

***This template reflects examples of sections that can be included. Adjust the order and content as fits your learning goals and instructional style.***

*Items highlighted in yellow are required per* [*USF Policy*](https://www.usf.edu/general-counsel/documents/regulations-policies/new-amended/policy-11-008.pdf)*. You can remove all highlights by selecting all text (Ctrl+A) and then remove highlights by clicking Ctrl+Alt+H.*

**Course Prefix and Number:**

**Course Title**

CRN, Section #, Credit Hours

**COURSE SYLLABUS**

Semester: Fall 2022

Class Meeting Days: M, W

Class Meeting Time: 1:00 – 2:15 pm

Class Meeting Location: Building and Room

Instructor:

Office Location:

Office Hours:

Email:

# Welcome!

If desired, address your students directly with a statement of welcome or a call to learning. Set the stage early for how this class could change their lives for the better. This early statement can optimally inspire the students about the topics they will explore and the skills they will develop. You may wish to map these skills onto the nationally-standardized career readiness competencies (see <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> for details).

# University Course Description

Paste the approved description verbatim from USF’s course inventory (<https://usfweb.usf.edu/academic-programs/course-inventory/>). If teaching a special topics course, note the 250 character limit when submitting electronically.

# Course Prerequisites

List any course prerequisites or co-requisites (required to be verbatim from the catalog).

# Course Purpose

What is the course about? Why is the course relevant? An expanded description, beyond the state-approved course description. One option is to provide context for the course: what role does it serve in the overall curriculum? Is it a core class or an elective?

# Course Format

Consider sharing how class sessions will be formatted and what students can expect. Will class time rely heavily on discussions, collaborative learning, or lectures? This section also allows you to clarify any details related to your course modality and where and how students will interact. You may also provide some context for why you use specific teaching and learning strategies.

# Student Learning Outcomes

*Note: use the exact SLOs as approved by Gen Ed, Undergrad Council, or Graduate Council. Please consult your department for specific SLOs for your course.*

While you may not delete or alter the SLOs unless the relevant council approves this action as a substantive change, you are permitted to add Course Objectives (ideally, mapped under the approved SLOs) that more directly target your current learning intention. If the course has not recently been approved by the Gen Ed, Undergrad, or Graduate Council, verbatim SLOs may not be available and this requirement does not apply.

# Course Objectives

Provide specific learning objectives that compliment the Student Learning Outcomes (SLOs). These may highlight items that students will learn or skills they will develop that are specific for this instance of the course and not part of the formal SLOs.

# Required Texts and/or Readings and Course Materials

* Full text citations of all required materials (including ISBN)
* List of required readings and the source where they may be found
* If software is required, this to be noted as well
* Required library/library-accessible resources may be described here

# Supplementary (Optional) Texts and Materials

Full text citations of any supplementary materials.

# How to Succeed in this Course

Provide students with a primer on how to perform well in this course specifically. Given the subject matter, are there certain study strategies you suggest? Many students may benefit from an overall introduction to effective study techniques. Consider also listing what students need to know as they begin this course, including specific knowledge or content that should have been mastered in previous courses. It can be very beneficial to provide them with links to learn more if they need to get up to speed with particular skills or knowledge sets.

# Academic Continuity

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic or hurricane season. Inform students of your plan should the university transition to remote instruction. Will you require attendance via live, synchronous sessions using Microsoft Teams? Note where links will be made available in the Canvas section. Or you may elect to use asynchronous resources, activities and assignments, in which case you can share where students will be able to find these items in Canvas. Note, this may require additional technology than the regularly used in the course.

# Communication

Share how you will communicate with students outside of class sessions, whether through Canvas mail or directly through email, as well as where class Announcements can be found. You can also set any standards for tone and etiquette when communicating with you and peers. You may include information on how quickly you will reply to emails during the week and if you reply on weekends.

# Grading Scale

Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either of these, and adjust for your own grading scale, if different:

Grading Scale (%)

90-100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

Or

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

Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences. Here is an example:

**Graded Items Percent of Final Grade**

Project 20%

Essay 15%

Final Exam 15%

Midterm 15%

Homework 15%

In-Class Quizzes 15%

Participation and Engagement 5%

# Essay and Project Assignments

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc. Ideally, include not just WHAT to do, but WHY we are doing it, and HOW it will be assessed (such as linking to a rubric).

**Participation and Engagement**

Identify how students get points for their active engagement and participation in class sessions. Include any dropped points due to missed class sessions.

# Instructor Feedback Policy & Grade Dissemination

Include a plan for classroom response time and feedback on assignments. Explain how students will learn of their grades from assignments and assessments, and when they can expect feedback on their assignments.

# Course Schedule.

The Course Schedule should include dates of major activities and assignments and must include the [university scheduled final exam time](https://www.usf.edu/registrar/calendars/). Tables created in Excel or Word can be pasted to replace the example table below. Example columns to include are Date, Work Due Before Class, Topics to be Discussed in Class, Readings. Each row can represent a class meeting or important date. Include dates for important exams, assignments, holidays or breaks, as well as any different class locations or meetings. Be sure to note if this schedule is subject to revision as in example below.

|  |  |  |
| --- | --- | --- |
| **Date** | **Work Due Before Class** | **Topics to be Discussed in Class** |
| **1/9** | First day of class; no assignments is due | List the main learning objectives or topics covered during this class period.  Example:  Overview of Fluid Dynamics  Fluid Properties |
| **1/16** | List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments. | Example:  Manometers, Fluid Statics  Fluid Statics |
| **1/18** | **Holiday (No Class)** |  |
| **1/20** | Example:  Read Chapter 2 (Textbook pp. 74-92) Answer problems #13-36 at chapter’s end  Find three entries in Fluidex Abstracts Database | Example:  Turn in HW #2  Forces on Curved Bodies  Bernoulli’s Equation |
|  | (Continue with this pattern for the rest of the term) |  |
| **4/23 Wed.** |  | **Final Exam, 7:00pm-10:00pm** *bring Scantron* |

\* Note: The Schedule is subject to revision

# General Education Statement (undergraduate only – Required if a Gen Ed course)

“This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for *[list appropriate category]*. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.”

# Integration of This Course into Your Academic Experience (Gen Ed courses only)

Use this section of the general education syllabus to explain to students where your course “fits” in their overall education. How are you building on courses taken previously? How are you preparing them for courses coming up? Or, if it’s a capstone course or a final course, how are you preparing them for life after their undergraduate career?

# Global Citizens Project (only required if a GCP course; must be verbatim)

[*insert course prefix and number*] is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

# USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online: [usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx](https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx)

# Student Recordings

# Note: This statement on recordings by students is part of the Core Policies and does not have to be included separately. However, if you want to specifically add the language to your syllabus, visit for the latest language. [usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx](https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx) Additional guidance related to the [Intellectual Freedom and Viewpoint Diversity Act](https://www.usf.edu/provost/faculty-success/documents/forms-policies-handbook/2021-08-13-hb233-guidance.pdf).

# Course Policies: Grades (include sections as applicable to your course)

**Late Work Policy**: Offer specifics about your policy on late work.

Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Medical Excuses:** Example statement on specifics related to valid medical excuses.

Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact immediately the Student Health Services (813-974-2331) on the Sarasota-Mantatee and Tampa campus or the Wellness Center (727-873-4422) on the St. Petersburg campus for appropriate medical guidance and to obtain a verification of care letter. Students may turn to other health providers as well. **To be approved for missed classes, late assignments or missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.**

**Extra Credit Policy**: Offer specifics about your policy on extra credit.

Example: There is only one extra credit assignment: building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

**Grades of "Incomplete"**: Offer specifics about your policy on incomplete grades.

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.

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor’s discretion only when students are unable to 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 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 summer semester) will revert to the grade noted on the contract.

**Attendance Policy:** Be familiar with and follow the class attendance policy information in the [USF Faculty Handbook](https://www.usf.edu/provost/faculty-success/documents/forms-policies-handbook/faculty-handbook-final.pdf) (pgs. 39-41) and the [Undergraduate Catalog](https://catalog.usf.edu/content.php?catoid=17&navoid=2601#general-attendance), which highlights supporting students for university sponsored events, jury duty, and other cases.

In this section, offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here.

Example: Students are expected to attend classes. Faculty must inform students of attendance requirements on syllabi. Instructors should accommodate excused absences by making arrangements with students ahead of time (when possible) or by providing a reasonable amount of time to make up missed work.

**Campus Free Expression:** The following statement was crafted as a suggested statement to include for courses that engage in objective discussions and instruction which students may find uncomfortable, unwelcome, disagreeable, or even offensive.

Suggested Statement:  *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.*

**Make-up Exams Policy**: Offer specifics about your policy on exam make-ups.

Example: If a student cannot be present for an examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that s/he cannot be present for the exam. Make-up exams are given at the convenience of the instructor usually on Fridays at 10 am.

**Rewrite Policy**: Offer specifics about your policy on rewrites.

Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Exam Retention Policy**: Describe how long you will keep graded work.

Example: After exams are graded, the instructor will review the examination with the class and collect all exams. The exams will be retained for one semester following the current one, and then they will be destroyed.

**Essay Commentary Policy**: Offer specifics about your policy on essays.

Example: Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

**Group Work Policy**: Offer specifics about your policy on group work.

Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Final Examinations Policy**: All final exams are to be scheduled in accordance with the University’s final examination policy.

# Course Policies: Technology and Media (include sections as applicable to your course)

**Canvas**: Describe how you will use Canvas in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc.

Example: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

**Recordings**: If you will record class sessions for use in this instance of the course using Microsoft Teams or other capture technology, this verbatim statement is required:

*In this class, software will be used to record live class lectures and discussions. 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 content that was presented. 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.*

**Online Exam Proctoring**: If your course uses online proctoring, you must inform students of this on the syllabus, as well as their need to have a webcam. This verbatim statement is required:

All students must review the syllabus and the requirements, including the online terms and video testing requirements, to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence.

