

**Course Prefix, Number: SYO 4400**

**Course Title Medical Sociology**

CRN, Section #, Credit Hours

College Name, Department Name

**COURSE SYLLABUS**

Last Updated: 2/17/2021

Semester: Fall 2020

Class Meeting Days: M, W

Class Meeting Time: 1:00 – 2:15 pm

Class Meeting Location: Building and Room

Instructor:

Office Location:

Office Hours: (consider re-naming these “student hours” or “help hours”)

Phone Number:

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 skills they will learn. 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

The study of disease and the sick person including the analysis of health practices, beliefs, and practitioners, the hospital as an organization, the cost, financing, and politics of health care.

# Course Prerequisites

SYG 2000

# Course Purpose

This class is an introductory survey course in the sociology of medicine. The course will familiarize the student with the range of topics studied by medical sociologists such as access to health care, health policy, the social construction of illness, epidemiology, health insurance, and many others. The course will be useful to you in three ways. First, if you plan to go to graduate school in medical sociology or a related health discipline this class will give you the knowledge base and thinking skills to do that. Second, if you plan to be a medical doctor, nurse, or other health professional this course will give you practical and theoretical knowledge that will help you with your career. But even if you don’t fall into one of those two categories, we all need to know how medical care works to be able to maximize our own health and this class will give you a lot of useful information about that.

# 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.

Example for face to face courses:

Successful students in this class complete all readings BEFORE coming to class. Our in-class time is designed to further and deepen the knowledge, concepts, and skills from the readings – not just repeat the information. Additionally, you will want to sharpen your study skills, as this course involves learning and memorizing a lot of information. Here are two important resources for you to look at:

1. This one-page handout details what the study skills behaviors of top students look like: <http://bit.ly/successfulstudentbehaviors>
2. This 18-page PDF provides 101 individual tips for effective study skills and note-taking: <http://bit.ly/studyskillstips>

Example for hybrid courses:

Successful students should follow these tips to succeed in classes where they switch between remote and in-person attendance: <https://www.usf.edu/atle/documents/student-best-practices-hybrid.pdf>

Example for online courses:

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

1. Check Canvas and emails daily for announcements
2. Close down other programs and apps before class begins
3. When possible, plug in to a wired internet connection, rather than rely on WiFi
4. Take the sample test (if your instructor provides one) to become familiar with the controls, where to find the test parameters (such as multiple attempts vs. single attempt), and how to submit individual questions and the final test submission.
5. If new to Canvas, read [this guide](https://community.canvaslms.com/community/answers/guides/canvas-guide/getting-started/pages/student)

# Course Objectives

Course objectives describe how the instructor would like to teach the content, often presented as a numbered list. They should not be confused with the Student Learning Outcomes, which are essential to proper course planning. Note: course objectives will need to be included in course proposals at USF, but are not required or recommended on syllabi delivered to students. See examples [here](https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-graduate-course-processing-example-course-objectives.pdf).

# Student Learning Outcomes

By the end of this course, students will be able to:

* understand and apply the main theories and research discoveries in medical sociology
* demonstrate familiarity with and apply the major concepts and research findings in health care policy
* understand and utilize the main findings from epidemiological studies regarding preventive health care
* be familiar with ethical issues facing health care providers, researchers, and patients
* utilize scientific search engines to efficiently and accurately find all of the scientific research on a medical or medical sociological topic of interest

*Note: you have to use the exact SLOs as approved by Gen Ed, Undergrad Council, or Graduate Council; access approved SLOs here, under "Search" or "Search Archive":* [*https://www.systemacademics.usf.edu/proposals/tracking/courses*](https://www.systemacademics.usf.edu/proposals/tracking/courses)

*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 sub-outcomes (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.*

