



HUM1020 - 3 Credit Hours
Introduction to Humanities – Spring 2024
College of Arts & Sciences – Dept of Humanities
COURSE SYLLABUS- DRAFT
Last Updated: 11/10/2023 – Syllabus

Semester: Spring 2024

Class Meeting Days: This section of HUM1020 is fully online with weekly Modules on Canvas that include lectures, readings, Quizzes, and Discussions as well as additional assignments (see below). This section DOES NOT meet in person or through MSTeams for class.

Instructor: Dr. D. Kochman
Instructor email: dkochman@usf.edu
Course TA: TBA
Course TA email: TBA
Office Hours: by appointment via MSTeams

I. Welcome!

Welcome to **Introduction to the Humanities!** This semester we will explore art, culture, history, social constructs, and ideas have influenced who we are, and how those experiences influence how people express themselves creatively. I will invite you to think about the importance of wonder, curiosity, and asking questions, so that we may authentically and critically explore: "the story of us" (Martin Puchner in *Culture: the Story of Us, from Cave Art to K-Pop*).

II. University Course Description

Analysis of selected works of literature, music, film, and visual art/performing arts, representing artists of diverse periods, cultures, genders, and races. Especially recommended for students who later take 4000-level Humanities courses.

III. Course Prerequisites There is no previous knowledge required for this course.

IV. Course Purpose

This course aims to familiarize students to a variety of new forms of expression that reflect the human condition across time and space. Additionally, students will explore the social and cultural contexts surrounding the creation and interpretation art

V. Instructor Contact Information and Communication

- **Announcements:**

- To communicate with the entire class, I regularly use the Canvas course Announcement feature. **Students are expected to CHECK COURSE ANNOUNCEMENTS & EMAIL MULTIPLE TIMES PER WEEK!!**
- For individual matters:
 - DO USE email USF Outlook email
 - DO NOT use Canvas messaging
 - See email expectations below

- **Email:**

- **Your Email to me:** You may email me at any time. Use your USF OUTLOOK email address only! DO NOT USE CANVAS Messages to contact me/us.
- **Our Email/Responses to Students:**
 - I do not monitor my email 24 hours a day
 - I read and respond to email Monday through Friday from approximately 9am to 5pm.
 - I endeavor to respond to email within 2 to 3 business days. However, I prioritize responses by content.
 - Students should not expect responses to emails on weekends. There are times when I contact students on weekends when grading.
 - If more than 3 business days transpire and you have not heard from one of us – email us again (something may have happened that your email as not received).

Students should read/review assignments well in advance of the due date so that any questions sent through email is received in time for us to reply before the assignment due date. Procrastination on your part does not constitute an emergency on my/our part.

- **Composing email to your professors:** All email should be professionally composed, which means:
 1. A greeting (ex. Dear Dr. Kochman or Hello Professor Kochman) –
 - a. **DO NOT ASSUME YOUR PROFESSORS/TAs ARE MARRIED – ADDRESS ALL PROFESSORS AS DR. SMITH OR PROFESSOR SMITH – NOT AS MRS. OR MR.**
 - b. Address your course TA as Mr. or Ms. Unless the TA tells you to use their first name
 2. Place the course prefix and number in the subject and topic of your email
 - a. ex. HUM1020 Module 4 Discussion clarification or HUM1020 Documentation for Late Work
 3. Your full name (first and last) in closing.

See web sources listed below for further guidance:

- <https://academicpositions.com/career-advice/how-to-email-a-professor>

- <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>
- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

VI. First Day Attendance Policy

USF requires attendance at the first class so that the university can effectively utilize classroom space and ensure that all students have maximum opportunity to enroll in classes where demand exceeds the availability of seats. Names of students who register prior to the first day of the term are printed on the first class roster for each course section. The first-day class roster is used by professors to drop students who do not attend the first day of class. **In the case of an online class, there is a first day participation assignment which must be completed by the stated day and time (near the end of the week).** Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor to the department prior to the first class meeting to request a waiver of the first class attendance requirement. Students who add courses or late register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor. To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she had dropped or been dropped from all undesired courses by the end of the 5th day of classes. Instructors will submit all first day attendance drops via Canvas.

