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**Course Prefix and Number: MAN 3240**  
**Course Title: Organizational Behavior Analysis**  
CRN 80944, Section 791, 3 credit hours

## **COURSE SYLLABUS**

Semester: Spring 2023  
Class Meeting Days: Fridays  
Class Meeting Time: 11:00am-1:45pm  
Class Meeting Location: LPH 215  
Instructor: Nichole Solomon  
Office Location: NA  
Office Hours: By appointment  
Email: nasolomon@usf.edu

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### **I. Welcome!**

This course is designed to help you better understand what drives the attitudes and behavior of people in organizations with the goal of helping you improve your “soft” skills so that you can more effectively engage, motivate and ultimately lead others.

The first person you need to learn to lead is yourself, so a portion of this course will invite you to self-reflect and chart out your own professional development course. I am excited to lead you on this journey and serve as your instructor, teacher, facilitator, guide, and coach.

### **II. University Course Description**

The course covers research literature relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation, and communication.

### **III. Course Prerequisites**

MAN 3025 with a grade of “C -”

### **IV. Course Purpose**

The purpose of this course is to provide students with an understanding of the various factors driving the attitudes and behavior of individuals in organizations. Using both theory and application, we will examine how principles underlying management and social and behavioral science can be used to effectively understand ourselves and each other. Ultimately, this course aims to help students develop the necessary “soft skills” that will enable them to work effectively with others.

## V. Course Format

This is an in-person course scheduled for each Friday from 11:00am-1:45pm. Students should expect course content for the upcoming week to be published on Sunday evening/Monday morning. The **Course Schedule** section of the syllabus outlines each week's assignments and submission deadlines.

The instructor will communicate information and course content to the class primarily via Canvas using the course home page, announcements, and modules. This course will utilize:

- In Class and Pre-recorded lectures- To review organizational behavior theory
- Quizzes- To assess student knowledge of organizational behavior theory
- Individual Assignments (Mission Statement Exercises, Reflection Exercises, Journal Report)- To reinforce theory and provide practice for practical application of organizational theory
- Discussion Boards- To encourage student participation, engagement and discussion on organizational behavior topics.
- In Class Participation Activities- To encourage in class student participation and engagement on organizational behavior topics.

## VI. Student Learning Outcomes

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

- Comprehend and explain major theories, concepts, and principles of organizational behavior (OB).
- Apply major theories, concepts, and principles of OB and leadership correctly in new situations
- Analyze issues of OB using appropriate methods
- Create and evaluate solutions based on scientific knowledge and evidence

## VII. Course Objectives

- Identify personality traits that potentially impact behavior in organizations.
- Explain how perception affects attitudes, beliefs, and behaviors.
- Identify expectancy and equity theories of motivation.
- Identify strategies for emotional regulation and their likely effects.
- Recognize different theories of leadership.
- Demonstrate awareness of the impact of individual and group behavior on the outcomes of the organization.
- Explain interpersonal conflict-handling strategies.
- Describe the barriers to effective communication.
- Compare rational and bounded rationality models of decision making.
- Explain the role of organization culture in maintaining an ethically responsible organization.

## VIII. Required Texts and/or Readings and Course Materials

- TEXT: Robbins, S. P., & Judge, T. A. (2023) *Organizational Behavior* (19th Ed). Boston, MA: Pearson ISBN 9780137474646
- All other course materials including pre-recorded lectures, can be found in Canvas.

## IX. Supplementary (Optional) Texts and Materials

- None required.

## X. How to Succeed in this Course

This course will include a lot of reading, individual reflection assignments, and discussion board participation. Successful students:

- Check Canvas and email daily for announcements.
- Complete all assigned readings by the deadlines outlined in the course schedule.
- Follow the course schedule and meet all deadlines for assignment submission.
- Provide thoughtful responses to discussion board responses and individual/reflection exercises.
- Utilize instructor feedback given on individual and reflection exercises to improve on subsequent submissions.
- Are willing to discuss the readings as well as their own work-related insights and experiences with the class via the discussion boards.
- Maintain professionalism and treat everyone, including and especially themselves, with respect, honesty, and compassion when interacting via the discussion boards.
- Ask questions when they don't understand something. Utilize instructor office hours when support is needed.

## XI. Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)). As this is an asynchronous course, an emergency may not interfere or change how this course is delivered. If an emergency does necessitate a change to course format or delivery, the instructor will communicate these changes via email and Canvas announcements.