# Required Texts and/or Readings and Course Materials

* This course is offered entirely online via Canvas. The course is organized into modules, which you can access by clicking on “Modules” on the left side of your Canvas screen. Except for some quizzes and assignments, the content of all the modules is open from the beginning of the course, and the deadlines for the quizzes and assignments allow you to time to work ahead as a help in accommodating your schedule. The modules and deadlines for module completion are given under “List of Modules and Deadlines” below. To see the full content and requirements of each module, and anytime you want or need to work on the course, just click on “Modules”.
* Some of the readings or other materials in this class consist of links to Internet websites. Of course, when you access websites there may be advertisements, requests for you to subscribe to or sign up for something, purchase a product, or the like. These items are outside of my control and may depend on the cookies on your own computer. You are NOT required to look at or click on any of these items other than the specific main material assigned in the module, and I am not requiring you to subscribe to anything or purchase anything to be able to read or view the assigned material. The assigned material will be clear from the descriptions in the course modules but if you have any questions please let me know.

# Supplementary (Optional) Texts and Materials

Full text citations of any supplementary materials.

# Grading Scale

Your grade in the course will be determined by a conventional percentage system where 90% or more of the total 100 points possible in the course is a A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and below 60% is an F.

|  |  |  |
| --- | --- | --- |
| Grading Scale (%) | |  |
| 90-100 | A |  |
| 80 - 89 | B |  |
| 70 - 79 | C |  |
| 60 - 69 | D |  |
| 0 - 59 | F |  |

# Grade Categories and Weights

HOW THE QUIZZES AND TESTS ARE STRUCTURED

* Each week’s module has a quiz or test as one of the graded evaluations. These quizzes are timed at one minute per question (and each question is designed so that if you know the answer, it should be easy for you to answer it in one minute). Also, the quiz or test for each student is randomly select from a larger bank of questions for that module, in other words each student’s test will be different from other students’ tests. The time limit for the tests means you will not have time to look up the answer, so you do need to thoroughly learn the material in the modules to be able to well on the exams.
* There are 15 quizzes, one per module. Each quiz has 5 questions worth 1 point per question, except for the Syllabus Quiz in Module 1 which has 4 questions worth 1 point per question. The total possible points on all the quizzes (including the Syllabus Quiz) is 74 points.

TERM PAPER ASSIGNMENT

* There is one thing that all of us have in common, regardless of whether we will go to graduate school in medical sociology, become a health care professional, or need to make good health care choices (which is all of us): we need to know how to find and evaluate medical information that meets the standards of good science. Therefore, this class includes a term paper assignment designed to teach you that skill. The assignment, including a rubric explaining how it will be graded, is described more fully in the appropriate module. The term paper will be turned in through the Turnitin anti-plagiarism program.
* There is a term paper assignment worth 20 possible points.

GRADED DISCUSSIONS

* To facilitate course interaction, some modules contain graded discussions in which you earn points for posting comments other students can read and/or replying to what other classmates have said. To earn points for these discussions you must post something meaningful. Just saying “I agree” or “That’s cool” or the like won’t get you the available points for the discussion. Also please remember that you need to be polite and use appropriate Internet etiquette at all times (see the policy on academic honesty and professionalism below).
* There are 3 discussions where you will post a message to the class, with each acceptable post worth a minimum of zero points and a maximum of 2 points, for a total of 6 possible points.
* There are 3 extra credit discussions worth 1 point each that can potentially earn you 3 points toward the 100 possible points in addition to what you get on the quizzes and assignments. The extra credit is above and beyond the 100 possible points in the course, so in other words it is real extra credit. It doesn't lower your grade if you don't do it, instead it just gives you the possibility for 3 extra points to help you get to the next grade level if you're that close. So as an example you would need to get 90 points (90%) out of the possible 100 points in the course to get an A. But let's say after completing all the quizzes and assignments in the course, you have 87 points (87%). That would be a B, but if you did the extra credit and got those 3 points, that would push you to 90 points total (90%) for a course grade of A. For more information about the extra credit and how it works, see the Extra Credit Module in the course modules.