VII. Course Structure and Delivery

This section of Introduction to Humanities is an online, asynchronous course structured into overarching units, comprehended by (12) weekly modules. Each module contains a quiz and a discussion board in which students must participate actively, and some contain a required a variety of instructional materials like readings, videos, presentations, etc. In addition, students will be required to complete *two journal (writing) assignments* and a PowerPoint presentation. There is also a midterm and final exam.

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 review the Student Toolkit here: <https://www.usf.edu/student-affairs/index.aspx> and this Canvas handout (<https://www.usf.edu/atle/documents/usf-student-canvas-guide.pdf>). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

VIII. Course Objectives

The course objectives are to ensure that students master the course subject matter and to develop students' ability to use course concepts in real-life situations.

Upon completion of this course, successful students will be able to:

- Develop critical skills necessary for analyzing, interpreting, evaluating, and comparing works
- Analyze a variety of creations of human expression and will be able to explain how the works reflect the human condition
- Identify how history and social life interact with the formal techniques (writing and other forms of creative production) to produce meaning
- Evaluate sources and write a coherent essay
- Analyze in writing, concepts/works pertaining to the humanities
- Distinguish between primary and secondary sources

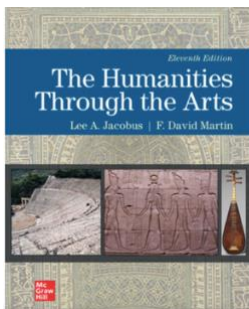
IX. Student Learning Outcomes

As a result of this course, students will be able to:

- Critically analyze texts, theatre/performance art, and other cultural artifacts
- Correlate cultural artifacts (that may include fiction, poetry, painting, sculpture, and other visual and performing arts) into their relevant historical, social, and cultural contexts
- Apply writing and analytics skills in coherent essays and a presentation
- Evaluate the information and distinguish between primary and secondary source material

X. Required Texts and/or Readings and Course Materials

Humanities Through the Arts, 11th edition, by Lee Jacobus and F. David Martin
ISBN10: 1264069626 | ISBN13: 9781264069620



- Additional readings, class lectures, and materials will be posted to the Canvas course site or available in electronic format through USF Library, including but not limited to Paula Vogel's *Indecent* and other mediated performance pieces.
- A laptop and regular access to the Internet
- **Microsoft Office 365** (Microsoft Word, Powerpoint, Excel, etc.) Free download available through USF. From My.USF click on "Learning & Teaching Tools" and then click on "Application Gateway."
- **MS Teams** - Free download from USF via My.USF Click on "Email and Teams" drop down menu.
- **Academic planner**

- List of required readings are stated in each Canvas module and provided in pdf format or links to accessible online resources

XI. How to Succeed in this Course

Successful students should follow several practical tips before each online session:

1. Check Canvas and email multiple times per week for course announcements
2. Close down other programs and apps before engaging with module materials
3. When possible, plug in to a wired internet connection, rather than rely on WiFi
4. Set aside specific day and time to work on the course each week
5. Plan to spend a minimum of 3 to 4 hours per week completing work in this
6. If new to Canvas, log in Instructure Community → [this guide](#)

ACCESSIBILITY FOR ALL:

It is my intent that students from all diverse backgrounds are served by this course, that students learning needs are addressed, and that ALL students' views in this class be viewed as a resource and benefit to all. It is also my intent to present materials and activities that are accessible and inclusive to ALL students. Please let me know of ways to improve the effective of this course for you personally or for other students or student groups with its modality and methods of presenting course materials. My goal is to create a welcoming classroom for all students and to foster student success using various pedagogical tools to enhance everyone's learning experience. I also understand that throughout the semester "life happens," and I encourage all students to stay in communication with me should circumstances arise that might require additional support from the university or from me in this course. Again, my goal is student success; stay in communication with me so I can support you successfully complete this course.