## XII. Grading Scale

Final Letter Grades	Grading Criteria	Points
A+	97.00% and above	1212.50-1250.00
A	93.00% -96.99%	1162.50-1212.49
A-	90.00 - 92.99%	1125.00-1162.49
B+	87.00 - 89.99%	1087.50-1124.99
B	83.00 - 86.99%	1037.50-1087.49
B-	80.00 - 82.99%	1000.00-1037.49
C+	77.00 - 79.99%	962.50-999.99
C	73.00 - 76.99%	912.50-962.49
C-	70.00 - 72.99%	875.00-912.49
D+	67.00 - 69.99%	837.50-874.99

D	63.00 - 66.99%	787.50-837.49
D-	60.00 - 62.99%	750.00-787.49

### XIII. Grade Categories and Weights

Graded Items	Percent of Final Grade	Points
Journal Report	20%	250
Quizzes	20%	250
Reflection Exercises	20%	250
Mission Statement Exercises	20%	250
Discussion Board Participation	10%	100
In Class Participation	10%	150

#### **Article Report (3–4-page report; 250 points total)**

There is one 3-4-page article report assigned in this course. The purpose of this assignment is to provide students the opportunity to focus on one organizational behavior topic. This is not a research assignment in the traditional sense. For your article assignment, you will choose **one article** (hard copy or digital; reliable, vetted sources only/no blogs) pertaining to organizational behavioral topics and write about it. The article **MUST** focus on organizational behavior topics in this business environment. **All articles must be timely in that they must have originated within the time frame of your class. All articles must be published within the last year of when you are taking this course.** Examples of topics for your journal report include leadership, communication, DEI, resiliency in business, ESG, workplace culture, and social/corporate responsibility, etc. If you have any questions related to topic/article selection, please reach out to the instructor. A rubric will be shared to assist students with this assignment.

#### **Quizzes (5 quizzes at 50 points each; 250 total)**

There are 5 Quizzes covering multiple concepts covered in the textbook. Each quiz will contain 10-25 questions (true/false, multiple choice) worth a total of 50 points. The purpose of the quizzes is to motivate students to read the assigned textbook chapters. Due dates for each quiz are presented in the course schedule section of the syllabus. Quizzes that are not completed by the due dates listed in the schedule will receive a zero. **Students will only receive one attempt per quiz.** Quizzes are open book, open notes.

#### **Reflection Exercises (5 reflection exercises at 50 points each; 250 total)**

There are 5 Reflection Exercise assignments. The purpose of these assignments is to provide students with an opportunity to demonstrate their ability to understand and apply various concepts from class. Research indicates that written reflection exercises help facilitate learning and can help concretize associations in memory. Reflection exercises should not exceed one page, double spaced. A template and rubric will be shared to assist students with this assignment.

**Mission Statement Exercises (5 mission statement exercises at 50 points each; 250 total)**

There are 5 Mission Statement Exercise assignments. Mission Statement assignments provide students with an opportunity to self-reflect, strategize, and outline personal and professional goals. The objective of these assignments is to develop clear, personally meaningful, mission aligned goals. A template and rubric will be shared to assist students with this assignment.

**Discussion Board Participation (2 discussion board responses at 50 points each; 100 total)**

There are 2 Discussion Board Question assignments. The purpose of the discussion board is to facilitate peer to peer discussion and engagement. Discussion Board questions will be posted on Sunday evening/Monday morning. **Full credit** (*up to 50 points*) for discussion board participation requires students to respond to the discussion board question **AND** to reply to two peer's responses. **Partial credit** (*up to 35 points*) will be given for responding to the discussion board question **AND** replying to at least one peer's response. **Some credit** (*up to 25 points*) will be given for responding to the discussion board question. Responses in the discussion board should be well thought out, demonstrate critical thinking skills, and serve to generate healthy conversation and dialogue with your peers on the assigned topic. **A one sentence response does not constitute a well written response.** A rubric will be shared to assist students with this assignment. Please refer to the **Netiquette Guidelines** section of the syllabus for tips and best practices in posting in the discussion board environment.

**In Class Participation (150 total points)**

In Class Attendance and Participation is crucial to ensure students do not miss important material, are provided the opportunity to think more critically about course topics, develop relationships with peers and the instructor and ultimately are prepared for success with assignments and quizzes. There will be graded in class assignments that will provide you with the opportunity to earn points for in class participation. If you do not attend class, you will not be given the opportunity to earn points for these assignments.

**XIV. Instructor Feedback Policy & Grade Dissemination**

Instructor will respond to email communication relevant to the subject matter within 48 hours of the date received. Instructor will provide feedback on assignments within one week of the posted deadline. Graded materials in this course will be returned individually via Canvas. You can access your scores anytime using "Grades" in Canvas.

