language Development (Textbook Modules 8, 9, 10, 20) The brain and learning. Piaget's and Vygotsky's theories of cognitive development. Language development.	✚ Textbook: Module 8 The Brain and Cognitive Development (pp. 91-102) ✚ Textbook: Module 9 Piagetian and Information Processing Theories ✚ Textbook: Module 10 Vygotsky's Sociocultural and Perspective and Implications for Piaget's and Vygotsky's Theories for Teachers ✚ Textbook: Module 20 Language Development, Emergent Literacy, and Language Diversity ✚ Additional Lectures and activities in Canvas	Due: Thursday ✚ Quiz 2 (8 pts) ✚ Case Draft 1: Describe Your Participant (15 pts)
Week 5 Diversity and Group Differences (Textbook Modules 3, 4, 5, 6, 7) Students' cultural, linguistic, and ethnic differences. Creating a culturally inclusive classroom. Gender in teaching and learning. Teaching for social and economic diversity.	✚ Textbook: Cluster 2- Who Are You? Who Are Your Students? ✚ Textbook: Module 3 Education and Culture ✚ Textbook: Module 4 Social and Economic Diversity ✚ Textbook: Module 5 Ethnic and Racial Diversity ✚ Textbook: Module 6 Gender Identity and Sexual Orientation ✚ Textbook: Module 7 Diversity and Teaching ✚ Additional Activities in Canvas	Due: Thursday ✚ Quiz 3 (8pts) ✚ Discussion 2: Program Search and Evaluation and post 2 replies by Sunday (10 pts) ✚ Wk5 Data Collection Idea Share (3 pts)
Week 6 Social and Moral Development (Textbook Modules 12, 13, 14) Erikson's psycho-social theory. Self-concept and self-esteem. Theory of mind. Perspective taking. Moral reasoning. Peers. Aggression. Supporting Social and emotional learning.	✚ Textbook: Module 13 The Self ✚ Textbook: Module 14 Social and Moral Development ✚ Textbook: Reread Module 12 (pp. 148-157 Peers, Aggression, Social and Emotional Learning) ✚ Additional activities in Canvas	Due: Thursday ✚ Quiz 4 (8 pts) ✚ Case Draft 2: Cognitive and Language Development (15 pts)

Part 3- Applying Theories of Learning & Motivation

Week/Overview	Required to Read/View	Assignments Due
Week 7 Cognitive Theories of Learning (Textbook Modules 25, 26, 27) The cognitive view of learning. The memory system in learning. Teaching concepts. Making learning meaningful. Addressing students' mental health.	✚ Textbook: Module 25 The Basics of the Cognitive Science Perspective ✚ Textbook: Module 26 Understanding Long-term Memory ✚ Textbook: Module 27 Putting it All Together: Memorable Learning ✚ Mental Health Module 1: Health Stigma & Implicit Bias ✚ Mental Health Module 2: Common Mental Health Signs ✚ Mental Health Module 3: The Teacher's Role in Mental Health Support ✚ Additional activities in Canvas	Due: Thursday ✚ Quiz 5 (8 pts) ✚ Phone Friends 2 (5 pts) ✚ Mental Health Modules 1, 2 & 3 (9 pts)
Week 8 Complex Cognitive Processes (Textbook Modules 16, 28, 29, 30) Learning strategies. Metacognition. Transfer. Problem solving. Creativity. Critical thinking.	✚ Textbook: Module 16 Creativity and Learning Styles ✚ Textbook: Module 28 Metacognition and Learning Strategies ✚ Textbook: Module 29 Problem Solving and Expertise ✚ Textbook: Module 30 Critical Thinking, Transfer, and Complex Learning ✚ Additional activities in Canvas	Due: Thursday ✚ Quiz 6 (8 pts) ✚ Case Draft 3: Social-Emotional and Moral Development (15 pts)
Week 9 Behavioral Views of Learning (Textbook Modules 22, 23, 24) Classical and Operant conditioning. Applied behavior analysis. Functional behavioral assessments, positive behavior supports and self-management.	✚ Textbook: Module 22 Behavioral Explanations of Learning ✚ Textbook: Module 23 Applied Behavior Analysis ✚ Textbook: Module 24 Current Applications of Behavioral Theories ✚ Additional lecture and activities in Canvas	Due: Thursday ✚ Quiz 7 (8 pts)