Accommodations:

I encourage students with accommodations from Student Accessibility Services to meet with me to discuss how I can support you in this course.

First and foremost, students should email me (dkochman@usf.edu) with their accommodation letter from Student Accessibility Services the first week of class or immediately upon receipt of their accommodation letter. This will allow me to make necessary adjustments in advance.

XII. Academic Continuity

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic measures and/or weather related closures. I will communicate changes and updates through Course Announcements – please check Announcements regularly.

XIII. Grading Scale

Grading Scale (%)	
94 – 100 A	74 – 77 C
90 – 93 A-	70 – 73 C-
88 – 89 B+	68 – 69 D+
84 – 87 B	64 – 67 D
80 – 83 B-	60 – 63 D-
78 – 79 C+	0 – 59 F

XIV. Grade Categories and Weights

- **Course Participation – 12 MODULES (50 points each; see breakdown below)**
Students will receive points for engaging in modules and assignments, including participating in discussion boards, taking quizzes, completing module assignments as required and outlined in Canvas Modules. This course material may include but is not limited to Powerpoint lectures, reading materials, videos, and/or Discussion boards.

Module Quizzes – 20 points each (due Fridays)

Discussion boards – 30 points each (20 points initial post; 10points response to peers) – Initial Post due Fridays; Response posts due Mondays.

- **Short Essay Assignment #1 – Music of the Moment** - 50pts
- **Short Essay Assignment #2 - Presentation of Self in Everyday Life** – 50 pts
- **Midterm** – 100points
- **Performing Arts PowerPoint Presentation** – 100 points
- **Final Exam** – 100pts

<u>Assessment</u>	<u>Points/Value</u>
Modules (12 @50pts each; see above)	600 points (60%)
Journal Assignments (2 @ 50pts each; see above)	100 points (10%)
Performing Arts Powerpoint Presentation	100 points (10%)
Midterm (Modules 1 – 7)	100 points (10%)
Final Exam (Modules 8-12)	100 points (10%)
 TOTAL	 1000 points

XV. Instructor Feedback Policy & Grade Dissemination

Graded tests and materials in this course will be posted in Canvas.

XVI. Course Schedule.

WEEK	DATES	MODULE ASSIGNMENT/ASSIGNMENTS DUE
1	01/08-01/13	M1 Materials: Lecture, readings (Ch1 & Ch2 pdfs provided), videos M 1 Quiz : Getting Started & Syllabus Quiz - First Day Attendance requirement M1 Discussion: What are the Humanities and Why are they Important? DROP/ADD DEADLINE 01/12 M2 Materials: Wonder & Curiosity - Lecture, readings, videos M2 Quiz: Textbook chapters 1 & 2 M2 Discussion: Wonder & Curiosity
2	01/14- 01/20	M3 Materials: Being a Critic of the Arts - Lecture, readings, videos M3 Quiz: Textbook chapter 3 with a focus on descriptive, interpretive, and evaluative criticism M3 Discussion: tba (applying 2 of the 3 forms of criticism)
3	01/21-01/27	M4 Materials: Music of the Moment – Protest & Empowerment Songs - Lecture, readings, videos M4 Quiz: Journal Entry #1 Thesis statement M4 Discussion: (applying 2 of 3 forms of criticism)
4	01/28-02/03	M5 Materials: Music of the Moment – Outside Your Comfort Zone - Lecture, readings, videos M5 Quiz: M5 Readings and Videos M5 Discussion: World Music explore & share
5	02/04-02/10	M6 Materials: Who Owns Culture? Readings & Videos M6 Quiz: M6 Readings and Video M6 Discussion: Who Owns Culture? Short essay #1 Due – Music of the Moment essay
6	02/11-02/17	M7 Materials: Public Art and Street Art M7 Quiz: M7 Readings and Videos M7 Discussion: Public Art/Street Art explore & share
7	02/18-02/24	MIDTERM EXAM Covers - Modules 1 through 7 Fully online – Mid-term opens: day/time tba Mid-term closes: day/time tba No additional modules this week Mid-term grading opens 02/19