To avoid any concerns in this regard, students should select private spaces for the testing. Students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor.

Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns.   
Students are strictly responsible for ensuring that they take all exams using a reliable computer and high-speed internet connection. Setup information will be provided prior to taking the proctored exam. To use Honorlock, students are required to download and install the [***Honorlock Google Chrome extension***](https://static.honorlock.com/install/extension). For additional information please visit the [***USF online proctoring student FAQ***](https://www.usf.edu/innovative-education/digital-learning/digital-learning-resources/proctorio-student-faq.aspx) and [***Honorlock student resources***](https://honorlock.com/students/).

**Panopto:** If your course uses lecture-capturing, mention that is will be in use and that student voices may be heard in the captured content.

**Laptop Usage:** Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, or wish for all students using laptops to sit in a particular region of the classroom, feel free to state it here. Students are allowed to use devices for recording class sessions for personal use.

**WhatsApp, GroupMe, and Student-to-Student Communication**:

While faculty cannot prohibit students’ private use of communication tools and apps, it may be helpful to include a syllabus statement that clarifies boundaries.

Example: While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](https://usf.app.box.com/v/usfregulation3027), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

**Phone Usage:** Describe your policies for student non-academic phone use in class, including texting or surfing the Internet. Students are allowed to use devices for recording lectures for their personal use, though students must still adhere to classroom behavioral expectations while recording. If you are using social media for a “backchannel” conversation, mention it here.

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

# Course Policies: Student Expectations

**Health and Wellness:** Example statement supporting student health and wellbeing.

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each another 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](http://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**: It is recommended you include the paragraph below verbatim.

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution.  Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or*[*va@admin.usf.edu*](mailto:va@admin.usf.edu)*.*

**Generative AI:** With advancements in AI, tools like GPT-4 can generate human-like text, raising potential issues related to academic integrity and the authenticity of student work. Hence, it's essential to establish clear policies that are communicated to students from the outset of a course. CITL has developed some recommendations that you may consider using in your syllabus here: [**CITL Generative AI Syllabus Course Policy Recommendations**](https://www.usf.edu/citl/documents/citl_generative_ai_course_policy_recommendations.pdf)

**Course Hero / Chegg Policy:** Offer specifics about your policy on contract cheating, paper mills, or the use of websites that enable cheating.

Example: The [USF Policy on Academic Integrity](http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf) 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:** Offer specifics about your policy on professionalism or late arrivals.

Example: 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:** If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus. In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original.  
Example: *In this course, turnitin.com will 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 will 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*](http://www.turnitin.com)*. Essays are due at turnitin.com the same day as in class.*

**Netiquette Guidelines**

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

**End of Semester Student Evaluations:** Explain the evaluations and context.

Example: 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:** Explain the policy about food/drinks in this particular classroom.

Example: 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 and Sarasota-Manatee campuses.](https://www.usf.edu/student-affairs/student-accessibility/)

[SAS website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/resources/student-accessibility-services/)

## 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](https://www.usf.edu/student-success/undergrads/).

## Canvas Technical Support

Include information where students can find technical support.

*Example: 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.*](mailto:help@usf.edu)

[IT website for the Tampa campus.](https://www.usf.edu/it/about-us/helpdesk.aspx)

[IT website for the St. Pete campus.](https://lib.stpetersburg.usf.edu/c.php?g=728128&p=5199235)

[IT website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/technology-services/index.aspx)

## Center for Victim Advocacy

*Example*: The [Center for Victim Advocacy](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx) 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

*Example*: 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.](https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx)

[Counseling Center website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/wellness/about/schedule-appointment.aspx)  
[Counseling Center website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/campus-life/health-and-safety/counseling-and-wellness-center/index.aspx)

## Tutoring

*Example:* 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](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus.](https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx)

[Tutoring website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/student-success-center/tutoring/index.aspx)

[Tutoring website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx)

## Writing Studio

*Example*: 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](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus.](https://www.usf.edu/undergrad/academic-success-center/writing-studio/)

[Writing studio website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/student-success-center/writing/writing-tutoring.aspx)  
[Writing studio website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx)

# Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative and can be changed at the discretion of the professor. For important USF dates, see the [Academic Calendar](http://www.usf.edu/registrar/calendars/) at <http://www.usf.edu/registrar/calendars/>

*Example:*

*Drop/Add Deadline: Fri, Aug 25, 2023*

*Labor Day Holiday: Mon, Sept 4, 2023*

*Mid-term Grading Opens: Mon, Oct 2, 2023*

*Mid-term Grading Closes: Tues, Oct 17, 2023*

*Withdrawal Deadline: Sat, Oct 28, 2023*

*Veteran's Day Holiday: Fri, Nov 10, 2023*

*Thanksgiving Holiday: Thurs, Nov 23, & Fri, Nov 24, 2023*

*Final Examination Week: Sat, Dec 2 - Thurs, Dec 7, 2023*