**XV. Course Schedule.**

The schedule for this course is outlined below. Use this schedule to guide you through each week of the semester. Each week of the semester requires pre-work and assignments due. Students should expect course content for the upcoming week to be published on Sunday evening/Monday morning. **The instructor reserves the right to change the syllabus as necessary.** Students are responsible for changes announced via Canvas and/or emails.

<b>Date</b>	<b>Pre-Work Complete Before Class</b>	<b>Weekly Assignments Due by 11:59pm on each Thursday</b>
<b>Week 1: 1/9/2023- 1/15/2023</b>	Review Syllabus Read Chapter 1- What is OB?	<ul style="list-style-type: none"> <li>Read Chapter 1- What is OB?</li> <li>Review Video- Organizational Behavior Chapter 1- What is Organizational Behavior?</li> </ul>
<b>MLK Holiday- 1/16 Week 2: 1/17/2023- 1/22/2023</b>	Read Chapter 1- What is OB?	<ul style="list-style-type: none"> <li>Quiz #1- Chapter 1</li> <li>Discussion Board Question #1- Work Experiences</li> <li>Mission Statement Exercise #1- Defining your Mission Statement</li> </ul> <b>Due 1/26- by 11:59pm</b>
<b>Week 3: 1/23/2023- 1/29/2023</b>	Read Chapter 2- Diversity in Organizations	<ul style="list-style-type: none"> <li>Review Videos- Diversity in Organizations</li> <li>Reflection Exercise #1- DEI</li> </ul> <b>Due 2/2- by 11:59pm</b>
<b>Week 4: 1/30/2023- 2/5/2023</b>	Read Chapter 3- Attitudes and Job Satisfaction Read Chapter 4- Emotions and Moods	<ul style="list-style-type: none"> <li>Review Video- Attitudes and Job Satisfaction- Chapter 3</li> <li>Review Video- Emotions and Moods- Chapter 4</li> <li>Quiz #2- Chapters 2, 3 &amp; 4</li> <li>Mission Statement Exercise #2- Outlining Personal and Professional Goals</li> </ul> <b>Due 2/9- by 11:59pm</b>
<b>Week 5: 2/6/2023- 2/12/2023</b>	Read Chapter 5- Personality and Values Read Chapter 6- Perceptions and Individual Decision Making	<ul style="list-style-type: none"> <li>Review Video- Personality and Values- Chapter 5</li> <li>Review Video- Perceptions &amp; Individual Decision Making- Chapter 6</li> <li>Discussion Board-#2 Values and Decision Making</li> </ul> <b>Due 2/16- by 11:59pm</b>
<b>Week 6: 2/13/2023- 2/19/2023</b>	Read Chapter 7- Motivation Concepts Read Chapter 8- Motivation from Concepts to Application	<ul style="list-style-type: none"> <li>Review Video- Motivation Concepts- Chapter 7</li> <li>Review Video- Motivation from Concepts to Application- Chapter 8</li> <li>Reflection Exercise #2- Motivation</li> <li>Mission Statement Exercise #3- Goal Action Planning</li> </ul> <b>Due 2/23- by 11:59pm</b>
<b>Week 7: 2/20/2023- 2/26/2023</b>	Read Chapter 9- Foundations of Group Behavior Read Chapter 10- Understanding Work Teams	<ul style="list-style-type: none"> <li>Review Video- Foundations of Group Behavior- Chapter 9</li> <li>Review Video- Understanding Work Teams- Chapter 10</li> </ul> <b>Due 3/2- by 11:59pm</b>
<b>Week 8: 2/27/2023- 3/5/2023</b>	Read Chapter 11- Communication	<ul style="list-style-type: none"> <li>Review Video- Communication- Chapter 11</li> <li>Reflection Exercise #3- Communication</li> <li>Quiz #3- Chapters 5-10</li> </ul> <b>Due 3/9- by 11:59pm</b>
<b>Week 9: 3/6/2023- 3/12/2023</b>	Read Chapter 12- Leadership	<ul style="list-style-type: none"> <li>Review Video- Leadership- Chapter 12</li> </ul>
<b>Spring Break Week 10: 3/13/2023- 3/19/2023</b>	<b>Spring Break! Enjoy and Be Safe 😊</b>	
<b>Week 11: 3/20/2023- 3/26/2023</b>	Read Chapter 13- Power and Politics	<ul style="list-style-type: none"> <li>Review Video- Power and Politics- Chapter 13</li> <li>Reflection Exercise #4- Leadership</li> <li>Final opportunity to submit Journal Report Rough Draft</li> </ul> <b>Due 3/23- by 11:59pm</b>
<b>Week 12: 3/27/2023-4/2/2023</b>	Read Chapter 14- Conflict and Negotiation	<ul style="list-style-type: none"> <li>Review Video- Conflict and Negotiation- Chapter 14</li> <li>Quiz #4- Chapters 11-14</li> <li>Mission Statement Exercise #4- Measuring Success</li> </ul> <b>Due 3/30- by 11:59pm</b>