Week 10 Social Cognitive Views of Learning and Motivation (Textbook Modules 34, 35) Bandura's Social Cognitive Theory. Modeling. Agency and self-efficacy. Self-regulated learning.	✚ Textbook: Module 34 Social Cognitive Theory and Applications ✚ Textbook: Module 35 Self-Regulation in Teaching and Learning ✚ Additional lecture and activities in Canvas	Due: Thursday ✚ Quiz 8 (8 pts) ✚ Discussion 3: Case insights, Challenges, & Solutions and post 2 replies by Sunday (5 pts)
Week 11 Motivation in the Learning Process (Textbook Modules 36, 37, 38, 39) Intrinsic and extrinsic motivation. Goal orientations. psychological needs. Attributions and mindsets. Interests, curiosity, flow, and anxiety.	✚ Textbook: Module 26 Motivation Basics and the Role of Needs ✚ Textbook: Module 37 Goals, Values, and Ability Beliefs ✚ Textbook: Module 38 Interests, Curiosity, and Emotions ✚ Textbook: Module 39 Supporting Students' Curiosity to Learn ✚ Additional activities in Canvas	Due: Thursday ✚ Case Draft 4: Learning Theories and Complex Cognitive Processes (15 pts)
Week 12 Learner Differences and Exceptionalities (Textbook Modules 15, 17, 18, 19) Intelligence, giftedness, cognitive styles, cognitive disabilities, social and behavioral disorders.	✚ Textbook: Module 15 Language, Labels, and Intelligence ✚ Textbook: Module 17 IDEA and Response to Intervention ✚ Textbook: Module 18 Teaching Every Student ✚ Textbook: Module 19 Recognizing and Teaching Students with Special Talents ✚ Additional activities in Canvas	Due: Thursday ✚ Discussion 4: Learner Differences in Your Case Study and post 2 replies by Sunday (10 pts)
Week 13 Designing Constructivist Learning Environments (Textbook Modules 31 & 32) Problem-based learning, inquiry, cognitive apprenticeships, cooperative learning.	✚ Textbook: Module 31 Constructivism and Teaching ✚ Textbook: Module 32 Collaboration and Cooperation in Teaching and Learning	Due: Thursday ✚ Case Draft 5: Motivation (15 pts)

Week 14 Case Study Peer Review Thanksgiving Week Review a peer's case study	None	N/A
Week 15 Conclusions Reflect on your learning, complete the Final Case Study.	None	Due Thursday: 🚩 Case Study Peer Review (10 pts) 🚩 Final Case Study (45 pts) 🚩 Farewell Reflection (5 pts)

Exam Week: (no exam) Have a Great Break!

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: Students must complete the first assignment by the date noted in the schedule to be counted as fulfilling first day attendance. Students who do not post by this date will be dropped from the course.

Academic Integrity and Plagiarism Policy: Plagiarized work, in part or whole, including multiple submissions, will not be graded, will receive a 0, and/or may result in a 0 in the course. Students may also be subject to further academic sanctions per USF policy. Below, also see course guidelines for when and how you may or may not use Generative AI for assignments in this course and notes about Course Hero/Chegg under Course Policies: Student Expectations. Refer to [Academic Integrity and Ethics](#) for definitions and guidelines on behaviors that are considered violation of the academic integrity. Read the full USF policy here: [Academic Integrity of Students-Regulation 3.027.pdf | Powered by Box](#)

How to Hand in Assignments: All assignments must be submitted in Canvas. No assignments will be accepted over email. See directions posted in Canvas on “How to Hand in Assignments” for formatting requirements.

Late Work Policy: Work handed in late will generally receive -5 points off the final grade for each day the assignment is handed in after the due date. However, late grades may be applied at the discretion of the instructor on a case-by-case basis: If you need an extension on an assignment, please contact me well before the due date and we will discuss arrangements should your circumstances justify an extension. Extensions may not apply to some assignments based on the course design since many are designed to scaffold larger projects and feedback is time-sensitive.

Rewrite Policy: Opportunity for rewrites are generally not given should a student obtain a less

than desirable grade. Instead, meaningful feedback will be given in assignments that you should incorporate into subsequent ones. The course design is such that many assignments are formative (although graded) and repeat practice of skills in a repetitive manner that help you work toward progressive mastery.

Writing Quality: Assignments with repetitive or significant writing errors may not be accepted. If necessary and applicable, I recommend working with USF tutoring and writing services before handing in assignments and throughout the semester (see Learning Support and Campus Offices below).

Extra Credit Policy: Extra credit assignments may be added and are optional. They must be handed in on the due date to be considered for full credit.

Final Examinations Policy: There is no final exam in this course.

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

Email: Students are expected to use and check their official USF student email account on a regular basis - ideally daily - to stay aware of communications from the instructor or classmates. Responses to student emails typically occur within 24 to 48 hours Monday through Friday. **Canvas:** This course will be offered via USF's learning management system (LMS), Canvas. Students should access the course site on a regular basis - ideally daily - to stay aware of course updates, announcements, instructor feedback, and to engage with the material. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Material Posted on Canvas:

- **Announcements** will be posted on the announcement page of the Canvas site. Modules with the readings and assignments will be made available each week. Student Outcome Assignments will be posted on the Canvas web site under 'Assignments'.
- **Discussion Board:** some assignments will be discussions. Students will post discussion responses on the discussions page. Please keep a professional demeanor when posting to the discussion board. (See Netiquette, Email and Discussion guidelines below).
- **Grades** will be posted in the 'Gradebook' soon after assignments are graded. Access these via the 'Grades' tab in Canvas.

Notes/Student Recording: Course materials are provided for students enrolled in this course to facilitate learning. The instructor does not give permission for course lecture notes and other original materials to be reproduced for the purposes of commercial sale, mass reproduction, and Internet postings; to use to teach other courses, to give to other students or others NOT enrolled in this course, or for other reasons than to facilitate learning for students currently enrolled in this course. All unauthorized recordings of class content are prohibited. Recordings that accommodate individual student needs must be approved in advance by the instructor and may be used for personal use during the semester only; redistribution is prohibited.

If you have a technical emergency, please contact USF's Tech Support line at (813) 974-1222 or help@usf.edu

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)