8	02/25-03/02	M8 Materials: Dance - Lecture, readings, videos M8Quiz: M8 Lecture, readings, videos M8 Discussion: From Ballet to Hip Hop- Analyzing <i>Les indes galates</i> by Rameau, choreographed by Clement Cogitore (2019) Mid-term grading closes 03/05
9	03/03-03/09	M9 Materials: Theatre Part 1 – Intro - Lecture, readings, videos M9 Quiz: M9 Lecture, readings, videos M9 Discussion: EF’s Visit to a Small Planet
10	03/11-03/17	SPRING BREAK
11	03/18-03/23	M10 Materials: Theatre Part 2 - Design Elements lecture, materials and textbook reading M10 Quiz: M10 Module materials M10 Discussion: Theatre design elements in Paula Vogel’s <i>Indecent</i> (viewing & analysis – production available online through USF library Digital Theatre Plus) Short essay #2 Due – Performance essay Last Day to withdraw: 03/23
12	03/24-03/30	M11 Materials: Performance Art: It Happens to Happen – Lecture & videos M11 Quiz: M11 Performance art module materials M11 Discussion: Getting Started on Your Presentation
13	03/31-04/06	M12 Materials: Imagined Theatres M12 Quiz: Imagined Theatre (creative writing assignment) M12 Discussion: Feedback to Peers due 04/26
14	04/07-04/13	Performing Arts PowerPoint Presentation Workshop Week
15	04/14-04/19	Performing Arts PowerPoint Presentations Due on or before Friday, 04/19
16	04/20-04/26	TEST FREE WEEK M12 – Feedback to Peers due 04/26 Revisions to Essay #1 & #2 due on/before: 04/26
Finals Week 04/27-05/02		Finals Week

* Note: The Schedule is subject to revision

DUE DATES & DEADLINES ARE NOT SUGGESTIONS –

DUE DATES & DEADLINES ARE DUE DATES & DEADLINES

Late work IS NOT accepted without a medical or legal issue that is directly related to the student.

There are no make-ups for in-class writing, quizzes, activities, or the final exam.

Planned absences due to medical or legal issues directly related to the student: If you know in advance of a medical procedure or legal matter, contact me to make arrangements to submit your work early. Late work is not accepted due to a planned absence (meaning: a planned absence does not operate as an assignment “extension.”). Planned absences require discussions with me, and for most circumstances, documentation for a medical or legal professional.

Unplanned absences: If you are unexpectedly absent due to a medical or legal matter or serious family emergency involving you directly contact me via email to let me know (dkochman@usf.edu). We will discuss any necessary documentation, and I will decide new deadlines for missed work and provide you with an email outlining the new plan.

**Stay in communication with me,
so I can help you successfully complete this course!**

XVII. General Education Statement

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.

XVIII. 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

XIX. Student Recordings

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. 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** (<https://usf.app.box.com/v/usfregulation60021>).