<b>Week 13: 4/3/2023-4/9/2023</b>	Read Chapter 15- Foundations of Organizational Structure Read Chapter 16- Organizational Culture	<ul style="list-style-type: none"> <li>Review Video- Foundations of Organizational Structure- Chapter 15</li> <li>Review Video- Organizational Culture- Chapter 16</li> </ul> Mission Statement Exercise #5- Holding Yourself Accountable <b>Due 4/6- by 11:59pm</b>
<b>Week 14: 4/10/2023-4/16/2023</b>	Read Chapter 17- Human Resources Policies and Practices Read Chapter 18- Organizational Change and Stress Management	<ul style="list-style-type: none"> <li>Review Video- Human Resources Policies and Practices- Chapter 17</li> <li>Review Video- Organizational change and Stress Management- Chapter 18</li> <li>Quiz #5- Chapters 15-18</li> <li>Reflection Exercise #5- Organizational Change</li> </ul> <b>Due 4/13- by 11:59pm</b>
<b>Week 15: 4/17/2023-4/23/2023</b>	Work on Final Report	<ul style="list-style-type: none"> <li>No assignments due</li> </ul>
<b>Week 16: 4/24/2023-4/30/2023</b> <b>4/28/2023- Final Day of Classes</b>	Work on Final Report	<ul style="list-style-type: none"> <li>FINAL JOURNAL REPORT <b>DUE by 11:59pm on 4/27/2022</b></li> </ul>
<b>4/29/2023--5/4/2023</b>	Final Exam Week	No Final Exam in this course

#### XVI. 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://usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx)

#### XVII. Course Policies: Grades

##### Late Work Policy:

All assignments are due at class time on the date specified in the course schedule section of the syllabus. Absolutely NO late assignments will be accepted. Rare exceptions *may be* granted ONLY in the event of a *verifiable emergency* as determined by the professor.

##### Medical Excuses:

To be approved for missed or late assignments a verification of care letter must be presented by the student to the faculty member upon return to class.

##### Extra Credit Policy:

There are no opportunities to earn extra credit 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.

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:**

While there is no formal attendance policy for this course, it is critical that students attend all classes. Students' active participation and engagement in class helps to reinforce the learning of the course content and fosters relationship building among peers and the instructor. There will be graded in class participation activities that will occur. Students must be in class to attain points for these in class activities.

**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.

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.



**Make-up Exams Policy:**

There are no exams in this course. Quizzes must be completed by the published deadline included in the course schedule of the syllabus. No makeup quizzes or extensions on quiz completion will be granted.

**Essay Commentary Policy:**

Commentary on written assignments will be delivered in written format. 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 assignment is turned in.

**Final Examinations Policy:** All final exams are to be scheduled in accordance with the University's final examination policy. **There are no final exams for this course.**

**XVIII. 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 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).

**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/quizzes 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.

**XIX. 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](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:**

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).*

**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.

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

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 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.

## **XX. 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**

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.](#)

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

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

### **Center for Victim Advocacy**

*Example: 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**

*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.](#)

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

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

### **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.](#)

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

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

### **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.](#)

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

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

### **XXI. 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](#) at <http://www.usf.edu/registrar/calendars/>

*Example:*

<i>MLK Holiday</i>	<i>Jan 16, 2023</i>
<i>Mid-term Grading Opens:</i>	<i>Feb 20, 2023</i>
<i>Mid-term Grading Closes:</i>	<i>Mar 7, 2023</i>
<i>Spring Break</i>	<i>Mar 13-Mar 19, 2023</i>
<i>Withdrawal Deadline:</i>	<i>Mar 25, 2023</i>
<i>Test Free Week</i>	<i>Apr 22-28, 2023</i>
<i>Last Day of Classes:</i>	<i>Apr 28, 2023</i>
<i>Final Examination Week:</i>	<i>Apr 29-May 4, 2023</i>