|  |  |
| --- | --- |
| Assessment | Points |
| Syllabus Quiz | 4 pts |
| 14 Module Quizzes (5 points each) | 70 pts |
| 3 Online Discussions (2 points each) | 6 pts |
| Term Paper | 20 pts |
| **Total** | **100 pts** |
| *3 Extra Credit Discussions (1 point each)* | *+3 pts* |

# 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).

Example: **Project: Hovercraft Creation**

Due Date: February 27

Working in teams of three, design and build a hovercraft made out of blow dryers (hair dryers) provided in class. Teams will compete for furthest distance traveled. Your project must consist of an abstract, design drawings, and a discussion paper that includes the theories used and their applications in your design. This project is meant to provide you with a chance to unify the skills and concepts learned throughout the semester into one culminating project, and to showcase your ability to transfer these concepts into new contexts. Projects will be graded on originality, completeness, functionality, scientific depth, engineering applicability and design, and integration of concepts. Click here for the grading rubric.

# Grade Dissemination

At any time during the course, you can tell your grade up to that point by going to Grades and looking at the row at the bottom labeled "Total". That will show you your total points earned out of the possible points you have attempted, expressed as a percentage. So, to take a simple example, if you just took one quiz worth a possible 5 points and you got 4 questions right, that is 80% and you would have a B in the course at that point. Please be aware, though, that the percentage is only calculated on assignments that have been graded. So, for example if you have completed an assignment that I need to grade, but I haven't graded it yet, or if you did not submit an assignment by the deadline and I have not yet scored it as a zero, that would not appear yet in the percentage.

Please keep in mind that your grade at any point in the course can go up or down from what you have at a given time, depending on how you do for the rest of the course. Remember too that the term paper counts for 20 points and those points don't get added in until the end or near the end. But the good news is that in this course, you can always get an idea of your grade progress by going to Grades and checking your percentage where it says "Total".

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **Finish This Homework Before Class** | **Topics to be Discussed in Class** |
| **1/9** | First day of class; no homework is due | List the main learning objectives or topics covered during this class period.  Example:  Overview of Fluid Dynamics  Fluid Properties  Fluid Properties, Pressure |
| **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:  Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout (pdf) Listen to audio recording #1 (mp3) Browse website [www.wingtheory.com](http://www.wingtheory.com)  Homework #1 is due in class on 1/16 | Example:  Turn in HW #1  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 Homework #2 is due in class on 3/14 | Example:  Turn in HW #2  Forces on Curved Bodies  Eueler’s Equation  Bernoulli’s Equation |
|  | (continue with this pattern for the remainder 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 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).

# Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

# Covid-19 Procedures

All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing during in-person classes. Failure to do so may result in dismissal from class, referral to the Office of Student Conduct and Ethical Development, and possible removal from campus.

Additional details are available on the University’s Core Syllabus Policy Statements page: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

# Course Policies: Grades (as applicable)

**Late Work Policy**: Except for truly exceptional circumstances, there will be no Incomplete grades given in this course and there will be no ability for you to take a test or do an assignment and receive points for it once the deadline for the assignment has passed. If you miss a time deadline in this class and there is not a truly exceptional circumstance, then you simply receive zero points for that assessment. If you believe you have a truly exceptional circumstance that will cause you to miss a deadline, please let me know as soon practical and if it is genuinely exceptional and the missed deadline could not have been avoided by your working ahead in the course, I will try to accommodate your situation. Situations vary so let me know what is going on with you, but in general the following do NOT constitute exceptional circumstances: work-related obligations, family events like marriages or deaths, routine illnesses like colds or the flu, social events you need or want to attend, computer malfunctions or lack of Internet access, your inability to figure out how to do something in Canvas, or the usual problems that crop up in all of our lives like car or home repairs or issues with children. All requests for exceptions to time deadlines must be supported by appropriate documentation. Please note that an important mechanism in this course for not missing deadlines is that the course allows you to work ahead. Therefore, you are encouraged to complete work in the course as soon as practical in advance of the deadline to account for any obligations or emergency situations that may occur. Finally, please do not place yourself or others who depend on you in danger due to this policy. If you have a medical emergency or any other situation that needs to be taken care of to protect your or a dependent’s safety or security, please take care of that as your first priority.

**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.

**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.

**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.

**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 (as applicable)

**Email**: how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

**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).

**TEAMS Recordings**: If your course will record TEAMS meetings, 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.

**Proctorio**: 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. The University library and other academic sites at the University offer secure private settings for recordings and 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. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the online proctoring student FAQ at <http://www.usf.edu/innovative-education/resources/student-services/online-proctoring.aspx>

**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.

**Classroom Devices/Student Recording:** Describe your policies for using calculators, tape recorders, and other student-owned audio & technology devices for your course.

**Phone Usage:** Describe your policies for student phone use in class, including texting or surfing the Internet. If you are using social media for a “backchannel” conversation, mention it here. If you would prefer that students not take photos/video/audio recordings of you, or of the whiteboard notes at the end of the class, state so here.

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

**iclicker-2**Example: We will be using iClicker in class on a regular basis. You will need to purchase an iClicker pad (commonly called a “clicker”) from the bookstore or computer store and bring it with you to every class session. It would be wise to bring extra batteries as well, as we will be using the pads in activities that count for class points. The purchase of a clicker is NOT optional; it will be used as an integral part of this course. I will provide a short demonstration of how to use it in class. Note: the clicker can be used in other classes if it is the same version/generation. Check with your other instructors to be sure. After you purchase your clicker, you must register your clicker online for this class. It is imperative that every student register their unit no later than the first week of class. Instructions for the registration process can be found on the handout. Purchase your clicker at the Computer Store or the Bookstore. Make sure you buy the clicker that looks like the image above.

# Course Policies: Student Expectations

**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)*.*

**Attendance Policy:** 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.

**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.

**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.

**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>. Essays are due at turnitin.com the same day as in class.

# Learning Support and Campus Offices

**Tampa Campus**

**Tutoring Hub**

Example: The Tutoring Hub offers free tutoring in [several subjects](https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx) to USF undergraduates. Appointments are recommended, but not required. For more information, email [asctampa@usf.edu](mailto:asctampa@usf.edu)

**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)

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

**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](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx).

**St. Petersburg Campus**

**Student Success Center**

Example: The Student Success Center provides free tutoring and writing consultations. Contact information is available [online](https://www.stpetersburg.usf.edu/student-life/student-success-center/about/index.aspx).

**Wellness Center**

Example: The Wellness Center provides counseling and medical services, as well as prevention programs and victim advocacy. Contact information is available [online](https://www.stpetersburg.usf.edu/student-life/wellness/about/schedule-appointment.aspx).

**Sarasota-Manatee Campus**

**Tutoring and Writing Support**

Example: Learning Support Services provides free tutoring and writing consultations for a variety of courses and subjects such as, Accounting, Biology, Chemistry, Finance, Math & Statistics, Physics, and Spanish. Make an appointment [online](https://www.sarasotamanatee.usf.edu/academics/academic-resources/information-commons/tutoring.aspx).

**Counseling and Wellness Center**

Example: The Counseling and Wellness Center is a confidential resource where you can talk about incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. Call 941-487-4254

**Victim Advocate**

Example: A Victim Advocate is available 24/7 by calling (941) 504-8599. For assistance leave a message with your phone number and your call will be returned as soon as possible. The Victim Advocate is available to assist victims of crime, sexual assault, and partner violence.

# 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. Be sure to get the newest dates from the Registrar: <https://www.usf.edu/registrar/calendars/>

**Example**:

Drop/Add Deadline: January 15, 2021

MLK, Jr. Holiday: January 18, 2021

Mid-term Grading Opens: February 22, 2021

Mid-term Grading Closes: March 5, 2021

Withdrawal Deadline: March 27, 2021

Spring Break: April 12-18, 2021

Test Free Week: April 26-30, 2021

Final Examination Week: May 1-6, 2021