XX. Course Policies: Grades/Grading

- **Late Work Policy:** See above.
- **Attendance Policy:** This section of HUM1020 is fully online. Attendance and participation is graded through TIMELY SUBMISISON of ALL Module work (quizzes, discussions, and ALL course assignments).
- **Medical and Legal Excuses:** see above re. planned and unplanned absences
- **SERIOUS family emergencies:** see above re. planned and unplanned absences
- **Essay Commentary Policy:** Journal Assignments (written essays) are graded using a writing rubric (see assignment prompt). Students will receive the completed rubric with their grade together with direct comments on their paper and an endnote outlining where to focus efforts if/when revising. In other words, **students receive feedback in three (3) ways**. In some instances, I will also leave audio feedback. Students may request audio feedback, and I am happy to provide it and/or meet via Teams to discuss feedback.
- **Rewrite/Revisions Policy:** Rewriting/revising essays is optional, and for HUM1020, revising only applies to Journal Assignments. At a minimum, revised work must respond to the feedback provided and all revisions must be highlighted. See assignment prompt for details.
- **Final Examination Policy:** All final exams are to be scheduled in accordance with the University's final examination policy.
- **Make-up Exams Policy:** Make-up exams are not permitted for this section of HUM1020.
- **Extra Credit Policy:** Extra credit may be available to students thorough the semester. Students **must complete module quizzes & module discussions to receive EC points. In other words, Extra Credit is exactly as stated – it is “extra”; it cannot take the place of regular course work (Modules and other assignments).**
- **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.

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.

Campus Free Expression (reminder regarding the discussion of sensitive topics and the need for respect for diverse views):

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.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

XXI. Course Policies - Technology and Media

Canvas: 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 log in to the Instructure Community → [this guide](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

As stated above, I use **Canvas Announcements** to communicate to the class as a whole. Each week, I will post an Announcement when I open course Modules and I will note due dates as well as other important information about the class.

Students have a number of ways to stay current with assignments and course information:

- Check **Announcements** at least twice per week by clicking on Announcements (left side bar).
- See the **Syllabus** page on Canvas for the course syllabus. Scroll to the bottom of the Syllabus page to view “**Course Summary**,” which lists (and links) assignments by the due date.
- Click on Modules to see each Module with individual pages for Module Materials/Readings/Videos, Module Quiz, Module Discussion, and Module Assignments.

USF Course Policy on Acceptable Use of Generative AI Tools Purpose:

COURSE Policy is stated below in yellow highlight and falls under paragraph 5 “Exceptions”:

FOR HUM1020, Please do NOT use ChatGPT for any writing assignments, including the discussion boards. ChatGPT is allowed as a tool for many assignments at USF, but only as a secondary research tool. For this class, ChatGPT should not be used on ANY assignment as it is not appropriate. All of the written assignments for this class (including discussion boards) fall under “exceptions.” Students should NOTE turn in any written work whatsoever that was written by ChatGPT and not the student.

ChatGPT, although it is always grammatically correct, often produces nonsense answers with lots of jargon and excessive use of information (often not related to the assignment). You will risk getting a “0” by using ChatGPT. In the end you will do better in this class, and save time by just doing the reading and other assignments and answering the questions with your own thoughts and ideas.

The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

1. Definition of Generative AI Tools: Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.

2. Permitted Use: ~~The use of generative AI tools is permitted for course-related submissions, including assignments, projects, presentations, examinations, and other forms of assessment. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy.~~ **For HUM1020, see EXCEPTIONS below and Course policy highlighted above.**

3. Student Responsibility: For courses and assignments that permit use of AI tools, students are responsible for appropriately using generative AI tools in their work. This includes: 1. Citing all AI-generated content used in their submissions. [Consider a formatting option from USF Library Guide; or ask students to explicitly detail how AI-generated content was used in their submission.] 2. Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected. 3. Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments. [Here you can clearly articulate how you expect students to use generative AI tools] 4. Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.

4. Violation Consequences: Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027).

5. Exceptions: If there are specific assignments where the use of AI tools is not appropriate, these will be clearly marked in the assignment guidelines. Students must adhere to these specific instructions. SEE #2 above.

6. Questions and Clarifications: If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

XXII. 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 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 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: 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.*

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.

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

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](#), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

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.

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.

Turnitin.com: 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>. 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.

XXIII. 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.](#)

[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.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

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.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee 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.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee 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.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

XXIV. Important Dates to Remember

For important USF dates, see the [Academic Calendar](#) at <http://www.usf.edu/registrar/calendars/>: